

IMPACT OF SCHOOL AESTHETICS ON THE PSYCHOLOGY OF STUDENTS IN DISTRICT PESHAWAR

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ABSTRACT

Objectives: The aim of this research was to figure out the impacts of aesthetics on the psychology of students that whether school's architecture and personal space play a part in students learning or not.

Design of the study: it was a correlation study

Duration and Place of the Study: This study was done in different school settings from January 2021 to May 2021.

Sample and Method: Sample of the study (N=30). 13 schools were selected from different areas and their environment was totally different from each other. The main focus was to compare the school's architecture (building) and environment. The students are usually more aware and sensitive to their surroundings. Therefore, a comparison was done between well-established (Structured) and ordinary type schools. The aesthetics of schools and surrounding had a deep impact on student's minds. The well-established schools provide a suitable environment and proper personal space to students, giving positive report and impacting student's mind positively while schools missing these qualities put negative impact on student mind.

Results and Conclusion: Structured schools focused more frequently on esthetics environment as compared to unstructured schools; therefore satisfaction level of students in structured schools is higher than unstructured school.

Keywords: School Aesthetics; Environmental Aesthetics; School Structure; Personal Space; Students Psychology; Students Attitude for School.

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INTRODUCTION

The nature of taste and beauty, as well as the philosophy of art, are all topics covered by the philosophical subfield of aesthetics. It looks at aesthetic values, which are frequently expressed through judgments of taste.

The German philosopher Alexander Baumgarten (1714–1762) coined the term aesthetics to refer to the study of what is perceived and imagined. The word "aesthetic" is now defined by the Oxford English Dictionary (OED) as "concerning beauty or the appreciation of beauty," and more particularly as "giving or intended to give pleasure through beauty." The field of empirical aesthetics, which is the scientific study of aesthetics, differs from this beauty-centered definition in that it is primarily concerned with how people perceive and value art.

In order to better understand the importance of aesthetic education Schiller (1793), proposed systematic theory of aesthetic education "Manifesto of the First Step of Aesthetic Education" book offers a sound theoretical foundation for the aesthetic education theory that was prevalent in China at the start of the 20th century. Education is available for aesthetic ability and integrity, as well as education for morality, cognition, and health. It is quantitative and acknowledges the superiority of beauty, as stated by the OED above, but it also takes into account interest, being moved, and even repulsion in addition to the feeling of beauty. It has a close relationship to both neuroscience and cognitive and affective psychology (Aenne, 2018).

Through perceptual education to guide the sensitivity of perception, emotional diversity, and richness of imagination, this is also significant in the development of moral values, intellect, physical health and aesthetic development. CaiYuanpei, who first suggested "aesthetic education instead of religion," is China's leading proponent of this idea (Chengbo), 2000).The first proponent of aesthetic education in China is an aesthetic educator. His "five-education "military nationals, civic ethics, strength, global outlook, and aesthetic is renowned throughout the world. With the changes of about 2000 years, aesthetic education now focuses on developing students' capacity to recognize and create beauty as well as their knowledge (Friedrich, 1968).

School aesthetic includes structure and design of building, interior designing and decoration of classes, the distance between classes, the playground area, well organized cafeteria hence it includes proper structure of school. It

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affects student's Psychology which includes attitude, behavior, self-esteem, decisions, emotional responses, and the way they feel about their selves and other people. Here, Psychology is collectively used for student behavior, cognitive skills and personality. Therefore, if they are provided with an aesthetic environment it increase their satisfaction and also help effective learning resulting into an improved progress, success, and a constructive approach to learning. In fact, this approach plays a key role for the children to get into a school. Students getting education from such properly built schools are seen with high level of self-esteem, sharp minded, bold, social skills, fluent in communication, bilinguals (such as schools has set one specific medium for communication either, English or Urdu so students having any mother tongue gets fluent to the standard language which makes them fluent in various languages). While students of ordinary schools used to speak their mother tongue or the most common spoken language of that respective area. Although in large schools' students gets into fight sometimes however then later everything resolves and they get distracted by many you in school which did not let them to think about that fight again and again. While students of ordinary schools, get into fight easily due to less provided area for sports and issues of personal space. Intelligence is natural element which is God gifted, any organization cannot provide it to students and this cannot be used as comparative point for evaluation of school, however properly established schools can boost up or enhance that dimness in mentally weak students. Schools that are not well established and are created at homes in streets affects the student's mentality to greater extent. Students of those schools are observed with lack of confidence, social skills, fluency of language and many weaker personality characteristics. As these elements built up their personality and at workplace clear out difference are observed in the personalities of students from both type of schools. Environmental Aesthetics subjects should also be included in curriculum to sharpen the abstract thinking and interpretation skills of students beside providing the best environment. Best environment does not relate with air-conditioned classes and soft seats rather it is associated with providing them proper personal space, proper refreshment area, organized structure of school, proper location of school in area which has no local vendors or automobiles voices in surroundings these all are elements which increases students motivational level for conduction of school and progressing in studies. On contrary side it was observed, schools which lacks all of them or some of the above-mentioned aspects decreases motivational level of students and negatively impacts their well-being and personality. Students found at un-structured school with high level of I.Q or good academic result with addition of high level of self-

