

Impact of Learning Environment on Academic Performance of Students at Secondary Level

* Erum Khan, Assistant Professor (Corresponding Author)

Abstract



The main objective of this research study was to find out the effect of the learning environment on the academic performance of students at the Higher Secondary Level in the district Dera Ghazi Khan. The population of this study is the students studying in higher secondary schools, private colleges, and Government colleges of the 12th class. The sample size of this research study was 1070. A search tool was adopted. The data was collected by the researcher through visiting the Institutions physically. The collected data were tabulated, organized, and was entered in the SPSS. The research study was analyzed through descriptive analysis and inferential statistics. The findings of this study show that there was a significant difference in the perception of male and female students about the effect of the learning environment. Private colleges provide a more learning environment to the students as compared to public institutions. Based on the findings of this study it was recommended that schools should provide basic facilities like library furniture electricity and better seating arrangements. Students should be given opportunities to develop their confidence through debates.

Keywords: Learning Environment, School Facilities, Academics Performance, Students' Perceptions

Introduction

Plethora of research studies have revealed that purpose oriented, safe, responsively engaged learning environment are predominantly decisive in increasing students' responsive focus and meaningful learning experiences and positively contribute in their' academic performance (Bonem et.al. 2020). A range of characteristics of the classroom environment, such as the reading room, technical workshops, test center, lecture theater, libraries, school management practices of instructors, instructional tactics, peers, and so on, may influence students' academic motivation and performance (Bonsaksen et.al. 2021). As a result, the educational establishment's environment remains an essential aspect that must be carefully handled in order to enhance students' overall academic performance (Law et.al. 2019). The institution's environment comprises students, instructors, circulation scheduling, instructional design, equipment layout, and management projections; each of these components contributes to the achievement of the institute's educational objective. If a student's school is well-managed, it is realistic to expect the student to have more liberty in their social lives, political lives, economic status, educational activities, and coaching choices (Law et.al. 2019).

The poor educational performance in Pakistan raises serious concerns regarding school management, teaching staff ethics, and student conduct. The tutoring group not only relies on the teachers to reproduce the results of their effort, but they also depend on the interested community surrounding the school. The environment is influenced in part by the water that covers the bulk of the Earth's surface, the plants and animals that dwell nearby, and a variety of other factors, all of which have an effect on our capacity to exist in this region. The myriad ways in which people damage the environment have just recently started to be studied by scientists in recent years. As a result of our actions, they say, we are contributing to environmental problems like air pollution, deforestation, acid rain, and more (Awan, 2011).

This research study is expected to be helpful for the higher authorities to provide an ideal learning environment to the students in schools so that they may learn in a better way. Due to the lack of some facilities, the students can't have better opportunities in the development of their personalities so with the help of the findings of this research study school principals will be able to provide a good learning environment to the learners. This research study may also be helpful for the course developers for teacher training programs for the teachers. They may add some contents in the

professional development programs regarding the knowledge and importance of learning environment for the students (Den Brok, 2018).

Objectives of the study

The main objectives of this research study are:

- To judge the impact of the learning environment on the student's performance at the higher secondary level.

Review of Related Literature

In general, schools are not considered exclusively accountable for all of these aims for students' learning. In addition to the classroom setting, students' personal and social environments have a substantial influence on their educational performance. However, both within the classroom and throughout the school, the quality of practices plays a key role in giving learning opportunities and setting situations in which students may develop (Crick et al., 2013).

Literature has discussed the multiple features of a school's structure and how they affect classroom teaching and learning in many different ways. The dimensions and aspects of school life, as well as their probable effect on students' academic progress, have been investigated in school organizational research (Hanson, 2013).

The school environment paradigm defines schools as a collection of distinct components, and statistical research generally links these features to student academic achievement. "A school's essential processes of student learning and performance are organically complicated and dynamic and cannot be reduced to, or described by, a single variable" (Shafi & Peng, 2013.)

A checklist of things that schools might aspire to include could be employed if the interplay between many school features isn't recognized, with less attention on the applicability of those items to their specific context (Mintrop & Trujillo, 2007). However, implementing school checklists to stimulate school development may not always explain why some schools achieve certain outcomes while others do not. Disparities between schools are the consequence of diverse combinations and interactions among particular elements in schools. Even if school-related traits are commonly discussed and described, they are never defined precisely inside the real school system (Hanson, 2013).

