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**The impact of safe and orderly environment and role of high expectations for smooth  
functioning of school**

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## **The impact of safe and orderly environment and role of high expectations for smooth functioning of school**

### **Abstract**

The overall purpose of the study was to highlight the impact of safe and orderly environment and role of high expectations for smooth functioning of school and make the school a successful one. The population of the study consisted of secondary school teachers (Male/Female) of various schools of Khyber Pakhtunkhawa who are students of M.Ed., at Institute of Education & Research, University of Peshawar, who represent the whole province. The questionnaire consists of twenty questions which were used for data collection. One hundred and twenty questionnaires were distributed in which hundred and ten were recollected. Questionnaires were translated into Urdu for better understanding. Responses were tabulated, calculated in percentages and analyzed. The need and importance of safe & orderly environment and high expectations were thoroughly investigated which were found imperative for a successful school. This study would probably help head teachers and teachers to take care of these things for success of schools.

Key words: Safe, Expectations, achievements, compensations, leadership, children

**Introduction:** A school is said to be effective to the extent to which it achieves its goals. Odden (1955) simply explains effective schools and says that schools which produce greater students' learning than schools often with similar students and community demographics. It means the school having the same environment, staff, location and facilities when produces greater students' learning as compared to other surrounding schools can be called as successful school. Rower et al (1983) support their definition when they asserts that effective schools promote

higher students achievements they write compensations of effective and ineffective schools with similar demographic composition that differ in basic skill achievement and they have begun to explain these differences by identifying specific school level characteristics that promote higher students achievement.

According to Australian Government Department of Education, Science & Training schoolings (DEST), (2004), effective schools are those where there is strong focus on teaching and learning, structure of meaningful and positive leadership, school community has shared vision for school, school and classroom environment is conducive for learning and where there are high expectations of students, where positive reinforcement is used, performance is monitored strictly and regularly, where students have rights and responsibilities and where the school is place of learning for all. High expectations of staff and students are one of all other factors which make a school successful.

According to DCPS (District of Columbia Public Schools) Effective School Framework (2009) explains the elements of effective schools which include high level rigorous teaching learning process, high level students' achievement, the leadership role, high quality professional development, safe environment, high expectations and mutual respect. Here safe environment and high expectations are the factors among many other factors of effective schools. So concentration on these factors play important role in making the school effective.

Effective schools involve parents and community members, in making the schools functional in the real sense. Interaction between school & community members is the need of the hour. Decisions with accurate information about the school and students' performance would be supported if parents and community members are actively involved.

City Council Children Services Department (2007) while discussing other features of effective schools also talks about high expectations and explains that schools set high expectations for achievement which are clearly communicated to all learners. Lessons for them are set intellectually challenging.

Lezotte (2001, p.6) while discussing the safe school environment says that orderly, purposeful, business like atmosphere, free from physical threats or harm are some of the factors which are found in an effective school. He also talks about the elimination of undesirable behaviors and stresses upon the behaviors which make the school safe and orderly. He further explains that desirable behaviors are cooperative which respect human diversity and encourage democratic values. He insists upon teachers to model these desirable values. He (2001, p.7) also talks about the climate of high expectations in a successful school. The staff helps students to obtain mastery of school curriculum.

Johnsons (1997, p.2) said that effective schools stress on teachers collaboration and mentoring so that schools should become places where educators are recognized as valuable contributors with special strength and potential to learn, grow and improve.

This is also true for students. According to Bauer (1997,p.2) students are given challenging curricula and demanding tasks and expected to succeed. Successful schools regard every child as asset. Each child is considered as unique gift to offer to society.

Mayra and David (1991) believe that good schools are those schools, where most of the teachers and where most parents want to send their children. Parents satisfied from school would send their children to school. Good schools provide safe and orderly environment to staff and students where they do not observe undesirable behaviors.