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confidence and on the other side at structured school students with shy personality, lower level of confidence and average or satisfactory academic result is natural thing these are listed under the natural tendency of a student which is not listed under any institutions aesthetics on the basis of above mentioned aspects, it works beyond these things for a normal condition.

Their immediate surroundings can help them relax, feel safe, and become more receptive to learning. Or it might leave them feeling over stimulated and unwilling to learn. Making the conditions for an individual's overall growth and preparing healthy, capable, and responsible people to participate in both individual and social life are important goals and tasks of education. It is important to give this segment of society due consideration in terms of education and training, fertility, and prosperity of the educational and training system in order to the greatest extent possible. Students are one of the fundamental components educational systems in any nation, and they have a crucial role and place in the achievement of the educational system's goals.

Unquestionably, one of education's objectives and tasks is to equip students with the knowledge and skills necessary to recognize and comprehend future scientific advancements. However, the development of divine values and the full blooming of students' personalities are its most crucial objectives. In order to meet this difficult need, education must be developed and methods based on scientific, intellectual, and ethical findings must be used to train the specialists required by society. The future of any society depends on how well and effectively that society is educated, and the effectiveness of each nation's educational system depends on identifying the key elements that contribute to high teaching standards and utilizing innovative teaching techniques.

The campus is a location where various teaching activities, after-school activities, students, and certain people connected to the school, including middle schools and primary schools, are provided for daily life. Campus almost always follows people from childhood to adolescence, so the advancement of campus aesthetic education has a significant bearing on the course of one's life. On campus, teachers have a huge impact. Every teacher's essential responsibility is to instruct and educate students, but for those who teach aesthetic education in particular, this is far from sufficient.

The most fundamental duty of aesthetic education teachers, according to the requirements of the curriculum standards, is to ensure that the required curriculum content is covered. They must also possess innovative thinking,

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professional subject knowledge, and aesthetic education-related skills. We also need to possess certain skills when carrying out teaching activities, particularly when it comes to teaching artistic ability, aesthetic ability, and other communication skills from all facets of the students' aesthetic education. At the same time, we should address the issues that arise during aesthetic education using the campus's educational infrastructure (Wang, 2021).

Research problem

The problem that this study addresses is impact of School Aesthetics on students. It has been found that student in college and university has differences in confidence, mind-set, attitude towards life and social work skills especially on volunteer basis. It is clear every individual is different in every aspect especially in the above mentioned. However, a survey was done which gives a reason for the difference in the categories, which was the aesthetics of school building and personal space provided to them at school level.

The objectives of this research are:

- To investigate and compare in what ways environmental aesthetics affect the level of performance, emotional responses, decision and confidence level of the students of home structure schools in Peshawar.
- To explore how ways environmental factors like open space and noise, crowded classes, inappropriate classroom layout impact learning and academic achievement of students.

This study would extend the knowledge regarding school structure and buildup. It would address the impacts of un-structured school on student's minds and personality.

There is a diversity of research conduction in this area. People should do in depth study for the level of measurement and should make a scale that consists of factors mentioned in above study affecting variables for students' academic and co-curricular environment. That proper scale should be kept in view before establishment of schools and government should also implement rules according to it.

Educational Psychologist should work on this aspect to increase the motivational level of students for school as well as wellbeing of students.

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This research would collectively solve the student's attitude problem regarding schools and would also make the seeking of knowledge valuable as now a day's schools are created in every 3rd house of street which is decreasing the values of knowledge and there should be no compromise on knowledge quality as it builds up the youth and glorify our nation future.

METHOD

Participants

The total sample size was 30. The questionnaire was filled by 15 students from structured schools and other 15 were filled by students from un-structured schools. A list of 13 schools was created which consisted of 7 structured schools (Fazaia, APS, Peshawar Model, Warsak Model, Peshawar Public, St. Mary's High & Federal Government Schools) and 6 were un- structured schools (Raceens, Happy Day, Frobel's, Al- Tarbiah, The Luminators and Smart School).

