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## PERCEPTIONS REGARDING ORGANIZATIONAL ENVIRONMENT OF CLASSROOM AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA

### ***Abstract***

*Perceptions regarding organizational environment of classroom at secondary level in Khyber Pakhtunkhwa was a quite novel study. The objectives of the study were: to explore the organizational environment of classroom at secondary level in Khyber Pakhtunkhwa; to explore the organizational environment of classroom at secondary level in Khyber Pakhtunkhwa, and to find out perceptions regarding organizational environment of classroom at secondary level in Khyber Pakhtunkhwa. All the 302,170 Secondary School Heads, Secondary School Teachers and Secondary School Students were the population for this study. A stratified sample of 1260 was selected randomly. Questionnaires were used as a research instrument for the collection of data. Data were tabulated, analyzed and interpreted category wise by comparing three groups, Principals/Head Masters, Secondary School Teachers and Secondary School Students. To analyze the data, Chi-Square test was used and percentages were used. Results were tested at 0.05 % level of significance.*

*On the basis of analysis it was discovered that the physical structure of class was attractive. Classes were ventilated and lighted. Classrooms were fully decorated according to the needs of the learners.*

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*It was recommended that the modern structures for classroom management should be adopted.*

## ***Introduction***

The organizational environment means the physical or visual display of the classroom. In addition to arranging the social environment of the classroom, a teacher also must arrange the physical environment. It goes without saying that a classroom should be attractive, well lighted, comfortable, and colorful. But, aside from a colorful bulletin board and neatness, he may have very little influence over the external features of the class room (e.g. paint, lighting, windows, and even such things as the availability of book shelves and a file cabinet). Attempts to improve these external conditions always are worth a try, but do not be surprised if the repeated requests are in ineffective. It is not remarkable for teachers to bring their own necessary items, such as a clock bookcase, file cabinet, rug, or pedestal stool to the classroom at the beginning of the year and take them home again for the summer.

What may be more important than these items, however, is the way the inside features of the classroom (desks, chairs, and tables) are arranged. Students quickly get used to and accept the outside features of a classroom, good or bad. But the inside arrangement of the classroom will affect the students every day of the school year.

The important feature to note in this arrangement is the intentional attempt to get people together. The barriers to interpersonal sharing in communication that sometimes result from the inflexible alignment of desks are avoided in these settings by the more informal, but still systematic, furniture arrangement. As the inside features of the classroom turn from

traditional to this less formal arrangement, so too will the social environment of the classroom change. Because this arrangement suggests that interpersonal communication in sharing is permitted, increased interpersonal communication and sharing will undoubtedly occur, whether a teacher desires it or not.

From such an arrangement, look forward to more expression of student opinion, increased student talk, and greater spontaneity in student responses. This emphasizes the important impression that the social environment created by a teacher words and deeds always should match the organizational environment created by the physical arrangement of the classroom. It also explains why the traditional or formal classroom actually is quite flexible and has remained so popular. A cooperative environment (e.g. for conducting a group discussion) always can occur in a formal classroom, but a competitive environment (e.g. for drill and practice) becomes very difficult in a less formal arrangement. This is not a reason to throw out the appeal of a less rigid classroom arrangement, but only to use it with a firm take hold of the student behavior it is likely to promote.

A teacher might compromise by marinating the basic nature of the formal classroom but, space permitting, setting aside one or two less formal areas (e.g. a learning center or group discussion table) for times when instructional goals call for interpersonal communication and sharing (Lippitt and Gold, 1959).

### ***Statement of the Problem***

Perceptions regarding organizational environment of classroom at secondary level in Khyber Pakhtunkhwa was a quite novel study.

### ***Objectives of the Study***

The study was based on the following objectives:

1. To explore the organizational environment of the classroom at secondary level in Khyber Pakhtunkhwa.
2. To find out perceptions regarding organizational environment of classroom at secondary level in Khyber Pakhtunkhwa.

### ***Significance of the Study***

This study might be very significant because the researcher studied the new aspect of classroom. This study has opened new vistas in the field of education in Khyber Pakhtunkhwa as students might be in a better position to learn about organizational environment.