Mayra and David (1991) believe that safe school environment demands a safe and orderly environment. When school is allowed to deteriorate, the human spirit within the school also declines. The lack of discipline is the serious problem faced by schools. Violence in school or disciplinary problems affects staff and students badly. Due to classroom discipline and misbehavior, the teachers hold negative feelings towards all students, the students' fear towards educational institution and do not take interest, Mayra and David (1991) believes in the school where safe and orderly environment is maintained, discipline is the not major issue student do not take part in violent activities when they achieve academic success, and enjoy past time relationship with their teacher.

According to Mayra and David (1991) researchers after visiting five hundred (500) good schools found the following eight (08) factors responsible for school safety;

1. Staff members were taught to work together on school problems.
2. Authority was shared in decision making.
3. The student felt a sense of ownership.
4. Rule and procedures where developed to encourage self discipline.
5. Curriculum was developed according to the student's needs and interest.
6. School staff helps students deal with personnel problems.
7. There was strong school/home cooperation.
8. The school physical and organizational structural was firmly in place to support these factors.

The school should develop discipline policies with the help of school wide participation in which misbehavior are clearly defined. A readable handbook of the policy should be distributed

among the staff, students and parents and clear discipline policy should be enforced in a fair manner.

Safe and orderly environment provides protection to children. The teacher expectations shape the students' achievements. The student will learn as much or as little as teacher expect. The power of teachers' expectations can work dramatically better while lower expectations work for lower achievements. Encouragement and high expectations of teachers' play a vital role. Teachers hold high expectations that student can learn and they translate those expectations into teaching behavior. They set objectives, work towards the mastery of those objectives and spend more time on direct instructions and actually monitor students' progress. They are convinced that students can succeed.

Mayra and David (1991) believe that teachers hold high expectations for themselves. They believe that they can deliver high quality instruction. Teachers use innovative methods of teaching in successful school and expect high achievements from their students.

One cannot deny the importance of safe environment free from internal and external violence in any kind and high expectations which play a vital role in the success & smooth functioning of school.

### **Method & Procedure:**

The population of the study consisted of secondary school teachers (Male/Female) of various schools of Khyber Pakhtunkhawa who are students of M.Ed., at IER, UP, who represent the whole province. The data was collected through questionnaire consisting of twenty questions. The questionnaire was translated into Urdu for better understanding. The questionnaire was

distributed among 110 teachers. The researcher also visited the schools, explained the questions and looked after the recollection process.

Responses were tabulated, calculated in percentages and analyzed. The need and importance of safe & orderly environment and high expectations were thoroughly investigated which were found imperative for a successful school.

Constructions of questions involve deep thinking sensing the problem deeply. In many cases the researchers explained the meaning of decentralization of authority, the power of teacher's expectations and high expectations of teachers from their teaching involving question no: 12, 14 and 20 respectively. Few teachers knowing the responses hesitated to return the questionnaires but after explaining the situation, many of them returned the questionnaires.

### **Result & Discussion:**

One hundred and ten questionnaires were distributed among male and female participants teaching at different schools of Khyber Pukhtunkhwa. Each question was tabulated & analyzed under five categories of strongly agree, agree, strongly disagree, disagree and undecided. The responses were analyzed in percentages. The respondents rightly pinpointed the factors affecting the smooth functioning of school. Smooth functioning of school is the prime objective of this paper. Smooth functioning of school makes a school effective. Only effective schools can play a pivotal role in the overall development of learners which paves the way for success. Success comes through successful schools. Successful schools require vision, strong will, peaceful environment and high expectations. This paper would highlight such factors and would benefit maximum persons attached to this profession.



