Role of Institutional Factors in Shaping Student Performance at Secondary School Level

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Abstract
Education is vital to meeting the demands and expectations of society today and preparing the next generation to do the same. It plays a significant role in developing the next generation of responsible citizens by providing them with the necessary human capital. The current study has two objectives: to determine the institutional influence on students' performance at the secondary school level and to analyze the impact of institutional and physical facilities on secondary school students' performance. The researchers used descriptive survey research to execute the objectives of the study. All the secondary school teachers in district Sialkot constituted the population of the study. The sample of the study was one hundred and eighty secondary school teachers and data were collected through a questionnaire as research tool. After collecting data, the statistical techniques of percentage, mean score and standard deviation used. The study found that nearly 90% of respondents believe that a good classroom environment helps students learn and is also important to students' achievement. More than 6% disagreed or did not need to be sure. The study concluded that most institutional characteristics substantially affected students' grades. Most respondents (99%) said that a classroom setting affects kids' ability to learn, and approximately 84% of respondents said that a safe and secure school climate improves students' ability to study.
Keywords: Role, Institutional Factors, and Students' Performance

1. Introduction

Education is vital to meeting the demands and expectations of society today and preparing the next generation to do the same (Shahzad, et al., 2022). Educators must ensure that the country's youth receive a high-quality education if the nation is to advance and develop. As a social process, it promotes a higher standard of living, facilitating harmonious social interactions. Protecting the environment is essential for fighting poverty, increasing production, improving living conditions, creating informed citizens, and elevating the educational level of countries (Sandhu, 2021).

Lasfeto (2020) states that learners' environments significantly impact their personal development. For children to learn effectively, a suitable and supportive setting is crucial. In particular, households and schools are responsible for furnishing students with the appropriate learning stimuli. Most of a child's waking hours are spent in school, where his surroundings, including teachers, classroom dynamics, and course materials, all impact how well he does in class. Keeping schools safe and healthy is crucial because students are the future of every country. The school environment encompasses physical and instructional facilities, student and instructor safety, the head and supporting staff, location, and fair and suitable disciplinary procedures (Mongale, 2021).

The physical, social, cultural, and psychological circumstances affect educational advancement (Mubeen et al., 2023). A suitable and sufficient setting is crucial for a youngster to learn well. Many places should stimulate learning experiences, primarily the home and the classroom. This significantly impacts the competence of instruction pupils receive and the amount of focus they bring to class. It is crucial for a child's successful learning to take place in a suitable and sufficient educational setting. Schools with happy and supportive learning environments have higher student achievement because kids spend most of their waking hours in school, where curriculum, teaching methods, and student-teacher relationships affect their performance.

Ayoub et al. (2019) identified poor academic performance in schools as a result of poor study habits, lack of resources, negative school environment, indiscipline, inadequate facilities, ineffective teachers, teaching methods, and learning environment. Chronic absences, tardiness, failure to prepare lesson notes, failure to grade students' work, exam malpractice, illegal collection from parents and students, unapproved study leave with pay, drinking, and drug use are all examples of teacher misconduct. These threaten children's bad performance.

Teacher competence, student intake, curricular standards, and a favorable school environment affect student achievement. Assessment scores indicate children's performance. School climate affects academic success. Pazin (2022) claims that school settings greatly impact teachers' and students' cognitive and physical development. Schools should provide a friendly environment for pupils to relax, focus, and succeed (Ali & Saleh, 2022). Students need qualified teachers, a well-designed and equipped curriculum, books, laboratories, libraries, furniture, playgrounds, running water, gas, electricity, boundary walls, textbooks, and other instructional tools like models, audiovisual aids, and maps to receive high-quality education. Raising student performance requires more and better educational resources.

