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Academic Environment and Students' Learning: Causal Perspective of Secondary School Level in Dera Ghazi Khan

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Abstract
The study aims to find out students' perception about various aspects of academic environment at school and to depict the impact of academic environment on students' learning. This study also discovers whether these two variables exist at the same standard in public and private sectors or there is any variation in availability or relation? The study employed descriptive survey method. The population of the study was the secondary class students of all Public and Private Secondary Schools in Dera Ghazi Khan district. Two stage random technique was adopted to determine the sample size. At first stage 10 public sector and 10 private secondary school from Dera Ghazi Khan with equal ratio of male and female schools. At the second stage 25 students from each school were randomly selected. Total sample size for the study was consisted on 500 secondary school students. The researchers used the questionnaire and an achievement test in English as data collection instruments. The collected data was analysed by calculated mean score and Standard Deviation. t-test and co relational tests were applied to find out the relation between academic environment at school and students' learning. The study concluded that there was a positive co-relation between academic environment and students' learning. The study also recommended that secondary school management should focus in ensuring positive academic environment at school to enhance students' learning output and overall growth and development.
Keywords: Teachers' Professionalism, Quality Performance, School Management, Students' Learnings, Students' Overall Development.

Introduction
Students' learning achievements have been viewed as an element directly related with the academic environment of school (Brand et al., 2003). A healthy academic environment at school paves the road for a school in ensuring students' high learning achievements. There are different aspects of academic environment at school be essentially linked with students scholarly, communicative, and socio passionate prosperity (Berkowitz et al., 2005). The first chief function of school is to construct and give a environment that is fit for students' learning (Barth, 2002). The academic environment of the school influences academic learning outcome and achievement of students (Benninga et al.; 2003; Maslowskia, 2003). A meta-analysis study by Adams et al., (2015) concluded that academic environment of school amid the top influence in promoting enhanced achievement of students' learning.

Academic environment at school is characterized as the common convictions, qualities, and mentalities that shape connections between teachers, students, principals and community. All these stake holders set teaching standards that enable school to effectively practice curriculum at the school (Alhosani, et. al., 2017). Every school has specific academic environment, manipulates conduct and outlook of instructors and students for that school (Felner et. al.; 2001). Academic environment at school has been associated with "students' personalization." The impression of "academic environment of school" has been likened with "the biology of the school, "a sheltered and sound school organization," "classroom interest constructions," a "minding school routines," and the "way of life of the school".

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Academic environment of school speaks to a compound of the thinking parameters that mediate among building of an association, elegance, different qualities of pioneers, educator execution and fulfilment (Greenburg et al.; 2003). A good academic environment at school is connected with disciplined classrooms and general areas and plainly affirmed prospect responsibilities of all stake holders at school, sense of security at school that constantly recognize all students and comparatively address their conduct (McEvoy and Welker 2000). Academic environment at school comprises of dispositions, convictions, qualities and standards, instructional practices, the level of scholarly accomplishment to make school functional (Johnson et al., 2007).

Academic environment of school includes the quality of teaching-learning standards at school, encourages children's improvement and education accomplishment. Academic environment at school depends on instances of school previous record and reveals objectives, standards, mutual relations, cooperation, educating, resourcefulness hones, and hierarchical structures (National school Committee, 2007). A supportable and constructive academic environment of school encourages students' advancement, education essential intended for a profitable, donating, and fulfilling life in democratic civilization. This climate incorporates standards, values, as well as desires that bolster individuals experience communal, passionate and physical wellbeing. Whenever learners also like guardians, teachers and group individuals stroll in to class, they rapidly start to frame conclusion about functioning in that school.

Effective academic environment at school is portrayed by solid shared learning groups. Research demonstrates that such groups enhance student learning through exchange and coordinated effort around connecting with classroom guideline (Devine & Cohen, 2007). Cohen (2012) stated there are schools that have made the move to an expert learning group without struggle or tension, yet are ignorant of any differences also; pressures are not out of the ordinary. Matheka, (2016) presented the most comprehensive definition of academic environment as fit teaching-learning process or vibe of an organization as saw by its individuals. Moreover, an association's environment is reflected in its constitution, strategies, rehearses and the associations. The consequence of practices inside an organization could impact whether an individual considers secure, esteemed and treated reasonably and with deference (Matheka, 2016).

