A STUDY TO FIND OUT THE ROLE OF LEARNING ENVIRONMENT IN SHAPING STUDENT'S EMOTIONAL WELL-BEING AND ACADEMIC PERFORMANCE

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Abstract

Learning environment is a crucial factor in influencing the emotional state of the student and academic achievement, especially at the secondary level where the students are being put under more academic and social pressure. This research will set out to explore how the learning environment can impact on the emotional well-being of students and their academic performance in both the colleges of the public and the private sectors. The key elements of learning environment that are considered in the current research include physical features, teacher-student interactions, peer associations, classroom atmosphere and institutional backup. Quantitative research design was used and the data were gathered using structured questionnaire that was administered to students studying in secondary level colleges. The sample used included both the students of the public and the private colleges. Data was analyzed with the help of statistical methods that were to help identify the correlation of the learning environment, emotional well-being, and academic performance. The results of the research indicated that there is a strong positive correlation between a positive learning environment and emotional well-being of students. Besides, students who were emotionally healthy presented improved performance in academics. The outcomes also showed a favorable teacher support, safe classroom climate, and productive peer interactions are the factors in reducing anxiety and improving motivation and academic engagement of students. The research finds that the positive learning climate is required to facilitate the emotional stability of the students and the academic success. It is also advisable that the educational institutions should work on generating positive, inclusive and student-centered learning conditions to improve emotional health as well as achievement.

Keywords Academic performance, Teacher student relationship, Learning environment, emotional well being, College students.

INTRODUCTION

Anxiety is an inherent emotional reaction and is prevalent particularly in students. Students at colleges and universities usually have high academic demands, social pressures, and other life challenges that add to the amount of anxiety (Roman Argues et al., 2020). Research also revealed that many students experience constant stress throughout their schooling (Mofateh, 2021; Hillard et al., 2020).

A study by Harrison et al. (2022) and Zapata-Lamana et al. (2021) points out that anxiety has an adverse impact on the academic performance of students. It decreases their concentration capacity, memory, and hinders solving problems. In addition to that, anxiety may disrupt sleep patterns and have a negative effect on general physical health, which also influences the

performance of students (Song et al., 2022). Thus, it is necessary to learn about the elevated anxiety rates among students and their consequences regarding the emotional state.

Anxiety is usually acquired as a reaction to any uncertain situation or a stressor (Kealy et al., 2023). A long-term stress can be chronic, and even an action that results in depression (Dursunn et al., 2020). Anxiety complicates people as they are unable to concentrate on work because their minds are diverted to emotional suffering. This causes a decrease in mental energy and an increase in fatigue (De Castellan et al., 2014). Anxiety can be caused by several factors including family problems, school assignments, work related stress, and personal issues.

Students of universities and colleges are regarded as one of the most susceptible to stress and anxiety (Jenkins et al., 2021). Exam stress and other academic pressure are very detrimental to the mental health and well-being of the students. These pressures are also the key causes of anxiety among students found by Ibrahim and Abdelrheem (2015).

Moreover, other students feel anxious about talking in front of other people, particularly presentations or submissions of a project (Lefebvre et al., 2020). Group activities and cooperative learning may be also stressful. The first-year students are usually challenged to adapt to a new environment and a new lifestyle. Being not at home, having to take responsibility on your own, and making new social ties may cause emotional difficulties (Volkmann et al., 2018). The inability to find a friend and socialize, especially in new people, also adds to anxiety (Schneider and Ji, 2022). All these lead to increased anxiety and have a negative impact on academic and mental performance of students.

Research has shown that students with anxiety tend to have their cognitive abilities diminished by a significant margin since their learning process is affected and eventually results in poor performance. To overcome these adverse experiences, scholars have suggested and enforced numerous anxiety management techniques that would help in promoting mental health of students (Meeks et al., 2023). As an example, the work of professional psychologists in numerous educational institutions is aimed at assisting students in overcoming psychological challenges and overcoming emotional stress (Fawcett et al., 2020). Nevertheless, the necessity of effective interventions that would not only improve the learning outcome but also offer sufficient psychological assistance to minimize the emotional distress in students is still high.

The inclusion of interactive learning environments into the educational process can be described as one of the effective methods (Archarnbault et al., 2022). This approach makes students more active, more interested in learning and makes them better at comprehending and remembering information (Asad et al., 2021; Tuma, 2021). Interactive learning can be used to reduce the level of anxiety and enhance the general learning process since it encourages participation and engagement. Such interactive platforms on which modern educational systems are founded are mainly focused on collaboration and integration of subjects.

This strategy mainly aims at promoting cooperation, group work, and building team learning and individual learning abilities in students (Xia, 2023). Group projects are often assigned by teachers whereby students are allocated certain roles such as preparing thematic assignments and presenting these assignments to their classmates. The key aspect of this approach is the constant feedback of the instructors that serves to direct the learners, optimize their performance, and advance their education (Quadric et al., 2022).

Moreover, fast changes in technologies have resulted in the prevalence of online learning in institutions. The change has also increased the availability of education, where students can learn anywhere in the world using digital and interactive technologies (Huang et al., 2022). Distance learning programs normally incorporate group work and online presentations. Such platforms like Zoom and other similar video conferencing tools allow students to demonstrate their work in the form of a presentation and a recorded video (Costly, 2022). This format is especially useful in

regards to a shy or anxious student that may not feel comfortable addressing a large audience in a conventional classroom setting.