### ***Delimitation of the Study***

This study was delimited only to Boys Secondary Schools in the Public Sector of Khyber Pakhtunkhwa.

### ***Method and Procedure***

#### ***Population***

All the 302,170 Secondary School Heads, Secondary School Teachers, and Secondary Schools Students of Khyber Pakhtunkhwa constituted the population of this study (EMIS, 2013).

### ***Sample***

A sample of 1260 from Seven Districts was selected randomly. The districts included were: Peshawar, Nowshera, Mardan, Haripur, Dera Ismail Khan, Kohat and Abbotabad. The sample comprised on 70 Heads of the Secondary Schools, 210 Secondary School Teachers (Science and Arts), and 980 Secondary School Students (Science and Arts) of Class 9<sup>th</sup>& 10<sup>th</sup> (EMIS, 2013).

### ***Research Instrument***

The researcher used questionnaire/structured interviews as a research instrument for this study using two options 'Yes' and 'No'. Research instrument was developed after going through related literature, consisting of books, journals, articles, reports, magazines etc.

- Questionnaire for the Principals of Govt. High Schools.
- Questionnaire for the Secondary School Teachers of Govt. High Schools.
- Questionnaire for the Secondary School Students of Govt. High Schools.

### ***Collection of Data***

The researcher visited most of the Govt. High Schools in the selected Districts. While in some Districts data were collected with the co-operation of three research assistants. Hundred percent data were collected from the seven districts.

### ***Analysis of Data***

Data were collected through instruments. Data were fed in the Statistical Package for Social Sciences (SPSS) programme for

analysis. To analyze the data and forget the percentage of every option, frequencies were applied. Chi-square was also used as a contingency test. For statistical treatment, Chi-square as a contingency test was applied for the results.

## *Review of Related Literature*

### *Classroom Environment*

Classroom environment comprises a broad variety of educational concepts, including the physical surroundings, the psychological environment shaped through social contexts, and various instructional components related to teacher characteristics and behaviors. The study classroom environment has been common across nearly all sub areas of education. Investigators are interested in relationships between environment constructs and multiple outcomes, including learning, meeting, enthusiasm, social relationships, and group dynamics. A variety of methodologies, including survey, observations, and interviews have been used to confine features of the classroom environment from student, teacher, and observer perspectives. The premature Childhood group based at the University of Virginia has a wide body of work that examines classroom environment as a confirmed observation system of multiple elements of the classroom (Bronfenbrenner, 1977).

### *The Physical Environment*

Further repeatedly a focus in earlier studies of classroom environment, the physical environment has sustained to appear in existing studies as and manipulate on behavioral and academic outcomes. Current studies of the physical environment have investigated aspects such as classroom composition, classroom dimension, and classroom management. Class composition

studies observe classroom grouping methods, including capability grouping of students, single-sex classrooms and cooperative learning groups. Research has found that classrooms with highly cooperative groups emerge to have students with more positive perceptions of justice in grading, stronger class structure, and higher degree of social support, as well as higher accomplishment scores. Whether students are attractive in on-task or disrupting behavior can also be influenced by effective classroom management instructions and stability of teacher enforcement (Miller and Cunningham, 2011).

### *Classroom Climate*

Part of the bigger focus on school improvement is School Climate or Educational Climate, which defines how teachers relate with each other and with administrators. This is different from Classroom Climate, which identifies relationships among students with each other, the teacher and how this interprets into learning. There are a number of apparatus available to conclude Classroom Climate and then to use the results as part of the complete plan for school development. Yet the most complicated measurement instruments rely heavily on view and perception. Useful manager, when students have been asked to explain effective classroom managers, researchers report that these are teachers who set clear opportunity and consequences early in the year. They also describe teachers who consistently follow through with consequences, as opposed to merely intimidating consequences. These characteristics appear important in establishing good classroom environment in terms of social support and common respect. In addition, the amount of time a teacher uses in teaching organizational behaviors impacts the classroom environment. Researchers have establish that students in classrooms that used up more time early in the school year on organizational instruction considerably increased the amount of time students

spent in student-managed behavior later in the academic year. Intentionally providing organizational instruction at the start of the academic year is a quality of an effective classroom environment manager (Miller and Cunningham, 2011).

