

AN INVESTIGATION INTO HOW EDUCATIONAL SETTINGS INFLUENCE LEARNERS' PSYCHOLOGICAL HEALTH AND SCHOLASTIC ACHIEVEMENT

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Abstract

Researcher carried out this study to understand how educational settings are linked with learners' psychological health and scholastic achievement among secondary level learners in Lahore District. Researcher wanted to check whether the physical, social, and emotional side of a college environment makes a real difference in how learners feel and how they perform in studies. To do this, Researcher used a survey approach. The population included all secondary level learners from 7 public and 7 private colleges spread across Lahore City, Lahore Cantt, and Model Town. From these 14 colleges, Researcher selected 293 learners as the sample. Researcher used stratified random sampling so that public colleges, private colleges, male learners, female learners, and both class years were all included fairly. For data collection Researcher developed a structured questionnaire. It had close-ended items on a 5-point scale from Strongly Agree to Strongly Disagree. The questions covered three areas: how learners view their educational settings, their psychological health, and their scholastic achievement. I ran the analysis in SPSS Version 24. Researcher checked the data with descriptive statistics first. Then Researcher tested normality and reliability. After that Researcher used correlation and regression to see the relationships between variables. The results showed that learners mostly had a positive view of their educational settings. They rated the social side the highest with a mean of 3.89. The emotional side was 3.76 and the physical side was 3.71. Their psychological health averaged 3.68 and scholastic achievement was 3.82. When Researcher looked at relationships, all three parts of educational settings were positively connected to scholastic achievement. The social part had the strongest link, $r = .673$, and it was significant at $p < .01$. What this tells Researcher is that the way a classroom feels socially has the biggest influence on how well learners do in their studies. If learners feel supported by teachers, get along with peers, and experience a respectful environment, their academic results improve. Physical facilities and emotional safety are also important, but the social climate drives achievement the most. So the study concludes that educational settings are not just a background factor. They directly shape learners' psychological health and scholastic achievement. Colleges that want better academic results should start by improving the social side of their classrooms, along with keeping the physical space decent and making learners feel emotionally safe.

Keywords: Educational settings, psychological health, scholastic achievement, secondary level learners, Lahore District

INTRODUCTION

Stress and anxiety are common among learners, especially at the secondary and college level. Learners deal with academic pressure, social expectations, and personal challenges every day, and all of this can affect how they feel and how they perform in class Jenkins et al.. Past studies have shown that many learners report high stress during their school years Ibrahim & Abdelreheem. This stress does not



stay separate from academics. It lowers focus, weakens memory, and makes problem solving harder Harrison et al.. When learners do not sleep well or feel emotionally drained, their scholastic achievement drops too Song et al. The main sources of stress for learners come from several places. Family problems, heavy school work, fear of exams, and adjusting to new environments all play a role Kealy et al.. First-year learners often find it hard to settle in because they are away from home, have new responsibilities, and need to build new friendships. Some learners also feel anxious when they have to speak in front of others, do group work, or present projects. All of these pressures build up and affect both psychological health and academic results Schneider & Ji.

When anxiety is high, learners struggle to think clearly. Their mental energy gets used up by worry, so they have less left for learning. This leads to lower grades and weaker classroom participation Zapata-Lamana et al.. Because of this, researchers have been looking at ways to support learners' psychological health so their scholastic achievement does not suffer Fawcett et al. One approach that keeps coming up is improving the educational setting itself. An educational setting includes the physical space, the social climate, and the emotional atmosphere of a classroom. Studies have found that when learners feel safe, supported, and respected in class, their anxiety goes down Archambault et al.. They take part more, remember better, and stay more interested in lessons. A positive social environment, where teachers give feedback and peers work together, helps learners feel connected. That connection reduces stress and boosts confidence Bandura. The physical side matters too. Clean rooms, proper seating, good light, and enough resources help learners focus. If the room is uncomfortable or noisy, learners get distracted and their scholastic achievement slips. The emotional side is just as important. When teachers create a calm and fair classroom, learners feel less threatened Bronfenbrenner. They are more willing to ask questions and try difficult tasks without fear of being judged. Recent changes in teaching methods also link back to educational settings. Interactive learning, group projects, and teamwork are now common in many colleges. These methods work because they make learners active instead of passive Asad et al.. When learners discuss, present, and solve problems together, they build social bonds and get regular feedback. That feedback guides them and reduces uncertainty, which lowers anxiety. Even online learning has shown benefits when it is used well. Flexible access to materials and the option to submit recorded presentations can help shy learners participate without the pressure of speaking live in front of everyone Costley. Flexibility was one of the key benefits of online learning because students could study educational materials at their own pace and at comfortable conditions Huang et al.. The overall point from past research is clear. Educational settings do more than just house teaching. They shape how learners feel and how well they learn. A negative setting with poor relationships, high pressure, and bad facilities hurts psychological health and brings scholastic achievement down. A positive setting with strong social support, decent physical conditions, and emotional safety helps learners stay mentally healthy and perform better academically Dursun et al..