Each school has its own nature and unmistakable individuality of its own. This is the entirety of the considerable number of qualities and standards which have been disguised by the greater part of the general population connected with a school that frame a part of each one's mind. At the point when individuals allude to school' society they are really talking about these profoundly implanted attributes of the school. This turns into the academic environment of school. These are all distinctive methods for portraying the nature of life. The accomplished and existed by all the members in the school. This is perceived by the guardians and the group that encompassed the school. There are clearly different parts which at last form the academic environment. In any case, all those individual components independent from anyone else are not as intense as the joined impact of the considerable number of elements, which we describe the academic environment at school. All the students are positively affected by the academic environment of school.

Three sorts of academic environment are established according to Matheka (2016) reasonable and powerful disciplinary environment is one kind of it. Rumberge & Palardy (2005); Voight, et, al., (2013) stated the other aspect of academic environment is the solid accentuation of school on scholarly output. Sebring et al., (2010) established that schools have the elements of a "shared school that possess the potential that advances the "value of minding". Students' friendly relations with their teachers structure a critical component in their school routine where students see their tutors to be keen on them (Les & Long, 2004). Les and Long (2004) in their investigation of powerful schools, pointed out the parts of the academic environment that are most unequivocally connected with students' development and result. The academic environment of school is placed as an effective and supported school environment be characterized in the accompanying ways: academic environment depends on examples of individuals' encounters of academic issues and reveals standards, objectives, values, learning connections, educating rehearses and hierarchical assemblies.

The academic environment at school is a generally constant part of the school setting. Brown et al., (2004) characterized academic environment as an arrangement of features that differentiate one school from the others and effects the manner of school entities. These interior features are generally indicated to as the way of interactive relations amongst teachers and students; the image of the school

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as people see it and objecting place; the grade to which understudies, guardians, and faculty are included in community oriented basic leadership and the extent to which there are elevated requirements for student education (Loukas, et. al., 2006). A positive academic environment is defined by respectful interactions between people and is believed to be friendly. In this kind of educational environment, pupils are inspired to succeed (Naghsh, et. al., 2013). A negative academic environment of school is exactly the opposite.

The academic environment has a significant effect on children and youth in previous research. The learning and academic success of pupils are the outcomes of academic environment of school that are most frequently considered as instructive (Thapa,et al., 2013). Teachers' commitment and engagement, encouraging companion standards and a focus on collaboration, abnormal levels of instructor and director desire, consistency in managing rewards and sanctions, agreement over educational programs and teachers, and clearly defined objectives and goals are all associated with high student achievement. Even once students' fundamental attributes are taken into account, the associations between academic environment and students' accomplishment are still noticeable (Adams, et. al., 2015).

Ward (2015) conducted a study to inspect the connections between measurements of Professional Learning Community (vision, qualities, deliberate education and application) and academic environment variables (scholastic accentuation, thought and assurance). The study found that there is a weighty connotation between PLC metrics and variables related to school atmosphere. The promotion of PLC through democratic leadership can enhance academic environment at school and consequently lay good impact on students learning at school. School pioneers hoping to make PLCs with the plan of enhancing both achievement of the student and academic environment of school will specifically profit by this study.

Lubienski et al, (2008) compares schools based on five fundamental features: school extent, class extent, parent involvement, educator confirmation, and instructional approaches. This study gives broadly illustrative confirmation that, small class size that is leading feature of private schools is positively correlate with student students' learning. Jankens (2011) determined the connection between students' development and academic environment in Michigan-approved institutions. With a p-value of less than 0.01, the results showed a notable correlation between the openness of the principle and students' development as well as between the openness of teachers and students' development.

Marsh, et al., (2018); Pedro, et. al., (2018) stated that academic environment at school is strongly connected with students' learning and on the other hand advances security, sound connections, drew in learning and educating and school change endeavors. Voight et al., (2013) expands on the adequacy and academic environment of school writing by looking at not just if there is a relationship amongst environment and accomplishment as past exploration were achieved academic environment yet by looking at if sees how a separation of schools is reliably ready to thrash the chances and execute superior to anything its companions. Teachers become convenient and highly motivated in performing their duty in a favourable academic environment at schools (Smith, 2009).
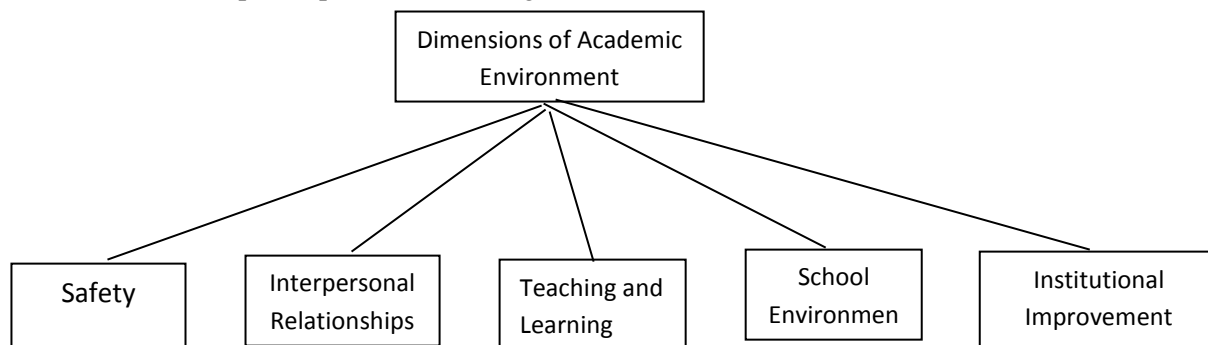
Fleming et al., (2005) evaluated whether qualities of people that are indicators of youth issue conduct, for example, substance use, wrongdoing, and savagery additionally foresee students' learning. Martin-Glenn (2013) advocated these discoveries support the reason that school based social advancement mediations that location particular danger components check early appearances of introverted conduct, and advance school holding and social and passionate abilities are liable to enhance students' learning of the student.