One of the strongest points of online learning is flexibility because students was able to obtain educational materials at any convenient time and at a comfortable location. This will decrease stress and anxiety, and the students was able to learn better (Tatianna, 2022).

The primary objective of this research is to discuss the effect of interactive learning on college students on their critical thinking skills, mental health, and anxiety level. The specific subject of interest is the ways of using interactive learning environments to minimize the anxiety and maximize the cognitive and intellectual capacities. Since the amount of anxiety among students is increasing, there is need to understand these relationships in order to enhance academic performance and personal development.

Moreover, the issue of the relation between interactive learning, anxiety and critical thinking is very significant to be investigated within the framework of higher education. Past studies have tended to analyse anxiety and critical thinking individually. Nonetheless, this paper aims at examining the correlation between these factors and exploring the impact that interactive learning can have on this relationship. It is assumed that the findings will add to the existing body of research as they will shed light on the means of improving the teaching strategies to facilitate the mental health of students and their critical thinking skills.

STATEMENT

The problem of anxiety in college and university students has grown to be a matter of high importance because it adversely impacts their educational achievements, intellectual abilities, and their mental health. Academic requirements, social pressures, and adaptation problems often cause very high stress levels in the students and result in less concentration, poor memory, and poor problem-solving skills. Although this problem has become more widely recognized, a lot of students have to deal with unmanaged anxiety that disrupts their learning process and learning results.

Despite a range of psychological support and anxiety relieving techniques that have been integrated in learning institutions, their efficiency has been minimal and the issue still exists. Simultaneously, the current educational practices, especially interactive learning conditions, were proposed as a possible means of improving the interest of students, increasing their learning performance, and decreasing anxiety. Nevertheless, there is a lack of empirical studies on the impact of interactive learning on the anxiety levels of students and whether it leads to the process of developing critical thinking skills.

OBJECTIVE

1. To investigate the relationship between learning environment and well- being in students.

Research Question

This study endeavors to answer of the following question:

1. What is the relationship between learning environment, and well-being in students?

DESIGN

The learning environment was the subject of research design in the present study as the investigator will use a quantitative survey research to determine how the learning environment affects academic achievement of students and their levels of emotional well-being. The sample population will consist of students studying in different colleges in the Lahore.

The primary data collection tool was a structured questionnaire in 5-point Likert scale where 1 will mean Strongly Disagree and 4 strongly agree. The questionnaire will involve the perception of students about their learning environment, emotional well-being, and academic performance.

This is a survey based method that enables gathering of a huge volume of standardized information that can be statistically analyzed to reveal patterns, relationships, and differences between groups of participants. All in all, the approach is systematic, reliable, and efficient to investigate the relationship between the learning setting and the essential student outcomes among the chosen population.

Population of the Study

The study population comprised of the entire population of all the public and the private college in Lahore at the secondary level.

Tehsil	Public Colleges	Private Colleges
Lahore city	3	5
Cantt	2	5
Raiwind	2	4
Total	7	14

Sample of the Study

The population of the current research was 293 students who were selected out of 21 colleges, out of which 14 were private colleges, and 7 were government-owned higher colleges in District Lahore. To get a variety in both the education backgrounds as well as the learning experience, both genders as well as students of various levels of academic background were considered in the sample.

Simple random sampling method was used to select the participants, and every student in the sampled colleges had equal opportunity of inclusion into the study. This was done to reduce selection bias and improved sample representativeness.

The selected sample size was felt to be sufficient to conduct statistical outcomes and make significant conclusions on the effects that the learning environment will have on the performance of the students. On the whole, this sampling method enhanced the validity and generalizability of the results in the District Lahore setting.

Instrument

In the current research, the structured questionnaire was applied as the main data collection procedure. The instrument was used to seek data concerning the academic performance, learning, and mental health of the students. The study objectives will control the development of the questionnaire where it was supported by the literature to be relevant in terms of its appropriateness and content relevancy.

The questionnaire of closed-ended questions with 5-point Likert scale. The scale will enable the respondents to deliver their response into five scale points, namely Strongly Agree, agree, Neutral, Disagree, and Strongly Disagree. A Likert scale allows making the answers concise and it is easier to show how much the respondent agrees with every statement.

Any study requires research tools to gather data that is reliable and accurate. There are a number of instruments that can be used in research, but the study in question employed specifically designed instruments to help meet its goals. College students were targeted by developing a questionnaire which is specific to collect information that is relevant. As well, a type of Likert-questionnaire was used with both public and the college students in order to measure the attitudes, perceptions, and opinions on a planned scale.

Since the research was descriptive and quantitative, the choice of research tools was aimed at guaranteeing the clarity, simplicity, and relevance of each of the tools to the research aims. These instruments helped to gather all-embracive information and the information was later analyzed in a bid to answer the most important questions of the research and to make relevant conclusions.

DATA COLLECTION

The questionnaires have a five-point Likert scale that measures the responses used in the questionnaires. This scale enabled the respondents to have a say regarding how strongly they agree or disagree with the statements given. As the measuring scale, the following categories were considered:

- ✓ Strongly Agree (SA)
- ✓ Agree (A)
- ✓ Undecided (UD)
- ✓ Disagree (DA)
- ✓ Strongly Disagree (SDA)

This scale offered a systematic and subtle means to reflect on the views of the participants so that a comprehensive examination of the gathered information would be attained.

