A Study of School Learning Environment on Students And Teacher's Performance at Secondary Levels

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Abstract: *The research focused on the study of the school environment in terms of internal and external factors, primarily abandonment, lack of values, and violence, which have a significant impact on the success or failure of the educational process; in effect, the scientific literature determines that performance is determined by socioeconomic, cultural, pedagogical, and technological conditions. In short, working in the venues where activities take place has a transcendental impact on the emotional, physical, and procedural aspects of the learner. As a result, the purpose was on studying the school environment and its impact on the teaching-learning process in educational institutions, to provide a safe and calm environment. where coexistence serves as the foundation for interpersonal relationships among members of the training community, in order to produce a safe and peaceful atmosphere. Certainly, the investigation took a qualitative method, employing unstructured observation and deductive-inductive bibliographic review techniques to determine the true situation of students in rural institutions. In conclusion, the findings revealed high levels of bullying, demotivation, and intra-family problems; in other words, it provided data on difficulties caused by limitations in didactic, technological, and human resources; in short, the aspect is not taken into account in educational reforms, and ignorance causes conflicts in the pedagogical field.*

Keywords: *School environment, Academic performance, Teaching learning process, Pedagogical knowledge.*

Introduction:

The study focuses on elements that intervene in the school environment, particularly in rural institutions, and the obstacles they cause in learning, such failure, academic abandonment, a lack of values, and violence. Characteristics that are averse to cohabitation disrupt children's development both inside and outside of the classroom. Similarly, the environment in which pedagogical activities are carried out must create academic, social, cultural, affective, and physical spaces that are linked to educational quality, as a result of the development of skills, experiences, relationships, emotions, interactions, attitudes, aspirations, and disciplinary rules. Climate is an important part of the training process and a predictor of success because it encourages cooperation among members of the educational community through content, theories, procedures, strategies, and values. The goal of this article is to investigate the school environment and its impact on the teaching-learning process in educational institutions, in order to create a safe and tranquil environment that promotes healthy cohabitation and improves interpersonal connections, thereby improving instructional work. Depending on the student's capacities, self-regulation of emotions; task organization and

job description; fostering motivation, to participation, harmony, trust, and assertive communication, that is, emphasizing positive situations related to empathy based on problem solving, so that the student is the protagonist of knowledge and adapts to manifestations that arise in the various learning environments, which include school, family, and society. On a global scale, the study conducted by the Government of the Autonomous Community of the Canary Islands cites academic failure and violence as the most pressing challenges for Spanish educational institutions. According to this result, it is clear that repeating the year and receiving low grades increases indiscipline in the classroom, causing disinterest in study; however, the opinion of students and teachers in a low percentage; attribute that school dropout is caused by discrimination, limited socioeconomic conditions, and negative family contexts; thus, it is feasible to consider the school environment within the teaching-learning process, in order to seek improvement. The investigation was conducted using a qualitative approach, through unstructured observation, using bibliographic review methods, deductive-inductive, allowing to know the educational problems that can be improved through different strategies, with a focus on how the teacher motivates and presents the class, recreational support material, ergonomic and socioeconomic conditions, thus generating an appropriate instructional space. In this context, it is critical for the teacher to be able to design a work plan that determines continuous preparation, with a focus on the analysis of socio-affective elements that intervene in the school environment as an alternative to improving learning and coexistence, as well as significant changes during student preparation.

Review of related literature:

According to several writers' findings (Sandoval, 2019; Castro & Morales 2015; Molina 2017), a favourable atmosphere promotes teaching while also improving the student's cognitive, attitudinal, procedural, and physical components. From a global perspective, the analysis carried out in Latin America and the Caribbean aimed at the sixth grade is manifested, based on the results of the Second Regional Comparative and Explanatory Study (SERCE) of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), which established that the environment was the most relevant variable in the educational field and fundamentally addresses the organization of the classroom, the training process.

The educational sector is the principal area of humanistic and professional training, where students' quality of life may be measured. Teachers are responsible for knowing their students' relationships and observing, through a harmonious process, the achievement of planned skills and the development of activities in a collaborative manner, through an exhaustive analysis of the rules of coexistence, participation, management styles, teaching methodology, including order, cleanliness, ethical and moral values (Contreras, Calvachi, Ruiz, & Restrepo, 2017; Barrera, Barragán, and Ortega, 2017).