Brand, et al., (2003) demonstrated that individual-level indicators, for example, student exertion, guardian and child dialog and relationship with positive companions, assume a generous part in expanding achievement of the student. Moreover, Stewart, (2008) the outcomes propose that academic environment of school specifically; the feeling of school attachment, teachers, and principals is essential to effective students' results. Given these outcomes, intercessions went for enhancing academic accomplishment need contemplate the effect of individual-level and school auxiliary components on students and their capacity to succeed. The researches Finnan et al., (2003); Hanson, et al., (2011) found pupils' learning capacities are supported by a positive school environment. Active learning, social cohesion, reverence, and collective religion are supported by a

positive academic environment of school. found significant correlation between the academic environment and students' learning in California public high schools.

Academic Environment Dimension

The five dimensions of academic environment of school were listed by Thapa et. al., (2013) as follows: Safety, interpersonal relations, teaching-learning, the school environment, and the institutional development process are among the other factors.

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                    │ Dimensions of Academic
                    │    Environment       │
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| Safety | Interpersonal Relationships | Teaching and Learning | School Environmen | Institutional Improvement |

Safety

It encompasses adherence to laws and standards, physical health, and social engagement. Human beings need to stay safe in social, internal, mental, and physical contexts. Intensely advancing student learning and sound progress is feeling protected at school (Devine & Cohen, 2007).

Interpersonal Relationships

On a very fundamental level, social interaction is the path to education and learning. A crucial area of academic environment of school can be seen in the examples of standards, objectives, traits, and associations that shape connections in classrooms. From a mental standpoint, connections refer to our relationships with others as well as our relationships with ourselves, namely how we view and treat ourselves. For secondary school children, safe, caring and inclusive school environments lead to foster a stronger sense of connection to learning and set the best setting for collaborative, enthusiastic and students' learning (Blum et al., 2002; Osterman, 2000; & Wentzel, 1997).

Teaching and Learning

It encompasses administrative learning, assistance for academic learning and social, enthusiastic, moral, and public learning. Academic environment at school is its capability to teach and learn. The standards, goals and characteristics that define teaching-learning environment should be described by principals and teachers. The assumption that a supportive academic environment of school improves children' learning capacities is supported by research. Collaborative learning, team work, regard, and mutual confidence are all facilitated by a supportive academic environment of school and seem to clearly advance the education environment (Finnan et al., 2003; Ghaith, 2003).

School Environment

It includes physical encompassing, assets, supplies. Institutional environment encompasses two aspects (a) connectedness with the school and (b) the physical layout, the surrounding environment, as well as the resources and supplies. Majority of studies suggests that being connected to one's school is a key indicator that is linked to students' comfort and academic success (Loukas et al., 2006; Ruus et al., 2007).

The Process of Institutional Improvement

For school change programs to be used effectively, the academic environment of school is a crucial factor (Gregory et al., 2007). For instance, teachers' insights of the academic environment of school affect their capability to carry out character-improvement based initiatives in the classroom (Guo, 2012). The academic environment at school is regularly an objective of school change activities and projects planning to advance positive results for students and staff (Way et. al., 2007).
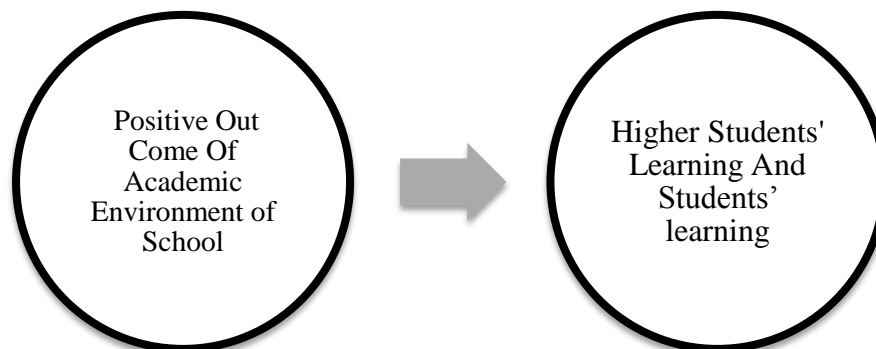
Conceptual framework

