The school environment and its impact on the teaching-learning process in educational institutions

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Abstract---The research was directed to the study of the school environment in reference to internal and external factors, mainly constituted by abandonment, lack of values and violence, which significantly influence the success or failure of the educational process, in effect, the scientific literature determines that performance comes from socio-economic, cultural, pedagogical and technological conditions. In short, working in the spaces where activities are carried out plays a transcendental role in emotional, physical and procedural elements of the student, for this reason, the objective focused on analyzing the school environment and its impact on the teaching-learning process in educational institutions, to provide a safe and peaceful environment, where coexistence is the basis of interpersonal relationships between members of the training community, in other words, allows guiding teaching work effectively, efficiently and creatively. Certainly, the investigation was based on a qualitative approach, through unstructured observation, applying bibliographic review methods, deductive-inductive, which established the real situation of students in rural institutions; In summary, the results obtained showed high levels of bullying, demotivation and intra-family problems, in other words, it provided data on difficulties due to limitations of didactic, technological and human resources, in short, the aspect is not considered within educational reforms and ignorance causes conflicts in the pedagogical field.

Keywords---Teaching-learning, academic performance, school environment, educational coexistence.

I. Introduction

The research specifically details factors that intervene in the school environment, within institutions in rural areas and the difficulties they cause in learning, consisting mainly of failure, academic abandonment, lack of values and violence, which The characteristics that negatively influence coexistence intervene in the development of the students inside and outside the classroom.

Similarly, the environment where pedagogical activities are deployed must generate academic, social, cultural, affective and physical spaces linked to educational quality, through the development of skills, experiences, relationships, emotions, interactions, attitudes, aspirations, and disciplinary rules. and learning; Through content, theories, methodologies, strategies, and values that promote coexistence among members of the educational community, for this reason, climate is a key component in the training process and predictor of performance (Gracia, 2012).

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In this context, the objective of the article is to analyze the school environment and its impact on the teaching-learning process in educational institutions, to provide a safe and peaceful space that generates healthy coexistence and improves interpersonal relationships, promoting teaching work. according to the student's skills, self-regulation of emotions; organization of tasks and definition of roles; encouraging motivation, participation, harmony, trust and assertive communication, that is, highlighting 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; constituted by school, family and society (Sandoval, 2014).

The current educational system has the challenge of improving spaces within institutions, an aspect that can be achieved from academic practice, strengthening teaching through teacher training, the management of active methodologies, implementation of didactic and technological resources; in turn, in activities related to the development of the student within the pedagogical process, aimed at the environment where academic activities take place (Quesada, 2019).

At an international level, the report issued by the Government of the Autonomous Community of the Canary Islands, determines that academic failure and violence are the primary challenges for educational centers in Spain. According to this result, it is evident that repeating the year and obtaining low grades it increases indiscipline in the classroom, causing disinterest towards study; however, the opinion of students and teachers in a low percentage; attribute that school dropout is caused by discrimination, limited socio-economic conditions and negative family contexts, therefore, it is feasible to consider the school environment within the teaching-learning process, to seek improvements in aspects related to behavior, study habits , attitudes, knowledge and values; in this case, they allow interaction between the various actors involved in the educational community (Nuñez, 2009).

In relation to inquiries made by different authors, (Sandoval, 2019; Castro & Morales 2015; Molina 2017), they show details that manifest, as a positive environment supports teaching and improves the cognitive, attitudinal, procedural and physical aspects where the pupil. 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), established that the environment was the most relevant variable in the educational field and fundamentally addresses the organization of the classroom, the training process and coexistence (Treviño, Place, & Gempp, 2013).

The educational climate is a theme that arises today, stipulating that factors of dissatisfaction at work promote an unfavorable environment, of lack of motivation in the training process. On the other hand, it is stipulated that within the Ecuadorian territory, tiny studies directed to the environment within institutions, specifically in vulnerable contexts, in that tenor, this aspect is related to ignorance of the subject, to geographical situations of difficult access and low parents' cultural level (López, Efstathios, Herrera, & Apolo, 2018).

The educational field is the main area of humanistic and professional training, where the quality of life of students can be verified. (Contreras, Calvachi, Ruiz, & Restrepo, 2017; Barrera, Barragán, & Ortega, 2017) refer that teachers have the role of knowing the relationships of the students and observing through a harmonious process, the achievement of planned skills and the development of activities in a joint manner, through an exhaustive analysis of the rules of coexistence, participation, management styles, teaching methodology including order, cleanliness, ethical and moral values.

