



ACADEMIC ENVIRONMENT AND OUTCOMES: A STUDY ON FEMALE ACADEMIC PERFORMANCE.

Greeshma H* Dr. Suprabha L Fathima Zehra*****

**Assistant Professor, Department of Economics, Government College Malappuram.*

***Professor, Department of Economics, Government College Malappuram.*

****Post graduate student, Department of Economics, Government College Malappuram.*

Abstract

Academic achievement can refer to the capacity to carry out tasks that are either general or subject-specific. A student's socioeconomic position, which encompasses elements like parental education, work status, household income, and access to essential resources, can have a direct impact on their academic performance. To maximize the learning process, a high-quality academic environment connection between students, lecturers, and other students as well as academic activities is needed. The present study is an attempt to analyse the impact of academic environment on the academic performance of female students. To assess the academic environment 4 elements of educational institutions are identified, the learning, physical, social, and emotional environment. Each category's mean response value is determined independently. The mean value for each category is converted into an index. Purposive sampling was used to collect primary data. A cross-sectional survey methodology was used for the study's quantitative component, and an interview schedule was used to gather qualitative data. It is identified that learning, physical, social, and emotional environment has a positive impact on the academic performance of female students. Learning environment has the greatest beta value, at 0.360, given that the primary and most important element influencing the dependent variable, academic achievement.

Key Words: *Academic Environment, Academic Performance, Learning Environment, Physical Environment, Social Environment, Emotional Environment.*

Introduction

Performance quality is now the most important component of personal development. Academic success is more crucial for a student's learning and personality development. At its core, pupils are evaluated based on their academic achievement. A strong work ethic, a decent career, a good salary, and a happy life in the future are all correlated with high academic achievement (Jabar, Yahya 2012). Academic Performance is defined as the acquired capacity to carry out particular college tasks, particularly scholastic performance. Self-perception and self-evaluation of one's objective academic achievements could be characterized as academic achievement. Academic success typically suggests that a sequence of ordered and planned experiences is necessary to attain learning goals (Joshi & Srivastava, 2009).

The learning environment, often known as the academic atmosphere, has a significant influence on students' academic performance (Martha 2009) This covers elements such as the conduct of classmates, the attitude of teachers, the level of assistance provided by the institution, and whether or not pupils feel secure and inspired to learn (Sabharwal, N. 2021). A university environment with an academic culture that upholds academic ethics and principles is necessary to achieve better performance. The academic achievement is significantly impacted by the academic environment (Nurahaju, Riskasari2023).



The physical setting of the institution has a significant impact on pupils' development. wherein the classroom, library, reading room, labs, lighting, water, playground, etc. are all arranged properly. It creates a pleasant physical setting. Students are more inclined to learn properly in this kind of educational setting. (Srivastava, Abhishek et al 2022).

For female students, the academic environment might have an even greater impact on how well they achieve. Historically, sociocultural restrictions, financial limitations, and institutional defects have restricted women's access to education. Girls' access is still limited by caste-based discrimination, early marriage, and traditional gender, particularly in underserved and rural areas. Educational gaps are made worse by economic obstacles such as poverty and the unstated costs of education. High dropout rates among girls are caused by institutional problems such inadequate infrastructure, inadequate instruction, and safety concern (Aadil Swaroopa 2024).

How well the family plays a crucial role in determining the mental health of adolescents and the degree to which they have a positive relationship with their parents. Accordingly, a strong society and a healthy personality are guaranteed by the home environment (Bansal ,Thind et al 2006).

Significance of the study

Throughout history, female students have encountered obstacles that have affected their academic performance. Their educational accomplishments may be impacted by gender-specific barriers such cultural norms, societal expectations, and financial limitations (Egenti. Blossfeld)These difficulties are frequently made worse by a lack of specialized interventions meant to meet the particular requirements of female students as well as insufficient institutional support (Y. Mersha, A. Bishaw et al). There are numerous elements that impact female students' academic achievement. Their academic career is especially influenced by socioeconomic circumstances. Due to the combination of economic challenges and gender-based social expectations, these circumstances may have an even greater effect on female students. (Iyamuremye, Mugiraneza 2024). 119 million females worldwide are not enrolled in school, comprising 34 million elementary school-age girls, 28 million lower-secondary-aged girls, and 58 million upper-secondary-aged girls. Various nations and groups have different obstacles to girls' education, such as poverty, child marriage, and gender-based violence. When making educational investments, low-income households frequently favor boys. In certain areas, schools fail to provide for females' requirements in terms of cleanliness, hygiene, and safety. In others, gender disparities in learning and skill development arise from non-gender-responsive teaching methods(UNICEF 2020).Academic achievement of female Students in the is frequently impacted by a range of socio-economic factors, including family income, parental education, occupation, family support, home environment, college environment and access of educational resources (Iyamuremye, Mugiraneza 2024). The present study is an attempt to analyse the impact academic environment in the education institution on the academic performance of female students.