### *The Psychological Environment*

Further than the physical arrangement of a classroom a mental environment is also created, based on the communication of key players in the classroom, namely students and teachers. Research in this area has various greatly and proliferated during the early 21<sup>st</sup> century. Studies have been particularly concerted on student class participation rates, teacher support, and communication of learning. The notion of feeling supported as students has also been extensively examined in the classroom environment literature. Helen Patrick and colleagues (Patrick and Kaplan, 2007) found that there is a strapping, positive relationship between students' level of motivation and meeting and their perceptions of the classroom environment as being socially helpful. At the personal goal level researchers have found that whereas students who are more focused on grades tend to have higher grades, those students who are more paying attention on mastering objectives tend to engage in more academically demanding tasks and retain information learned for a longer period of time (Patrick and Kaplan, 2007).

### *Democracy in Education*

According to Dewey (1961), majority of elements, which is saved by the way; we encircle worried till now through learning whether it can survive in any communal collection. We need to open the differences in the objects, strength; & technique of learning because it is functioning in diverse kinds of population. Saying that, learning is a securing direction; communal purpose,



protecting direction ;and improvement in the undeveloped throughout their contribution in the living of the collection; to which they go; is to say in result that teaching will vary among the excellence of life which succeeds in a group. To encourage individual responsibility and autonomy among learners; progressive schools offer learners the space to discover; what is apposite pro-social behavior (Ainsa, 2011).

Those organizations which adopt progressive values can adopt the “Democratic Pedagogy Model”; social-emotional learning approach that allows learners the free speech right, exact to physical and intellectual properties, and accurate to change the activities of the classroom and majority changes the policy (Basu & Barton, 2010).

In teaching, the standards might be incidental from Hahn’s account in 2001 that stated, “young people of sizable numbers require for giving additional opportunities; to educate independent are not helpful for democratic principles in particular contexts” when contrast to their peers internationally. Hahn is of the view that American learners are not given sufficient teaching in social equality (Hahn, 2001).

Majority of 14 year-old students in America were not likely to have had a precise course in management. In addition, the IAEEA study showed that students’ socioeconomic status; and race/ethnicity played a vital role in what they had information about social equality; with African American and Latino learners scoring inferior (Baldi et al., 2001)

### ***Analysis and Interpretation of Data***

In research analysis, interpretation of data plays a pivotal role, because at this stage the researcher in a position to draw results

from the data. In this study the collected data has been interpreted and analyzed through Chi-square as a contingency test. The Chi-square test is the most important test widely used for statistical data utilized by non-parametric analysis. The Chi-square test commonly is used in analysis of data for the comparison of two groups, where two groups or variables are compared. In the results and discussion section the data has been interpreted and analyzed in two different ways. The opinions of principals, teachers and students have been listed in separate tables, whereas the (Frequencies) percentage, Chi-square ( $\chi^2$ ), Degree of freedom (df) and Probability of exceeding the tabulated value of  $\chi^2$ P-value at 0.05 level have been listed against the respondents' categories. In this chapter the comparison has been made between students, teachers and principals.

Compared Responses of the Three Groups: Student's, Teacher's, and Principal's

**Table 1 Classrooms attract students by its physical structure.**

Respondents	Yes	No	Yes %	No %	$\chi^2$	df	P-value
Students	644	336	65.70 %	34.30 %	96.800	1	0.000*
Teachers	130	80	61.90 %	38.10 %	11.905	1	0.001*
Principals	66	04	94.28 %	5.72 %	54.914	1	0.000*

\* shows 0.05 % level of significance

Table 1 indicates that the question was asked from 980 students and as a result of these 644 students replied positively and 336 students replied negatively. Test was applied, Chi-Square value was calculated 96.800 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported. The question was administered to the teachers and out of 210 teachers 130 responded in positive and 80 teachers responded in negative. The  $\chi^2$ -value was calculated 11.905 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported. The opinion of

the Heads was also calculated in this regard. In response to this question, 66 Heads out of 70 responded positively, and only 04 out of 70 responded negatively. After the application of  $\chi^2$  test, the value was observed 54.914 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported.