Still, most past studies looked at anxiety and academic results separately. Few have directly tested how the physical, social, and emotional parts of educational settings work together to influence both psychological health and scholastic achievement. That is the gap this study addresses. By looking at secondary level learners in Lahore District, this research checks how each part of the educational setting relates to learners' mental state and their academic outcomes. The findings can help colleges and teachers see which parts of the environment to improve first so learners can do well both mentally and academically.

Theoretical Framework

To understand how educational settings are linked with learners' psychological health and scholastic achievement, I used ideas from two well known theories that explain how the environment shapes a person. The first is Bronfenbrenner's Ecological Systems Theory Bronfenbrenner. The second is



Bandura's Social Learning Theory Bandura. Both help explain why the classroom environment matters so much for how learners feel and how they perform.

Ecological Systems Theory

Bronfenbrenner said that a person grows inside different layers of environment, and each layer influences them Bronfenbrenner. The closest layer is the microsystem. For a learner, this includes the classroom, teachers, classmates, and the college itself. If this microsystem is supportive, safe, and well resourced, the learner develops better. If it is stressful, noisy, or unsupportive, the learner struggles. In this study, the physical, social, and emotional parts of educational settings are all part of that microsystem. The physical side is the building, seating, light, and materials. The social side is teacher support, peer relationships, and classroom culture. The emotional side is how safe and respected a learner feels. According to this theory, when these three parts of the microsystem are positive, learners should have better psychological health and higher scholastic achievement.

Social Learning Theory

Bandura explained that people learn a lot by watching others and by the feedback they get from their environment Bandura. In a classroom, learners watch how teachers behave, how peers respond, and what kind of behaviour gets praise or criticism. If the social environment rewards participation, teamwork, and effort, learners start to copy those behaviours. They also feel more confident to speak up and try new things. This reduces fear and anxiety, which helps psychological health. At the same time, regular feedback from teachers helps learners correct mistakes and improve their work, which lifts scholastic achievement. So the social and emotional aspects of educational settings act as models and reinforces that shape both how learners feel and how they learn.

Framework of this Study

Researcher used these two theories together because educational settings are not just walls and desks. They are living systems where learners interact daily. The physical part sets the basic conditions for learning. If a learner is uncomfortable or distracted, focus drops. The social part provides the relationships and examples that learners follow. If the social climate is respectful and cooperative, learners engage more. The emotional part sets the level of safety. If learners feel judged or scared, they hold back and their mental energy goes to managing stress instead of learning Zapata-Lamana et al..Based on this, Researcher expect that all three aspects of educational settings will have a direct link with psychological health and scholastic achievement. Researcher also expect the social aspect to have the strongest link, because both theories point to relationships and interaction as the most powerful influence on behaviour and emotion.

Variables in the framework

There are two main groups of variables.Independent variables: Aspects of educational settingsResearcher broke educational settings into three parts, because past research and theory both suggest that each part can influence learners in a different way Archambault et al..Physical aspect: This means the classroom space, seating, light, air, cleanliness, and learning materials.

Social aspect: This covers teacher support, peer relationships, classroom discipline, teamwork, and the overall social climate Bandura.