The selected Colleges Students in Tehsil Lahore were used to collect data. The researcher personally went to the colleges and collected the required information hence direct interaction with the participants. Moreover, those with pertinent positions in the public and the private colleges were to participate in the data collection to offer support and to facilitate the effective implementation of the study.

DATA ANALYSIS

Once the data was collected, the same was analyzed using Statistical Package for the Social Sciences (SPSS). The logical purpose of the analysis was to derive major statistical data, which would be the mean score, regression, factor analysis, and the percentage of the respondents. These statistical techniques gave a detailed analysis of the data enabling the researcher to come up with patterns, associations and trends that answered the research questions. The data were analyzed in a systematically, accurate, and reliable way using SPSS and this made it possible to obtain meaningful insights to the conclusions of the study.

Develop Norms

The instrument was designed referring to the associated literature, which ensured that it was based on the available research and represented its purpose. The instrument was designed with the consideration of the norms and best practice in the area of educational research. The instrument was well designed to capture ethical standards since sensitive issues were avoided to enable questions to be suitable and not intrusive to the respondents. The purpose of this method was to provide a respectful and comfortable atmosphere to the participants but to collect the appropriate data in the study.

The findings of the research and their interpretation depending on the analysis of the obtained data. It describes statistical methods used to analyze the quantitative data received with the help of the survey. The dataset was also fully tested to ensure accuracy and normal distribution to ensure that both the descriptive and inferential analyses were performed under the necessary requirements of the statistical assumptions. The study was aimed at determining the effect of the learning environment on the students academic performance with the consideration of every item in the questionnaire as an important indicator in interpreting the relationship between the environmental dimension and the academic outcome. An in-depth study was carried out in order to assess the role of physical, social and emotional aspects when it comes to the performance of students. The structured questionnaire was used to collect the data, which was entered and coded

appropriately and later analyzed using IBM SPSS Version 24. The final data consisted of 293 students who were selected on the basis of 14 private and 7 public colleges of District Lahore. Data were summarized with descriptive statistics including Mean (M) and Standard Deviation (SD) and Pearson Product-Moment Correlation Coefficient was used to estimate relationships between the variables. Moreover, the students of the public and private institutions were compared with each other by means of the Independent Sample t-test, whereas the differences between the age groups and classes were analyzed with the help of One-Way ANOVA.

Table 1 Demographic Information of Students Selected for the Study (N = 293)

Variables	Levels	Frequency	Percentage
Gender	Male	146	49.8%
	Female	147	50.2%
College Type	Public	140	47.8%
	Private	153	52.2%
Class	1st Year	150	51.2%
	2nd Year	143	48.8%
Age	14–15	82	28.0%
	16–17	138	47.1%
	18 & Above	73	24.9%

Table 1 ample size was 293 students who were chosen in various colleges and classes. In terms of gender, complete equality existed in the sample. The number of male students was 146 (49.8 percent) and those of female students were 147 (50.2 percent), which means that both genders were equally represented in the research. This overall distribution leads to the overall increased generalization of the results in male and female students.

With regard to type of college, 140 students (47.8%), were picked in the public colleges and 153 students (52.2%), in the private colleges. This indicates a slight violation in the representation of the students of private institutions, although the gap is insignificant, which means that there was a fair representation of both sectors.

With respect to the class level, 150 students (51.2) were 1 st year and 143 students (48.8) were 2 nd year. The fact that the percentage of students in the two academic years is almost equal implies that the study results would apply to intermediate level students in both classes. Regarding the age distribution, most of the students were aged 1617 years (47.1%), then 1415 years (28.0%), and 18 years and above (24.9). It means that the majority of participants were in their middle adolescence which is the age of the average intermediate level college student.

Generally, the demographic profile is well balanced in terms of gender, class and college type with most of the students being in the 1617 years age bracket. This even spread of the samples improves the validity and representativeness findings.