**Table 2 Classrooms are well-ventilated and well-lighted.**

Respondents	Yes	No	Yes %	No %	$\chi^2$	Df	P-value
Students	597	383	60.90 %	39.10 %	46.731	1	0.000*
Teachers	177	33	84.28 %	15.71 %	98.743	1	0.000*
Principals	56	14	80 %	20 %	25.200	1	0.000*

\* shows 0.05 % level of significance

Table 2 shows that the students were asked, "Is your classroom well-ventilated and well-lighted?" In response to this question out of 980 students, 597 with the percentage of 60.90 % agreed that their classroom was well-ventilated and well-lighted, while 383 students with the percentage of 39.10 % disagreed. Statistical test was applied; results showed that the  $\chi^2$  value was 46.731 while the tabulated value at 0.05 level is 3.841. It showed that the calculated value is greater than the tabulated value. Hence, the statement was supported. The question was administered to the teachers and 177 teachers with the percentage of 84.28 % agreed and 33 teachers with the percentage of 15.71 % disagreed.  $\chi^2$  value was calculated 98.743 while the tabulated value at 0.05 level is 3.841. It showed that the calculated value is greater than the tabulated value. Hence, the statement was supported. The Heads of the secondary school were asked this question and 56 heads out of 70 agreed that the classroom were well-ventilated and well-lighted and 14 heads out of 70 did not agree. After the application of Chi-Square test on the data, result showed that  $\chi^2$  value was 25.200 while the tabulated value at 0.05 level is 3.841. It showed that the calculated value is greater than the tabulated value. Hence, the statement was supported.

**Table 3 There are colorful bulletin boards in the classrooms.**

Respondents	Yes	No	Yes %	No %	$\chi^2$	df	P-value
Students	674	306	68.80 %	31.20 %	138.188	1	0.000*
Teachers	168	42	80 %	20 %	75.600	1	0.000*
Principals	63	7	90 %	10 %	44.800	1	0.000*

\* shows 0.05 % level of significance

Table 3 indicates that the students were asked, "Is there a colorful bulletin board in your classroom?" Out of 980 student 674 opted for 'Yes' with the percentage of 68.80 % and 306 students with the percentage of 31.20 % opted for 'No'. The Chi-Square result was calculated 138.188 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported. The question was asked from the teachers and 168 teachers out of 210 agreed while 42 teachers out of 210 teachers disagreed. The Chi-Square value was calculated 75.600 while the tabulated value at 0.05 level is 3.841. It showed that the calculated value is greater than the tabulated value. Hence, the statement was supported. The question was asked from the Heads and 63 Heads out of 70 said 'Yes' and 07 Heads said 'No'. Chi-Square result was 44.800 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported.

**Table 4 There is traditional arrangement of the desks and chairs in the classrooms.**

Respondents	Yes	No	Yes %	No %	$\chi^2$	df	P-value
Students	628	352	64.10 %	35.90 %	77.731	1	0.000*
Teachers	126	84	60 %	40 %	8.400	1	0.004*
Principals	52	18	74.28 %	25.72 %	16.514	1	0.000*

\* shows 0.05 % level of significance

Table 4 shows that the students were asked, "Do you have a traditional arrangement of the desks and chairs in your classroom?" Out of 980 students 628 said 'Yes' while 352 said 'No', the Chi-Square results was found 77.731 while the tabulated

value at 0.05 level is 3.841. It showed that the calculated value is greater than the tabulated value. Hence, the statement was supported. The question was asked from the teachers. 126 teachers out of 210 opted for 'Yes' and 84 teachers out of 210 opted for 'No'. The test was applied on the data; the  $\chi^2$  value was found 8.400 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported. The question was asked from Principals/Head Masters. Out of 20 with the percentage of 74.28 % opted for 'Yes' and 7 principals/Head Masters with the percentage of 25.72 % opted for 'No'. The Chi-Square value was calculated 16.514 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported.

