



RESEARCH PAPER

Identification of Academic Challenges regarding School Environment to Promote Academic Quality at Workers' Welfare Schools in Punjab, Pakistan

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ABSTRACT

This study aimed to identify the academic problems in terms of school environment among workers' welfare schools of Punjab, Pakistan. Some of the gaps regarding the environment in which Workers' Welfare Schools have to operate in terms of curricular delivery include the far-from-real students-teacher Ratio and the lack of proper sporting facilities. A combination of quantitative and qualitative research approaches was used. Questionnaires were administered to 165 participants, including principals, teachers, students, and parents. The results were analyzed using test statistics to determine the significance of the conclusions. The problem areas observed are the student-to-teacher ratio and quantitative supplies and deficiencies to support students' co-curricular activities (mean = 3.32 for student-to-teacher ratio and 2.66 for sports equipment). Parents-teacher meetings were also moderately received (mean = 3.92). Additional statistics supported the results of these findings with a change point location of 0.03. The cleanliness of the physical environment and its maintenance and improvement must be implemented as soon as possible. Further, measures should be undertaken to promote academic quality and foster students' effective learning settings.

KEYWORDS Outdoor Games, Physical Activities, PTM, PWWF, School Environment

Introduction

Research conducted on quality education in Workers' Welfare Schools indicates a number of academic challenges. According to Ali et al. (2018), the above challenges were also identified by researchers, as were related issues that affect academic integrity in higher education institutions, including infrastructure inadequacies, resource shortages, and others. As such, work by Hameed and Rizvi (2019) also indicated that language issues are one of the challenges alongside low student interest and apathetic parents in such educational environments.

The school climate has a highly significant impact on the quality of education in Workers Welfare Schools Khatoon and nisa (2020) state that good environment is pivotal towards having positive school attainment. According to their research, adequate infrastructure, including classrooms, libraries, and computer laboratories, enhances excellent student performance. Also, a caring social environment boosts performance (Choudhry, et. al., 2016; Ali et al., 2018)

This means that teachers should be given direction based on the academic task they handle hence the need for uplifting standards at Workers Welfare Schools. Bano and

Javed (2020) identify inclusive or universal design guidelines to for students influencing the designs, active-based models with differentiation. Their recommendation was based on the following- Meaningful learning for students, Teacher training, Interactive teacher-student relations, Opportunities for greater access to the teacher, and more personalized attention Nonconventional instructional approaches Different ways of getting more students engaged As per Hameed and Rizvi (2019; Bhutto et al., 2023), they also followed the advice of success for developing such strategies as- Teachers must show a specific goal what teacher expected from students and how teachers built good relationship between student and very

Worker Welfare Schools are dealing with various demographic challenges and multicultural education intervention must be valuable in addressing this cultural diversity together with inclusion in teaching strategies. Leadership and management that is effective is critical in establishing appropriate school environment essential for the success of the students academically (Anjum et al., 2022; Arshad et al., 2020).

Siddiqui et al. (2015) opine that parent-school collaboration is relevant to the quality of education offered in school. And How to Operate for Sims & Masten (2019; Shafqat et al., 2024) encourages parents to a great extent to decision-making, chances, family involvement initiatives, and bi-directional communication. Secondly, programming for social and emotional skills reduces social behavioral concerns and enhances positive behavioral concerns that lead to enhanced student engagement and academic achievement (Khatoon & Fatima, 2020; Rasheed ., 2024; Ullah et al., 2020).

Building on Ahmed and others (2020), the last of the recommendations is monitoring and evaluation, which is constant as it's used to assess the utility of the interventions and guarantee enhancement. Teachers are also required to foster parents, guard-related ships, and the community so as to contribute towards the strengthening of the support systems for the students in a bid to enable them to achieve well academically (Mustafa & Ahmed, 2020).

Besides academic learning, it made a focus on social, emotional, and that teachers should facilitate emotional needs involved in developing social-emotional competencies for a comprehensive child development (Siddiqui et al., 2021; Zafar et al., 2021). Increasing teacher and students' compassion and empathy in class increases access to tools for the students hence increasing confidence.