Emotional aspect: This refers to how safe, respected, and stress free a learner feels in the classroom Bronfenbrenner.

Dependent variables: Learner outcomes

The study looks at two outcomes that matter most for secondary level learners.

Psychological health: This means the learner's emotional state, stress level, confidence, and general mental wellbeing Kealy et al..

Scholastic achievement: This means the learner's academic performance, grades, understanding of subjects, and classroom participation Harrison et al..



How the framework works

The diagram would show three arrows going from each aspect of educational settings toward the two outcomes. This means I am testing whether the physical, social, and emotional aspects each have a direct link with psychological health and with scholastic achievement Dursun et al..

The framework also suggests that the social aspect may have a stronger arrow than the other two. The literature and the theories I used both point to social relationships as the most powerful part of a classroom Bandura. When teachers give clear feedback and peers are cooperative, learners feel better mentally and they also perform better academically Asad et al..

Psychological health and scholastic achievement are placed side by side because they can influence each other too. A learner who feels mentally stable can focus better and get higher grades. At the same time, good grades can improve confidence and reduce stress Song et al.. But in this study, the main focus is on how educational settings affect each of them. This research an Investigation into How Educational Settings Influence Learners’ Psychological Health and Scholastic Achievement. **Objective of this study is,** To investigate how educational settings influence learners’ psychological health and scholastic achievement.

Research Question

This study endeavors to answer of the following question:

How do educational settings influence learners’ psychological health and scholastic achievement?

Research Design

Researcher used a quantitative survey approach for this study because Researcher wanted to see how educational settings affect both the psychological health of learners and their scholastic achievement.

The research was carried out with learners studying in different colleges across Lahore District.

To collect information, Researcher made a structured questionnaire and gave it to the participants.

The questionnaire used a 5-point Likert scale where Researcher meant strongly disagree and 5 meant strongly agree. The questions were built around three main areas: what learners think about their educational settings, how they feel about their own psychological health, and how they rate their scholastic achievement.

Researcher chose the survey method because it lets you reach a lot of learners at once and keeps the data in a standard format. That made it easier to run statistical tests later and look for clear patterns or links between the variables. It also helped me compare different groups of learners. For the goals of this study, this method was straightforward, reliable, and practical.

Population of the Study

The population for this investigation included all learners enrolled at the secondary level in both public and private colleges across Lahore District. Researcher covered three tehsils to make sure the study captured different educational settings.

The breakdown of colleges by tehsil is shown below:

Tehsil	Public Colleges	Private Colleges
Lahore City	3	3
Lahore Cantt	2	2
Model Town	2	2
Total	7	7

So in total, the study population came from 7 public colleges and 7 private colleges. All learners studying at the secondary level in these 21 colleges were considered part of the population for examining how educational settings relate to their psychological health and scholastic achievement.

Sample of the Study

Researcher couldn’t include every learner from all 14 colleges in the study, so Researcher drew a sample to represent the full population. Researcher used stratified random sampling to make sure both public and private colleges, and all three tehsils, were fairly represented.



First, Researcher treated each tehsil as a separate group. Then within each tehsil Researcher took both public and private colleges as sub-groups. From each college, Researcher randomly selected learners studying at the secondary level. This way the sample reflected the different educational settings across Lahore District.

In total, Researcher selected 420 learners for the sample. The breakdown is given below:

Tehsil	Public Colleges	Private Colleges	Sample from Public	Sample from Private	Total Sample
Lahore City	3	3	60	60	120
Lahore Cantt	2	2	80	160	
Model Town	2	2	70	140	
Total	7	210	420		

Researcher kept the sample size equal for public and private colleges so Researcher could fairly compare how educational settings influence learners’ psychological health and scholastic achievement in both types of institutions. All selected learners were given the structured questionnaire to record their responses.

Instrument of the Study

Researcher used a structured questionnaire as the main tool to collect data for this investigation. The questionnaire was designed to gather information on three areas: learners’ views on their educational settings, their psychological health, and their scholastic achievement.

When Researcher developed the questionnaire, Researcher looked at the study objectives and also reviewed past research to make sure each question was relevant and clear. That helped me cover the right content and keep the instrument valid.