In the didactic process, teachers must know that it is necessary to improve the aspects: socio-emotional and procedural, established within the school environment, to generate changes that support teaching-learning, additionally the training spaces allow for quality and warm work , directing pedagogy to solving problems that allow achieving educational improvement, especially from rural institutions (Pérez & Gutiérrez, 2016).

The investigation was carried out from the qualitative approach, through unstructured observation, applying bibliographic review methods, deductive-inductive, allowing to know the educational problems that can be improved through different strategies, focused on the way the teacher motivates and presents the class, recreational support material, ergonomic and socio-economic conditions, thus generating an appropriate instructional space, in which case the incidence of the negative school environment in the teaching-learning process is more common in rural institutions.

In this context, it is essential that the teacher be able to design a work plan that determines continuous preparation, focused on the analysis of socio-affective elements that intervene in the school environment, as an alternative to improve learning and coexistence; Regarding significant changes during student preparation.

II. Materials and methods

The methodology used was through the qualitative approach, through the bibliographic, deductive-inductive method and unstructured observation, directed at factors that intervene in the environment, from a general perspective in knowing which variables affect the student's performance with the school and family environment based on references that show scientific rigor to the subject of study, since each educational community presents unique and differentiated realities.

Through the bibliographic search in scientific journals, books and theses, the similarities and differences between doctrines and opinions of the authors were determined, supporting the understanding of the subject under study. The deductive-inductive method allowed knowing the general components that influence the school environment, to get to the origin of the problem, analyzing situations that determine poor academic performance (Hérnandez, Fernández, & Baptista, 2010).

Similarly, the qualitative method was used to explore and explain environmental-educational conditions in rural institutions and interpersonal relationships between teachers and students. Through unstructured observation, the various components that intervene in the school environment were analyzed (Hernández, Fernández, & Baptista, 2014).

III. Analysis and discussion of results

Teaching-learning process

Within the educational field, teaching is linked to learning as a collective work between teachers and students, hence, it is determined as a dynamic and contextual methodology that explores the task of conceiving knowledge to put it into practice (Rochina, Ortíz, & Paguay, 2020). Similarly, the school process focuses on the means, resources, strategies, techniques, and methods to use them in an organized manner within the classroom (Hernández & Infante, 2016).

Another aspect that stands out within the educational process is the link between teachers and students, which arises from the relationship that comes into being through communication and interaction within the classroom (Arón, Milicic, Sánchez, & Subercaseaux, 2017), which proves that the development of cognitive, attitudinal, physical and procedural competences allow teaching-learning to be supported, through strategies and methodologies that strengthen education. Figure 1 details the aspects involved in teaching-learning.
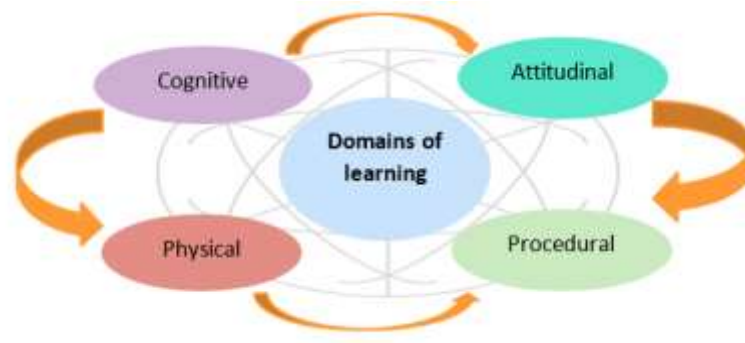

Figure 1. Domains of learning

Source: (Taipe, 2017)

Appreciated under a pedagogical approach, coexistence, motivation, conflict resolution, skills, methodologies and strategies; they are bases that improve the educational process, therefore, the cognitive aspects constituted by (perception, attention, memory, and language); attitudinal evaluated through (norms, attitudes, values and beliefs); physical determined by (infrastructure, distribution and built environment); procedural focused on (content, development of skills and processes), promote the success of the learner aimed at academic performance (Taipe, 2017).