**Tabulation of respondents' responses regarding factors affecting the smooth functioning of schools**

S.No	Items	SA		A		SDA		DA		UD	
		No	%	No	%	No	%	No	%	No	%
1.	Conditions of learning	97	88.18	13	11.81	00	0.00	00	0.00	00	0.00
2.	Enormous efforts and strong will.	51	46.36	54	49.9	01	0.90	03	2.72	01	0.90
3.	Proper cleaning and maintenance	54	49.09	50	45.45	05	4.54	01	0.90	00	0.00
4.	Proper dress code	57	51.81	44	40.00	03	2.72	06	5.54	00	0.00
5.	School violence	82	74.54	25	22.72	02	1.81	1	0.90	00	0.00
6.	Writing negative statements against school & staff	52	47.27	38	34.54	05	4.54	10	9.09	05	4.54
7.	Evidence of hostility and gangs spoils school discipline	69	62.72	36	32.72	05	4.54	00	0.00	00	0.00
8.	Frequent disciplinary problems disturb	54	49.09	42	38.18	04	3.63	06	5.45	04	3.63

	smooth functioning										
9.	Clear and articulated discipline policy	77	70.00	29	26.36	03	2.72	01	0.90	00	0.00
10	Decentralization of authority	28	25.45	46	41.81	08	7.27	11	18.0	17	15.45
11	Motto or slogan of the school for achievement	37	33.6	49	44.54	03	2.72	06	5.45	15	13.6
12	Good and high expectations keep the achievement high	42	38.18	45	40.90	08	7.27	09	8.18	06	5.45
13	Good and high expectations help children in the learning process.	42	38.18	55	50.00	02	1.81	09	8.18	02	1.81
14	Power of teacher's expectations shapes students achievements	62	56.36	34	30.90	02	1.81	03	2.72	09	8.18
15	Positive verbal signs encourage students for higher learning.	68	61.81	36	32.72	04	3.63	01	0.90	01	0.90

16	Encouragement by teacher for learning	49	44.54	38	34.54	09	8.18	10	9.09	04	3.63
17	Teachers ask probing	49	44.54	38	34.54	09	8.18	10	9.09	04	3.63
18	More opportunities pinpoint hidden talent	70	63.63	31	28.18	06	5.45	01	0.90	02	1.81
19	Low expectations cause students negatively	31	28.18	47	42.72	08	7.27	01	0.90	13	11.81
20	High expectations help teachers for quality instructions	53	48.18	45	40.90	04	3.63	03	2.72	05	4.54

Item1 shows that 88.18 percent teachers strongly agree, 11.8 percent teachers agree and 0 percent strongly disagrees. Thus the statement is accepted.

Item 2 shows that 46.36 percent teachers strongly agree, 49.09 percent teachers agree and 0.90 percent strongly disagrees. Thus the statement is accepted.

Item3 shows that 49.09 percent teachers strongly agree, 45.45 percent agree, 4.54 percent strongly disagree. Thus the statement is accepted.

Item 4 shows that 51.81 percent teachers strongly agree, 40 percent teachers agree, 2.72 percent teachers strongly disagree, and 5.45 percent disagree. Thus the statement is accepted.

Item 5 shows that 74.54 percent teachers have strongly agree, 22.72 percent agree, 1.81 percent strongly disagree. Thus the statement is accepted.

Item 6 shows that 47.27 percent teachers strongly agree, 34.54 percent agree, 4.54 percent strongly disagree and 9.09 percent disagree. Thus the statement is accepted.

Item 7 shows that 62.72 percent teachers strongly agree, 32.72 percent agree and 4.52 percent strongly disagree. Thus the statement is accepted.

Item 8 shows that 49.09 percent strongly agree, 38.18 percent agree, 3.63 percent strongly disagree, 5.45 percent disagree. Thus the statement is accepted

Item 9 shows that 70.00 percent teachers strongly agree, 26.36 percent agree, 2.72 percent strongly disagree and 0.90 percent disagrees. Thus the statement is accepted.

Item10 shows that 25.45 percent teachers strongly agree, 41.81 percent agree, 7.27 percent strongly disagree, 18.00 percent disagree. Thus the statement is accepted.

Item11 shows that 33.6 percent teachers strongly agree, 44.54 agree, 2.72 strongly disagree, 5.45 disagree. Thus the statement is accepted.

Item12 shoes that 38.18 percent teachers strongly agree, 40.90 percent agree, 7.27 percent strongly disagree, 8.18 percent disagree. Thus the statement is accepted.