All the questions were close-ended and used a 5-point Likert scale. Learners could choose from Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. Researcher picked this scale because it’s easy for learners to answer and it lets me turn their opinions into numbers. That made it simple to measure how strongly they agreed with each statement and to run statistical tests later.

Data Analysis

After collected all the responses, the data into SPSS Version 24 to run the analysis. The main goal was to turn the learners’ answers into clear statistical results that could answer my research questions.

Then started with descriptive statistics to get a general picture of the data. calculated frequencies, percentages, means, and standard deviations for educational settings, psychological health, and scholastic achievement. This helped to see how learners responded overall.

Before running any deeper tests, checked how reliable the questionnaire was. used Cronbach’s Alpha to test internal consistency and make sure the items measured what they were supposed to. Then ran normality tests, both Kolmogorov-Smirnov and Shapiro-Wilk, to see if the data was normally distributed. That decided which tests could use next.

To look at relationships between the main variables, used Pearson correlation. This showed me how educational settings were linked with learners’ psychological health and scholastic achievement.

Finally, I ran multiple regression analysis to find out how much educational settings and psychological health actually predict scholastic achievement.

Using SPSS made the whole process systematic and accurate. These statistical steps gave me a complete view of the patterns, differences, and links in the data, so could draw solid conclusions for the study.

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%



Variables	Levels	Frequency	Percentage
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 will be 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.

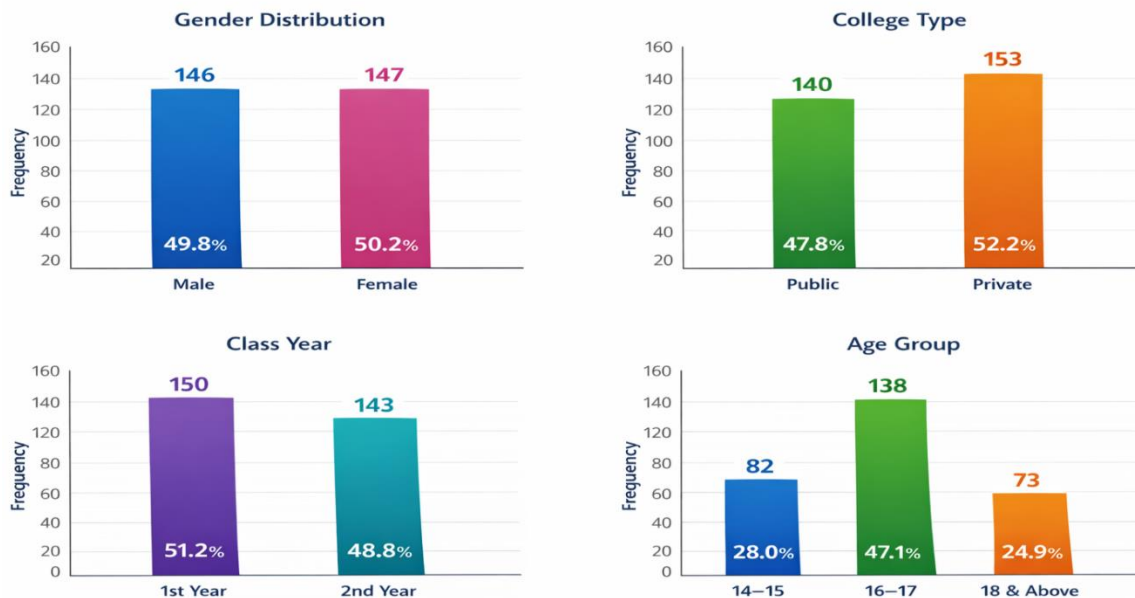




Figure 1 Gender distribution of students in the sample

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.