Objectives

- To assess the role of academic environment on the academic achievement of female students.

Hypothesis

- There is a significant relationship between the academic environment and the academic performance of female students.



Methodology

Primary data is used for the research. Data is gathered using questionnaires. The purpose of the first section of the questionnaire is to gather data on the demographics of college students, including gender, age, area, family structure, and the respondent's father's occupation. The second section is intended to gather data on a few quantitative factors pertaining to student performance. 5-point Likert scale questions were asked.

The study aims to assess the impact of academic environment (Social, physical, emotional, learning) on academic performance of female students. For this mean value of the responses of each category was calculated separately. Index for each category were measured separately. Samples were collected from different colleges in Malappuram district. Purposive sampling technique was used to collect the data. The academic achievement and of female college students were evaluated using descriptive statistics. This figuring out their SGPA's mean, median, and standard deviation to comprehend their average performance. Correlation was used to know the relation between variables. To determine which of these factors most strongly predicts academic success, multiple regression analysis was used. ANOVA was used compare the differences of performance among different groups.

Review of literature

Study habits are crucial for academic achievement and guarantee academic continuity. Numerous techniques and training can improve these habits. It will develop a habit for the students with consistent practice and activities, making it easier for them to complete their assignments and chores (Iqbal et al., 2022). Abdullah (2020) contends that the academic environment plays a critical role in the management process that establishes a university learning climate. The evolution of the curriculum, teaching environment, and lecturer credentials. Students' academic performance is impacted by the school environment, which includes the classrooms, the physical layout of the building, the amenities, the environment, and technology. (Ivugu, Don et al 2016).

Academic achievement and the school environment are positively correlated, and there are differences in the school environments between urban and rural places based on gender and religion (Maheswari, Kavitha et al 2015). Teachers and students who stay in touch with one another even when they are not on campus might motivate students more (Chickering and Gamson 1999). Students who remain on campus will build strong relationships and socialize with one another, which may help increase their knowledge, claim Mohd Najib, Yusof, and Zainal Abidin (2011). According to Schemulian and Coetzee (2011), academic achievement and class attendance are positively correlated, pupils' performance will suffer if they miss class.

Students consider school to be a second home. This has a strong correlation with the pupils' academic performance. Their performance is directly impacted by this. Students are particularly impacted by the role that teachers play in the classroom. (Korir, Daniel 2014). There is a strong link between peer relationships, teacher cooperation, family conditions, and academic accomplishment. (Straum, Thoresenet al 2013).

Students' academic performance relied on topics like gender, class atmosphere, and teacher preparation, method of instruction, familial educational history, and socioeconomic consideration. The GPA was used by most researchers worldwide to evaluate students' performance (Mushtaq 2012).



Learning facilities, communication skills and proper guidance from parents have a positive and statistically significant impact on students' performance (Singh, Malik 2016).

According to Bakouei (2019), identifying the factors that affect students' academic performance as well as their living circumstances is crucial for developing educational programs for them. Finding the factors associated with improved academic performance is a major concern for both people and educational institutions. Furthermore, poor study habits also tend to postpone learning and have an impact on students' Cumulative Grade Points Average (CGPA) (Chapell et al., 2005).

Conceptual Frame work

The study aims to assess the effect of academic environment on academic achievement of female students.

Academic achievement

Marks obtained by the students in their previous examination, scores obtained in seminar presentation, grades obtained project works, assignments, internals has been considered to index the academic achievement. Average value of all these elements is taken in percentage (SGPA in Percentage) for the analysis.