The school environment significantly impacts the social, emotional, and ethical development of students, as well as their learning and growth (Frenzel, et al., 2021). School climates that are compassionate and supportive encourage students to put more effort into their studies and deter them from engaging in anti-social behavior. Improved academic performance is possible for kids of all demographic backgrounds with access to supportive peer relationships and elective learning opportunities. Students can complete academic tasks when they have excellent relationships with their teachers and are part of a school community that supports and encourages them. Improving pupils' academic achievement primarily depends on teachers' professional skills and ability to maintain discipline. Students can get more significant results when they are enrolled in classes taught by highly qualified instructors and are subject to strict classroom discipline.

The term "maintenance of discipline" refers to the measures educators take in response to student conduct that interferes with instruction flow or violates school policy. The students' misbehavior or exceeding their limitations can be better managed with its help. Dress code, timekeeping, social graces, and moral and ethical principles are all outlined. So that no indiscipline problem arises in the institution—something that is detrimental to or goes against school policies, educational standards, or traditions—the punishment that students face when they disobey the rules is put into practice.

A school's regulations, curriculum, methods, and physical space greatly impact its success or failure. The classroom environment has a double-edged effect: it helps teachers make lessons more approachable and interesting for their pupils, boosting their

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interest and performance in the classroom. All aspects of education and student achievement suffer due to the acute shortage of physical and instructional facilities in most of Punjab province's secondary schools, especially in Central Punjab. Since Pakistan's formation, there have been various attempts to increase pupils' performance, but this has not been successful. The health and success of pupils in school directly affect their development into productive members of society. The current study has two objectives: to determine the institutional influence on students' performance at the secondary school level and to analyze the impact of institutional and physical facilities on secondary school students' performance.

2. Literature Review

Through education, people can enhance their social lives and overall quality of life. It encourages individuals to play a part in the nation's development as it evolves. Encouraging holistic development in all areas of life—spiritual, physical, and social—is important to education. Education is essential for Pakistan, a developing nation. They are disadvantaged because of their low grades in central Punjabi secondary schools. Haseeb (2021) notes that student performance is an issue in many central Punjab, Pakistan secondary schools. Human capital and civic responsibility can only be developed via education. Hence, education has been a top priority for Pakistani governments ever since the country's inception. Good education is the bedrock of every nation's economic and social development. In order to combat poverty, boost production, enhance living circumstances, protect the environment, and educate populations, education is crucial. Addressing poverty and promoting integrated human development are top priorities for the present government. They also aim to ensure everyone can access quality education, empower women, eliminate prejudice, mobilize communities, and foster partnerships between the public and private sectors.

Fantus and Newman (2021) claimed that the school atmosphere works as a learning environment. Educational methodologies, cultures, and physical surroundings for all learners are learning environments. The learning environment might be a teaching method, cultural context, or physical place. Leisman (2022) believed school environment elements shape people's information processing, feelings, and behaviors towards learning environments. Thus, school environment components are those favorites' dispositions, locations, and habits that affect performance. Knowledge of students in a good school environment helps active learning and teaching. He identified surface-level and deep-level learning environments in sites where students read texts. Boström, et al., (2023) states that the best classroom environment clarifies all concepts.

Hunter, et al., (2022) states educational techniques are altered to improve student success. This creative school environment comprises physical, social, and educational learning environments. An innovative classroom promotes strengths-based learning. It gives students and teachers mobility, agency, ubiquity, and connectivity. An innovative school where teaching and learning are collaborative, opinions and research are shared, and communities are involved creates a more robust, ever-improving community of practice. Previously, "Modern Learning Environments" (MLE) were used. The Ministry of Education uses "Innovative Learning Environments" (ILE), which is more internationally recognized.

Better schools grow educational organizations. Educational success requires fresh air, appropriate light, calm, simple, and tranquil learning environments. The government oversees school building quality, sufficiency, and management, so better facilities improve learning. An educational institution study found that schools with poor physical infrastructure had lower student evaluation scores. Mulazam & Hashmi (2022) state effective and long-term teaching requires classroom management. Well-prepared lesson planning helps teachers teach well, and students learn better. A safe, caring, and energetic classroom environment improves student achievement. Considering students' needs, a good classroom offers socialization and engaging learning.