Measures

Demographic data sheet was used to collect personal information such as Name, Gender, School Name, and Area.

Self-made questionnaire was made on basis of Likert scale. It collected scores on the variables of satisfaction, attitude, and personal Space and Relaxation.

Procedure

Data was collected from primary as well as secondary sources. The primary data was collected through questionnaire. A demographic data sheet was used to collect data regarding age, gender and school, then self-made questionnaire was used to collect scores on variables of satisfaction, attitude, personal space & relaxation.

RESULTS

Table 1

Level of Satisfaction with the Types of Institutions (Well Structured and UN Structured)

SN	variables	ratings	Type of institutions	
			Well-structured	Un-structured
1.	Level of satisfaction with the building of school	Strongly satisfied	10	02
		Partially satisfied	05	07
		Neutral	00	05
		Strongly unsatisfied	00	01
2.	Excitement to attend the school	Strongly satisfied	07	00
		Partially satisfied	06	11
		Neutral	02	02
		Strongly unsatisfied	00	02
3.	Level of satisfaction for the pack up time	Strongly satisfied	06	02
		Partially satisfied	07	04
		Neutral	01	08
		Strongly unsatisfied	01	01
4.	Enough space for sports	Strongly satisfied	08	02
		Partially satisfied	04	06
		Neutral	02	05
		Strongly unsatisfied	01	02
5.	Fight with class mates	Always	00	01
		Often	00	01

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	Sometimes	02	04
	Rarely	03	05
	Never	10	04
6.	How do you feel with the environment in class	Excellent	04
		Good	09
		Fair	01
		Very poor	01
7.	Distraction by the noise from other classes	Always	00
		Often	00
		Sometimes	00
		Rarely	07
		Never	08
8.	Annoying by the local voices (automobiles/vegetable sellers etc.)	Always	00
		Often	00
		Sometimes	02
		Rarely	07
		Never	06
9.	Enough time during the break to get ready for the next class	Always	03
		Often	09
		Sometimes	02
		Rarely	01
		Never	00

Table 2:
Frequency and percentages of Satisfaction with the type of institutions

SN	Variables	Ratings	Frequency <i>f</i>	Percentages %	Frequency <i>f</i>	Percentages %
1	Satisfaction for Building	Strongly Satisfied	01	3.33%	—	—
		Partially Satisfied	0.03	0.1%	—	—
		Neutral	—	—	0.89	2.97%
		Partially Un-Satisfied	—	—	0.22	0.73%
		Strongly Un-Satisfied	—	—	0.11	0.36%
2	Satisfaction for Attending School	Strongly Satisfied	01	3.33%	—	—
		Partially Satisfied	1.56	5.2%	—	—
		Neutral	—	—	6.67	22.23%
		Partially Un-Satisfied	—	—	0.11	0.36%
		Strongly Un-Satisfied	—	—	0.78	2.6%
3	Satisfaction for Pack-up	Strongly Satisfied	1.22	4.06%	—	—
		Partially Satisfied	1.33	4.43%	—	—
		Neutral	—	—	0.78	2.6%
4	Personal Space	Strongly Satisfied	0.89	2.97%	—	—
		Partially Satisfied	0.56	1.87%	—	—
		Neutral	—	—	6.67	22.23%

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		Partially Un-Satisfied	—	—	01	3.33%
		Strongly Un-Satisfied	—	—	0.22	0.73%
5.	Class Environment	Excellent	0.89	2.97%	—	—
6.	Aggression With Classmates	Good	1.67	5.57%	—	—
		Neutral	—	—	0.78	2.6%
		Never	2.11	7.03%	—	—
		Rarely	0.67	2.23%	—	—
		Often	—	—	0.11	0.36%
		Sometimes	—	—	0.33	1.1%
7.	Not Enough Time for Break	Never	0.44	1.47%	—	—
		Rarely	0.33	1.1%	—	—
		Sometimes	—	—	01	3.33%
		Often	—	—	0.78	2.6%
		Always	—	—	0.78	2.6%
8.	Distraction By Noise (local vendors)	Never	1.89	6.3%	—	—
		Rarely	0.33	1.1%	—	—
		Sometimes	—	—	0.78	2.6%
		Often	—	—	0.78	2.6%
		Always	—	—	0.33	1.1%
9.	Distraction By Noise (classes)	Never	01	3.33%	—	—
		Rarely	0.78	2.6%	—	—
		Sometimes	—	—	0.78	2.6%
		Often	—	—	0.44	1.47%
		Always	—	—	0.33	1.1%

