

## A Study on Environmental Variables Relating Students' Academic Performance in English Considering First Year Undergraduate Students of Bangladesh.

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**Abstract:** The phrase 'academic performance' relates to pupils' learning output as demonstrated by their final scores. However, it is critical to note that pupils' academic success is heavily influenced by their surroundings. Many environmental variables contribute to SLA undergraduate students' learning and performance, both directly and indirectly. The following elements influence learning: environment, exposure to academic fields, living conditions, instructors' academic support, students' background knowledge, and so on. Previously, the environment was not thought to be a factor influencing academic achievement among university level students. As a result, it receives little to no attention in educational debate and discussion. Several studies have found a correlation between kids' academic achievement and their surroundings in recent decades. This article examines the relationship between academic achievement and environmental variables.

**Key Words:** Academic Performance, SLA, Undergraduates, Environmental Variables, English Language.

### I. Introduction:

The term "Academic Performance" refers to students' learning output displayed by the help of their final results. Yet crucial thing is that environment plays a major role in students' Academic performance.

A lot of Environmental variables are responsible which both directly and indirectly affect learning and performance of the undergraduate students. In order to verify these factors that influence academic performance are: environment, an exposure towards academic area, living places, teacher's academic support, student's background knowledge etc.. This paper tries to find out a link between Academic performance and the impact of Environmental variables.

In the past, Environmental variables had not been considered as one of the factors that impact Academic performance in the tertiary level students. As a result, it has little or even no attention in educational discourse and consideration. However, over the past decades various studies have been pointed to discover a correlation between Environmental Variables and Academic performance of the students.

### II. Literature Review:

Nevertheless, it is important to look at the environmental issues critically that manipulates academic Performance of University level students, measures that can help to make them better and add some suggestions because our heartiest educational mission is to uplift academic performance. Studies have shown that environmental factors to a large extent affect both physical and psychological potential of an individual. This has led to the conclusion that many students fail to develop their potential due to not having organized environmental condition.

However, Academic Performance declares how well or badly a student studies as determinants such as: assignments, quizzes, Class Tests, Practical Assignments, Presentations, field work and entertainments affect the entire implementation of their educational curriculum. Thus, the principal highlights of this study is to confirm the environmental factors that influence academic performance of undergraduate students. According to existing evidences, a student's success is measured mainly by academic performance, which is connected

to various environmental factors amidst others; like personal role performance, University environment and family support as well as peer's aid (kuert, & Venkatkrishnan, 2016).

Still, there are few number of factors that not only determine academic performance, but the level and quality of student's academic performance. For example, Pinter, Scott and Peloach, (2012); Bagheai (2013) identified some of these factors such as; student's attendance in the class, family Income and parent's educational background. Others are; teacher - student ratio, teacher's qualifications and gender of the student as well as distance of the institutions.

Method of communication, learning facilities, proper guidance and family stress - these are outlined issues (Mushtaq & Nawaz Khan 2012). Besides, studies stipulate that academic performance presented in particular format generally refers to as academic performance index (API), student's subjective grade point average (GPA), available regular test and final assessment scores.

Moreover, Education is one of the most essential aspects of life for the people of Bangladesh as they try to integrate it into the global world. In spite of greater demand of education, reality of Bangladesh the education system is underrated in comparison to international standard of education. Most of the time there is no unified and active curriculum in Bangladesh for teachers to utilize when they instruct their students from the Academic point of view.

Hence, there are limited number of trained teachers to modify and revolutionize education system of the country. People of Bangladesh also depend heavily on public institutions which are actually often over crowded. Since there are limited seats comparison to huge number of candidates. As a result, students cannot get their desired academy on which they can implement to confirm quality education to improve academic performance of the students. The government has to play an effective role in making this standard process successful.

According to Lumsden (2010) there are two main categories - Intrinsic and extrinsic factors of outlined factors that motivate academic performance. Sibandu, Iwu and Benedict, (2015) found that regular study, Punctuality in school and self-motivation are the keys determining factors that influence students' academic performance in developing Students personality traits, personal goals motivation and at the same time support from teachers and teacher's experience significantly affect the students' academic performance (Carballo et al, 2017).