Figure 1 Presents the Conceptual Framework

Research Objectives

The study's main objectives were to:

1. Determine students' perception about different dimensions of academic environment of school like relationships, institutional environment, safety, teaching and learning and improvement of school.
2. Discover out the impact of academic environment of school on students' learning.
3. Find out if the academic environment and students' learning differs in public and private sectors.

Research Hypotheses

1. H1: Academic environment has significant impact on students' learning.
2. H2: Academic environment and students' learning are strongly inter connected.
3. H3: Academic environment exists with different level in public and private sector.
4. H4: Students' learning achievement exists with different level in public and private sectors.

Research Methodology

Population

All secondary school students of public and private schools in Dera Ghazi Khan district were target population of this study.

Sample Size

Two stage simple random technique was adopted to determine the sample size. At first stage 10 public sector and 10 private secondary school were randomly selected from Dera Ghazi Khan district with equal ratio of male and female schools. At the second stage 25 students from each school were randomly selected to make the sample of 500 secondary school students.

Data Collection

The study used a descriptive survey method and included a quantitative approach with closed-ended questions about academic environment of school and an achievement test in English was conducted for 9th grade students to ascertain students' learning.

Data Collection Instrument

This study is a survey research and data were gathered using survey technique. A questionnaire was used to assess how children felt about the academic environment of school. This scale was adapted from the Alhosani, et. al., (2017) study with a small modification in academic environment of school aspects to make it simple for the respondents to understand. It includes 37 question items that are divided into 5 dimensions of academic environment of school. The researcher used the same questionnaire on 5-point Likert scale as data collection instruments. The questionnaire was segmented into different groups. The first section of the questionnaire provides demographic information about the respondents, including gender, age, background, and kind of school. Five dimensions: relationships, school environment, safety, teaching-learning, and institutional development made up the next section of the questionnaire. The other research tool was an achievement test in English for 9th grade students was designed for measuring students' learning. The achievement test was conducted and results were utilized to determine the impact of students' learnings. The results of achievement test were coded into 7-point Likert scale type (A^+=86-100: A=70-84: B=60-69: C=50-59: D=40-49: E=30-39: F=below 30). Out of a total of 500 questionnaires, the researcher received 480. 30 of these 480 surveys were incomplete, thus these were deleted. The responses of 450 respondents were then evaluated.

Data Analysis

To acquire study results, data was processed, coded and then analyzed. Data was analyzed by using SPSS version20 after the data gathering process was complete. The mean score and standard deviation were computed. In order to determine whether there is a difference between school environment and students' learning in the public and private sectors of schools, the independent sample t-test was used to examine the null hypothesis. The relationship between factors and achievement was examined using co relational tests, and the impact of the academic environment of school on students' academic learning was determined using linear regression.

Reliability Statics

For measuring the reliability of study variable Cronbach test was employed. As shown in table

Table 1: Reliability Analysis

Questionnaire	Reliability	No. of items
Academic environment	.892	37

Through SSPS, the Cronbach's Alpha was calculated and it was found .892 and it was reliable for the study

Findings

Demographic Characteristics of the Respondents

The Demographic variables employed in this study are illustrated in the following table

Table 2: Demographic Analysis of the Respondents

Variables	Respondents	Frequency	Percentage %	Mean	Standard Deviation
Gender	Male	235	52.2	1.4778	.50006
	Female	215	47.8		
Age	Below 16	244	54.2	1.4578	.49877
	Above 16	206	45.8		
Back ground	Urban	238	52.9	1.4711	.49972
	Rural	212	47.1		
School type	Public	242	53.8	1.4622	.49913
	Private	208	46.2		

Back ground*:* From the sample of 450 students, 238 (52.9) students belong to urban areas while the remaining 212 belong to rural areas which are the 47.1 % of total population.

Gender*:* Results related to distribution of gender demonstrate that from the total sample of 450 students, 235 are of male students having 52.2% and 215 are of female students who are the 47.8% of total population.