By examining differences across classes, curricular areas, and other aspects of the program, we may get a sense of how various school elements interact within the context of school learning. This enables us to have a better understanding of how the software is implemented. Even among students attending the same institution, the degree of education acquired and the disposition of individuals present in the classroom may vary significantly. The outcomes of a high school study from the 1990s, Teaching for Understanding, indicated which not only did kids' learning environments differ throughout classes, but they also shifted for children from the same instructor from one class time to the next. Courses or program created for several skill levels give radically diverse aims and opportunities for student groups in essentially the same institution (Crosnoe et al., 2004).

Variations develop as a consequence of the school's dynamic and participative character, in which various members of the school community are impacted in different ways by external influences. As well as analyzing elements at the student and teacher level, researchers have also looked at the school's physical and human resource situations as well as the school's professional teaching community (Hanson, 2013).

Infrastructure, resources, and culture at the institution are not separate entities; rather, they are interrelated and have reciprocal effects. The amount of money spent on building a happy learning environment in schools is not directly connected to its quality, but it cannot be ignored either. Depending on characteristics such as the amount of free time available, developing new cultural norms (such as collegial work) may be straightforward or challenging (e.g., nonteaching time). Additionally, certain structures (such as an availability of rigorous course alternatives) operate in tandem with the school's broader culture to strengthen it (for example, devotion to student learning) (for example, dedication to student learning). In an ideal world, school-level indicators would yield descriptive data on crucial combinations of these school qualities. That is the purpose of this initiative (Crosnoe et al., 2004).

The Measuring What Matters project places a major emphasis on children's emotional, social, behavioral, and cognitive well-being. This is because the school context theory incorporates all of

these components of a student's life (Gu & Johansson, 2013). In the educational setting concept, these three sets of participants are shown as interconnected "subsystems." A number of studies have shown a link between strong leadership and the amount of academic performance gained by pupils. These same studies have also shown that this is due in great part to the management of the individual institutions' dedication and passion (Bottery, 2004).

This research found that students' levels of engagement in their educational process were closely connected to the depth and breadth of their knowledge (Deakin Crick et al., 2013). According to the results of the research done by Phelan, Davidson, and Yu for Students at the Center, the operational environment of the school influences how students react to the different types of tea that are served (1996). These characteristics influence, among other things, their ability to establish resilience, which will help them cope with stress and adversity as they face new challenges throughout their lives (Crosnoe et al., 2004).

Another approach of looking at the school context is offered by Talbert and McLaughlin (2001). The Talbert and McLaughlin method to education focuses on the "subsystems" of students, educators, and leaders. Since their "nested context" notion revolves around classroom interactions, the primary school environment provides an appropriate site for these interactions to take place (Porter, 2001). In learning, a nested or embedded school context framework refers to methods that are complicated yet that help students learn and gain feedback. Students' learning styles, according to this theory, are impacted more by the educational system as a whole than by the students themselves (Deakin Crick et al., 2013).

Inspiration for students, educational equipment, instructional skills, curricula, and educational facilities are all part of the dynamic business of learning (Lyons, 2001). A growing number of studies have linked student progress and behaviour to the availability of school facilities. In some circumstances, educational facilities have a positive relationship with educational quality. It covers the location, physical amenities, recreational places, and instructional books. Facilities include not only buildings but also ecosystems that aid an instructor's attempts to maximise student potential. High-performance education encourages students and teachers to learn at a high level and provides learning opportunities in a stable, secure, convenient, and learning-effective environment. As long as other variables support a successful academic programme at school, good facilities appear to be an essential necessity for schooling (Brooks-Pilling and Wright, 2005).