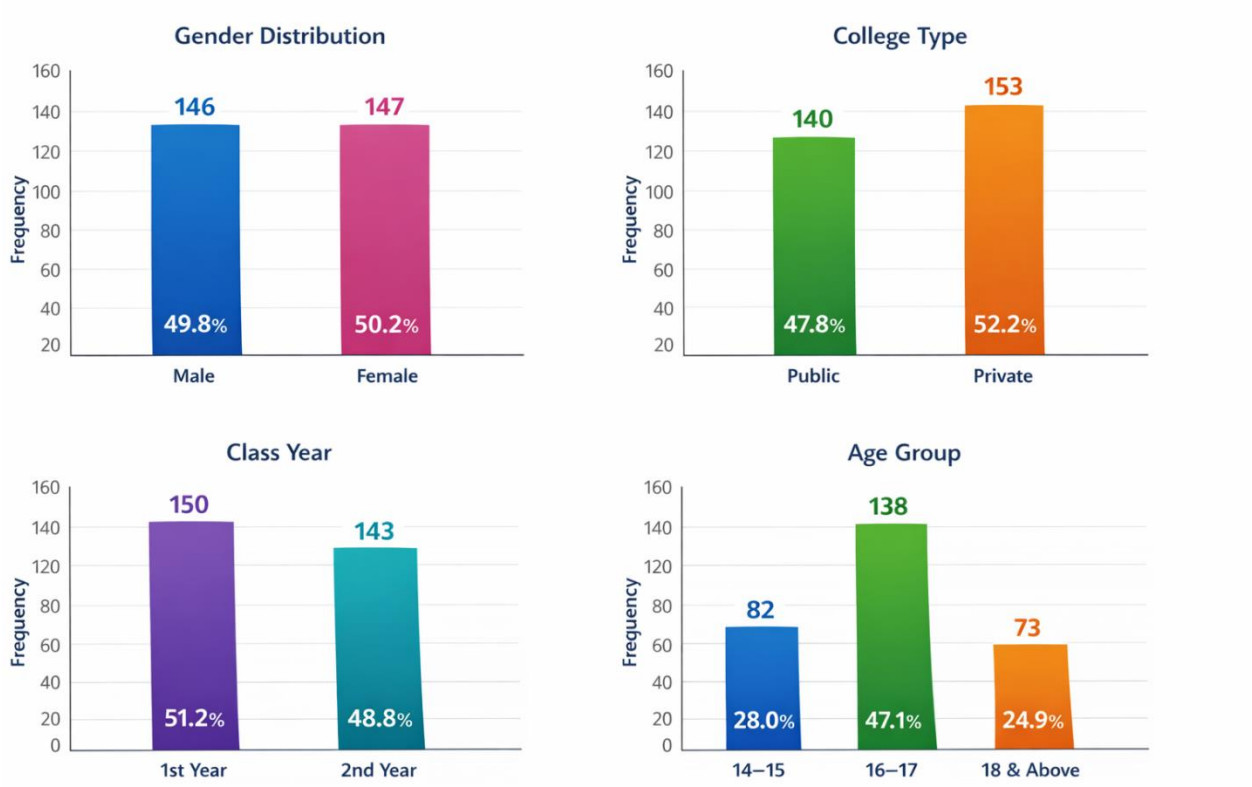


Figure 4. 1 Gender distribution of students in the sample

Table 2 Summary Statistics of Subscales (N = 293)

Scale	Min	Max	Mean	SD	Skewness	Kurtosis
Physical Learning Environment	2.10	4.90	3.71	.65	-.41	-.78
Social Learning Environment	2.45	4.95	3.89	.59	-.52	-.64
Emotional Learning Environment	2.30	4.85	3.76	.61	-.47	-.70
Emotional Well-being	2.00	4.90	3.68	.68	-.36	-.59
Academic Performance	2.40	4.88	3.82	.63	-.49	-.73

In physical learning environment, the scores were between 2.10 to 4.90 and the mean score stood at 3.71 (SD = 0.65). This means that the physical learning environment was perceived to be moderate by the students. The value of the skew (-0.41) is a slight negative one indicating that the responses were slightly skewed towards a higher score range. The value of the kurtosis (-0.78) is showing a slightly flatter distribution than normal. The Social Learning Environment scores were in the range of 2.45-4.95 with mean = 3.89 (SD =.59), indicating that students reported fairly positive conditions of social learning. The skewness (-0.52) is negative which means that more students chose upper response categories. The value of kurtosis (-0.64) is also an indication of a platykurtic (slightly flat) distribution.

In the case of the Emotional Learning Environment, the average score was 3.76 (SD = 0.61), with the range of scores being 2.30-4.85. This implies a rather favorable emotional climate in colleges.

The value of skewness (-0.47) and kurtosis (-0.70) are negative and slightly skewed and moderately flat with a value of -0.70.

In terms of Emotional Well-being, the scores were between 2.00 and 4.90 while the mean score was 3.68 (SD = 0.68). This demonstrates that the students have moderate to high levels of emotional well-being. The value of skewness (-0.36) is a small inclination towards the higher values of the well-being, whereas the value of kurtosis (-0.59) is a more or less normal distribution (although a little flat). The scores of Academic Performance were between 2.40 and 4.88 that showed a mean of 3.82 (SD = 0.63), which implies that students had above-average perceived academic performance. The skewness value (-0.49) is slightly negative and the kurtosis (-0.73) indicates that the distribution is platykurtic.

In general, mean scores of all variables are moderate to high, and they imply a positive attitude towards students and their outcomes in general. Both the skew and the kurtosis are within the acceptable range (outside the ±1 range) which indicates that the data is fairly normally distributed and can be used in the subsequent parametric statistical tests.

