

**RESEARCH PAPER****Relationship between Learning Environment and Academic Achievements: Students perception at Colleges Level****¹Dr. Muhammad Zeeshan* ²Rameen Fatima and ² Areeba Shareef**

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***Corresponding Author:** zeeshanabbasi703@gmail.com**ABSTRACT**

The learning environment encourages students to develop learning experiences, critical thinking, increases student attention and concentration towards education. Thus, the current study entitled Relationship Between Learning Environment and Academic Achievement: Students' Perception at Colleges Level. The main objective of the study was to highlight the academic achievements of students. A questionnaire was used to obtain the views of the respondents. The document analysis was used to get information about the results of students. The data was analyzed through statistical means through agree percentage, disagree percentage, and One-Way ANOVA. The main conclusions were the first positions of all groups won by the students of colleges from 2017-2019 except one student of higher secondary students stood 1st in the group of Humanities (Male). It was concluded that the overall situation of the infrastructure of colleges in terms of teachers' ratio per student, classroom per institution, and books per student was better.

Keywords: Academic Achievement, Learning Environment, Perception**Introduction**

The acquisition of academic skills, personal development, and academic success is a major goal of education. One of the primary concerns of teachers is to increase the academic achievement of their students. Generally, a school's effectiveness is measured by the academic achievement of the students (Qamar, & Ansari, 2022). Academic achievement is crucial to future outcomes (Ahmed, Tayyub, & Ismail, 2020). In addition, college is a connection between school education and university education as it provides a large contribution to the education system of Pakistan (Jadoon, et al. 2022).

The main goal of higher education is to teach, facilitate, and encourage students to learn. To achieve this objective, it is necessary to investigate factors that influence student learning. According to Newble and Entwistle, these factors can be categorized into two types: those related to the characteristics of the students, such as their learning styles and methods, and those related to the learning environment, such as teaching pedagogy. Understanding student learning styles and approaches is important because higher education aims to promote understanding and meaning rather than just recognition and reproduction. Additionally, students' learning approach can directly affect learning outcomes. (Rasheed, Khalid, Khizar, & Sharif, 2022)

While several factors go into learning, the learner's engagement is one of the most important steps. Their motivation and perception of relevance have an impact on this (Gietz, & McIntosh, 2014). These, in turn, may be influenced by the learning context and environment, as well as the learners' preferred learning styles and prior experiences (Robert, & Owan, 2019). According to adult learning theories, teaching is not only about imparting knowledge or sharing expertise but also about creating a learning environment.

Students' learning experiences and outcomes are influenced by the educational setting (Mujahid, & Tatlah, 2022).

Literature Review

Many behavioral and environmental factors, including attention difficulties, deficiencies in social skills, challenges in working independently, chronic absenteeism, bullying and victimization, low socioeconomic status, inconsistent parenting, and parental absence, can influence academic success (Anastasi, 2019). The amount of time dedicated to academics and the classroom management abilities of teachers are two school-related factors that may affect students' learning. Therefore, it is crucial to identify school environment variables that can be modified to enhance academic achievement for students (Khizar, et al. 2021).

The consequences of academic failure can manifest in various behaviors among students with skill deficiencies who do not respond to classroom instruction. These behaviors may include aggression, disruptive conduct in the classroom, negative self-attribution, and depression (Nigeria, Robert, & Owan, 2019). Furthermore, adolescents with poor academic performance are more prone to engage in violent behavior and substance abuse, and they are also more likely to experience symptoms of depression. It is important to note that academic failure is a significant predictor of school dropout (Bukhari, Fahd, Fayyaz, Iqbal, & Anwar, 2021).

Self-esteem and overall health are directly influenced by academic success. Students who do well in school tend to enjoy it, and students who do poorly tend to feel separate. The prospects of students' further education and employment are strongly influenced by their grades and credits (Al-Qahtani, 2015). The basis of participation in a democratic society is education. The most important results of schooling are, therefore, the learning of basic skills (social competence, social understanding, etc.), as well as self-sacrifice and responsibility for using what is learned. If you want to get a job, learn about the rights and responsibilities of democratic citizens (Haid, Hussein, and Atherton Khan, 2020).

The current system in schools does not guarantee that all students will attain top grades or marks. Thus, the study of the factors affecting students' academic success is not focused on how each student can achieve the highest grades, but rather on how each student can reach their full potential (Buctot, Kim, & Kim, 2021). Even if the distribution of high and low achievers remains the same, the overall level of achievement is likely to improve if methods are discovered to enhance students' academic managing abilities. On the other hand, a system that prioritizes students' performance at their highest level may reduce the number of students underperforming and increase the school's mean level of achievement. Various factors, including a student's characteristics, family background, and school environment, contribute to academic success (Ullah, & Almani, 2022).

Material and Methods

The current study was descriptive in nature. So, the quantitative method was used to get the views of college students. Document analysis was also used to get the results of the students of Intermediate classes.

Population

There were 25 colleges situated in the Bahawalpur district as per the website of the Higher Education Department, Punjab. 7903 students were studying in Intermediate classes and 233 teachers were teaching at Higher Secondary Schools (Govt. of Punjab, 2020).

Sample and Sampling

The sample was selected by using the Multi-stage sampling technique. The population was divided into 2 strata including male colleges and female colleges. A random selection of 600 students was made from colleges by using stratified sampling techniques. An equal distribution of male and female students was given to the sample.