As future schools become hubs of lifelong learning, the concept of "learning environment" will become increasingly significant. Since, on the one hand, information systems have been used for instruction, and on the other hand, knowledge and education have been constructivist, the term "learning environment" has been publicly used in educational discourse (Mononen- Aaltonen, 1998). The OECD defines "educational areas" (2006) as a physical environment that promotes multiple and diverse educational program and pedagogies, including modern technology; one that demonstrates optimum economic efficiency and functioning over time, respects and coexists with the environment, and supports social engagement by ensuring a safe and effective environment; and one that demonstrates optimum economic efficiency and functioning over time, respects and coexists with the environment; and one that supports social engagement by ensuring a safe and effective environment (Crosnoe et al., 2004).

Research Methodology

Study Design

The research design of this study is structured as a descriptive survey research.

Population

The population of this research study will be the students studying in private college's government colleges and higher secondary schools enrolled in 12th class in district DG Khan.

Sample Selection

The sample size of the research was determined as 1070. The questionnaires of the study for collection of data were administered through convenience sampling (non-probability) procedures.

Development of Tool and Validity

For the purpose of this study standardized questionnaires, already used in the previous researches, were adopted from the net. Cultural, social and religious biases were removed with the expert opinion of 5 different Ph.D. teachers and veteran researchers

Data Collection Procedure

The study was involved information to be collected from the educational institutions located in the sample district DG Khan. After getting approval from competent authorities, adopted research instruments (questionnaires) were personally administered to the respondents with the request to fill and return the duly filled questionnaires at a defined location for them for data collection. The process for collecting data from the respective respondents of this study almost took nearly about 2 and half months.

Data Analysis

The data collected from the various respondents via research instruments were correctly tabulated, analyzed, and interpreted using appropriate statistical tools in terms of frequency percentages and the means score method in order to determine the overall average score for each item in light of the study's objectives. This was done to get the total average score for each item. The Likert Scale was used to provide a score to each answer, with choices ranging from 1 to 5.

Analysis of Demographic Data

Descriptive statistics were used to examine the respondents' demographic information. Two examples are the frequency of use and the percentage of use. Table 1 displays the findings.

Table 1*Demographic Information of Students*

Variables	Category	Frequency	Percentage
Institution type	College	830	77.6
	School	240	22.4
	Total	1070	100.0
Institution location	Urban	930	86.9
	Rural	140	13.1
	Total	1070	100.0
Student's gender	Male	533	49.8
	Female	537	50.2
	Total	1070	100.0
Student age	16-17	452	42.2
	18-19	446	41.7
	20 and above	172	16.1
	Total	1070	100.0

Table 2*Students' perception about learning environment*

No	Statements	SA f(%)	A f(%)	NS f(%)	DA f(%)	SDA f(%)	M	SD
1	In general, I like my lessons.	319 (29.8)	268 (25)	232 (21.7)	149 (13.9)	102 (9.5)	3.51	1.30
2	In most of my courses, my professors are able to relate to me.	317 (29.6)	289 (27)	159 (14.9)	231 (21.6)	74 (6.9)	3.50	1.30
3	My professors have a favorable impression of me.	427 (39.9)	174 (16.3)	116 (10.8)	219 (20.5)	134 (12.5)	3.50	1.48
4	The teachings never go over my head.	355 (33.2)	207 (19.3)	130 (12.1)	188 (17.6)	190 (17.8)	3.32	1.51
5	All of my professors are really approachable.	282 (26.4)	294 (27.5)	119 (11.1)	233 (21.8)	142 (13.3)	3.31	1.40
6	The lessons make me feel like I have a purpose.	262 (24.5)	301 (28.1)	114 (10.7)	246 (23)	147 (13.7)	3.26	1.40
7	Questions are often directed towards me.	257 (24)	189 (17.7)	122 (11.4)	249 (23.3)	253 (23.6)	2.95	1.52
8	When the bell rings, I will be prepared to listen and take notes.	304 (28.4)	272 (25.4)	152 (14.2)	192 (17.9)	150 (14)	3.36	1.41
9	All of my professors have been wonderful to me.	285 (26.6)	187 (17.5)	217 (20.3)	208 (19.4)	173 (16.2)	3.18	1.43
10	When I am confused, I always ask inquiries.	265 (24.8)	243 (22.7)	145 (13.6)	239 (22.3)	178 (16.6)	3.16	1.44
11	When I have questions, my professors explain things to me.	189 (17.7)	249 (23.3)	121 (11.3)	328 (30.7)	183 (17.1)	2.93	1.38