Item 13 shows that 38.18 percent teachers strongly agree, 50.00 percent agree, 1.81 percent strongly disagrees and 8.18 percent disagree. Thus the statement is accepted.

Item14 shows that 56.36 percent teachers strongly agree, 30.90 percent agree, 1.81 percent strongly disagrees, 2.72 percent disagree. Thus the statement is accepted.

Item15 shows that 61.81 percent teachers strongly agree, 32.72 percent agree, 3.63 percent strongly disagree, 0.90 percent disagree. Thus the statement is accepted.

Item16 shows that 44.54 teachers strongly agree, 33.63 percent agree, 2.72 percent strongly disagree, 4.54 percent disagree. Thus the statement is accepted.

Item 17 shows that 44.54 percent teachers strongly agree, 34.54 percent agree, 8.18 percent strongly disagree, and 9.09 percent disagree. Thus the statement is accepted.

Item18 shows that 63.63 percent teachers strongly agree, 28.18 percent agree, 5.45 percent strongly disagree, 0.09 percent disagree. Thus the statement is accepted.

Item19 shows that 28.18 percent teachers strongly agree, 42.72 percent agree, 7.27 percent strongly disagree, 0.90 percent disagree. Thus the statement is accepted.

Item20 shows that 48.18 percent teachers strongly agree, 40.90 percent agree, 3.63 percent strongly disagree, 2.72 percent disagree. Thus the statement is accepted.

## **Conclusion**

Safe and orderly school environment is not only conducive for teaching learning process but also helps in smooth functioning of school. Peaceful, safe & orderly school environment demands enormous efforts, devotion, sincerity and professional excellence. Collaborative, supportive and democratic attitude of Principal is another side of the coin for success. This study is an effort to investigate such factors and suggest recommendations for healthy & conducive school environment.

It has been concluded from the results of the study that conditions of learning demand safe and orderly environment. When schools are deteriorated physically, human spirit in schools

is declined automatically. It is strongly recommended that steps should be taken to have a clearly defined discipline policy. All undesirable behaviors should be defined & controlled while desirable behaviors should be encouraged & promoted. All should honor the discipline policy which should be put into practice without any fear or favor.

Most of the teachers suggest & say that cleanliness, proper dress code, high expectations, power of teachers' expectations, positive verbal and non-verbal signs by teachers, school slogan, encouragement and polite attitude pave the way for orderly school environment. More opportunities to students for flourishing and friendly environment help the students for better understanding and high achievement/s which is the need of the hour.

Most of the teachers say that school ad teacher should set high expectations for achievement which should be clearly communicated to them during teaching learning process. Lessons should be set intellectually challenging. It has been noticed that teachers' high expectations set students' achievement. The teachers' high expectations work dramatically better while lower expectations work for lower achievement.

Majority of the teachers strongly condemn violence, negative statements by staff & students, evidence of hostility & gangs, frequent occurrence of disciplinary problems, low expectations by teachers, harsh attitude and corporal punishments which in turn hinder the smooth functioning of school & better teaching learning process. Such types of activities disturb the orderly school environment. The students consider school as prison (jail).

## Recommendations

1. It is recommended that head teachers including all teachers should seriously work for safe school environment through team work.
2. The head teacher/Principal/Headmaster & Headmistress should form discipline committee along with other several committees for smooth functioning of school. For this purpose he/she should involve parents also.
3. The school should have clearly defined policy of discipline, which should be enforced without any fear or favour. No compromise on discipline is recommended. Safe and orderly environment is the pre-requisite for success of school.
4. Teacher should encourage students for learning. Comprehension and understanding should be the prime objective instead of memorization. Examinations should be based on students' understanding & comprehension.
5. High expectations from students keep the achievement of students high. Teachers themselves should also keep high expectations from themselves also.
6. Regularity, command on subject and self discipline on the part of teachers leaves positive effects on students. Teachers should carefully teach students keeping in view individual differences.
7. I hope that teachers when take interest in the business of school and consider them as part of school machinery would keep all the things on right track.

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