Academic Environment

Academic performance is impacted by institutional variables, such as the existence of gender bias in educational settings and the availability of support services. Female students typically perform better academically at schools that offer encouraging and welcoming environments (S. Chaudhry et al 2024). Academic environment eventually fosters intellectual development, growth, and collaboration among academics and students. The term "academic environment" refers to the atmosphere in which learning, teaching, and scholarly activities take place. This environment eventually fosters intellectual development, growth, and collaboration among academics and students. To assess the academic environment 4 elements of educational institutions are identified, the Learning, physical, social, and emotional environment.

Learning Environment

Students' academic performance, mental health, and general well-being are all impacted by a supportive and organized learning environment. It helps pupils acquire essential life abilities, promotes involvement, and creates a feeling of belonging. (Srivastava, Abhishek et al 2022). To assess learning environment curriculum design, method of teaching, assessment, feedback system and accessibility in library were analysed.

Physical Environment

A well-designed and conducive learning environment promotes positive emotions, reduces distractions, and fosters a sense of safety and belonging, ultimately contributing to better academic outcomes and overall well-being. Students can concentrate better on their academics when they are in a physical setting that is safe and friendly. (Ivugu, Don et al 2016). Facilities available in classrooms, atmosphere in library, laboratory facilities, facilities available in campus (canteen, recreation areas, sick room, store), technological infrastructure like availability of computers were analysed to assess physical environment.



Social Environment

Social and environmental factors can either have a positive impact on students' behaviour, academic performance, and motivation, or they can have a negative impact on students' delinquent behaviours like bullying, loitering, and playing truant, as well as their low motivation to learn (Khan et al., 2023). Factors like peer relations, teacher student dynamics, supportive environment for extracurricular activities were examined to evaluate social environment.

Emotional Environment

Students are better able to focus on their studies, participate in their learning, and succeed academically when they feel emotionally safe and encouraged (Straum, Thoresenet al 2013). Supportive system and counselling, equality treatment regardless of gender, encouragement from teachers, freedom to express be assessed for insight in to emotional environment.

Academic achievement and type of Colleges.

Table :1 Type of College

Particulars	Category	Mean value of SGPA %	F Value	Significance
Type of College	Government	75.25	3.99	0.02
	Aided	73.21		
	Self-Financing	67.21		

Field survey

As per the table there is significant difference between academic performance among students from different type of college ($P = 0.02$). Government college student has highest percentage (75.25) followed by Aided colleges (73.21) and Self-financing (67.21).

Table 2: Academic achievement and residential status

Particulars	Category	Mean value of SGPA %	F Value	Significance
Residential status	Day scholar	73.88	0.359	0.55
	Hosteler	72.68		

Field survey

There is no significant difference of academic performance between day scholars and hostellers since $P = 0.55$.

Table 3: Academic achievement and College location

Particulars	Category	Mean value of SGPA %	F Value	Significance
College location	Urban	75.31	8.83	0.003
	Rural	71.64		

Field survey

College location has a significant impact on academic achievement of the students. SGPA of students studying in urban area is higher than (75.31) the students studying in rural areas (71.64).



Table 4: Marital status

Particulars	Category	Mean value of SGPA %	F Value	Significance
Marital status	Un married	73.47	0.189	0.664
	Married	74.01		

Field survey

There is no significant difference of academic achievement between married and unmarried students ($P > 0.05$).

Regression analysis

Table5 : Academic Environment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	46.73	2.386		29.73	0.000
Learning environment	0.360	0.070	0.359	5.286	0.001
Social environment	0.142	0.041	0.186	3.375	0.002
Emotional environment	0.186	0.042	0.223	3.986	0.001
Physical environment	0.287	0.079	0.247	3.643	0.000

Dependent variable SGPA. Field survey

Learning environment, social environment, emotional environment, physical environment has a positive impact on academic achievement of female students. Learning environments has the largest significant effect on the academic performance of the students ($B = 0.360$, $P = 0.001$), followed by physical environment ($B = 0.287$, $P = 0.000$), emotional environment ($B = 0.186$, $P = 0.001$) and social environment ($B = 0.142$, $P = 0.001$).

Learning environment has the greatest beta value, at 0.360, given that the primary and most important element influencing the dependent variable, academic achievement.