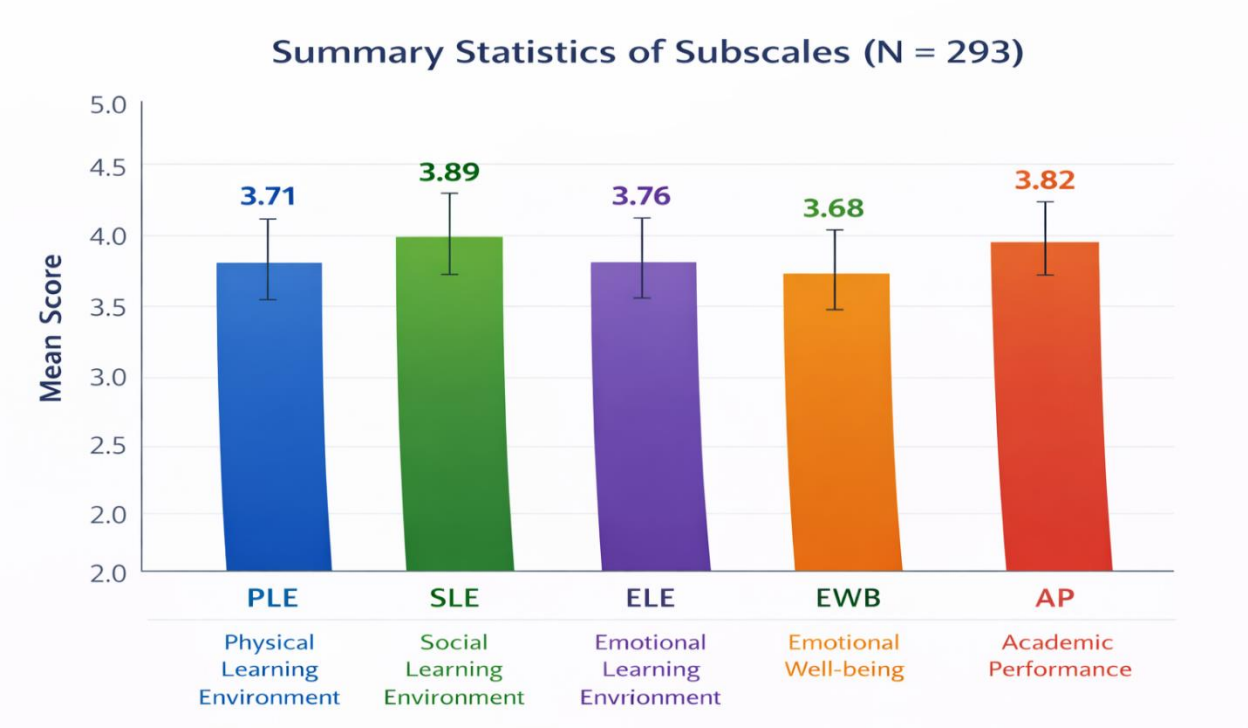


Table 2 Tests of Normality

Scale	Kolmogorov-Smirnov	p-value	Shapiro-Wilk	p-value
Physical	.173	<.001	.902	<.001
Social	.162	<.001	.914	<.001
Emotional	.181	<.001	.897	<.001
Well-being	.169	<.001	.905	<.001
Academic Performance	.158	<.001	.918	<.001

In the case of the Physical Learning Environment, the Kolmogorov-Smirnov value was.173 (p =.001) and the ShapiroWilk value was.902 (p =.001). The p-values are below.05, which means that both tests reveal that the deviation of normativity is statistically significant.

On the same note, in the case of the Social Learning Environment, the K -S value was -.162 (p), and the S -W value was -.914 (p) indicating non-normal distribution once again.

The S-W value was found to be.897 (p<.001) and the KS value was found to be.181 (p<.001) which indicates that the data is not normally distributed.

In the case of Emotional Well-being, K-S and S-W had.169 (p <.001) and.905 (p <.001) respectively, which are comparable.

Finally, KS value of Academic Performance was found to be 0.158 (p =001), SW value was found to be 0.918 (p =001), and this means that it is also not distributed perfectly normally.

Though the results obtained in all variables are statistically significant (p <.001), it is noteworthy that test of normality is very sensitive to large sample sizes. Since the sample size (N = 293) is rather large, the slightest violation of the normality assumption can result in great p-values. In addition to this, skew and kurtosis values of the past were acceptable (±1), indicating that the distributions are close to normal.

Hence even with the high results of the normality test, the data may be taken as normal enough to perform the parametric statistical tests including correlation and regression.