**Table 5 Informal setting of the classrooms develops sharing of interpersonal skills and communication.**

Respondents	Yes	No	Yes %	No %	$\chi^2$	df	P-value
Students	522	458	53.30 %	46.70 %	4.180	1	0.041*
Teachers	177	33	84.28 %	15.72 %	98.743	1	0.004*
Principals	66	04	94.28 %	5.72 %	54.914	1	0.000*

\* shows 0.05 % level of significance

Table 5 indicates that the students were asked, "Does informal setting of the classroom develop sharing of interpersonal skills and communication?" Out of 980 students, 522(53.30%) responded in positive while 458(46.70 %) students responded in negative. The test was applied, the Chi-Square value was calculated 4.180 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported. The same question was asked from the teachers and out of 210 teachers 177(84.28 %) responded in 'Yes' and 33(15.72 %) out of 210 responded in 'No'. The  $\chi^2$  calculation was 98.743 while the tabulated value at 0.05 level is 3.841. It showed that the calculated value is greater than the tabulated value. Hence, the statement was supported. The same question was also asked

Principals/Head Masters. Sixty six Principals/Head Masters with the percentage of 94.28 % responded in positive and only 04 with the percentage of 5.72 % responded in negative. The Chi-Square value was calculated 54.914 while the tabulated value at 0.05 level is 3.841. Hence, the statement was supported.

### *Discussion*

The results showed that students were attracted by the physical structure of their classrooms. According to Stevenson (2007), students like the physical attraction of the school. In fact schools need clearly expressed vision when considering design. The results of the collected data are supporting the views of Stevenson.

The results revealed that the classrooms were well-ventilated and well-lighted. According to Bergin & Bergin (2012), for the students' knowledge development the physical environment is very important, because an easy environment can facilitate the students. Psychologically, through ample light and air. The results of the study were supporting the views of Bergin & Bergin (2012).

The results showed that the classrooms were facilitated with colorful bulletin boards. According to Brandi (2011), colorful bulletin boards are really good time savers. Visual attention is the explanation to keep students busy in interactive bulletin boards. Plain, boring boards with small color or visual demand will not hold students' interest. Coordinated colors and visual appeal to bulletin board presentation is very essential for the students' development. The results are significance and supporting.

The study revealed that the students had the traditional arrangement of desks and chairs in their classrooms. According to Simon (2008) in present educational settings, not all classrooms

are the same. The traditional classroom is now one of a variety of reproductions used in institutions of education; other reproductions include online and mixture classrooms, the latter incorporating characteristic of both traditional and online classrooms. Traditional classrooms typically show a number of universal features. The result of the data is also supporting the views of the researcher.

The results indicated that informal setting of the classroom developed interpersonal skills and communication in the students. According to Colao (2010), classroom with the aim of developing students' participation via promoting student involvement, cooperation both mentally and socially, group activity builds society by working together to a universal goal. The views of the Colao (2010) are accepted by the results of the data.

### ***Conclusions***

- Many of the respondents were of the view that classroom attracted them by its physical structure. Satisfaction in learning environment was a key to success in the classroom.
- Majority of the respondents were of the opinion that the classrooms were well-ventilated and well-lighted, which showed the satisfaction from the respondents in the teaching learning process.
- Numerous respondents were of the view that there were colorful bulletin boards in their classroom. Visual boards in the learning environment played an effective role in the teaching learning process.

- Majority of the respondents were of the view that there was traditional arrangement of the desks and chairs in the classroom. Traditional arrangements of the furniture developed the social aspect in the learning.
- Majority of the respondents were of the view that informal setting of the classroom developed interpersonal skills and communication. Interpersonal skills and communication were the basic components of social and democratic environment.

### ***Recommendations***

On the basis of conclusions, the following recommendations were made.

- The study results showed that behavior of teachers was friendly and they shared classroom responsibilities by involving the students. It is recommended that teachers should plan properly all activities of the classroom to promote organizational environment. Students should be given ample opportunities to make group decisions about significant matter of the classroom.
- The study revealed that physical structure and classroom management played a vital role in the promotion of democracy and social responsibility. It is recommended, modern structures for classroom management should be adopted. The physical structure and arrangement of the classroom should be conducive for teamwork and group activities.



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