Regression equation

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 \dots\dots\dots 1$$

where Y = Academic performances (SGPA)

x_1 = Learning environment

x_2 = Social environment

x_3 = Emotional environment

x_4 = Physical environment

The resulting equation is

$$Y = 46.73 + 0.360 x_1 + 0.142 x_2 + 0.186 x_3 + 0.287 x_4 \dots\dots\dots 2$$

The equation 2 indicates that if the learning environment changes by one unit, there will be 0.360-unit change in academic performance of the students, when other variables are kept constant. And so, in the case of other variables also. The coefficient are positive for all the variables, learning environment,



social environment, emotional environment, physical environment, which indicates these variables are directly related to academic performances.

Result and Discussion

The study reveals that academic environment has great impact on the academic achievement of the students. The institutions should actively participate in ensuring that there are enough campus resources and facilities to support the smooth operation of the learning process, regardless of where the students reside. This is in line with a prior argument in which Tackey (1999) confirms that the institutional amenities were displayed as a general representation of the social lives of its students. As a result, they don't feel unfair and work together to raise their academic standing and the university's reputation. Residential status of the student does not seem to have impact on the academic performance of the students. This is inconsistent with findings of Jabar, Yahya (2012) who says that staying on campus would help them do better academically. Physical environment has positive impact on academic performance of students as (Ivugu, Don et al 2016) said students can concentrate better on their academics when they are in a physical setting that is safe and friendly. Social environment positively effects the academic performance this finding is supported by the studies of (Straum, Thoresenet al 2013) which also says that there is a strong link between peer relationships, teacher cooperation, family conditions, academic accomplishment. (Straum, Thoresenet al 2013).

Conclusion

It is clear from the above discussion that the academic achievement of the students is directly related to the academic environment in the institution. At the root of which are the factors like educational concerns, motivation, aspiration, level, attention of parents etc. College location, type of the college also influences the academic performance. For the high academic achievement of the students, it is necessary that the academic environment should be in accordance with the aptitudes, attitudes of the students and at the same time should have high facilities. Together, parents, teachers, and all other school-related organizations should work to inspire students with strong, positive motivation. So that their anxiety level can be kept moderate and they can be helpful in the progressive development of the students.

References

1. Abd Jabar, F., Yahya, W. K., Isnani, Z., & Abu, Z. (2012). An empirical study toward students' academic performance and students' residential status.
2. Aadil, H. M., & Swaroopa, P. K. (2024). Women education in India: Issues and challenges. *International Journal of Emerging Knowledge Studies*, 3(5), 210–215.
3. Bakouei, F., Omidvar, S., Seyediandi, S. J., & Bakouei, S. (2019). Are healthy lifestyle behaviors positively associated with the academic achievement of university students? *Journal of Advances in Medical Education & Professionalism*, 7(4), 224–230.
4. Bansal, S., Thind, S. K., & Jaswal, S. (2006). Relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents. *Journal of Human Ecology*, 19(4), 253–257.
5. Blossfeld, P. N., Pratter, M., & Uunk, W. (2023). Gender-specific inequalities in the education system and the labor market. *Frontiers in Sociology*, 8, Article 1254664.
6. Chapell, M. S., Blanding, Z. B., Silverstein, M. E., Takahashi, M., Newman, B., Gubi, A., & McCann, N. (2005). Test anxiety and academic performance in undergraduate and graduate students. *Journal of Educational Psychology*, 97(2), 268–274.