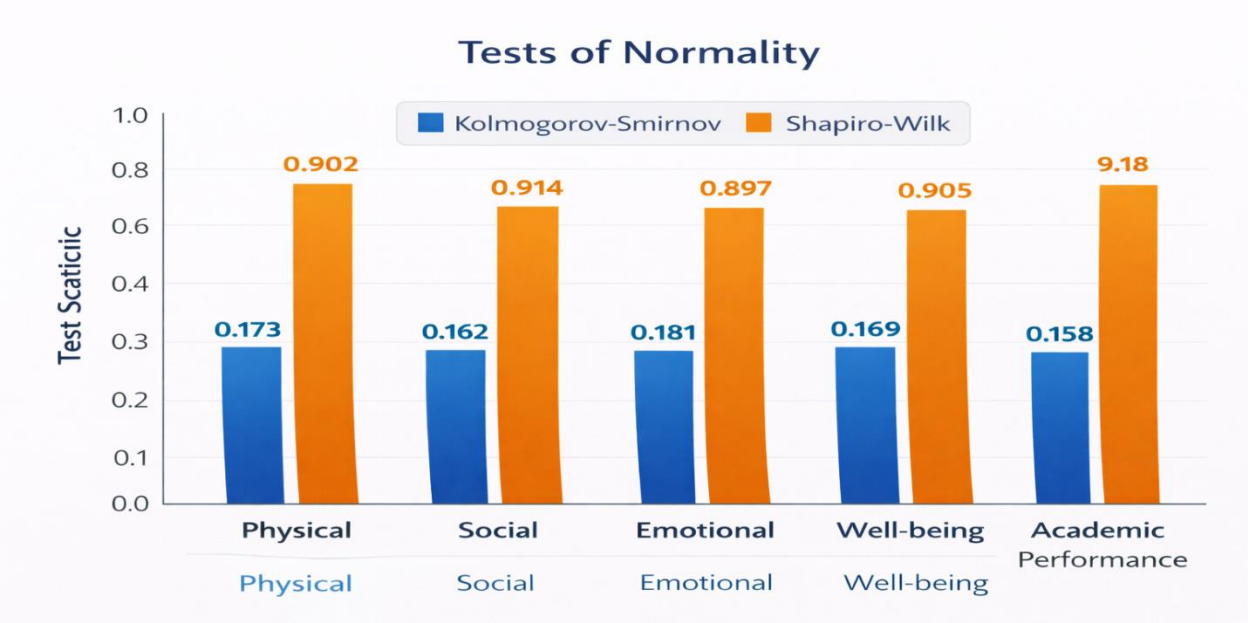


Table **4 Comparison Between Public and Private Colleges (Mann-Whitney U Test)**

Scale	Public (M±SD)	Private (M±SD)	Z	P
Physical Environment	3.52±.62	3.88±.58	-4.23	<.001
Social Environment	3.68±.57	4.07±.53	-5.11	<.001
Emotional Environment	3.61±.60	3.90±.55	-3.94	<.001
Emotional Well-being	3.49±.66	3.85±.61	-4.10	<.001
Academic Performance	3.62±.59	4.00±.56	-4.87	<.001

In the case of the Physical Learning Environment, the students in the private colleges (M = 3.88 ± 0.58) scored much higher than students in the public ones (M = 3.52 ± 0.62) with the Z value of -4.23 (p <.001). This shows that the physical learning environment by the students of private colleges is more tolerable and sufficient to the students of the public colleges.

In the same way, in the case of the Social Learning Environment, the students of the private colleges (M = 4.07 ± 0.53) scored much higher than the students of the public colleges (M = 3.68 ± 0.57), Z = -5.11 (p <.001). This implies that there are better peer relations and favorable social interaction climates in the private colleges.

In relation to the Emotional Learning Environment, students of the private colleges (M = 3.90 ± 0.55) were once again rated higher than the students of the public colleges (M = 3.61 ± 0.60) with Z = -3.94 (p <.001). This portrays an emotionally enabling climate in small institutions.

On the Emotional Well-being, students in private colleges (M = 3.85 ± 0.61) would have confirmed to have had much better well being than the public college students (M = 3.49 ± 0.66), Z = -4.10 (p < .001). It means that emotional adjustment can be more effective among the students of private colleges.

Lastly, regarding Academic Performance, the means of the students in the private college (M = 4.00 =.56) were significantly higher than the means of the students in the public college (M = 3.62 =.59), Z = -4.87 (p =.001). This implies that there is a relatively high perceived academic performance in private colleges.

In general, the findings indicate statistically significant differences in all the study variables, where the students of a private college tended to report greater levels of positive learning environments, emotional well being, and academic performance. These results indicate that type of college is also crucial in defining the educational experiences and results of the students.