Academic

performance Academic performance is currently measured from a single perspective, based globally through the Program for International Student Assessment (PISA), therefore, they value knowledge and locate students through levels through assessments, focused to the reading, mathematical and scientific ability of the students (Ministry of Education and Professional Training, 2019), in turn, the application shows the improvement of various indicators at the school level, however, it is shown that education is characterized by different inequalities, which specifically affect groups with limited socioeconomic conditions (Márquez, 2017). On the other hand, studies determine that intelligence cannot be projected through a grade or the result of a test (Lamas, 2015).

From a national perspective, low academic achievement is evident, which negatively influences with a high incidence in rural areas, which causes school dropout in Ecuadorian territory due to the intervention of unstable personal, social, economic and environmental aspects; Likewise, it is essential to promote study behaviors that provide organization of pedagogical and recreational activities, in which case, they must be carried out at established times that do not affect the health of the students, oriented to rest, self-esteem, implementation of recreational and sports actions, to develop teaching-learning strategies aimed at improving training (Bonifaz, Trujillo, Ballesteros, Sánchez, & Santillán, 2017).

In accordance with the academic performance Navarro & Falconí, (2017), determine their study to personal factors, determined by self-esteem, interpersonal relationships, health conditions, management of emotions, maladjustment and dissatisfaction within the educational process; academics generated by the repetition of the school year, lack of preparation of parents and spaces for study; socioeconomic linked to unemployment, limited income and little family support; institutional established by undefined processes, inadequate teaching motivation, lack of resources and materials; pedagogical related to methodologies and strategies within the teaching-learning process. Figure 2 highlights the factors that affect academic performance.
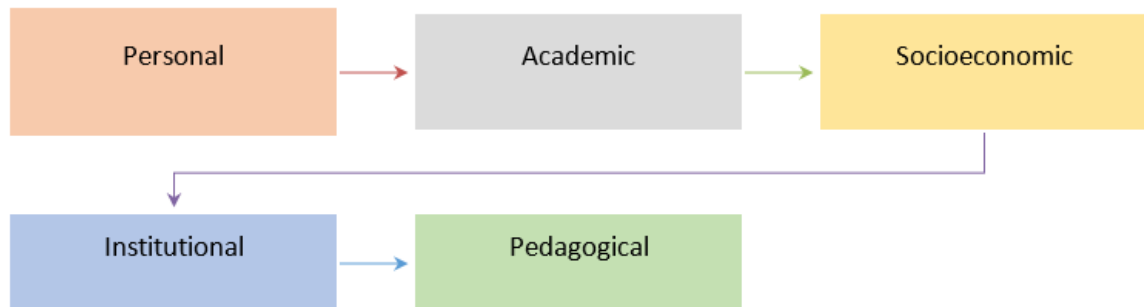

Figure 2. Factors that affect academic performance

Source: (Suárez, Suárez, & Pérez, 2017)

The Ecuadorian educational system stipulates measuring knowledge through evaluations conducted by the National Institute for Educational Evaluation (INEVAL), which frame its process to the hard sciences, without taking as reference the soft sciences made up of subjects that promote creativity, for this reason, in 2017 the participation of the PISA tests are included, to examine skills and knowledge of students, in reference to educational achievements, performance, health, attitudes towards learning, resources, family integration and inclusive environments, in order to establish the quality of training and promote a school environment that involves the participation of the entire educational community (INEVAL, 2018).

School environment

The environment refers to academic, sociocultural, affective and physical conditions that intervene within educational institutions. In a similar way, they determine that it is a space where teaching arises from human relationships and the construction of culture (Espinoza & Rodríguez, 2017), in the process it is necessary for students to be in an environment where school and family participate , in such a way to contribute to learning in an integral way (Razeto, 2016). Figure 3 shows the components that start from the teaching experience based on the aforementioned topic.

Figure 3. Components of the school environment

Source: (González, 2018)

In essence, education from a current perspective determines that the school environment arises of relationships established between teachers and students within the classroom, similarly it is framed in an academic, sociocultural, affective and physical context, through the participation of methodologies, strategies, norms, values, knowledge, experiences, experiences, teaching spaces -learning, in order to improve the job satisfaction of pedagogical actors based on academic performance (Martínez, 2017).