Impact of Learning Environment on Academic Performance of Students.....Erum Khan

12	In class, we engage in a wide range of activities.	190 (17.8)	329 (30.7)	225 (21)	257 (24)	69 (6.4)	3.29	1.19
13	My instructors provide me enough opportunity to put what I've learned into practice.	253 (23.6)	374 (25)	153 (14.3)	214 (20)	76 (7.1)	3.48	1.24
14	If I don't get it, it's okay with me to say so.	308 (28.8)	289 (27)	188 (17.6)	203 (19)	82 (7.7)	3.50	1.29
15	I like the routine of coming to class every day.	317 (29.6)	255 (23.8)	232 (21.7)	161 (15)	105 (9.8)	3.48	1.31
16	My relationship with my professors is positive.	306 (28.6)	241 (22.5)	249 (23.3)	169 (15.8)	105 (9.8)	3.44	1.31
17	My school's teachers like interacting with each and every one of their kids.	293 (27.4)	247 (23.1)	255 (23.8)	174 (16.3)	101 (9.4)	3.42	1.29
18	My school's teachers like interacting with each and every one of their kids.	207 (19.3)	181 (16.9)	188 (17.6)	256 (23.9)	238 (22.2)	2.87	1.43
19	Everyone at my school is fair in their grading.	202 (18.9)	489 (45.7)	86 (8)	114 (10.7)	179 (16.7)	3.39	1.35
20	I really don't feel like going to class most of the time.	78 (7.3)	489 (45.7)	53 (5)	278 (26)	172 (16.1)	3.02	1.28
21	The teachers where I work appear to really like what they do.	254 (23.7)	209 (19.5)	209 (19.5)	219 (20.5)	179 (16.7)	3.13	1.41
22	My school places a premium on students' opinions and emotions.	64 (6)	360 (33.6)	201 (18.8)	286 (26.7)	159 (14.9)	2.89	1.19
23	I have numerous suggestions for improving my school.	245 (22.9)	223 (20.8)	232 (21.7)	26 (19.3)	164 (15.3)	3.16	1.37
24	Most educators would prefer that I not do things the way I would.	68 (6.4)	406 (37.9)	215 (20.1)	283 (26.4)	98 (9.2)	3.05	1.12
25	The majority of my professors dislike students who often interrupt class with inquiries.	64 (6)	397 (37.1)	247 (23.1)	255 (23.8)	107 (10)	3.05	1.11
26	All of my pupils know they have a place at my school.	172 (16.1)	230 (21.5)	247 (23.1)	284 (26.5)	137 (12.8)	3.01	1.27
27	Several of my educators carry themselves as like they had all the answers and I have none.	107 (10)	400 (37.4)	205 (19.2)	289 (27)	69 (6.4)	3.17	1.12
28	Educators take pleasure in interacting with every student.	192 (17.9)	199 (18.6)	229 (21.4)	317 (29.6)	133 (12.4)	3	1.30
29	The majority of my course work is meaningful to me.	120 (11.2)	374 (35)	176 (16.4)	301 (28.1)	99 (9.3)	3.10	1.19
30	As a rule, I like learning from my professors.	103 (9.6)	378 (35.3)	186 (17.4)	289 (27)	144 (10.7)	3.06	1.19
31	Learning is something I like doing.	227 (21.2)	323 (30.2)	169 (15.8)	208 (19.4)	143 (13.4)	3.26	1.34
32	At this institution, students have sway and participate in policymaking.	201 (18.8)	373 (34.9)	137 (12.8)	197 (18.4)	162 (15.1)	3.23	1.35
33	All pupils' perspectives are taken into consideration by teachers.	228 (21.3)	295 (27.6)	189 (17.7)	194 (18.1)	164 (15.3)	3.21	1.37
34	Sometimes I find myself keeping an eye on the clock and counting down the minutes till class is over.	163 (18)	367 (34.3)	153 (14.3)	230 (21.5)	127 (11.9)	3.25	1.30
35	Most of my professors pay attention when I speak in class.	207 (19.3)	381 (35.6)	149 (13.9)	205 (19.2)	128 (12)	3.31	1.30
36	My classes are easy to follow since my lecturers explain everything thoroughly.	186 (17.4)	272 (25.4)	183 (17.1)	259 (24.2)	170 (15.9)	3.04	1.35