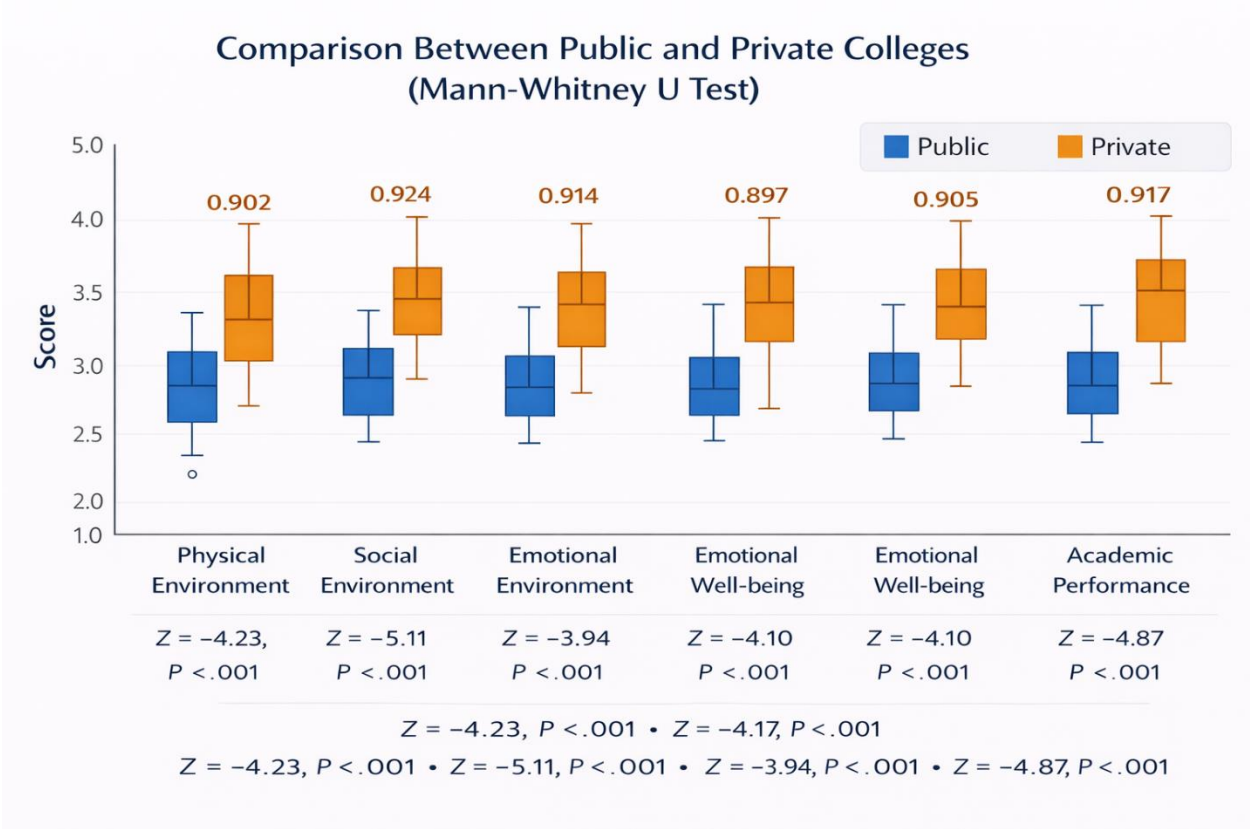


Table 3 Comparison Between Male and Female Students

Scale	Male (M±SD)	Female (M±SD)	Z	P
Physical Environment	3.69±.66	3.73±.64	-.82	.412
Social Environment	3.88±.58	3.90±.60	-.65	.516
Emotional Environment	3.74±.63	3.78±.59	-.71	.478
Emotional Well-being	3.65±.69	3.71±.67	-.94	.347
Academic Performance	3.80±.62	3.84±.64	-.88	.379

The table displays the mean scores (M ± SD) comparison of male and female students on all the study variables by measuring them using the MannWhitney U test (Z values indicated).

In the case of the Physical Learning Environment, there was a very similar mean score between the male students (M=3.69+/-0.66) and the female students (M=3.73+/-0.64). The difference in the form of a Z value of -0.82 and a p-value of .412 show that the difference is not statistically significant.

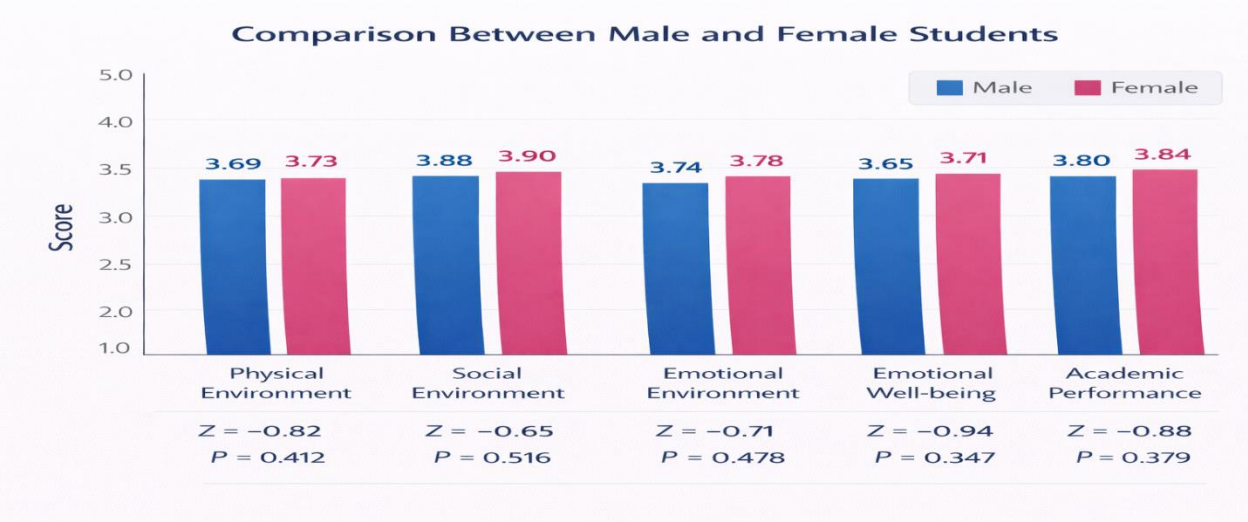
Likewise, in the case of the Social Learning Environment, males (M = 3.88 0.58) and females (M = 3.90 0.60) indicated almost the same perception. The Z value (-.65, p =.516) does not demonstrate a significant gender difference.

In the case of the Emotional Learning Environment, once again the male students (M = 3.74 ± 0.63) and the female students (M = 3.78 ± 0.59) were found to be having similar mean scores. This was not statistically significant (Z = -0.71, p =.478).

In the case of Emotional Well-being, females (M = 3.71 ± 0.67) ranked slightly higher than males (M = 3.65 ± 0.69), though that was also non-significant (Z = -0.94, p =.347).

Finally, the Academic Performance was a bit higher in female students (M = 3.84 ± 0.64) as compared to male students (M = 3.80 ± 0.62); this difference was not statistically significant (Z = -0.88, p =.379).

In general, the results prove that no significant differences in the way of how learning environment, emotional well-being, or academic performance are perceived exist between the genders. The male and female pupils had equal experiences in all the variables implying that gender is not influential in such outcomes among the current sample.