Components of the educational environment

Academic component

It is related to the procedural aspect of teaching, consisting of norms and didactic practices, specifically according to the orientation of teaching work, managed by bureaucratic commitment, planning, adaptations, evaluations, development plans linked to performance and student discipline, also associates student learning, from a perspective where the adoption of study habits and collaborative work is recommended (Castro, Paternina, & Gutiérrez, 2014).

As part of the academic approach, an educational proposal implemented by the Ministry of Education (MINEDUC) emerges through a pedagogical accompaniment program, aimed at improving performance and the inclusion of families in the educational territory, to promote the development of skills and competencies aimed at the quality of the training process (MINEDUC, 2018).

For this reason, it is essential to work the academic aspect from a perspective linked to the school environment, considering rules, dogmas and school processes, to promote meaningful learning through motivation, coexistence and collaborative work among members of the community. educational (Sarria, 2016). In figure 4, elements that intervene in the academic component are revealed from observation.
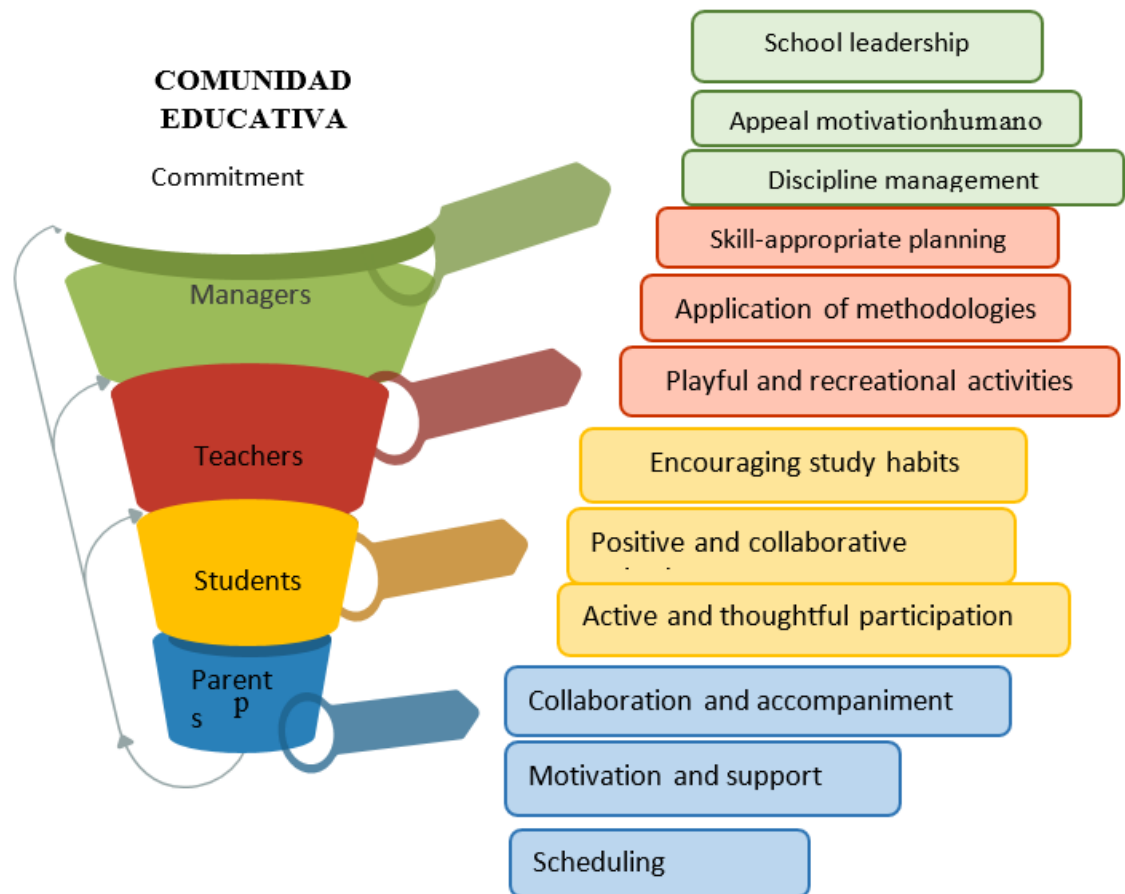
Figure 4: Elements that intervene in the academic aspect

As established in figure 4, it is necessary to consider the commitment of managers, student teachers and parents to seek improvements, aimed at the academic component, from a perspective linked to rural institutions and the social context where it operates, it is also necessary making decisions that promote the participation and responsibility of the pedagogical actors together with the family, in which case, it allows influencing from the socio-cultural field in a positive way the development of competences and skills that support the holistic formation of the student.