Facilities are essential for real, authentic learning. The student prefers physical learning. Physical facilities improve student learning. Researchers concluded that providing the necessary facilities and infrastructure improves students' minds and attitudes, which is the goal of education. Kashif, et al., (2021) Found that school facilities affect student achievement. Regarding school facilities, the student's learning environment is crucial, and a poor one leads to poor learning. The learning environment is rightfully considered the third teacher but should be constantly monitored. Space helps create a good learning environment. Learning resources should be abundant to allow students to explore their interests and apply their knowledge.

Communities, schools, and individuals are all shaped by cultural norms and expectations. Curricula are frequently influenced by it. The capacity to fund educational institutions, recruit qualified educators, and provide their safety, security, and comfort is inversely proportional to a society's socioeconomic level. According to Arshad et al. (2018), children's fundamental requirements, including proper nourishment, healthcare, sleep, and assistance with homework at home, are met in a school setting with all the necessary physical amenities. Learners, not teachers, take the lead in active learning, also called student-centered instruction. In order to learn, it is assumed that pupils must read, write, talk, or solve issues. Students must be able to analyze, synthesize, and evaluate to master the material. During active learning, students engage in both conceptual and practical thinking (Han et al., 2021).

Various manifestations of progressive education, an active learning-based pedagogical paradigm that emerged in the late 19th century, exist today. The term "progressive" was used to describe this type of education in contrast to the nineteenth century's more conventional, class-based, classically-based university preparatory curricula. Modern events serve as the foundation for progressive pedagogy. According to Sachdeva (2023), progressive education programs emphasize learning by doing, critical thinking, social skills, understanding and action goals, group work, content selection, and collaborative projects. Constructivist education encourages student investigation within a framework, including active learning, discovery learning, and knowledge creation (Ahmedi et al., 2023). Teachers guide students in making discoveries and building knowledge by providing examples of real-world situations and answering their open-ended inquiries. The learning method employed by Montessori education is known as constructivism.

A 21st-century learning environment, according to Martinez (2022), has a strategy and targeted material. Through combined learning, students are given greater freedom over their learning in terms of time, place, path, and traditional methods, which entails delivering knowledge and instruction through online and mathematical media. Personalized learning refers to educational policies that align pedagogy, curriculum, and learning environments with each student's unique requirements, interests, and preferences. Martinez (2022) argues that renowned education helps pupils excel in particular areas and move up the academic ladder. The term "21st-century skills" describes the more complex knowledge, capacities, and attitudes about learning essential for success in the modern world. Today, lawmakers, professors, business executives, and teachers spend time at the office. Skills in this area include reading, writing, collaborating with others, communicating effectively, thinking critically, using information

and communication technologies, and passing various exams. Personal and mobile technology is reshaping the way we learn and work. Research, collaboration, creation, writing, production, and presenting are all aspects of remote learning that it facilitates.

Students' actions that go against the regulations that teachers or the school system have established are dealt with through school discipline. Discipline can help children learn to respect themselves, others, and the environment by establishing boundaries and guiding their conduct. These rules regulate Timekeeping, social behavior, clothing code, and work ethic. The punishment for breaking the rules is called "discipline". Discipline restricts harmful or anti-school behaviors and attitudes. A study tailored to students' motivations, strategies, and learning barriers is authoritative because students are at the core of learning and can improve their learning and academic achievement. If parents force their children to attend school, they may think learning is for them. Despite good intentions, more is needed to guarantee student success (Mereoiu, et al., 2016).