Summary Statistics of Subscales (N = 293)

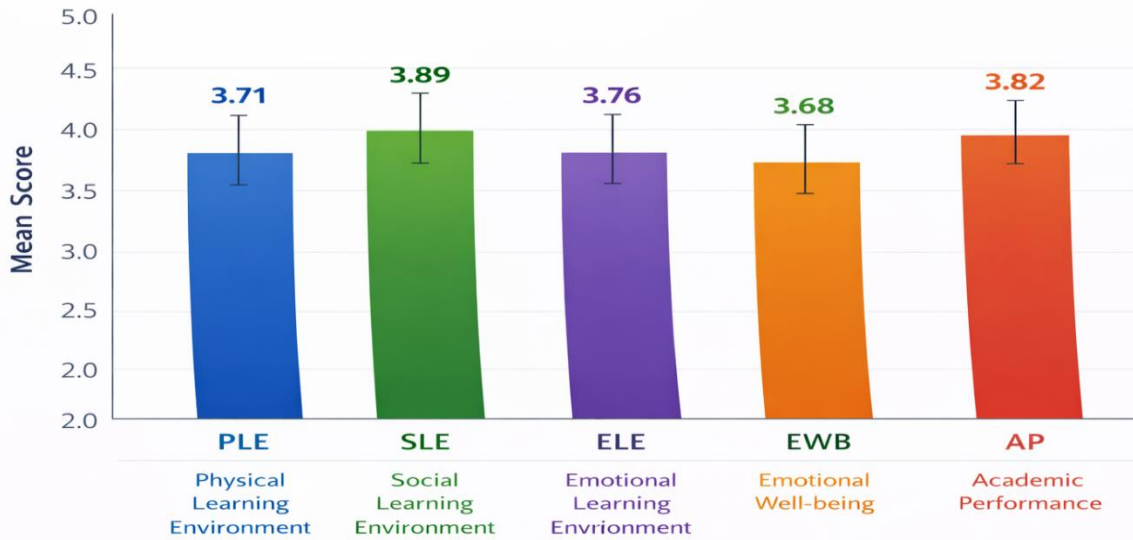


Table 2 Tests of Normality

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 Shapiro-Wilk value was .902 ($p = .001$). The p -values are below .05, which means that both tests reveal that the deviation of normality 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.