Age: Results regarding respondents' distribution by age revealed that from the total sample of N=450 respondents 54.2%, (244) respondents aged below 16 while45.8%, (206) respondents were from the age of above 16of total population.

School type

The current study distributed respondents regarding school type into two categories i.e government school students and private school students the data collected exposed that N=242, (53.8 %) respondents belonged to government schools while 46.2 % respondents N=208 belonged to private schools.

Achievement

Table: 3 Results and Demographical Description of Achievement Test in English of 9th Grade Students

M	SD	Achievement	Gender		Background		School type		Age	
3.55	1.663	Total no of students N=450,%	Male N=450,%	Female N,%	Urban N,%	Rural N,%	Public N,%	Private N,%	Below16 N,%	Above 16 N,%
A+=86-100 %		46,10.2%	25,5.5	21,4.6	29,6.4	17,3.7	23,5.1	23,5.1	25,5.5	21,6.4
A=70-85 %		91,20.2%	43,9.5	48,10.6	42,9.3	49,10.8	49,10.8	42,9.3	50,11.1	41,9.1
B=60-69 %		100,22.2%	53,11.7	47,10.4	54,12	46,10.2	49,10.8	51,11.3	56,12.4	44,9.7
C=50-59 %		86, 19.1%	45,10.0	41,9.1	41,9.1	45,10	54,12	32,7.1	46,10.2	40,8.8
D=40-49 %		58, 12.9%	32,7.1	26,5.7	29,6.4	29,6.4	28,6.2	30,6.6	27,6	31,6.8
E=30-39 %		45, 10.0%	2,5.55	20,4.4	28,6.2	17,3.7	26,5.7	19,4.2	23,5.11	22,4.8
F=below 30%		24,5.3%	12,2.6	12,2.6	15,3.3	9 ,2.0	13,2.8	11,2.4	17,3.7	7,1.5

Total	450, 100%	235,52.2	215,47.7	238,52.2	212,47.1	242,53.7	208,46.2	244,54.2	206,45.7

The above table demonstrate that from total number of students N=450,46(10.2%) students got A$^+$ grade, N=91, 20.2% students got A grade, N=100, 22.2% students achieved B grade while= 86, 19.1% students secured c grade and N= 58, 12.9% student got D grade more over N= 45, 10.0% students got E grade and the remaining 5.3 % students were F grade holders. It also illustrates that most of the students got 60 to 69 % while 75 to 85% achievers were in second position.

This section describes the perceptions of student about academic environment regarding different factors like relationships, teaching-learning, institutional environment, school improvement and safety.

Perceptions of secondary school students about relationships?

Proceeding table demonstrates the students' responses about relationships regarding academic environment of school scale. Standard deviation and the mean response value are also provided.

Table: 4 the perceptions of secondary school students regarding relationships

S. No	Statement	SDA	DA	U	A	SA	M	SD
1	Students are treated individually	20.9	32.9	24.9	14.9	6.4	2.53	1.16
2	Students are willing to go teachers if they face problems	6.9	20.0	32.2	29.9	11.3	3.18	1.09
3	Teachers evaluate students with grades	20.9	32.9	24.9	14.2	6.4	2.53	1.16
4	Teachers in this school like their students	6.9	20.0	32.2	29.6	11.3	3.18	1.09
5	Teachers want their students to be friendly	12.2	21.1	23.3	23.6	19.8	3.16	1.30
6	Teachers are kind to students	20.9	32.9	24.9	14.9	6.4	2.53	1.16
7	Teachers give extra time to students	6.9	20.0	32.2	29.6	11.3	3.18	1.09
8	Teachers are fair to students	20.9	32.9	14.9	24.9	6.4	2.53	1.16
9	Teachers explain the concepts thoughtfully	5.3	18.2	32.0	32.2	12.2	3.27	1.06
10	Teachers spend their maximum time in teaching	8.9	20.2	27.3	19.6	24	3.29	1.27
11	students care about each other	5.3	17.8	32.2	31.1	13.6	3.29	1.07
12	Students want to be friends with one another	4.0	14.7	32.9	31.3	17.1	3.42	1.05
13	Social support	5.8	37.8	21.8	**9.1**	25.6	2.31	1.12
14	school connectedness	6.7	**19.1**	32.4	29.3	12.4	3.21	1.09
15	Respect for diversity	5.1	**32.7**	25.6	15.8	20.9	2.56	1.13

The above table is structured to review students' perception related to the relationships of their school. The calculated mean score of students' response is 1.13 this point out that students' perception about the relationship factor is in some way positive.

What is the perception of secondary school students about Institutional Environment?

Proceeding table shows the perception of secondary about Institutional Environment.