Human civilization often depends on technology. Technical education promotes industrialization and technological advancement. A technical workforce is needed for rapid national development, according to reports. The technical workforce accelerates scientific and technological development, so a country needs technical education teachers to advance technologically. Arshad, et al., (2018) found that changes and improvements will be needed to improve school productivity and success without an environment that supports and recognizes specific learning goals. Environment influences what people notice and value. No quantitative studies divide the environment into its components and examine their effects on student achievement.

3. Research Methodology

The current study designed to gather information from secondary school teachers in Sialkot district using a descriptive survey approach. Gay (2008) argues that to conduct descriptive research, one must precisely detail educational occurrences. Questions like "who," "what," "where," and "when" are primarily addressed, and the focus is on finding and conclusion of the study. The sample of the study was collected from the one hundred and eighty (180) secondary school teachers in district Sialkot.

According to Gay (2008), a questionnaire collects data in which people are asked to fill out a form based on their subjective opinions. A predetermined series of questions is designed to elicit data from a representative cross-section of a population. The researchers collected data by approaching their dear and near ones who helped them to access the sample of the study. The questionnaire used closed ended items based on five-point likert scale. So, questionnaire used as a research instrument for the current study. This is a validated and having a Cronbech Alpha coefficient value is 0.84 for its reliability. The researchers distributed questionnaires among two hundred and ten secondary school teachers. Fortunately, the questionnaires minutely filled by the secondary school teachers were one hundred and eighty with all respect. The results were then tabulated, analyzed, and interpreted in light of the study's aims. The researcher spared no effort to ensure that the data collected was accurate and trustworthy.

The data collected from the concerned respondents via the questionnaire was tabulated, analysed, and interpreted using suitable statistical techniques based on percentages, mean score and standard deviation method.

4. DATA ANALYSIS

Data analysis is presented in tabular form, and its interpretation is also given. This study was conducted to identify the role of institutional factors in students' performance at the secondary level. Descriptive statistics such as percentages, mean score, and standard deviation was used for data analysis.

According to the teachers who took the survey, table 1 shows how several institutional elements affected students' performance in secondary school. The data is organized according to the agree/disagree levels with statements, measured on a Likert scale from SA to SDA, with accompanying mean (M) and standard deviation (SD) values. We interpret the main findings from the table in the following analysis. When asked about the importance of a suitable classroom atmosphere for students' learning, most instructors expressed strong agreement (38.29%) or agreement (51.7%). Teachers concur that a positive classroom climate significantly affects students' academic achievement (mean score: 4.23) with a standard deviation of 0.79. Moreover, with a standard deviation of 0.94 and a mean score of 4.28, 48.89% of individuals believe that the school climate is very important for learning, and 40.6% agree. This proves that pupils' performance is highly dependent on their classroom setting.

Also highlighted is that 52.2% of educators feel strongly that a calm classroom environment influences student achievement. A mean score of 4.25 and a standard deviation of 1.03 indicate this element is typically rather influential. A quiet school environment is even more important, with a mean score of 4.36 and an SD of 0.78, showing that most respondents think it positively impacts kids' learning experiences. Also, 45% of educators strongly agree, and 38% believe school safety and security impact student learning. Even though the results show that most people think a safe school environment is important, the mean score was 4.09. The standard deviation was 1.14, which is lower than other environmental aspects.

With 46.7% strongly agreeing and 39.39% agreeing that teaching strategies enhance student learning, teachers provide substantial support for these methods, which are crucial to our instructional process. An impressive mean score of 4.46 highlights the perceived significance of effective teaching methods, but a somewhat greater standard deviation of 3.02 suggests some heterogeneity in the replies. While the mean score of 4.17 indicates that teachers' professional qualities influence pupils' performance, the large standard deviation of 4.5 indicates a greater diversity of opinion. Another social component that is acknowledged as impacting student achievement is peer groups. Among instructors, 24.39% strongly agree, and 57.2% agree. With an average score of 3.91 and a standard deviation of 0.99, instructors recognize the importance of students' peers but less than they do of external elements like the school environment. Most students believe that their school environment meets their social needs; 35% strongly agree, and 47.79% agree, with an average score of 4.07 and a comparatively low standard deviation of 0.94.

