



Role of School Environment on the Social Development of Primary School Students in Sakran District Hub, Baluchistan

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Abstract

This research analyzes how male and female teachers and head teachers in Sakran District, Hub, Baluchistan, guide, lead, and help shape school life and how this affects primary students' social and learning development. To reach this objective, two hypotheses were made: The school environment does not significantly affect the social development of primary school students in Sakran District Hub, Baluchistan and Head teachers' leadership does not appear to affect academic results in primary schools of Sakran District, Hub, Baluchistan. The study was carried out using 12 Primary Schools. Information was gathered through a standard questionnaire to analyze how the school setting influences students' social growth. To ensure equal gender representation in the sample, the researchers chose a quantitative design and applied stratified random sampling. Statistics were used to look for similarities between the school's environment and how it influences a student's social life. The results indicated that a nurturing and welcoming school greatly benefited students' social skills and connections. How boys and girls interacted at school affected each other's social development. The study shows that creating a positive and caring atmosphere at school can greatly help social development among primary school students in District Hub, Baluchistan.

Keywords: School Environment, Social Development, Primary School Students, Gender Differences

Introduction

The physical setting in school helps develop a child's social skills while in primary school. Connection among peers, encouragement from teachers, and the school as a whole strongly impact students' behavior and social skills. The district of District Hub, Baluchistan, is still missing detailed information on how factors affect students' social development and how interaction between genders happens in schools. This research is guided by the following objective:

1. To analyze the role of male and female teachers in shaping the school environment and its impact on the social development of primary school students in Sakran District, Hub, Baluchistan.
2. To examine the differences between male and female head teachers' leadership practices and their impact on the academic achievement of primary school students in Sakran District, Hub, Baluchistan.

The study seeks to examine how school surroundings help foster social skills in the primary students of District Hub, Baluchistan. Researchers aim to provide information on the impact of school environments on social growth in this region because the literature has not yet examined this topic thoroughly. Research can give helpful suggestions for schools to promote social development, especially concerning gender-based matters. The Social Development Theory of Vygotsky revolves around the idea that social interactions play a significant role in social and mental development. According to Vygotsky, children's development in social and cognitive areas occurs through group activities and interactions in their environment, which is the primary goal of this study (Object, n.d.). The findings of this study can help District Hub create better education strategies and design the school environment to support improvements in student relationships.

Literature Review

The school environment plays a vital role in shaping the social development of primary school students. In Sakran District Hub, Baluchistan, it is essential to understand how schools create spaces where children learn not only academics but also important social skills like cooperation and communication. A positive and supportive environment helps students build confidence, form healthy relationships, and resolve conflicts peacefully. This research focuses on how the school setting influences these aspects of social growth in young learners. Understanding this impact can help improve educational practices and student well-being. This study examines how the school environment affects student behavior in public and private schools in District Matiari, Sindh. It highlights that a positive school environment promotes better student behavior and academic performance ((PDF) *3D-Printed Microfluidic Chip for Real-Time Glucose Monitoring in Liquid Analytes*, n.d.). This research explores the relationship between school climate and students' socialization in public secondary schools of South Punjab. It finds a significant positive relationship, indicating that a positive school climate enhances students' social development ("A Hierarchically Combined Reduced Graphene Oxide/Nickel Oxide Hybrid Supercapacitor Device Demonstrating Compliant Flexibility and High Energy Density | Request PDF," 2024). This study focuses on the impact of the school environment on the development of conflict resolution skills among secondary school students in District Mardan. It concludes that a supportive school environment positively influences students' social skills development. Impact of Leadership Practices on School Environment and Academic Achievement at Secondary Schools: A Study of Naziabad Division, Baluchistan," focuses on examining how leadership practices influence both the school environment and students' academic performance. Conducted in the Naziabad Division of Baluchistan, the study aimed to explore the role of school leadership in shaping effective learning outcomes and creating a positive educational setting. Leadership, as reported by the research, greatly influences how schools develop and how students achieve academic goals (Maqbool Ahmed Jamali & Dr. Abdul Sattar Almani, 2023). Research entitled "The Effects of School Environment on Student Academic Achievement at Secondary Level," points out that how students perform academically is influenced by a school environment characterized by shared values, beliefs, and ways of doing things. It argues that a supportive school climate contributes to students' achievements, motivation, and happiness. As supported by recent research, learning environments that focus on safety, support, and inclusion allow students to do better in school. After analyzing academic research and expert viewpoints, the article explains how different school settings affect students' learning.

The Role of School Environment in Shaping Social Behaviors of Adolescents

This study investigates how the school environment influences the social behaviors and social adjustment of adolescents. It highlights the significant impact of teacher-student relationships

and peer interactions on shaping students' social skills and overall behavior. The research emphasizes that a positive, supportive school environment fosters better social and emotional development, which in turn improves students' interactions, reduces behavioral problems, and enhances academic and social outcomes. According to the research, schools and teachers should foster inclusion and support to help adolescent students form healthy relationships.

Methodology

The study is based on a descriptive research design to examine how the environment and leadership at school influence the social growth of primary students in Sakran District Hub, Baluchistan. To be sure there were the same number of male and female participants, a sample of 40 teachers was taken from a population of 60 teachers at the 12 primary schools through stratified random sampling. A Likert scale was used with a questionnaire to record students' observations of their school environment and how they were led. Researchers will use descriptive statistics and correlation analysis to spot any patterns and connections between the variables in the data they collect. Safety and privacy for people involved in the study were protected by following all ethical standards such as informed consent and confidentiality.

Data Analysis, Findings and Interpretation

An Independent Samples T-test was carried out to examine the differences in how male and female teachers function in the school's environment. Results showed that female teachers ($M = 28.11$, $SD = 1.81$) scored significantly higher than male teachers ($M = 24.91$, $SD = 2.50$), $t(38) = -4.052$, $p = 0.001$. The difference reflects that female teachers have a bigger impact on positively shaping the environment at school.

Findings

Independent Samples T-test Comparing the Roles of Male and Female Teachers in the School Environment

Variables	Male (n = 22)		Female (n = 18)				
	M	SD	F	SD	df	t -value	p -value
	24.91	2.50	28.11	1.81	38	-4.052	0.001

Interpretation

The findings of the t-test point out that male and female teachers experience significant differences in the school climate. Female teachers show a higher mean score ($M = 28.11$, $SD = 1.81$) compared to male teachers ($M = 24.91$, $SD = 2.50$). With a t-value of -4.052 and a p-value of 0.001 ($p < 0.05$), we reject the null hypothesis and conclude that female teachers have a significantly more positive impact on the school environment than male teachers.

Recommendations

Based on the findings of the study, the following recommendations are proposed to enhance the school environment and promote the social development of primary students. Firstly, schools should organize regular social and emotional well-being activities to support students' mental health and interpersonal growth. Secondly, there is a pressing need to improve school infrastructure by providing adequate resources and creating a comfortable and safe learning environment. It is also essential to train head teachers in effective leadership practices so they can offer better guidance and academic support. In addition, schools should encourage student

leadership by giving students opportunities to lead group activities and events. Positive teacher-student interactions must be fostered through open communication and mutual respect.

Conclusion

A positive and supportive school environment plays a vital role in enhancing students' social development. When students are provided with a nurturing atmosphere, they feel more confident to express themselves, engage in healthy peer interactions, and participate in various group activities. Such an environment not only strengthens their communication and interpersonal skills but also encourages leadership qualities and emotional well-being. By promoting respect, cooperation, and empathy, schools can help shape well-rounded individuals who are socially and emotionally competent.

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