Socio-cultural component

In reference to the social aspect, the intervention of the educational community, associated with effective communication, is essential to project bonds of harmony that allow the good development of the student in the classroom (Rodríguez & Guzmán, 2019).

On the other hand, it is necessary to study the theory proposed by Bandura (social learning), in relation to human behavior and the knowledge acquired through experiences that are manifested in the environment, which occurs collectively at any time and from a empirical representation, directly influencing the teaching-learning process (Moctezuma, 2017).

Under this situation, school violence is an approach related to the environment from the social figure of the individual, due to negative manifestations caused by: family disintegration, unstable intra-family relationships, unfavorable economic conditions, bullying between equals, exclusion or marginalization, in essence , are reflected in the abuse between students from physical and verbal expressions, which affect the educational coexistence and gives

continuity to a context of aggression due to the lack of disciplinary rules, limits and affective relationships of the training community (Ayala, 2015).

It can be inferred, from various opinions framed in the research, how violence generates a negative educational environment, starting from the observation made to institutions in the rural area, according to communication and interpersonal relationships within the classroom between the actors of the teaching process -learning, being a variable appreciated from the social perspective and evaluated through the experiences and experiences, also by interactions of a group that is built in a certain context (Guzmán & Saucedo, 2015). Figure 5 shows the social element that directly affects the behavior of students.

Figure 5. The social component as part of the school environment

In reference to the situation presented in figure 4, it is essential to correlate the social aspect within the educational process, since it promotes coexistence and effective communication, for this reason, it is necessary to adopt the experiences and experiences as learning that allow creating spaces for reflection, to improve the environment within the classroom and interpersonal relationships.

Likewise, culture is part of the formation of the individual, conceived through the learning acquired in the environment and the genetic teachings of the family, it can be inferred that, Hofstede determined his study of human nature, established by the feelings generated by starting from some need and the personality understood from the own participation of the being, directed to know the differences that exist in people (Esqueda, 2007). Figure 6 stipulates the levels immersed in the cultural aspect.

Figure 6. Levels of culture

Source: (Esqueda, 2007)

Within the classroom, it is essential that students know where they come from, in order to identify who they are, according to the learning acquired in the family nucleus, for this reason, it is necessary to respect and integrate the different social groups to promote their participation in the affective part, since it positively influences the individual's performance in any field that develops.

Affective component

Consequently, the affective environment has a space within the school environment, due to the exchanges that are promoted through motivation, feelings, attitudes and shared values, for this reason teachers, parents and managers must work together, to form complete, fair and competent human beings in their actions (Sáez, 2017).

According to various studies analyzed, one of the variables that affect the educational community is stress, caused by various manifestations such as exhaustion, failure, low performance, expressive distancing, low self-esteem and excess of school activities immersed in the educational process, in short, It is necessary to correlate the affective aspect to the educational environment, to support humanistic training according to ethical and moral values (April, 2020). Table 1 details the motivational processes involved in the school environment (Escobar, 2015).

Table 1. Motivational processes

Motivational theories	Elements
Intrapersonal	Values, attitudes, emotions, feelings, self-esteem.
Interpersonal	Contact with others: feelings of belonging, connectivity, attitudes.
Extra personal	Educational programs, official objectives, class structures, school system and community.

Source. (Escobar, 2015)

On the other hand, establishing motivational links generates pleasant classrooms, pleasant physical spaces, reflects security and encourages active participation, in accordance with which, encouraging cooperative work in the educational community allows integration and improves interpersonal relationships.

Physical component

The school environment works to improve teaching-learning spaces and promote changes focused on the infrastructure and organization of resources, from an analysis carried out in several countries of Latin America and the Caribbean, show that the conditions of schools in the rural areas are insecure and, in many cases, need investment and maintenance. On the other hand, there are changes that promote innovative practices that support institutions with less economic resources (Giulia, 2015). Table 2 details innovative practices in educational centers in Latin America and the Caribbean.