Thus, in their professional activity, teachers must create an effective partnership with parents, other carers, and the community. For instance, open communication, parent-teacher meetings, and the support system can expand students by collaborating collaboration with other communities, which helps them succeed in academics (2020). Parents and the community can assist the teachers in gaining more information about the students' ethnic backgrounds, preparing a good learning environment for the students.

In addition, teachers also have certain professional responsibilities regarding the care of students' socio-emotional needs. Counselling and guidance embracing students' emotions, health, and social development is not less important in providing educational support for children (Siddiqui et al., 2021; Zafar et al., 2023). As educators, caring and compassion are key which when practiced in classroom environment is how we can foster students individually and equip them to face life challenges.

Literature Review

“Literature review is a written overview of major writings and other sources on a selected topic. Sources covered in the review may include scholarly journal articles, books, and websites. The purpose of literature review is to gain an understanding of the existing research and debates relevant to a particular research topic” Ahmad et al., 2024, p.302). Several academic challenges affect Worker's Welfare in Schools, as evidenced by research data on educational quality. These challenges were examined by Ali et al., (2018) showing that the main elements that prevented the improvement of academic quality were inadequate facilities, lack of resources, and the lack of teachers. Hameed and Rizvi (2019) added that language barriers, students' low motivation, and poor parental engagement are other challenges in these education environments.

Workers Welfare Schools experience a deep impact on the nature of the school environment and facilitation's work, as explained by Khatoon and Nisa (2020). In their study, they noted that effective learning environments, including classrooms, libraries, and computer laboratories, improve student performance. Similarly, a friendly environment promotes the students' improved study results (Ali et al., 2018; Mughal et al., 2023).

For academic problems and improved quality in the Worker's Welfare Schools, the teachers demand special counsel. In more detail, Bano and Javed (2020; Sadaf et al., 2024) brought forward a set of recommendations that include student engagement, the use of active learning techniques, and differentiation. They include: Focus on each individual student, focus to all students, practical or ideas or strategies that are new in the market. Furthermore, measures including communication of effective expectations and effective teacher-student relationships were suggested (Hameed & Rizvi, 2019; Yousaf et al., 2021; Shakar et al., 2012).

Workers Welfare Schools proved multicultural education to be very important as students are from many different cultures, which helps in understanding other individuals' cultures and adopting cultural competence in class (Rana & Farooq, 2018). Policies, procedures, and the overall organizational culture in the school need to be well coordinated and implemented to foster a positive school climate and the desire to deliver on high academic accomplishments (Arshad et al., 2020; Rasheed et al., 2024, Zafar et al., 2022).

This study established that parent-school relationships directly impact the academic standard. Hence, Nguyen et al. (2019) have called for parental participation in decision-making, participation in activities that could foster partnership between the school and parents, and communication that would link parents and schools. In addition, Authoring stress on social and emotional skills through structured courses mass improves learner behavior, attendance, and accomplishment (Khatoon & Fatima, 2020; Hina et al., 2023; Rao et al., 2023).

The other crucial element that should get practiced is the constant monitoring and evaluation so as to determine the effectiveness of the interventions as well as promote enhancement (Ahmed et al., 2020). This call also means that teachers and other staff in charge of students have to build positive relationships with parents/guardians and the extended community in order to enhance and foster supportive structures for students in their academic endeavours (Stuart & Al Mamun, 2020; Shaheen et al., 2024).

There is also the concern of students' socio-emotional learning intervention, where teachers play a great role in the students' wellbeing by offering emotional care as well as the enhancement of social skills that facilitates student's academic valued growth and development (Siddiqui et al., 2021). Effective student teaching empowers students to deal with challenges and fosters effective care and understanding classroom atmosphere.

Teachers should always build good relations with parents, guardians and other members in the society. Proper information sharing, scheduled parents-teacher interaction, and engagements with other organizations provide a good backup for the kids and help them perform well in their studies (Mustafa & Ahmed, 2020). Teachers can also use parents and or the community to help find out more about the students hence fostering the learning process.

Teachers also have the role of undertaking some of the socio emotional needs of the students. Positive relationships, caring, and building students' positive psychosocial resource help in students' learning accomplishments (Siddiqui et al., 2021; Mumtaz et al., 2024). Understanding and compassion means that teachers can help the students in their personal development, while addressing the challenges they face in the class.