Research Tool

A questionnaire of four points Likert scale of agree -disagree was used as a data collection tool. A coding scheme was designed to assign codes from 1-4 for strongly disagree to strongly agree. Strongly agree and agree percentages merged into agree sets of responses and strongly disagree and disagree frequency merged into disagree set of responses. The data was entered after coding and the item which have a higher value than the total Cronbach Alpha value was calculated if the item deleted was excluded from the research tool.

Data Collection

One questionnaire was used as a data collection tool. The researcher personally visited the educational institutions to get the responses of the selected sample. The researcher used documents for the relevant information to the learning environment. With the permission of the concerned authorities, the researcher got access to official documents such as examination records, office records, staff records, school building records, labs, and library records.

Results and Discussion

Table 1
Subject-wise comparison of results, 2017

Group	Appeared	Passed	Pass %
Arts	2126	830	39.04
General Science	966	745	77.12
Pre-Engineering	967	688	71.14
Pre-Medical	1484	1182	79.64
Total	5543	3445	62.15

Table 1 shows the subject-wise results of colleges for the year 2017. The above table showed that 5543 students from colleges appeared in the examination whereas 3445 students passed. The overall percentage of the result was 62.15%.

Table 2
Subject-wise comparison of results, 2018

Group	Appeared	Passed	Pass %
Arts	2165	1037	47.89
General Science	1136	624	54.92
Pre-Engineering	989	756	76.44
Pre-Medical	1632	1386	84.92
Total	5922	3808	64.21

Table 2 displays the subject-wise comparison for the year 2018. The above table shows that 5922 students from colleges appeared in the examination and 3808 students passed from colleges. The overall percentage of the result was 64.21% from colleges.

Table 3
Subject-wise comparison results of results, 2019

Group	Appeared	Passed	Pass %
Arts	3553	1308	36.81
General Science	1399	619	44.24
Pre-Engineering	908	722	79.77
Pre-Medical	1527	1336	87.66
Total	7387	3985	53.94

Table 3 indicates the subject-wise comparison of the results of 2019. The above table showed that 7387 students from colleges appeared in the examination whereas 3985 students passed from colleges. The overall percentage of the result was 53.94% from colleges.

Table 4
Male Students' perception of the learning environment of Colleges

Sr. No	Items	Agree %	Dis Agree %	Reliability	%Variance Explained
1.	Teachers focus on academically weak students.	78%	22%	.837	9.485
2.	My institution has an effective program for learning.	72%	28%		
3.	Office record is well maintained at my institution.	94%	6%		
4.	Everything is orderly placed at this institution.	78%	22%		
5.	Students respect each other in the institution.	83%	17%		
6.	Individuals respect each other here.	72%	28%		
7.	Parents are active members of the school council.	61%	39%		
Average		77%	23%		

Table 4 indicated that more than 77% of the respondents agreed that teachers focused on the academically weak students, the institution had an effective program for learning, the official record was well maintained, everything was orderly placed, students respected each other, individuals respect each other, the parent was an active member of the school council. The factor loading of all the items of this factor remained above 0.6%.

Table 5
Female Students' perception about the learning environment of colleges

Sr. No	Items	Agree %	Dis Agree %	Reliability	%Variance Explained
1.	Teachers focus on academically weak students.	83%	17%	.837	9.485
2.	My institution has an effective program for learning.	92%	8%		
3.	Office record is well maintained at my institution.	96%	4%		
4.	Everything is orderly placed at this institution.	88%	12%		
5.	Students respect each other in the institution.	88%	12%		
6.	Individuals respect each other here.	83%	17%		

7.	Parents are active members of the school council.	67%	25%
	Average	85%	13.5%

Table 5 showed that more than 80% of female students agreed that teachers gave extra help, the institution had an effective program for learning, the official record was well maintained, everything was orderly placed, students respect each other, individuals respect each other, the parent was an active member of the school council. The factor loading of all the items of this factor remained above 0.6%.

Conclusions

The current study revealed that a good learning environment had an impact on students' academic achievements. It was concluded that 5543 students from colleges appeared in the examination in 2017 whereas 3445 students passed out. 5922 students from colleges appeared in the examination in 2018, whereas 3808 students passed out. 7387 students from colleges appeared in the examination in 2019, and 3985 students passed from colleges. The result of colleges was 52.57%, 58.49%, and 63.95% in the years 2017, 2018, and 2019 respectively. All the positions were won by the students of colleges from 2017- 2019.

It was also revealed that more than 70% of male students and 80% of female students seem satisfied with the learning environment of their institutions and its effects on the academic achievement of the students. It was also concluded that teachers focus on the academically weak students to help them to take extra classes, the institution had an effective program for learning in terms of curricular and co-curricular activities, students respect each other in their institutions, and parents were an active member of the school council for the betterment of their children learning.

Recommendations

1. Teachers should provide learning environment to the academically weak students to participate in the learning activities so they could enhance their learning.
2. Curricular and co-curricular activities are essential for the academic achievements of students. Institutions should develop mechanism for balance execution of curricular activities and co-curricular activities in their institutions.
3. College administration should develop policy to develop mutual respect among students, so that they get desired objectives.
4. Parents should be engaged in teaching learning process of colleges. Parents should take feedback from the teachers to develop effective learning environment for students.

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