7. Chaudhry, S., Tandon, A., Shinde, S., & Bhattacharya, A. (2024). Student psychological well-being in higher education: The role of internal team environment, institutional, friends and family support and academic engagement. *PLoS One*, 19(1), Article e0297508.
8. Chickering, A. W., & Gamson, Z. F. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning*, 1999(80), 75–81.
9. Dhanapala, R. M. (2021). The effect of learning environment on academic performance from students' perspective. *Global Scientific Journal*, 9, 1527–1534. <https://doi.org/10.11216/gsj.2021.03.49602>.
10. Egenti, M., & Omoruyi, F. (2011). Challenges of women participation in continuing higher education programme: Implications for adult women counselling and education. *Edo Journal of Counselling*, 4(1–2), 131–143.
11. Iqbal, J., Asghar, M. Z., Ashraf, M. A., & Yi, X. (2022). The impacts of emotional intelligence on students' study habits in blended learning environments: The mediating role of cognitive engagement during COVID-19. *Behavioral Sciences*, 12(1), 14.
12. Iyamuremye, J., & Mugiraneza, F. (2024, September 30). Family socio-economic factors and female students' academic achievements in day secondary schools in Rwanda: A case of Rubavu District. *International Journal of Management and Development Studies*, 13, 458–475. <https://doi.org/10.53983/ijmds.v13n9.031>.
13. Joshi, S., & Srivastav, R. (2009). Self-esteem and academic achievement of adolescents. *Journal of Indian Academy of Applied Psychology*, 35, 33–39.
14. Maheswari, K. K., & Aruna, M. (2015). Gender difference and achievement motivation among adolescent school students. *International Journal of Applied Research*, 2(1), 149–152.
15. Martha, K. (2009). *Factors affecting academic performance of undergraduate students at Uganda Christian University* [Master's thesis, Makerere University].
16. Mersha, Y., Bishaw, A., Asrat, D., & Nigussie, Y. (2009). *The study of policy intervention on factors affecting female students' academic achievement and causes of attrition in higher learning institutions of Ethiopia*. Ministry of Education, Addis Ababa.
17. Mohd Najib, N. U., Yusof, N. A., & Zainal Abidin, N. (2011). Students' residential satisfaction in research universities. *Journal of Facilities Management*, 9(3), 200–212.
18. Mumtaz, M., Awan, M., Khan, M., Asghar, M., & Zaman, M. (2023). Social environment at university: Investigating the impact on students' motivation and engagement. *Journal of Positive School Psychology*, 7, 1282–1288.
19. Mushtaq, S. N. K. (2012). Factors affecting students' academic performance. *Global Journal of Management and Business Research*, 12(9).
20. Nurahaju, R., & Riskasari, W. (2023). Academic atmosphere, personality, and academic performance. *Journal of Innovation in Educational and Cultural Research*, 4(4), 718–730.
21. Oselumese, I., Omoik, D., & Andreev, O. (2016). Environmental influence on students' academic performance in secondary school. *International Journal of Fundamental Psychology and Social Sciences*, 6(1), 10–14.
22. Rana, N., & Kapoor, S. (2017). Academic achievement of female students at college level in relation to their family environment and locale. *MIER Journal of Educational Studies, Trends & Practices*, 7(1), 51–65. <https://doi.org/10.52634/mier/2017/v7/i1/1447>.
23. Sabharwal, N. (2021, October 18). Extended education at college in India: Advancing equity through the extension of public academic support programmes for students from the socially



- and economically disadvantaged groups. *International Journal for Research on Extended Education (IJREE)*, 8, 156–172. <https://doi.org/10.3224/ijree.v8i2.05>.
24. Schmullian, A., & Coetzee, S. (2011). Class absenteeism: Reasons for non-attendance and the effect on academic performance. *Accounting Research Journal*, 24(2), 178–194.
25. Singh, S. P., Malik, S., & Singh, P. (2016). Factors affecting academic performance of students. *Paripex - Indian Journal of Research*, 5(4), 176–178.
26. Srivastava, A., & Jaiswal, D. (2022). Effect of school environment on the academic achievement of students. *International Journal of Multidisciplinary Research Configuration*, 2, 120–127. <https://doi.org/10.52984/ijomrc2114>
27. Tackey, N. A. (1999). *Making the right choice: How students choose universities and colleges*. Institute for Employment Studies.
28. Tikhomirova, T., & Malykh, S. (2024, October 18). Perception of parental attitudes and general academic achievement of high school students: A Russian-Kyrgyz study. *Social Psychology and Society*, 15, 91–107. <https://doi.org/10.17759/sps.2024150306>.
29. UNICEF. (n.d.). *Girls' education*. <https://www.unicef.org/education/girls-education>.
30. Wan Ab Razak, W. M., Syed Baharom, S. A., Abdullah, Z., Hamdan, H., Abd Aziz, N. U., & Mohd Anuar, A. I. (2019). Academic performance of university students: A case in a higher learning institution. In *Proceedings of the 2nd International Conference on Islamic Economics, Business, and Philanthropy (ICIEBP)* (Theme: Sustainability and Socio-Economic Growth). Universiti Teknologi MARA Cawangan Terengganu.