Inferential Analysis of Students' Perception based on Demographic Data

Table 3*Difference in students Perception Based on Gender*

Variable	category	N	Mean	SD	df	t	sig
Gender	Male	533	114.86	12.525	1068	-2.705	.011
	Female	537	117.02	13.579			

Table 3 shows how respondents felt about several topics according to their gender. Independent sample t-test findings for comparing students' impressions on the impact of their learning environments on their academic achievement at the secondary school level are shown in Table 3. At the 0.05 level of significance, there was a significant difference in how male and female students ($M=114.86$, $SD=12.525$) viewed the impact of their learning environments on their academic success in high school. The implication is that female students' perspectives differ from those of male pupils. The sig score indicates that there is a significant difference between male and female instructors' perspectives ($0.011 < 0.05$).

Table 4*Difference in students Perception Based on institution Location*

Variable	category	N	Mean	SD	df	t	sig
Location	Urban	930	116.31	13.52	1068	2.364	.000
	Rural	140	113.51	9.54			

The opinions of respondents are broken down by region in Table 4. Independent sample t-test findings for comparing students' impressions on the impact of their learning environments on their academic achievement at the secondary school level are shown in Table 4. The influence of learning environment on students' academic performance at the upper secondary level was significantly different between students attending institutes in urban and rural settings ($M=116.31$, $SD=13.52$; $t(1068)=2.364$, $p=0.000$ at the 0.05 level of significance). Students at institutes in metropolitan areas were implied to be unequal to those at institutes in rural areas.

Table 5*Difference in students Perception Based on type*

Variable	category	N	Mean	SD	df	t	sig
Institution type	College	830	114.77	12.97	1068	-1.312	.190
	School	240	120	12.74			

The opinions of respondents are broken down by region in Table 5. The effects of students' perceptions of the learning environment on their academic achievement at the secondary school level are compared in Table 5 using an independent sample t-test. College students ($M=114.77$, $SD=12.97$) and high school students ($M=120$, $SD=12.74$) did not disagree with the impact of the classroom setting on high school students' grades and test scores ($t(1068)=-1.312$, $p=0.19$). Inferences of equality between college and high school pupils were drawn. College and high school students' perspectives did not vary significantly (sig value, $0.19 > 0.05$).

Table 6*Difference in students Perception Based on age*

	sum of squares	df	Mean Square	F	Sig.
Between groups	1042.083	2	521.042	3.046	.048
within groups	182513.191	1067	171.053		
Total	183555.275	1069			

Significance Level $P > 0.05$

According to Table 6, there was a statistically significant difference (.0480.05) in students' perspectives by age group. This suggests that students of different ages have divergent conceptions of the impact of the classroom setting on academic achievement in high school ($P < 0.05$).

Relationship between Learning Environment and Academic Performance

Correlation Analysis between Learning Environment and Academic Performance

Table 7*Correlation Analysis between Learning Environment and Academic Performance*

Correlation Analysis		Learning Environment	Academic Performance
Learning Environment	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	235	235

	Pearson Correlation	.560**	1
Academic Performance	Sig. (2-tailed)	.000	
	N	235	235

Academic success is correlated with Learning Environment, as seen in Table 7. A student's success in school may be directly correlated with the quality of their learning environment and vice versa. There is a beneficial relationship between a conducive learning environment and student achievement (.560). This demonstrates that enhancing the Learning Environment may have a positive effect on student achievement.

Table 8

Regression Analysis to find out effects of Learning Environment at Academic Performance

Regression Analysis	R	R ²	F	B	β	t	Sig.
(Constant)	.560 ^a	.313	18.346	44.370	.270	12.476	.000
Learning Environment				.224		4.283	.000

Using a regression analysis, Table 8 demonstrates the relationship between the classroom setting and student achievement. Academic success is the dependent variable and the learning environment is the independent variable in this study. The result of .560 for the R-score suggests a positive correlation between the dependent and independent variables. The percentage of total variance in the dependent variable explained by the coefficient of determination ($R^2 = 31.3\%$). There is statistical significance between the predictor and outcome variables, since the P value of .000 is smaller than .05 in this case. B values help to develop the regression equation which is Loss of Academic Performance = $44.370 + .224(\text{Learning Environment})$.