Furthermore, parents of socio-economic status especially who live on high income have significant Influence on academic performance of students. Contrastively, parents of lower incomes are unable to afford private education. Positive classroom environment has also been found as controlling issue of academic performance (Mh lauli, 2014).

When a learned and qualified teacher communicate with students aiding them with instructional Materials, It clearly as well as automatically creates a good performance by the students and (Amadioha, 2009), Fraser (1998) believe learning environment not only states natural forces and living things but also it refers to the social psychological and pedagogical context in which learning occurred that affect the students attitude and the achievement with particular reference to psycho-social milieu (Dorman, 2014).

In addition, it is undoubtedly true that learning environment dramatically controls the learning outcomes of students. Instances of areas considered such environment include; University open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and incorrect classroom layout could be confounding variables distracting students in classroom and many more Gilavand A. (2016).

A study conducted shortly by Ramlee, Rosli, and Saleh, (2017) shows that they looked at it in another perspective, Where the study states that learning environment inspires, encourages the development of the cognitive, effective and social domains of students which ultimately improve students learning outcome.

### III. Methodology:

This study is directed in two private universities urban area of Chittagong division from first year Undergraduate level students. This term paper depicts on data from two methods, Such as quantitative and qualitative methodologies. The quantitative measurement mentions to the Measurement of something that can be expressed numerically. A lot of tests are patterned to collect Information that can be counted and presented in terms of opinions, environmental variables, Language skills, or percentages. Other sources of quantitative information are checklist, surveys, and self-ratings. The close-ended questions are collected from students who have actually been examined Closely by quantitative research method in the later chapter. Furthermore, there have been ten Questions for student s which are expressed numerically. The second

method is a qualitative investigation from tertiary level students where the target is to achieve only good results rather than to practice communicative activities in a spontaneous (i.e. to read magazines, to listen to English Bulletin audio and video clips, to participate in debate competition). In addition, there are ten Close-ended questions for the undergraduate students in order to explore the environmental variables that affects developing academic performance in English at the tertiary level students.

Participants: there are two types of students are generally involved in this research a) Most of the Students are enthusiastic b) Some students are average mentality. Two hundred students have participated in this study on questions which are close-ended questionnaires from two institutions. Students are asked to write their judgment on the question papers, as the four options have been given to them.

Though, some of the students do not understand the questionnaires and that's the reason they showed less interest in answering the is specific close-ended questions and at first some of them are not willing to participate. Nevertheless, the task have completed by the students when I discussed all the questions and motivated them to join in the question session. Undoubtedly; this research paper has stipulated me with important experience which may be useful for me to direct any kind of research program afterwards.

#### IV. Data Collection Procedures:

Data denotes "known or admitted facts". Data collection prescribes to The accumulating notification prepared to know an explicit result about a subject. Hence, Data collection Process act a principal role to the goal of our ever-changing educational systems. In this term paper Close-ended questions have been used to gather data from the tertiary level students. The data have been collected from two educational organizations. Both the Universities are Private University (fully funded by the individual authority), the classes are conducted by both male and female trained teachers. Most of the students have felt interested in answering the questionnaires. There are ten close-ended questions in order to secure data from students. In this way two hundred students have stimulated to close-ended questionnaires. As classroom is the place where students have scope for overcoming their lacking in different aspects of language lessons, emphasize has been given on close-ended questionnaires for students of tertiary level related to academic performance practice. So data collection is an efficacious procedure that, enrich the researchers to accumulate the materials which help them to know about the learner's limitations, challenges of effective ways of improving performing skill like Communicative Competence. Undoubtedly, performing in English depends on avoiding those issues which are responsible for the reason of lose in progressing performing. At a time, some unique factors will always function like catalysts for having completely good command over second language (English).