Table: 5 Perception of students about Institutional Environment

Sr. No.	Statements	SDA	DA	U	A	SA	M	SD
1	Administrators in this school listen to students' ideas, opinions and complains	11.1	21.8	26	20.2	29.9	3.18	1.29
2	Administrators in this school often talk with teachers and parents	11.1	16.9	27.1	29.9	15.8	3.21	1.22
3	Administrators set high standards and let teachers, students and parents know these standards	13.6	26.9	24	20.4	15.1	2.96	1.27
4	Supplies	5.1	21.6	30.7	30.7	12.0	3.22	1.07
5	Teachers and students help to decide what happens in this school.	26.7	33.3	19.3	12.9	7.8	2.41	1.22
6	Physical surroundings	6.0	19.3	30.7	31.3	12.7	3.25	1.09
7	Classrooms are usually clean and neat	19.8	35.8	21.8	15.8	6.9	2.54	1.17
8	School buildings are kept clean and neat	23.3	29.1	16.4	19.3	11.8	2.67	1.33
9	Resources	7.3	19.8	30.7	30.0	1.2	3.20	1.11
10	school connectedness	7.1	20.0	30.4	30.0	12.4	3.20	1.11
11	There are adequate play grounds and toilets in the school compound	6.0	9.3	30.7	31.3	12.7	2.62	1.31
Total							2.95	1.19

One important factor to enhance students' learning is the institutional environment of the school. The descriptive data in the table above show that students responded on average with a mean score of 2.95. This demonstrates that the majority of students believe their school has a good

organizational environment. While in the case of item Classrooms are usually clean and neat; 35.8% of the students responded that there are no satisfactory sanitary conditions schools and 21.3% of the students were unable to decide. At the same time 29.1% students disagree with the statement school buildings are kept clean and neat. While in the statement teachers and students help one another in deciding school activities. 33.3% students disagree. In general, students' average mean scores show a positive attitude toward the institutional environment.

What is the perception of secondary school students about safety?

Proceeding table shows the perception of secondary school student about safety

Table :6 Perception of Secondary school students about safety

Statement	SDA	DA	U	A	SA	M	SD
Peoples are not afraid to come to school for meetings and programs in the evening	10.0	8.0	15.1	31.1	35.8	2.28	1.22
Socially, emotionally, intellectually and physically	8.4	12.0	15.6	24.2	39.8	2.44	1.27
Rules and norms	12.9	9.1	16.7	23.6	37.8	2.46	1.23
Total						2.39	1.24

The purpose of the table is to determine students' perception about their schools' safety. The average response score of the pupils was 2.39. This suggests that students' perception about school safety is positive. 39.8% of the kids who responded to the question about whether or not school is safe socially, emotionally, cognitively, and physically said that they believed safety to be a basic human need and that their schools met that need.

What is the perception of secondary school students about School Improvement?

Proceeding table shows the perception of secondary school students regarding the factor School Improvement.

Table: 7 Perception of Students about School Improvement

Sr. No	Statement	SDA	DA	U	A	SA	M	SD
1	Teachers' perception of academic environment of school effects their capability to apply school-based students development programs	8.0	10.9	32.7	20.0	28.4	3.14	1.10
2	Respect diversity	20.7	8.0	16.7	38.2	16.4	2.52	1.21
	Total						2.83	1.15

Table is organized to evaluate students' perception towards school improvement. The average response score of the pupils was 2.83. This demonstrates that students generally have good perceptions of school improvement. According to 28.4% of the students who replied, Teachers' perception of academic environment of school effects their capability to apply school-based students development programs.

What is the perception of secondary school students about teaching and learning?

Proceeding table shows the perception of secondary school teachers regarding the factor "Teaching and learning".

Table :8 Perception of Secondary school student about teaching and learning

Sr. No.	Statement	SDA	DA	U	A	SA	M	SD
1	Students in this school understand why they are in the school	14.9	11.3	13.8	26.4	33.6	2.51	1.32
2	Students in this school are interested in learning new things	6.4	10.0	13.3	21.1	39.1	2.55	1.26
3	Students work hard to complete their school assignments	15.1	9.8	13.8	30.0	31.3	2.43	1.31
4	teachers or counselors encourage students to think about their future	18.4	10.9	22.0	20.0	28.7	2.71	1.28
5	Teachers or counselors help students with personal problems	28.0	10.9	32.2	7.3	21.6	3.13	1.09
6	cooperative learning	29.1	10.9	31.6	6.7	21.8	3.15	1.09
	Total						2.74	1.22

Effective teaching and learning is among the essential factors to develop students' learning of the students. With this presumption, the school's current teaching and learning methodology was assessed and produced. The descriptive statistics in the table above show that the students' mean

response score was 2.74 on average. According to item 39.1% strongly agreeing that students in this school are eager in learning new things, these data indicated that the majority of students believe their school has a positive teaching and learning environment. While 32.2% of the respondents could not decide if teacher or counselors should assist students with personal issues.