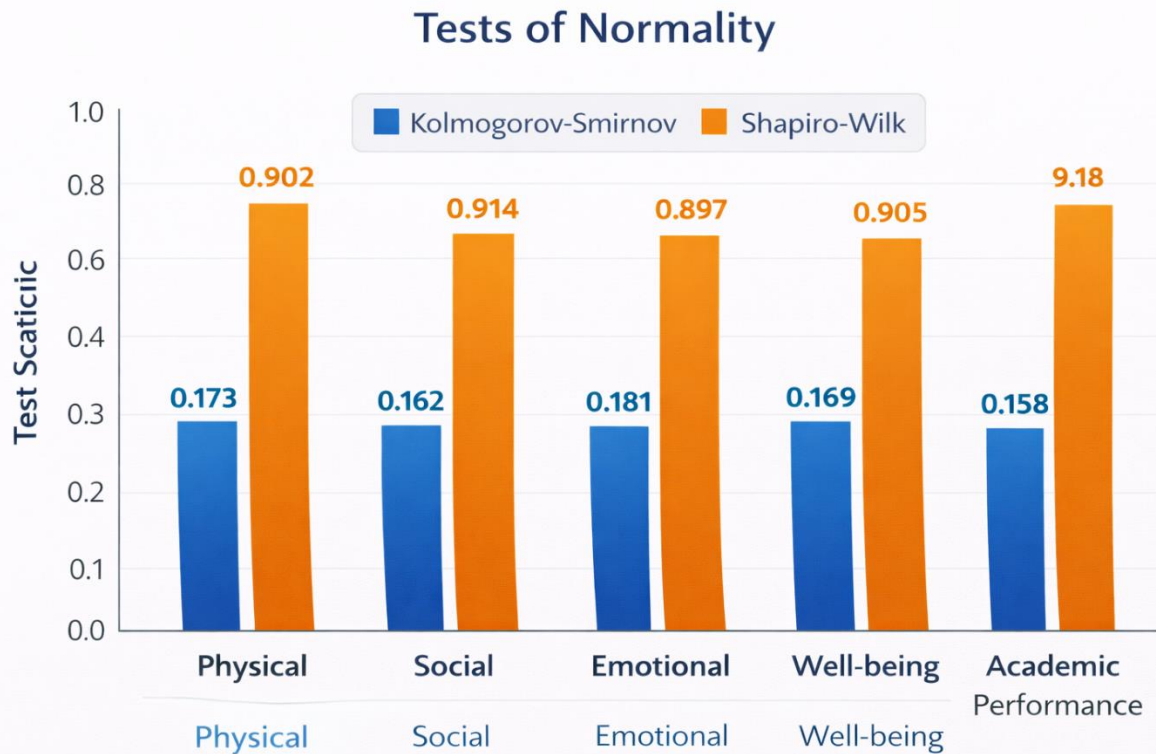


Table 4 Mean and Standard Deviation of Learning Environment and Academic Performance (N = 293)

Variables	N	Minimum	Maximum	Mean	SD
Physical Learning Environment	293	10.00	50.00	34.72	7.85
Social Learning Environment	293	12.00	60.00	38.45	8.12
Emotional Learning Environment	293	10.00	50.00	33.98	7.64
Academic Performance	293	15.00	75.00	41.26	9.04

This table gives a descriptive statistics of four important variables in the study considering 293 respondents. In the case of Physical Learning Environment, the minimum score of 10.00 and the maximum score of 50.00 were obtained and the mean score was 34.72 (SD = 7.85). This means that students tend to think that the physical conditions of the learning environment: classroom facilities, seating, lighting, and resources are moderately satisfactory, whereby there is some variation in the responses of students.

The Social Learning Environment had a score between 12.00 to 60.00 and the mean score was 38.45 (SD = 8.12). The relatively greater mean indicates that the students are relatively subject to positive social

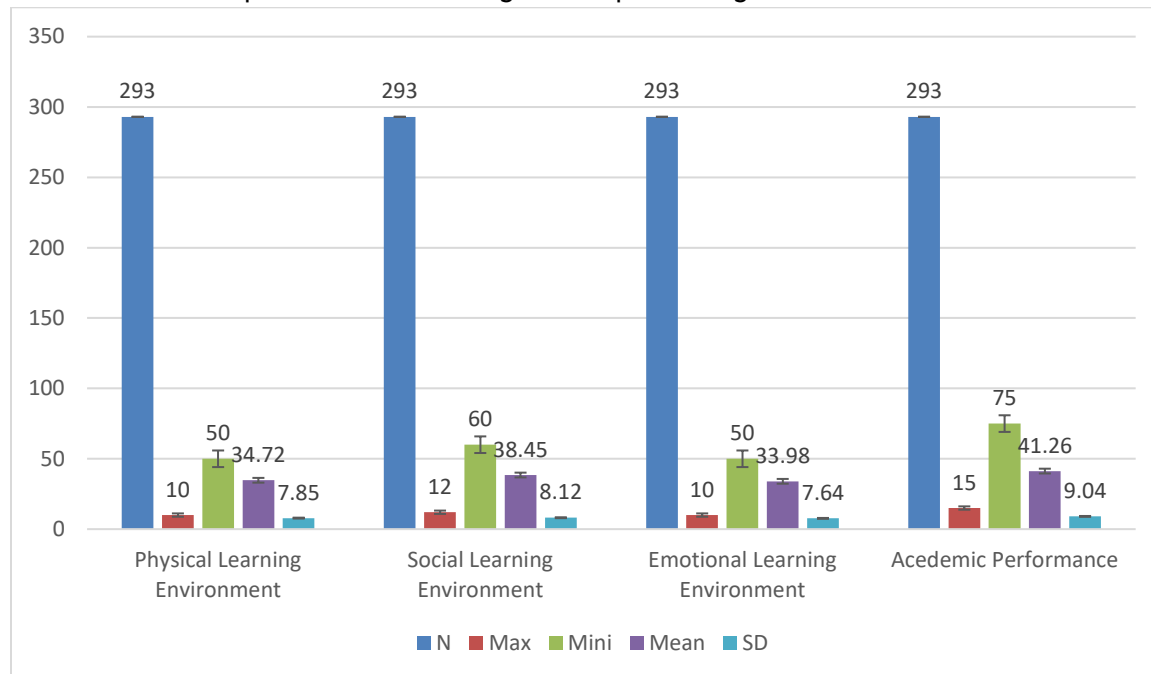


interactions in their learning environment that entail favorable teacher-student relations and peer interactions.