#### V. Results and Discussion:

In consequence of this research environmental variables that creates Inconvenience against developing academic performance in English at the undergraduate level and the causes of failure in developing performing are attempted to explore together with its difficulties, solutions, advancement, and the terms that prevent the tertiary level students from performing. As a matter of fact, for clear understanding here this data collection been has presented through colorful charts in a structural way. In this research paper all the primary data which been collected are actually the patterns of written performing production and it has been discussed and analyzed as to find out the principal areas behind the failures of performing that happened. In order to reveal the findings both qualitative and quantitative have been taken as close-ended MCQ type questionnaires have been used in order to justify some other background factors. There are related findings, detailed study of the restrictions uninterruptedly presented in this area.

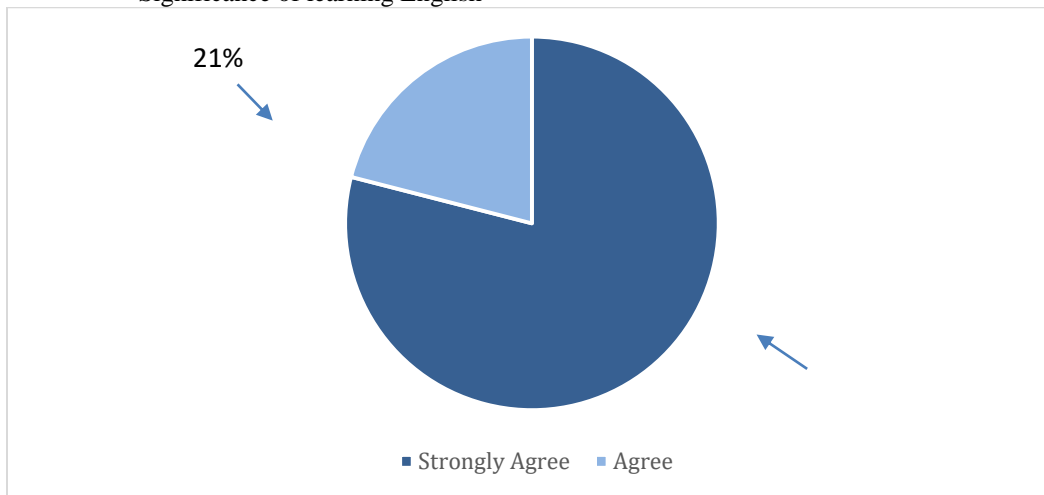
Natural factors certainly have monstrous effect on Scholarly Execution of understudies as per the comes about of this investigate since precisely 94% understudies hold that natural factors influence scholastic execution of the learners however simply 4% oppose this idea. Other than, 100% Understudies concur on a figure that learning English is completely inescapable for the advancement of their career. Advance, Monetary bolster is one of the factors which clearly shows that 67% understudies consider it as a really critical portion for the movement of scholarly execution while as it were 27% oppose this idea. This certainly means that financing could be a prime variable for scholarly execution of the understudies.

On the other hand, natural factors such as teacher support, peer feedback, family foundation, and college environment have been investigated; as a result, intriguing findings have emerged, with 38% of students believing that family foundation is extremely important, while the other three factors are rapidly approaching centrality.

Another interesting conclusion is that 79% of students believe that listening and speaking help them develop English skills. This completely implies that Linguistic use Interpretation Strategy is getting less impactful- contrastively Communicative Dialect Learning Approach is getting more successful for them since as it were 21% respondents share approximately their learning English forms are perusing, lexicon, composing and linguistic use. On the opposite, 77% understudies accept that composing expertise, linguistic expertise, talking expertise and elocution aptitudes are the ranges they are powerless at. However, as it were 13% understudies think that they are powerless at perusing, tuning in and lexicon.

A brilliant finding is that precisely 90% understudies are upbeat with the quality of instruction they get from their college in comparison to other open colleges. In addition, 70 % respondents hold that family foundation and teachers' back are the foremost successful factors for them while peer support and university environment have 30 % on them. This really relates the center thoughts of parental and teachers' direction are really influencing students' scholastic execution more than anything else however 20 % impact is going beneath college environment. At last, nearly 100% respondents consider that learning environment is of prime significance for the victory of their scholarly execution.