Findings

According to the data, the physical environment of the school has a detrimental impact on high school students' academic achievement. The study's goal was to identify features of the school's physical environment that affected students' academic performance while they were enrolled in courses, either favorably or adversely. The study participants were recruited using a technique known as simple random sampling. According to the data, students do better academically in senior high schools that give a favorable learning environment than in those that provide a less than ideal setting. The researchers demonstrated that students learn best in an environment that is both pleasant and conducive to teaching and learning by using their findings to demonstrate that students learn best in an environment that is both pleasant and conducive to teaching and learning.

There can never be enough emphasis placed on the value of a positive school environment for children in secondary schools nowadays. To put it another way, the school setting has a significant impact on the quality of instruction pupils get as well as how attentive they are throughout class. This suggests that schools that fail to offer the required learning facilities and establish a favourable climate for teaching and learning may scarcely put in the best in their pupils particularly in the area of academic accomplishment. Findings from the research clearly reveal that environmental factors, learning style and self-management have a favorable impact on academic success. In the future, the student may boost productivity and talents in enhancing their academic performance. Different learning environments led to low performance in the schools in this region and required the need to explore on the school and home environment effecting the academic outcomes. Various aspects of the learning environment were examined to see how students perceived them. It also examined how the learning environment influences students' learning results.

As far as correlation between Learning Environment and academic performance is concerned. There is a pure linear relation between Learning Environment vs Learning Environment and academic performance vs academic performance and vice versa. The correlation between Learning Environment and academic performance is positive (.560).

Discussion

The results reveal that the school environment has a favourable significant influence on the learning ability of students. This indicates the stronger the school environment, the higher students' learning performance. According to Slameto (2010, 64), school elements that impact learning include teaching approaches, curriculum, teacher connections with pupils, pupil relations, school responsibilities, courses and school hours, standardized courses, quality of infrastructure, learning methods, and homework. According to Ahmadi (2007, 33), a decent school atmosphere is a difficult environment that inspires kids to study, creates a feeling of security and contentment, and helps them to reach the required objectives.

The results of this research are by Sutarti (2016) who reveals that the motivation to learn has a favorable and significant influence on student learning outcomes. Moreover, Nova (2017) reveals that learning motivation and learning environment have a substantial association to performance in the learning process.

According to the results of a research done by Mudasir and Norsuhaily (2015), children's academic accomplishments are positively improved when their schools have enough resources, competent teachers, and a welcoming environment. The principals who took part in the survey unanimously agreed that the amenities in their classrooms had a significant influence on their pupils' academic progress. This study adds support to the conclusions of Ilomo and Mlavi (2016), who concluded that a lack of school infrastructure, such as dormitories, laboratories, a well-stocked library, staff housing, and classrooms, had a poor influence on students' academic performance. A variety of characteristics, Ilomo and Mlavi determined, had a detrimental influence on pupils' academic performance.

Conclusions

The main objective of this research study was to find out the effect of the learning environment on students' academic performance at the higher secondary level. From the findings of this research study, it is concluded that the majority of the students are satisfied with the learning environment provided by their schools. There are many basic facilities which are essential for the students for smooth learning like furniture, playground utilization of technology, proper class set up and dedicated staff. In the same way, it was concluded that students have proper sitting plans in the classroom having good ventilation, well painted, and good-looking classrooms. In some of the schools, there was no utilization of audio-video aids in the classroom which was affecting students' academic achievement.

Playground and extracurricular activities are an essential part of any school. During the visit to different schools, it is also concluded that in government schools some of the students were appointed for the cleaning purpose in the school. In such schools, there were no servants for the cleanliness purpose of the school. The facility is an important factor that can improve students' learning and academic performance. In rural schools there was no concept of a functional library anyhow in urban schools the school library facility was observed.