With a mean score of 4.29 and a low standard deviation of 0.77, 42.2% strongly agree, and 50% agree that classroom activities enhance student learning. Also confirmed: Most instructors (55%) strongly think that electricity greatly influences student learning, with a mean score of 4.26 and SD of 1.05. This clearly demonstrates the necessity of basic infrastructure, like electricity. Another factor is the school's cleanliness. With a mean score of 3.99 and a standard deviation of 1.04, 32.79% of respondents strongly agree, and 50% agree that cleanliness negatively impacts learning. Just as important is the availability of safe drinking water; 43.89 percent of respondents strongly agree that water contaminants affect students' academic performance, with a mean score of 4.11 and a standard deviation of 1.06. With a mean score of 3.93 and a standard deviation of 1.12, the absence of

audiovisual aids is another noteworthy worry. This indicates that schools could benefit from improved technical tools for teachers.

Table 1: Teachers' responses

Statement	SA	A	UD	DA	SDA	M	SD
Conducive classroom environment affects' students' learning.	38.29	51.7	5.59	3.29	1.11	4.23	0.79
School environment is necessary for learning of students	48.89	40.6	4.4	2.2	3.89	4.28	0.94
Peaceful classroom environment affects students' performance.	52.2	33.89	3.29	7.79	2.79	4.25	1.03
Peaceful School environment is necessary for truthful learning of students.	48.89	42.79	5.59	1.1	1.7	4.36	0.78
Safe and secure school environment affects students learning.	45	38.89	5	3.99	7.2	4.09	1.14
Teaching techniques affect students learning	46.7	39.39	8.3	3.89	1.7	4.46	3.02
Professional qualification of teachers affects students' performance.	30.1	31.69	25.6	8.3	4.4	4.17	4.5
Peer groups affect students' performance.	24.39	57.2	7.79	5.59	5	3.91	0.99
School environment affects students' social needs.	35	47.79	7.79	7.79	1.7	4.07	0.94
Classroom activities affect students' learning.	42.2	50	4.4	1.7	1.7	4.29	0.77
Electricity has a serious effect on students' learning.	55	30	6.7	3.89	4.4	4.26	1.05
Cleanliness affects students learning.	32.79	50	6.09	6.09	5	3.99	1.04
Impurity of drinking water affects the students' performance.	43.89	38.29	6.09	8.3	3.29	4.11	1.06
Lack of audio-visual aids affects students' learning.	36.7	40.6	9.4	7.79	5.59	3.93	1.12
Attractive School building motivates students to learn.	25	41.1	12.8	12.19	8.9	3.60	1.234
Lack of school furniture affects students' learning.	32.2	41.7	10.6	11.69	3.89	3.87	1.11
Student's absenteeism from school affects their performance.	58.29	31.69	3.89	0.59	5.59	4.37	1.00
Preparation of lesson plans affects students' performance.	32.79	52.2	5	8.3	1.7	4.05	0.92
Mismanagement during examinations affects students' performance.	37.29	40	11.69	6.7	4.4	4.21	3.24
Illegal funds collection affects students' performance.	23.3	44.39	16.69	10	5.59	3.70	1.10

Subjects such as the school's aesthetics (mean of 3.60, SD of 1.234) and the accessibility of classroom furnishings (mean of 3.87, SD of 1.11) are also believed to influence student achievement, albeit with more mixed reactions. Remarkably, 58.29% of respondents strongly agree that absenteeism impacts performance, giving this factor a high mean of 4.37 and SD of 1.00. As a last point, exam mishandling (4.21 on average) and unlawful fund collecting (3.70%) negatively impact pupils' performance, while these factors are significant, different instructors may see their effects differently due to the larger SD values (3.24 and 1.10), which indicate more varied responses. The table shows that many institutional elements affect student achievement, like the school climate, classroom circumstances, and teaching methods. All secondary school educators believe that students' academic performance is heavily influenced by school infrastructure, school management, and students' physical and social surroundings.