Testing Hypothesis 1

Public and private students' perception academic environment of school

The mean score difference between public and private students was calculated, and then the null hypothesis was tested using t-test.

Ho: There is significant difference between the perceptions of public and private students regarding academic environment of school.

Proceeding table shows the comparison of school type towards academic environment of school scale.

Table: 9 Comparison of public and private students' perception about academic environment of school

School types	N	Mean	SD	t	F	t-test for equality of Means = (a=0.05)	
						Df	Sig
Public	242	2.7749	.46145	-.089	1.339	448	.930
Private	208	2.7787	.44164				

The table showed that there was no significant difference between the various school kinds. Public school students' mean score (M=2.7749, SD =.46145), along with private school teachers' mean score (M=2.7787, SD =.44164), were nearly the same. The null hypothesis, according to which there is no significance difference between public and private students' perceptions of the academic environment of school, is thus rejected. The mean score of private students is greater than public students. Private students perceive their academic environment of school is more conducive to learning than the public students.

Testing Hypothesis 2

Comparison of public and private students' perception about students' learning

The mean score difference between public and private pupils was determined, and the following null hypothesis was tested by using the t-test.

Ho: There is significant difference between the perceptions of public and private students about learning achievement**.**

Proceeding table shows the comparison of school type towards academic environment of school scale.

Table: 10 Comparison of public and private students' perception about students' learning

School types	N	Mean	SD	T	F	T test for equality of Means=(a=0.05)	
						Df	Sig
Public	242	3.5992	1.65752	.599	.085	448	.549
Private	208	3.5048	1.67389				

Findings showed that there was no significant difference between how students' learning was perceived by public and private students. Private (M=3.5048, SD=1.67389) and public (M=3.5992, SD=1.65752) mean scores were equal at 448 and 549, respectively. The null hypothesis that there is a significant difference between how public and private students view students' learning is thus rejected

Testing Hypothesis 3

Correlation between academic environment and students' learning

Correlation was conducted to test the relation of academic environment of school and students' learning.

H_3: There is positive significant relationship between academic environment and student' learning in D. G. Khan.

Table: 11 Correlation between academic environment and students' learning

Correlations

	R	IE	S	SI	T& L	ACH
R	1					
SE	.475**	1				
S	.063	.148**	1			
II	.455**	.438**	.120*	1		
T & L	.421**	.399**	.095*	.491**	1	

ACH	.193[**]	.294[**]	.214[**]	.161[**]	.064	1

**. Correlation is significant at the 0.01 level (2-tailed).

R=Relationships, SE=School Environment, S=Safety, II = Institutional Improvement, T& L=Teaching and Learning and A= Achievement.

In above table it is demonstrated that there is a positive relationship among the factors of the academic environment of school. At a significance level of +0.05, the relationship is statistically significant (Sig. = 0.000). Additionally, the data demonstrates a positive relationship between the academic environment of school and students' learning. Factors affecting academic environment of school and students' learning levels are statistically strongly related. Positive and supportive academic environment of school supports children' ability to study and succeed academically. The achievement (r =.193**) and relationship factor (r=.421**) have a statistically positive relationship, as seen in the table above. The table also demonstrates a strong correlation between accomplishment (r=.294**) and academic environment of school (r=1.48**). Moreover, in table it is demonstrated that there is positive relationship between achievement (r= .214[**]) and safety (r=.120[**]). While there is also a positive relationship between achievement (r=.161[**]) and school Improvement factor (r=.491[**]) illustrated in the table. The relationship is statistically significant (Sig. = 0.000) at +0.05 level of significance at p value less than 0.05.

Testing Hypothesis 4

Regression Analysis, academic environment of school and students' learning

To determine the impact of the academic environment of school on students' learning, regression analysis was used**.**

Regression Analysis

Regarding the study variables, the current study used linear regression analysis.

H_4: There is positive significant impact of academic environment of school on student achievement D. G. Khan

Table: 12 Regression Analysis, academic environment of school and students' learning

Dependent variable students' learning		
Independent variable Academic environment of school	R	0.54[a]
	Adjusted R Square	.001
	RSquare	.003
	B	3.008
	Standardized Beta	0.54
	P	0.000
	F Test	1.290

Thus, the value of R is 0.54, R square is.003, Durbin Watson is 1.673, B is 3.008, and the standardized beta value is 0.54, indicating a positive correlation between academic environment of school and students' learning because the value falls within the (+02 to -02) range. Additionally, the model is considered significant according to accepted standards if p (<0.05). And the constant model's degree of significance is 0.095% according to the confidence interval. Because of the significance of the students' learning, the p value is 0.000 (p<0.05). However, the hypothesis of the study is accepted that there is positive significant impact of academic environment of school on students' learning. It reveals that students' learning increases under positive academic environment of school.