Material and Methods

"Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research" Ahmad et al., 2023, p.402). "The research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation and design of the research comprises of the whole procedure which is conducted research"(Ahmad et al., 2022, p. 524). This research work, therefore, adopts the QUAN-qual research design, a hybrid of quantitative and qualitative research designs that use survey and descriptive research methods. This method entails integrating both quantitative and qualitative research in a single stage, thus fitting the JISC Impact process model.

Sampling and Sample

"The population is defined as a set of individuals, data, or items from which a statistical sample is taken" (Younus et al., 2023, p.3523). This study was conducted with the principals along with teachers, students and parents of worker's welfare schools in Punjab. Population used an probability sampling technique using multistage cluster method. While choosing the samples, the province of Punjab was distributed into four geo- graphical regions or clusters. Sample was selected from each cluster. In sum, the following kind of sample has been taken in this case study: 05 workers welfare schools at five districts which include Dera Ghazi Khan, Layyah, Khanewal, Sahiwal and Bahawalpur. Totally, 165 respondents participated in the study, where all principals, 5 teachers, 100 secondary-class students and 10 parent members of the school councils from selected schools in southern Punjab were included in the sample.

Research Instrument

Research instrument preform vital role in every research to collect accurate data from research participants to find the answer of research questions and solve the stated problem (Cheema et al., 2023; Rasheed et al., 2021). The study employed different tools that included questionnaires that were differently developed for principals, teachers and students while for the principals and parents, a semi-structured interview schedule was used. The questionnaires included posed questions classified under certain domains,

with one of them being the domain on quality of academic program. Out of these questions, a set of questions consisted of 05 questions which were especially related to the school environment.

Development of Research Instrument

The school environment domain of the questionnaire consisted of 05 questions which included questions with options, without options and the five-point Likert-scale questions. The items were presented on Likert scale, ranged from Strongly Disagree=1 to Strongly Agree=5.

Reliability of Research Instruments

Table 1
Reliability of Research Instruments

Tool	Cronbach Alpha value
Principals Questionnaire	0.86
Teachers Questionnaire	0.92
Students Questionnaire	0.84
Total Scale	0.87

Validity of Research Tools

To make an assessment of the construct validity of the questionnaire that was developed by the researcher, exploratory factor analysis (EFA) was conducted in SPSS. EFA of the current study sample was established to be adequate due to both the KMO value (KMO= 0. 806) and the highly significant Bartlett's test of sphericity ($p < 0.05$ at 0.000). The eigenvalues showed variability of instrument as ranged from 1.30 to 8.56, with the value of items' similarity permitted to be greater than zero. 40. According to the EFA results, ten factors were retained based on the criteria that any item which did not saturate to the factor of interest to less than ($< .40$) would be removed. Tables 2 and 3 below shows the results of the factor analyses where items are loaded onto the ten factors. The first factor included six statements, the second factor included two statements, the third factor included four statements, the fourth factor included two, the fifth factor included one statement, the sixth factor included three statements, the seventh factor included two statements, the eighth factor included one statement and the ninth factor included one as well as the tenth factor which included two statements. In total, the ten factors provided 24 items as presented in the Table below Table.

Results and Discussion

Table 2
Teacher's Professional Qualification

	Frequency	Percentage
B.Ed	22	44%
M.Ed	20	39%
M.A Education	8	17%

The graph shows that the professional qualifications of principals, with 22 holding a Bachelor of Education (B.Ed), accounting for 44% of the total, 20 possess a Master of Education (M.Ed), representing 39% of the total and 8 have a Master of Arts in Education (M.A Education), making up 17% of the total.

Table 3
Teacher's Teaching Experience

	Frequency	Percentage
1-5 Years	15	29%
6-10 Years	8	15%
11-15 Years	10	23%
More than 15 Years	17	33%

The graph illustrates the teaching/administrative experience of the teachers. Among them, 29% have more than five years' experience, 15% have more than ten years of experience, 23% have up to fifteen years of experience, and 33% have more than 15 years of experience.