In the case of the Emotional Learning Environment, the highest and lowest scores were 10.00-50.00 with the mean score of 33.98 (SD = 7.64). This is an indication that pupils have a moderate level of perception of emotional support, safety and a sense of belonging in their classes.

The scores of academic performance were between 15.00 and 75.00 with a mean of 41.26 (SD = 9.04). This reflects on the medium status of academic performance by the students. The standard deviation on the academic performance is relatively larger, indicating that there is observable variation in terms of achievement levels of students.

In general, the standard deviations of all the variables show that there is a reasonable variation in the perceptions of students regarding their learning environment and academic performance, which shows that educational experience varies among the sampled colleges.



Correlation Analysis

Table 5 Pearson Correlation between Learning Environment and Academic Performance (N = 293)

Variables	1	2	3	4
1. Physical Environment	1			
2. Social Environment	.612**	1		
3. Emotional Environment	.589**	.641**	1	
4. Academic Performance	.544**	.673**	.601**	1

Note: p < .01

In this table, Pearson correlation coefficients analyzing the dependence between Physical Environment (PE), Social Environment (SE), Emotional Environment (EE), and Academic Performance (AP) of the



participants were discussed. It can be noted that all the variables are positively and significantly related with each other at the level of 0.01 (2-tailed).

Physical Environment has a high positive correlation with Social Environment ($r = 0.612$, $p < .01$) and Emotional Environment ($r = 0.589$, $p < .01$) indicating that a favorable and well-maintained physical environment correlates with a more positive social and emotional climate. It is also positively correlated with Academic Performance ($r = 0.544$, $p < .01$), meaning that an improved physical state of affairs correlates with an improved academic performance.

Available Responses: There is a strong correlation ($r = 0.641$, $p < .01$) between Social Environment and Emotional Environment, and between Social Environment and Academic Performance ($r = 0.673$, $p < .01$).

Environmental Factors (EM) is also significantly positively correlated with Academic Performance ($r = 0.601$, $p < .01$) implying academics emotional climate is a significant factor in academic achievement of students.

These statistically significant correlations prove that physical, social and emotional environments are closely related to each other, and the improvement of one of these areas is related to the improvement of academic performance. This observation would emphasize the significance of an integrated approach to the learning environment with positive physical, social, and emotional environment combined to have a positive impact on student outcomes.

Findings

- Presents the background details of the learners who took part in this study. The total sample included 293 learners. Out of these, 146 were male, which makes up 49.8%, and 147 were female, which is 50.2%. So the sample had almost equal representation of both genders. When I looked at the type of college, 140 learners, or 47.8%, were studying in public colleges while 153 learners, or 52.2%, were from private colleges. In terms of class level, 150 learners, or 51.2%, were in 1st year and 143 learners, or 48.8%, were in 2nd year. For age, most of the learners, 47.1%, were between 16 to 17 years old. About 28.0% were in the 14 to 15 age group, and 24.9% were 18 years or older. (Table 1)
- Shows the descriptive results for the main variables. Learners rated the physical aspect of their educational setting with an average of 3.71. The social aspect of the educational setting had a mean of 3.89, and the emotional aspect scored 3.76. Psychological health had an average score of 3.68, while scholastic achievement was 3.82. These scores tell us that learners generally saw their educational settings in a positive way and reported moderate to high levels of scholastic achievement. (Table 2)
- Gives the results of the normality checks. Both the Kolmogorov-Smirnov and Shapiro-Wilk tests came out significant for all variables, with $p < .001$. Even with that, the skewness and kurtosis values were within the normal range. This means the data was close enough to a normal shape, so I could go ahead with parametric tests. (Table 3)
- Lists the mean and standard deviation for the key variables using total scores. The physical aspect of the educational setting had an average of 34.72. The social aspect was 38.45, and the emotional aspect was 33.98. Scholastic achievement had the highest average at 41.26. These numbers show that learners had an overall average to above-average view of their educational settings and their own scholastic achievement. (Table 4.)