Academic performance is currently measured from a single perspective, based globally on the Programme for International Student Assessment (PISA); as a result, they value knowledge and place students in levels based on assessments that focus on reading, mathematical, and scientific ability (Ministry of Education and Professional Training, 2019).In turn, the application illustrates the improvement of many school-level indicators; yet, it is demonstrated that education is characterized by several injustices that disproportionately affect low-income groups (Márquez, 2017). On the other hand, research indicates that intelligence cannot be predicted simply on a grade or test score (Lamas, 2015).

Objectives: From a national standpoint, poor academic performance is evident, which has a negative impact and is more common in rural areas, leading to school dropout in Ecuadorian territory as a result of unstable personal, social, economic, and environmental aspects; similarly, it is crucial to encourage study habits that facilitate the organization of recreational and pedagogical activities; in this case, those activities must be carried out at predetermined times so as not to a) interfere with other activities) interfere with other activities.

Methodology: In order to determine which factors, from a broad perspective, affect a student's performance in the school and family environment, a qualitative approach, a bibliographic, deductive-inductive method, and unstructured observation were used as part of the methodology. This approach was based on references that demonstrate scientific rigor to the subject of study, as each educational community presents unique and differentiated realities. A bibliographic search of scientific publications was used to ascertain the writers' doctrines and points of view's similarities and differences. books, and theses, which aid in the understanding of the topic being studied. By looking at the events that lead to subpar academic performance, the deductive-inductive method helps identify the general elements that affect the learning environment and finds the source of the issue.

Discussion and Results: which demonstrates that the development of cognitive, attitudinal, physical, and procedural competences allows teaching-learning to be supported through strategies and methodologies that strengthen education. The learning spaces are linked to four essential components, which are configured by academic, socio-cultural, affective, and physical aspects, which have a negative impact on institutions in rural area. Teaching is defined as a dynamic and contextual approach that explores the process of conceiving information to put it into practice. It is linked to learning as a collaborative venture between teachers and students in the educational domain (Rochina, Ortz, & Paguay, 2020). The school process, in a similar vein, centres on the tools, resources, plans, techniques, protocols, and ways to arrange them in the classroom (Hernández & Infante, 2016). The relationships that are formed in the classroom through engagement and communication are another noteworthy part of education (Arón, Milicic, Sánchez, & Subercaseaux, 2017), because to constraints including low economic conditions, hard-to-reach geographic contexts, lifestyles that project family and educational difficulties, and pedagogic, technological, and human resource restrictions that necessitate cooperation between parents, teachers, students, and authorities. The socio-cultural element presents the individual's development as reliant on the family and societal context in which it functions, enabling experiences to be converted into knowledge that promotes peaceful coexistence within the learning environment. In order to establish environments where values, emotions, feelings, and self-esteem stimulate holistic educational learning based on interpersonal interactions, the affective component should be regarded as one of the most significant study variables inside educational centres. While the educational system has made infrastructural improvements and provided resources for rural schools, academic centres still need to create learning environments that are dynamic, symmetrical, color-coded, eco-friendly, and ergonomic in order to stimulate curiosity and creativity.

Conclusions: Findings show that learning in the cognitive, attitudinal, procedural, and physical domains by students reflects a positive school environment, i.e., welcoming learning environments where instruction begins in tandem with teacher dynamism; they also direct and expand the horizon of knowledge, skills, values, creativity, experiences, emotions, and feelings, thereby promoting security, confidence, and briskness. However, it is evident that resolving conflicts, enforcing discipline, and living together in pedagogical centres are crucial to the teaching-learning process. This supports the notion that these practices are essential to fostering a supportive learning environment in schools and putting into practice methodologies, techniques, and strategies that incorporate aspirations, motivation, values, and content as well as active participation and assertive communication. and affectionate ties, in order to create a favourable learning environment. In addition, testing programs that cover topics like science, math, and language encourage the assessment of student achievement; Participating in the process of teaching and learning that establishes the knowledge learned, without emphasizing the development of citizen competencies such values, emotions, sentiments, culture, and experiential contexts; Study centres thus do not prioritize the school environment, which leads to issues like disengagement and aggression in the classroom.

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