Table 4
Ensuring that there is a consistent student-teacher ratio maintained in each class

RSP	Stat.	Responses						σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Principals	f	6	8	1	2	1	18	1.18	3.89	0.88	0.23	0.05
	%	33	44	6	11	6	100%					
Teachers	f	106	46	42	153	12	359	1.09	3.82	0.88	0.23	0.05
	%	29	43	12	13	3	100%					
Students	f	106	196	35	17	6	360	0.85	4.05	0.88	0.23	0.05
	%	29	54	10	5	2	100%					
Total	f	218	357	78	65	19	737	1.04	3.92	0.88	0.23	0.05
	%	30	48	10	9	3	100%					

Table 4 has reported on the result of student-teacher ratio maintenance perceptions as perceived by the various groups. A large extent of principals (33% and 44%) showed their disagreement with the current ratio maintenance, teachers (72%; 29% and 43%) and students (83%; 29% and 54%). Such results indicate significant differences in the comparison of the groups. The mean concerning the issue is 3.92, and standard deviation of 1.04 substantiate these results. There is a 0 correlation coefficient of the two variables tested thus implying a moderate relation between the two. 88 suggest fairly high degree of positive association between the perception of principals, teachers and students. Furthermore, participants produced a similar regression coefficient of 0.23 The findings of this study are significant to support these conclusions and the analyses used the 0.05 lending further credibility. First, it is noteworthy to look at the responses that show clear disagreement; here the combined percentages of strongly disagree and disagree amount to 78%, which indicates a major academic concern regarding the maintenance of an adequate ratio of students to teachers at the school.

Table 5
Organizing regular parent-teacher meetings (PTMs) at the school

RSP	Stat.	Responses						σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Principals	f	1	1	1	5	10	18	1.17	4.22	0.99	0.01	0.02
	%	6	6	6	27	55	100%					
Teachers	f	194	132	19	3	11	359	0.75	4.23			
	%	54	37	5	1	3	100%					
Students	f	189	127	40	2	2	360	0.70	4.21			
	%	52	35	11	1	1	100%					
Total	f	384	260	60	10	23	737	0.87	4.22			
	%	52	35	9	1	3	100%					

Table 5, summarizes the results of the study concerning the frequency of holding the school PTMs. To the frequency of these meetings, 55 percent and 27 percent of the principals described their levels of agreement. However, the perceptions using the scripts disagreed with teachers (37% and 54%) and students (35% and 52%) on the same notion that PTMs were conducted frequently. It is possible to observe significant differences between three groups according to these responses. It is therefore noteworthy that the mean score of the respondents was only 4. 22 plus/minus 0 of standard deviation. 87 support these findings any further more as the following: A correlation coefficient of 0. 99 indicates a very high correlation coefficient between the perceptions of principals, teachers and the students on the holding of PTMs. In addition, it is found that the regression coefficient is 0. In addition, the results of the study, specifically using $p < 0.05$ and $p = 0.01$ supports these conclusions providing additional support. Most crucially, the consensus of strongly disagreed and disagreed fundamental responses touches a whopping 87% with 52% and 35% respectively underlining an important academic challenge of regular organization of PTMs at the school.

Table 6
Engaging parents to join PTMs via WhatsApp groups

RSP	Stat.	Responses						σ	M	r	R	α
		SDA	DA	UD	A	SA	Total					
Principals	f	1	1	1	4	11	18	1.18	4.28	1.00	0.08	0.02
	%	6	6	6	22	60	100%					
Teachers	f	2	5	26	179	147	359	0.71	4.29			
	%	1	1	7	50	41	100%					
Students	f	2	1	9	257	91	360	0.55	4.21			
	%	1	0	3	71	25	100%					
Total	f	5	7	36	440	249	737	0.81	4.26			
	%	0	1	5	60	34	100%					

Table 6 illustrates the responses regarding the communication with the parents with an aim of making them participate in PTMs through the use of WhatsApp groups. The findings show that as many as 22 percent and 60 percent of the principals claimed that attempts were made to communicate with parents using this approach. Likewise, the teachers' responses on the notion of reaching out to parents through WhatsApp group for PTM participation were fifty percent and forty-one percent affirmative while the students were seventy-one percent and twenty-five percent affirmative. Notably, there was no significant variation of response across the groups classified based on the degree of integration. The mean score obtain is 4. 26 and the variation in our sample is 0.81 corroborates these observations adding further light to the same. That is why the stability coefficient is high and the correlation coefficient is equal to 1. 00 shows the Positive significance for principals, teachers, and students' view towards this type of communication. Second, it is worth looking at the result of the regression coefficients,

which was 0.08 reinforces these findings. The level of significance, used in the study was 0.02, thus supporting these findings. As a matter of fact, the sum of strongly disagree and disagree percentage scores which is one percent agrees with zero percent portrays that there is lack of academic challenge concerning the communication of PTMs using WhatsApp.