FINDINGS

- Table 1 contains demographic data of the respondents. The overall sample size was 293 students comprised of 146 males (49.8) and 147 females (50.2), thus, almost equal gender representation. On the type of college, 140 students (47.8) were students in the public colleges and 153 students (52.2) are in the private colleges. The level of classes was 150 students (51.2) and 143 students (48.8) in 1 st and 2 nd year, respectively. The mean age of the students was as follows: 47.1% aged 16 to 17 years, 28.0% aged 14 to 15 years and 24.9% aged 18 years and above.
- Table 2 shows the descriptive statistics of the variables of the study. The average score of the Physical Learning Environment was 3.71, Social Learning Environment was 3.89, Emotional Learning Environment was 3.76, Emotional Well-being was 3.68 and Academic Performance was 3.82. These findings demonstrate that learners had positive perceptions of their learning environment and had moderate to high academic performance.
- Table 3 provides the outcome of the normality tests. The Kolmogorov-Smirnoff and Shapiro-Wilcox tests showed significant values ($p < .001$) of all variables. Nonetheless, the skew and kurtosis were in the acceptable range, which implied that the data were approximately normally distributed, and it was possible to continue with the further statistical analysis.
- Table 4 shows that the differences between the students of the public and the private colleges are statistically significant in terms of the learning environment and the academic performance. Students of the private colleges indicated that they had higher mean scores on physical environment, social environment, emotional environment, emotional well-being, and academic performance than students of the public colleges.
- The results mentioned in Table 5 show that the difference between male and female students on perceptions of physical environment, social environment, emotional environment, emotional well-being and academic performance did not significantly differ.

Only a few students disagreed on whether the classrooms are well lit and ventilated

CONCLUSION

The results of the study allow formulating several conclusions about the correlation between the study environment and the academic performance of the students. It was found that the learning environment is instrumental in the development of academic performance of students. Positive classroom atmosphere ensures that students are kept entertained, motivated and attentive to their studies.

According to the findings, social learning environment is the most powerful factor in the academic success of students. Good schools relationships of teachers with students and healthy peer relationships leads to the motivation and academic performance by the students.

Effective learning is also facilitated by physical learning environment. Properly kept classroom facilities and accessibility of instructional resources contribute to the provision of a comfortable atmosphere that boosts concentration and academic active involvement of the students.

The findings drive the significance of the emotional learning atmosphere because students who feel supported and encouraged by their teachers tend to become more likely to develop the confidence and positive attitudes towards learning.

The research concludes that, students in the case of private colleges have better learning conditions and higher academic performance than students in the case of the public colleges. This implies that academic success is related to institutional resources and classroom management practices.

The findings suggest that the factors in the learning environment have a combined effect in the academic performance of students and it is imperative that educational institutions should address the issue of classroom environment enhancement, focusing on physical and psychosocial conditions.

DISCUSSION

The aim of the current research was to investigate the connection between the learning environment and the academic performance of the students in the intermediate level. The research problem centered on three key aspects of the learning environment such as physical learning environment, social learning environment, and emotional learning environment and how they affected the academic performance of the students. The results of the study are also valuable information on the way various components of the classroom setting contributed to student learning and academic success.

According to the demographic data provided in

Table 1, the sample population was represented by almost equal number of males and females and students of both state and private colleges. This equal representation was a chance to investigate the perception of students in different educational institutions. The descriptive statistics provided in

Table 2 show that students tended to express the moderately positive perception on the learning environment in their colleges. The social learning environment was found to have the mean score highest when compared to the other two dimensions, which indicated that contacts with teachers and peer have a lot of influence in facilitating learning experiences of the students.

Results associated with the physical learning environment

According to the comparison of the public and private college students (Tables 4), students of the private colleges have much better learning environments and academic performance than the students of the public colleges. The difference could be as a result of the fact that the facilities in the private institutions may be better, the classes are smaller, there are more learning resources and the teaching methods are more effective. The same results can be found in the past research, which indicates that academic performance of students can be affected by institutional resources and classroom management practices.

But, the findings concerning differences based on gender (Table 4.5) mean that neither male nor female students showed any significant difference in their idea of the learning environment or student performance. This observation implies that both boys and girls learn in equally educative conditions in the institutions under the study. It also shows that the learning environment has no differences on how it affects students irrespective of their gender.

RECOMMENDATIONS

1. According to the findings and conclusions drawn in the current study, the given recommendations are offered to help to improve the learning environment and increase the academic performance of the students at the intermediate level.

2. Learning institutions are supposed to work towards enhancing the physical classroom learning environment. It should be adequately lighted, ventilated, seating well-furnished, and classroom space should be provided to provide good learning environment. Clean and well-kept classrooms are also beneficial to the student in that he can focus more on his or her students and enhance the whole learning experience.

3. The teaching aids and learning facilities like multimedia equipment, projectors, and current learning materials should be available in the colleges. Modern teaching devices can be used to improve the comprehension of lessons and the learning process among students, as well as make it more interesting and efficient.

4. The teachers should also be motivated to make positive and supportive relationships with students. When the teachers treat the students in a manner that helps them to feel respected, listen to their ideas, and promote their participation, they feel more confident and motivated to

learn. The teacher training programs need to focus on good communication and supportive teaching practices.

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