4.1.   Findings

This study illuminates the ways in which institutional variables influence secondary school students' academic achievement. The results stress the importance of classroom dynamics, pedagogy, and materials.

To begin with, the vast majority of respondents (90%) think that pupils' capacity to learn is greatly affected by a conducive classroom environment—both men and women who took the survey share this view. Similarly, nearly 90% of people surveyed felt that a positive classroom environment is crucial to students' success in school. Just over six percent either did not agree or did not need to be sure about the assertion.

When asked whether they think students do better in a peaceful classroom, more than 86% of respondents said yes, 10.6% said no, and 3.29% were unsure. This further highlights the significance of a peaceful learning environment for academic achievement.

Furthermore, approximately 92% of survey participants agreed that pupils would learn better in an environment without distractions. Only 3% strongly disagreed, while 5.59 % were still on the fence. This shows that a peaceful classroom setting greatly enhances students' ability to focus and be truthful in their work.

Over 83.9 percent of respondents stated that children's capacity to learn is impacted by their feeling of safety at school, making a safe and secure school environment another crucial component. Feeling protected is essential to academic progress since only a tiny percentage disagreed (11%), and 5% needed clarification.

How students are taught also has a major impact on their final grades. Most respondents (86.6%) believe that teaching methods affect students' knowledge acquisition, while a minority (5.39%) disagree, and 8.31% are unsure. This means that students need effective teaching tactics if they want to succeed in school.

Teachers' professional qualifications can affect students' performance in class. Regarding whether or not their teachers' credentials impact students' performance, almost 62% of respondents were in agreement, 12.7% were in disagreement, and 25.6% were unsure. Evidence like this points to a causal relationship between teacher competence and student achievement.

Peer groups also had a substantial effect on students' grades. While 8.159% of polled people agreed that their social circles impact their grades, 10.6% were skeptical, and 7.79% did not know.

The school environment is crucial for meeting kids' social needs; 82.79 percent of people who took the survey believe it affects their social development. Class activities substantially impacted student learning, according to 92.2% of participants, while only 3.4% disagreed.

The study also emphasized electricity and cleanliness in the classroom. Nearly eighty-five percent of people who took the survey agreed that power affects pupils' learning ability, and 82.79 percent said tidiness is also very important.

Another factor affecting performance was water contamination, which 82.19% of respondents agreed affects student performance. Furthermore, a significant majority of participants (77.3%) cited the absence of audiovisual (AV) assistance as an obstacle to their learning process.

With 67% of respondents thinking that aesthetically beautiful school facilities promote greater academic performance, it is clear that pupils are motivated by the aesthetic appeal of school buildings. Also, most participants (73.9%) felt students could not learn due to an inadequate classroom setup.

The fact that 90% of people who took the survey believe that students' academic performance suffers when absent from school stands out as a major component. Additionally, 85% of participants agreed that it is critical to prepare lessons based on student performance to achieve academic achievement. The respondents (77.29%) think exam malpractices, such as cheating, negatively impact students' performance. Also, 67.7% of people who took the survey think that schools unlawfully collecting money is a drag on students' grades.

5. Conclusion

The study concluded that most institutional characteristics affected students' grades substantially. A classroom setting affects kids' ability to learn, according to most respondents (99%), and a school climate that is safe and secure improves students' ability to study, according to approximately 84% of respondents. In addition, 86% and 62% agreement rates show that teaching techniques and teacher qualities significantly impact academic outcomes. Additional important factors that determined students' performance were classroom activities, the school climate, and the impact of peers. Results show that secondary school students can greatly benefit from efficient teaching methods and a welcoming, quiet, and favorable classroom setting.

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