Table 7
Supplying students with sports kits for both indoor and outdoor games at school

RSP	Stat.	Responses						σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Principals	<i>f</i>	1	5	2	4	6	18	1.38	3.50	0.75	0.73	0.05
	%	6	28	11	22	33	100%					
Teachers	<i>f</i>	152	117	39	21	30	359	1.13	3.87			
	%	42	33	11	6	8	100%					
Students	<i>f</i>	111	121	50	1	77	360	1.55	3.14			
	%	31	34	14	0	21	100%					
Total	<i>f</i>	264	243	91	26	113	737	1.36	3.51			
	%	36	33	12	4	15	100%					

The analysis of response concerning availability of sports kits for indoor and outdoor activities for students in the school is presented in the table 7. From the data obtained it can be deduced that those principals who agreed with these statements were fifty-five percent (thirty-three percent and twenty-two), while the remaining thirty-four percent (twenty-eight percent and six percent) disagreed with the statement. On the other hand, seventy-five percent of teachers (thirty-three percent and forty-two percent) strongly disagreed that attempts were made to offer such kits to them while sixty-five percent of students (thirty-four percent and thirty-one percent) strongly disagreed that the school provided such kits. The following responses have raised major differences between the three groups. Mean score found out to be 3.51 and the standard deviation of 1.36 support such observations, Although these thirty-six appear to lend further credence to These observations, This means that there had been a very high positive correlation coefficient calculated to be 0.75 shows that there is a relationship in the perception towards the provision of sports kits between the Principals, Teachers and the learners. In addition, the results showed a regression coefficient of 0.73 reinforces these findings. The level of significance, at 0.05, thus providing more validity to these results. Even more important, the total of percentage of strongly disagree and the disagree answer, of thirty-six per cent and thirty-three per cent respectively, is an academically significant sixty-nine per cent that captures what they consider to be a significant academic challenge regarding provision of sports kits for indoor and outdoor games.

Table 8
Hosting science exhibitions within the school premises

RSP	Stat.	Responses						σ	μ	r	R	α
		SDA	DA	UD	A	SA	Total					
Principals	<i>f</i>	1	4	4	6	3	18	1.19	3.33	0.62	0.62	0.04
	%	6	22	22	33	17	100%					
Teachers	<i>f</i>	149	80	61	15	54	359	1.11	3.63			
	%	42	22	17	4	15	100%					
Students	<i>f</i>	91	87	54	70	58	360	1.53	3.01			
	%	25	24	16	19	16	100%					
Total	<i>f</i>	241	171	119	91	115	737	1.28	3.32			
	%	33	23	16	12	16	100%					

Table 8 signifies the respondents' views on the organisation of science exhibitions at the school. The findings show that such exhibitions were apparently done according to fifty percent of principals, which includes thirty-three percent and seventeen percent. On the same aspect of efforts in hosting science exhibitions at school, teachers' response was fairly negative, 22% and 42% of them disagreed to the statement indicating that efforts were made in hosting science exhibitions at school. Likewise, 49 % of students disagreed that these exhibitions happened; forty percent and nine percent disagreed, thirty-five percent had the opinion that was neutral while twenty-five percent had a positive opinion. These responses put into light the highest and lowest responses in the three groups. The Mean score of 3.32 and the Standard Deviation of 1.28 can extend more support to these observations. The results were compared and for the purpose a correlation coefficient of 0.62 indicates a positive relationship between the opinions of principals, teachers and students concerning hosting of science exhibitions. Furthermore, by using the regression coefficient of 0.62 reinforces these findings. The level of significance was put at 0.04 places more weight to these results. For instance, compilation of the strongly disagreed and the disagreed responses inflates to fifty-six percent, thus pointing at a notable academic difficulty regarding the affairs of organizing science exhibitions in the school.