Discussion

The school life as well as its academic aspects are reflected in the academic environment of school, which is experienced by students, staff members, and parents. Recent decades have seen the identification of research-based school development strategies that typically work together to advance safe and participatory schools. Many researchers (Benninga et al., 2003; Berkowitz & Bier, 2005; Cohen, 2012 & Greenberg et al., 2003) evokes to enhance academic learning at school from a variety of historically unique fields, including safety, health support, morality, character building, mental and physical condition, and socio-emotional learning. The results of the research confirmed those of the association for the Study of Academic environment of school at California State University, which found a significant correlation between students' learning and the effectiveness of the academic environment of school. The academic environment of school's factors are positively correlated with one another. Significant aspects affecting students' perceptions of academic environment of school

include relationships, teaching-learning, school environment, safety, and school change. Felner et al., (2001) have also performed academic environment of school research for many years the factors that have appeared from his work go beyond and maintain the four chief factors of academic environment of school like Safety, teaching-learning and the school Environment (Brand et al., 2003). In general, the correlation analyses pointed out that academic environment of school and achievement have direct relationship. Academic environment of school encourages students' capability to learn and attain academically. Positive academic environment of school is directly related to students' learning. Results of the study supported the findings of Haynes et al., (1997) that significantly positive relationship and impact between academic environment of school and positive students' results, for example, enhanced scholastic accomplishment and diminished control issues. Rutter et al. (1979) established that a significant relationship between academic environment of school and students' learning. The study supported the findings of Rumberger and Palardy (2005) stated that students' learning in schools improved with a positive academic environment of school. In addition, Positive academic environment of school can develop students' learning. Moreover, students perceived no difference between public and private schools and students' learning. But private students perceive their academic environment of school is more conducive to learning than the public students and the public students perceive their students' learning more batter than the private students.

Conclusion

The study explored the impact of the academic environment of school on students' learning. The research results are consistent with earlier studies. On the basis of data analysis, the subsequent most important conclusions were acquired**.**

Conclusion about hypothesis

It is concluded that response rate (29.9%) with mean value (3.18) indicates that the perception of the students about school environment is good. Response rate only (28.4%) with mean value (3.14) indicates that students perceived that school improvements are bitterly applied. Response rate (39.1%) with mean value (2.55) reveals that in students' opinion academic environment of school is rich in teaching and learning. (37.8%) response rate with mean value (3.57) reveals that in students' opinion that in their school relationships are supportive. Response rate (39.9%) with mean value (2.44) reveals that in students' opinion academic environment of school is rich in teaching and learning.

It is concluded that there was no significant difference between the perception of public and private students about the academic environment of school and students 'students' learning. While mean score of private students (M=2.7784) was greater than public SSTs (2.7749). The mean score of private students is greater than public students. Private students perceive their academic environment of school is more conducive to learning than the public students.

It is concluded that there was no significant difference between the perception of public and private students about students 'students' learning. While mean score of private students (M=3.5992) was greater than public SSTs (3.5048). The mean score of private students is greater than public students. The public students perceive their students' learning more batter than the private students.

It is concluded that there was a significant positive co-relation between academic environment of school and students' learning. This relationship is statistically significant. According to the results of regression analysis It is concluded that there was a significant impact of academic environment of school on students' learning which was F=1.290 and p= 0.000.

Recommendations

This study found positive academic environment of school exerted a powerful impact on students' learning. On the basis of research findings; it is recommended to employ the following likely strategies to promote a positive academic environment of school. Further research might examine teachers and principals' perception of academic environment of school and aspects which relate positive academic environment of school, student growth, teacher instruction, teacher certification and school size in the context of Pakistan so that to enhance the profitability and adequacy in public and private sectors of education. Evaluation of the school atmosphere needs to be used as a gauge of responsibility. There should be more research done on how to improve school environment and analyze it. A committee should be established by the government to provide additional pre-service and in-service teacher education, training, and workshops to principals and teachers so that they can

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become well-furnished with new skills and knowledge needed to improve a positive and supportive academic environment at school.

Limitations

This study was limited to following

- Public and private high schools of Dera Ghazi Khan district
- Population of the study were students only
- Academic environment of school only.

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