- shows how the variables are related to each other. The physical, social, and emotional aspects of educational settings were all positively and significantly linked with scholastic achievement at $p < .01$. Among the three, the social aspect had the strongest link with scholastic achievement, with $r = .673$. (Table 5)

Discussion

The purpose of this study was to see how educational settings influence learners' psychological health and scholastic achievement among secondary level learners in Lahore District. The findings give us a clear picture of how these variables connect in real classrooms.

First, the sample itself was well balanced. had almost equal numbers of male and female learners, and a close split between public and private colleges. also had both 1st year and 2nd year learners, with most of them aged 16 to 17. This balance means the results aren't tilted toward one group, and they give a fair view of different educational settings across the district.

When looked at the descriptive results, learners generally felt positive about their educational settings. The social aspect scored the highest at 3.89, which tells me that peer support, teacher interaction, and the overall classroom climate matter a lot to learners. The physical aspect was 3.71 and the emotional aspect was 3.76, so those were also seen positively, but social connections stood out. Learners also rated their psychological health at 3.68 and their scholastic achievement at 3.82. So overall, they reported moderate to good mental health and decent academic standing.

The normality tests were significant, which usually suggests non-normal data. But the skewness and kurtosis values were still in the acceptable range. That gave confidence to use parametric tests like correlation and regression, because the data was close enough to normal for the analysis to be reliable.

The correlation results were the most important part. All three aspects of educational settings – physical, social, and emotional – had a positive and significant link with scholastic achievement. This means that when learners feel their classrooms are supportive, safe, and well-resourced, their academic results tend to be better. Out of the three, the social aspect had the strongest link with scholastic achievement, $r = .673$. This makes sense. If learners feel respected by teachers, get along with classmates, and experience a positive classroom climate, they are more motivated to participate and perform. The physical aspect, like seating, lighting, and resources, and the emotional aspect, like feeling secure and stress-free, also matter, but social support seems to drive achievement the most.

The mean total scores backed this up too. Scholastic achievement had the highest average at 41.26, and the social aspect of educational settings was next at 38.45. This pattern shows that where the social side of school is strong, learners' academic outcomes go up as well.

Putting this together, the study suggests that educational settings don't just provide a place to study. They directly shape how learners feel and how well they do academically. If a college improves its social environment through better teacher-learner relationships, peer collaboration, and a respectful culture, it will likely see a direct improvement in scholastic achievement. Physical and emotional conditions still count, but the social side is the key lever.

These findings match what past research often says – that learners perform better when they feel connected and supported. For colleges in Lahore, both public and private, the message is simple: invest in the human side of the classroom, not just buildings or books. When learners feel good mentally and socially, their academic results follow.



Conclusion

This study set out to understand how educational settings influence learners' psychological health and scholastic achievement at the secondary level in Lahore District. Based on the data from 293 learners across 14 public and private colleges, a few things are very clear.

Learners generally see their educational settings in a positive way. They rated the social aspect the highest, followed by the emotional and physical aspects. Their psychological health and scholastic achievement were also at moderate to good levels. When tested the links between variables, all three aspects of educational settings had a positive and significant relationship with scholastic achievement. The social aspect had the strongest connection.

What this means is simple. The way a classroom feels socially has the biggest impact on how well learners perform. Good teacher support, positive peer relationships, and a respectful environment push academic results up. Physical facilities and emotional safety matter too, but the social side is the main driver. If learners feel connected and supported, they do better in their studies and feel better mentally.

So, educational settings are not just background. They actively shape both how learners feel and how they achieve. For colleges in Lahore, improving the social climate should be a priority if the goal is better scholastic achievement.

Recommendations

Based on these findings, suggest the following steps for colleges, teachers, and policymakers:

- Strengthen the social environment in classrooms
- Teachers should focus on building trust and respect with learners. Group work, class discussions, and peer mentoring can help learners feel more connected.
- Colleges should train teachers on classroom management that promotes inclusion and reduces bullying or isolation.

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