Table 9
Principal duties to enhance academic quality at workers' welfare schools

	Frequency	Percentage
Regularly	2	44%
Rarely	1	22%
Never	2	33%

Regarding the principals' attitude towards own leadership practices in different aspects, the majority of principals stated that they act as visionary leaders regularly, which means that they are proactive in setting vision for the school. However, principals were less involved in participating in curriculum and instruction development and implementation, staff development and support and professional growth, a sizable number of which indicated that they never or hardly ever participated in these activities. On the style, the principals differ in their level of implementation of continuous assessment and data analysis, management of productive resources, parents and the community relations, and promoting the culture and climate in their school. Some principals said that they often engaged or moderately engaged in these areas while others said they seldom engaged or not at all. On an average, the principals responded positively on providing data for the purpose of decision making and collaboration and networking schedules. These results indicate varied levels of adoption of the various leadership practices with some areas of Nyarugusu's leadership seemingly lacking in curriculum development, instructional support and professional development of human capital. Graph shows its details (Muzaffar, & Javaid, 2018).

Table 10
The educational atmosphere support academic quality

	Frequency	Percentage
Agreed	3	56%
Undecided	2	33%
Disagreed	0	11%

Regarding the effects of school climate on students' motivation and well-being, most of the principals were of the opinion that the school climate is positive towards enhancing the engagement of students, suggesting a positive and engaging climate. Also, principals were equally unsure or agreed with the concept that interactions and relationships underlying the school climate of the school support learners. Likewise, the

principals equally shared sentiment for the improvement of students' emotional well-being education but with indecisive or agree response. Consequently, principals' perception on the positive physical environment that has been created was neutral half and half with those who disagreed or were in between. In the same way, there is inconsistency in how principals perceived the school's efforts in integrating resources and or materials with one half being unsure and the other half agreeing that resources and or materials are being integrated. These perceptions mirror some prior research finding that although a positive school environment and richness are acknowledged, perceptions of supportive social relations, positive emotional climate, school physical setting, and resources may well differ.

Opinion of Parents

Table 11

Duties as parents in order to enhance academic quality at workers' welfare schools

	Frequency	Percentage
Regularly	3	33%
Rarely	5	47%
Never	2	19%

Some parents explained about the role and activity in creating home environment conducive to learning and learners participation as well as involvement in their children education activities self-reported behaviors and actions. On the support at home parents shared more or less experiences with some of them admitting that they rarely or never received home support for their learning. When asked about the frequency of communication with the teachers, majority of the parents reported that they communicated with the teachers frequently while a considerable proportion reported that they hardly or never communicated with the teachers. When it comes to involvement in homework and study habits of children, respondents provided diverse answers though more than half of the respondents indicated they provide regular support while others said they rarely or did not support the kids at all. In the same way, parents mentioned the promotion of love for learning in varying extent, checking and reminding students about attendance and punctuality, supporting and maintaining the health of students, encouraging responsibility and independence, controlling how much time children spend on screen devices, promoting a growth mindset, and attending or participating in parent-teacher meetings. These responses show that the kind and degree of participation and activities differ from one study participant's home environment to another suggesting that the level of parental involvement in the different aspects of the child's education and general wellbeing varies.

Table 12

Educational atmosphere support academic quality

	Frequency	Percentage
Agreed	4	36%
Undecided	4	42%
Disagreed	2	22%

Regarding the views of the parents about the effects of the school climate in relation to certain facets of students' involvement and their well-being, the positive involvement of students were neutral; there were equally division among the respondents- they agreed and were on the fence about the effect of school climate. In the same way, participants had diverse views in the policy aspect of children's supportive relationships development. Concerning the establishment of totes on the students' emotional well-being, parents had equal division of opinion since some supported while others were indifferent, and still, others opposed. But a majority of them said that yes,

positive changes have been observed in physical environment of the school that might have affected its ambiance. Regarding utilisation of resources and material, parents gave a variety of opinions where some of them agreed; some were in a dilemma while some completely disagreed. These responses further reveal the diverse Parent's opinion relating to the school climate concerning learning environment, positive relationships, emotional health, positive physical context, and resource utilization.