Table 2. Innovative changes in educational centers

Country	Innovative practice	Process
Honduras	School Network Integration	Consists of integrating 5 to 10 schools no more than 3 km from a "headquarters center". This one with more infrastructure, for example, laboratories, sports fields, computer rooms. It is invested in ensuring availability between the central and peripheral schools, they can share other resources, such as teachers.
Peru	Works for Taxes	Private companies choose to pay 50% of their income tax through the execution of a project of public interest.
Argentina	Project Management System	It is an online platform where authorities can check the real status of projects.
Uruguay	System 0800	It is a telephone service and is administered by a computer system, requests from educational centers are registered in relation to maintenance needs and emerging infrastructure.

Source. (Giulia, 2015)

The school space refers to the physical infrastructure and the distribution of the materials established in the study center, which must be designed from an ergonomic, ecological, harmonic and aesthetically pleasing perspective, to display the development of skills , fostering creativity and curiosity to learn, similarly, it is favorable to implement dynamic, colorful and vast places that promote noise regulation, lighting and appropriate ventilation, likewise, establishing study corners inside and outside the classroom improves the process academic and positively influences the performance of the student (Quesada, 2019).

As part of an educational project, the construction of prefabricated Millennium-type 21st century institutions was implemented starting in 2016, benefiting several provinces of the country, including Manabí, providing access to laboratories, libraries, canteens and recreational spaces specifically in areas rural (MINEDUC, 2017), indeed, some changes have been manifested that promote the use of learning spaces, through resources and materials that encourage the student, focused on improving relationships in the educational community.

On the other hand, it is highlighted that some distant schools have been closed and unified to the new infrastructures, so that students with low economic conditions travel long distances to receive education, however, there are still geographically united institutions in remote areas they do not have the necessary resources, so the teaching-learning process does not achieve the same results.

IV. Conclusions

According to what was investigated, it is concluded that the learning of the students, aimed at the cognitive, attitudinal, procedural and physical domains, reflects a positive school environment, that is, the pleasant educational spaces where teaching originates in conjunction with the teacher dynamism; they guide and broaden the horizon of skills, knowledge, values, creativity, experiences, emotions and feelings, therefore, they encourage confidence, security and belonging to achieve comprehensive training, thus improving performance and moving towards academic excellence.

On the other hand, it is evident that managing conflicts, applying rules of discipline and coexistence within pedagogical centers, play an important role in the teaching-learning process, which authorizes the conclusion that they are key to strengthening a positive school environment, applying methodologies , techniques and strategies that implement motivation, values, content, active participation, aspirations, assertive communication and bonds of affection, to establish commitments related to the educational development of students.

In addition, educational systems promote measuring performance through tests, which are aimed at content in areas such as mathematics, science and language; Being part of the teaching-learning process that determines the knowledge acquired, but does not focus on citizen competences such as values, emotions, feelings, culture and experiential contexts, hence, the school environment is not the priority of study centers, which it causes disinterest, educational violence, indiscipline and stress.

The learning spaces are linked to four essential components, configured by aspects; academic, socio-cultural, affective and physical, which have a negative influence on institutions in rural areas, due to limitations such as; didactic, technological and human resources, low economic conditions, difficult to access geographical contexts, lifestyles that project family and educational problems, requiring authorities, teachers, parents and students to work together, to create a positive school environment and thus decrease pedagogical environments of violence, stress and school dropout, implementing strategies, techniques, methodologies that support the teaching-learning process and are the link between educator and educator to create a bond of healthy coexistence.

The academic component manages the positive school environment, however, relationships between members of the educational community must be strengthened, it is necessary to admit that managers, teachers, students and parents work under the same pedagogical commitment scheme, to develop competencies and skills focused on educational quality.

The socio-cultural component frames that the formation of the individual depends on the family and collective context in which it operates, so that experiences and experiences can be transformed into learning that enables positive coexistence within the educational institution. El componente afectivo debe ser considerado una de las principales variables de estudio dentro de los centros educativos, para crear espacios donde los valores, emociones, sentimientos y autoestima motiven el aprendizaje integral del educando en base a relaciones interpersonales. El sistema educativo ha mejorado las infraestructuras e implementado recursos en escuelas de zona rural, a causa de, mejorar el ambiente escolar, sin embargo, los centros académicos deben fomentar espacios de aprendizajes que determinen diseños dinámicos, armónicos, coloridos, ecológicos y ergonómicos para desarrollar la creatividad y curiosidad por aprender.

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