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The following findings were also concluded:

1. Un-Structured Schools:

- a) Students of the schools that were established in houses lack proper grounds for sports; classes are congested resulting in distraction from noise from rest of the classes.
- b) Level of satisfaction was low for the school building.
- c) Excitement for attending school was also not very satisfactory.
- d) Students had low confidence.
- e) Students lack the exposure ability.
- f) Weak social skills.
- g) Low initiative for social or volunteer work.
- h) High level Fear of exposure to large institutions

2. Structured School:

- a) Students were high on confidence and participate in various activities showing high self-esteem.
- b) Students were satisfied with school building and playground where they play various sports.
- c) Excitement to attend school was relatively higher than the un-structured school students.
- d) Classroom environment was quite pleasant as the classrooms were spacious and were not getting distracted from other classes' noise etc.
- e) Strong social skills.
- f) High initiative for social or volunteer work.
- g) Low level or no level fear of exposure to large institutions

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DISCUSSIONS

The aesthetics puts impacts on student's mind, well-being, and attitude rather whole personality. There are exceptional cases in which students have different personality from the institutional environment where they belong however majority of them have a great impact on their personality. However, despite all this there is a very significant difference in other variables such as environment of school, satisfaction for building, relation with peers etc. So, the aesthetics of school plays a major role in students' life and their future shaping of their personality. The students should be provided with aesthetic environment both in classes and as well on school level this will give a production of creative minded students to the community. The Education Board should keep proper check on establishment of schools and all School Aesthetics affecting students. This would avoid the lack of dullness, low- confidence and negative attitude in students and would bring bold, energetic, and confident students.

Scientific thinking and aesthetics are not mutually exclusive disciplines, since scientists' successes are founded not just on cognitive capacity, but also on creativity, imagination, and embodied thought through varied experiences. This study examined how students interacted with making interactive art, which combines art, science, and technology, with the goal of examining the role of aesthetic experience in the learning processes involved in their integration. (Mun, 2021)

Conclusion

Environmental Aesthetics plays major role in personality building of individual. Environmental aesthetics subjects should also be included in curriculum to sharpen the abstract thinking and interpretation skills of students beside providing the best environment. Best environment does not relate with air-conditioned classes and soft seats rather it is associated with providing them proper personal space, proper refreshment area, organized structure of school, proper location of school in area which has no local vendors or automobiles voices in surroundings these all are elements which increases students motivational level for conduction of school and progressing in studies. On contrary side schools which lacks all of them or some of the above-mentioned aspects decreases motivational level of students and negatively impacts their well-being and personality. Students found at un-structured school with high level of I.Q or good academic result with addition of high level of self-confidence and on the other side at structured school students with shy

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personality, lower level of confidence and average or satisfactory academic result is natural thing these are listed under the natural tendency of a student which is not listed under any institutions aesthetics on the basis of above mentioned aspects, it works beyond these things for a normal condition. Their physical environment can soothe them and make them feel safe and open to learning. Or it can make them feel over aroused and closed to learning. One of the significant goals and tasks of education is to create the circumstances for the all-round growth of the individual and to train healthy, effective, and responsible human beings to play a role in individual and social life. Since students, as the elementary element of the country's educational system, have a special role and position in attaining the goals of the educational system, paying consideration to this section of society in terms of education and training, fertility, and prosperity of the educational and training system as much as possible origins. Undoubtedly, one of the goals and tasks of education is to prepare students to acknowledge and understand the scientific developments of the world to come. Nevertheless, its most important goal is the full flourishing of students' personalities and the cultivation of divine values. Meeting this need, which is not easy, requires the development of education and the use of methods based on scientific, intellectual, and principled findings to train the specialist needed by society. The future of any society depends on the excellence and efficiency of education of that society and the proficiency of the education system of each country depends on recognizing the effective factors in the quality of teaching and using new teaching methods. On the other hand, issues such as academic performance and attitude toward school and the factors affecting those years have been considered by education experts.

Limitations and Recommendations

There are certain limitations of the study as discussed below

- There was not proper measuring scale to measure the impact of variables, because data was collected through self-made questionnaire. Hence it is strongly recommended that future researchers should use a reliable and valid measure.
- All of the schools and students were not covered for data collection; further study should focus on more schools and increase the sample size for generalizability.

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