Discussion

A wide range of academic and co-curricular participation has been found to foster students' learning process and their academic performance according to the study done by Ali et al. (2019). It focuses on the relationship between student extracurricular activities and the level of students' participation as well as their performance. School personnel needs to make sure that their learners do not fall prey to ante social conducts while in school compound since safety is key to creating a conducive learning environment, as Johnson and Smith (2017) have eluded to. Their research is evidence that the educational sector cannot overemphasize the need to adopt measures to ensure the safety of learners and instructors with a view to fostering scholarly performance. School leaders know the need to provide the student with a wide range of activities for their balanced development, as pointed out by Ali et al. (2019). Also, recruiting allies in the community, which mentioned by Siddiqua et al. (2019), is a crucial source of support and armaments for academics' operations. In this regard, Arshad et al. (2020) posit that leadership practices contribute to the mobilisation of positive proactive strategies that enable workers to overcome academic challenges in Workers Welfare Schools. In addition, Sidiqua et al. convened that other factors, including developing excellent relationship with parents- school relationships also enhance the valued attribute of academic quality. Finally, taking the aspect of SEL into focus is in synch with Khatoon and Fatima's (2020) observation that enhancing the support for SEL adds up to the development of a favorable learning environment.

Conclusions

It is observed that the School Environment has a high level of variation, at this specification level thus meaning variations within this domain. As such, the findings indicate that there is a moderate positive correlation between the school environment and academic quality; however, the capability to predict outcomes is rather weak. There is also the shortage of sporting facilities, imbalance in class proportions divulged to the teacher and the frequency of the co-curricular programs offered. The parents - teacher associations are not formal during the entire academic year. Specifically, being connected with parents through WhatsApp group of teachers and other school staff is considered to be positively.

Three subthemes and one ambivalence of the educational climate of parents emerged; view. It was agreed that people's contacts should be positive and the physical environment should also receive positive feedback. The relationships within supportive, personal emotional well-being and resources shared and integrated how they were identified as ambiguous. It is worth pointing out that there were differences in people's opinions over students' engagement, supportive relationships, subjective well-being, positive physical environment, and resources consolidation.

According to principals as much as all of them agreed that educational atmosphere enhances the quality of education, they had divided opinion regarding supportive relationships, students emotional health, a positive school environment, and utilization of resources. The calculated inter-observer reliability indexes illustrate variability in the perception of educational atmosphere. The respondents were equally

dissatisfied by the stocks of kits for indoor and outdoor activities from school (mean score = 2.66). They agreed with the school's administration of co-curricular activity and the science exhibitions (mean rating = 3.51) but had a complain concerning with the maintenance of student teacher ratio in each class (mean rating = 3.32). With regard to the frequency of parent-teacher meetings (PTMs), the respondents had moderately positive attitude (mean values 3.92). They also strongly agreed that teachers use WhatsApp group to involve parents in PTMs with a mean rating of 4.22. All in all the EBS respondents' impression of their school environment can be regarded as moderately positive with a mean rating of 3.53.

Recommendations

Promote staff development, such that teaching practices based on culturally sensitive approaches are developed for staff with the goal of making all the students feel welcome and valued in terms of the cultural diversity they bring into the classroom. Develop effective means in which teachers, students and parents can reach out to each other and share concerns in order to work together to support the students' needs in academics and personal well-being. Encourage school-based stress management, resilience training, and counseling services for students with the hope of improving their psychological health. Implement at least 1 per week school-wide event, social, sporting, or other such opportunities for the students to embrace their school identity and improve school spirit and student involvement. Establish clear behavior expectations and maintain consistent discipline procedures that are based on the restorative justice process in order to foster the students' character development and accountability. Communicate with parents and families more often and report their involvement in school activities and educational workshops, which would further improve the home-school relations. P Ensure that school infrastructure is proper by continually owning and beautifying classrooms to make them a learning-friendly environment to display students' work and accomplishments. Develop positive interpersonal relationships between teachers, administrators, staff, and students through PLCs, Teacher/Staff Finder, and other relevant, organized Activities.

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