It should come as no surprise that children's academic progress is influenced by organizational and environmental elements at school. It is claimed that increasing the use of labs and the influence of peers in educational institutions will result in enhanced student achievement. Additional characteristics that had no noticeable influence on student academic progress included the presence of a website and other technological aids, student services, staff mentorship and training, teacher economic incentive, central library usage, classroom resources, and in-home care for teachers. Additional considerations were school safety. According to the results, students achieve greater levels of academic performance when immersed in an engaging environment that supports peer learning and enriches their experiences via the utilization of laboratory work.

Recommendations

The study concludes with a set of suggestions for educators, including classroom instructors and school principals, to implement in order to create an optimal setting for student learning and achievement.

- Students should be provided with the proper furniture in the classroom so that they may have proper sitting. After the prevalence of covid-19 it is very important for the school to provide furniture to the students so that they may have sit at a proper social distance in the class.
- School administration should provide technology facilities to the students so that they may have proper knowledge about the utilization of information technology. The students should be facilitated to visit computer Labs in the schools so that they may have conceptual knowledge not only in the field of technology but also, they can take help from the internet regarding their science subjects.

References

Awan, A.G. (2011) "Changing world Economic and Financial Scenario" AsianAccounting and Auditing Advancement, Vol1, No.1 pp 148-173.

- Awan, A.G. and KashifSaeed (2014) "Intellectual Capital and Research Performance of Universities in Southern Punjab-Pakistan" *European Journal of Business and Innovation Research*, Vol.2 No.6 pp 21-39.
- Bonem, E. M., Fedesco, H. N., & Zissimopoulos, A. N. (2020). What you do is less important than how you do it: the effects of learning environment on student outcomes. *Learning Environments Research*, 23(1), 27-44.
- Bonsaksen, T., Magne, T. A., Stigen, L., Gramstad, A., Åsli, L., Mørk, G., & Carstensen, T. (2021). Associations between occupational therapy students' academic performance and their study approaches and perceptions of the learning environment. *BMC Medical Education*, 21(1), 1-8.
- Bottery, M. (2004). *The challenges of educational leadership*. London: Paul Chapman.
- Crosnoe, R., Monica, K & Glen, H. (2004). School size and the interpersonal side of education: an examination of race/ethnicity and organizational context. *Social sciences Quarterly*, 85(5), 1259-1274.
- Danial, K.K.& Felix, K. (2014). The Impact of School Environment and Peer Influence on Students' Academic Performance in Vihige County, Kenya, *International Journal of Humanities and Social Science*, vol. 4 No.5.
- Douglas, D., & Gifford, R. (2001). Evaluation of the Physical Classroom by Students and Professors: A Lens Model Approach. *Educational Research*, 43, 295-309.
- Den Brok, P. (2018, October). *Quantitative methods in research on learning environments: An overview of past research and future trends*. Paper presented at the 1st International Conference on Critical Debates in Social Sciences, İzmir, Turkey.
- Deakin Crick, R., H. Green, S. Barr, A. Shafr & W. Peng (2013). *Evaluating the wider outcomes of schooling: Complex systems modeling*. Bristol, UK: Centre for Systems Learning & leadership, Graduate School of Education, University of Bristol.
- Garet, M., A. Porter, L. Desimone, B. Birman & K. Yoon (2001). What makes professional development effective: Results from a national sample of teachers. *American Educational Research Journal* 38(4), 915-945.
- Gu, Q. & Johansson, O. (2013). Sustaining school performance: School context matters. *International Journal of Leadership in Education*, 16(3), 301-326.
- Law, K. M., Geng, S., & Li, T. (2019). Student enrollment, motivation and learning performance in a blended learning environment: The mediating effects of social, teaching, and cognitive presence. *Computers & Education*, 136, 1-12.
- Mintrop, H. & Trujillo, T. (2007). The practical relevance of accountability systems for school improvement: A descriptive analysis of California schools. *Educational Evaluation and Policy Analysis*, 29(4), 319-352.
- Voight, A., Austin, G., Hanson, (2013). *A climate for academic success: How school climate distinguishes schools that are beating the achievement odds (Full Report)*. San Francisco: WestEd.