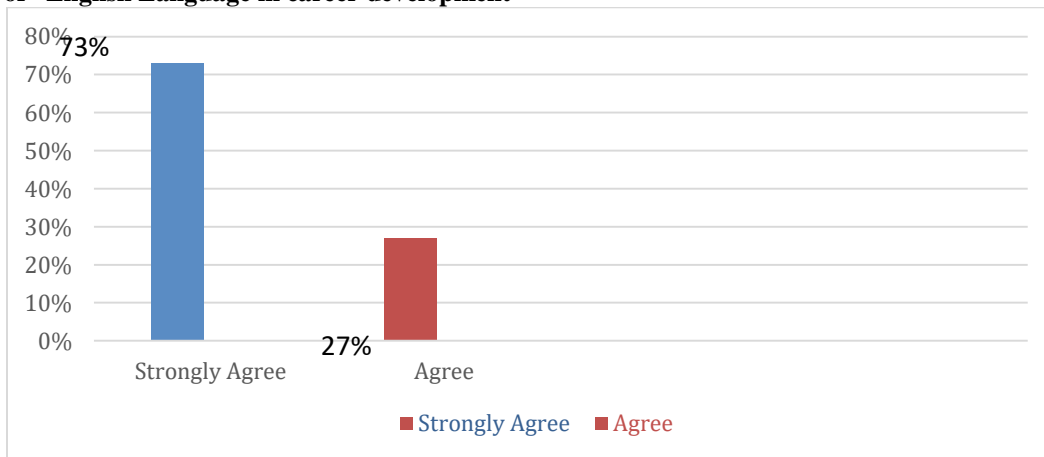
**VI. Analysis of Data Collected from Students:**  
Significance of learning English



**Fig 1: Significance of learning English**

In the first question, 'Thinking about the significance of learning English', among the two hundred students 79% of them considered in support of 'strongly agree', 21% students opined in favor of "agree". This means none has denied the significance of learning English.

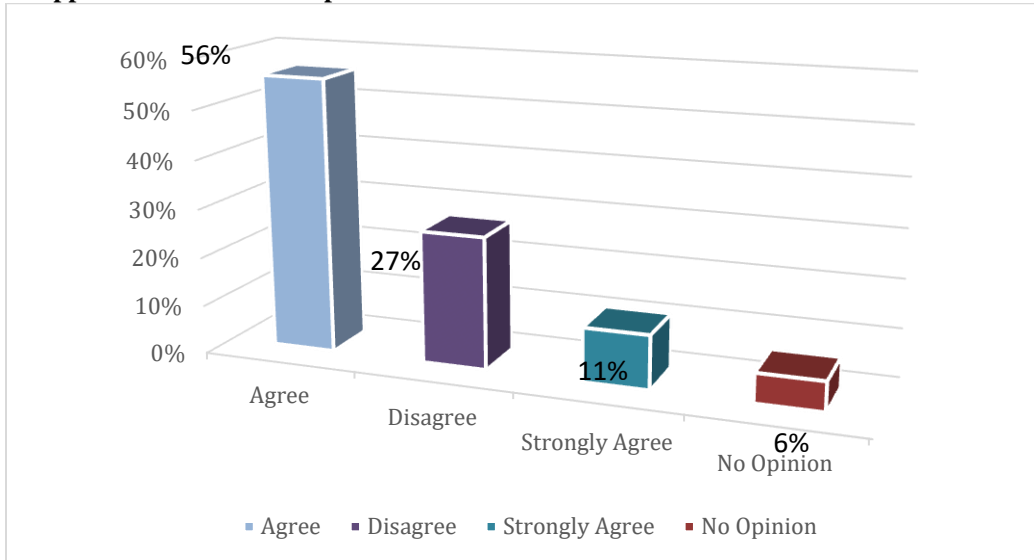
**Impact of English Language in career development**



**Fig 2: Impact of the English Language in career development**

This question simply clarifies that 73% students strongly agreed in favor of the impact of English Language in career development and 27% students supported in concern of agree . And most uninterestingly nobody disagreed.

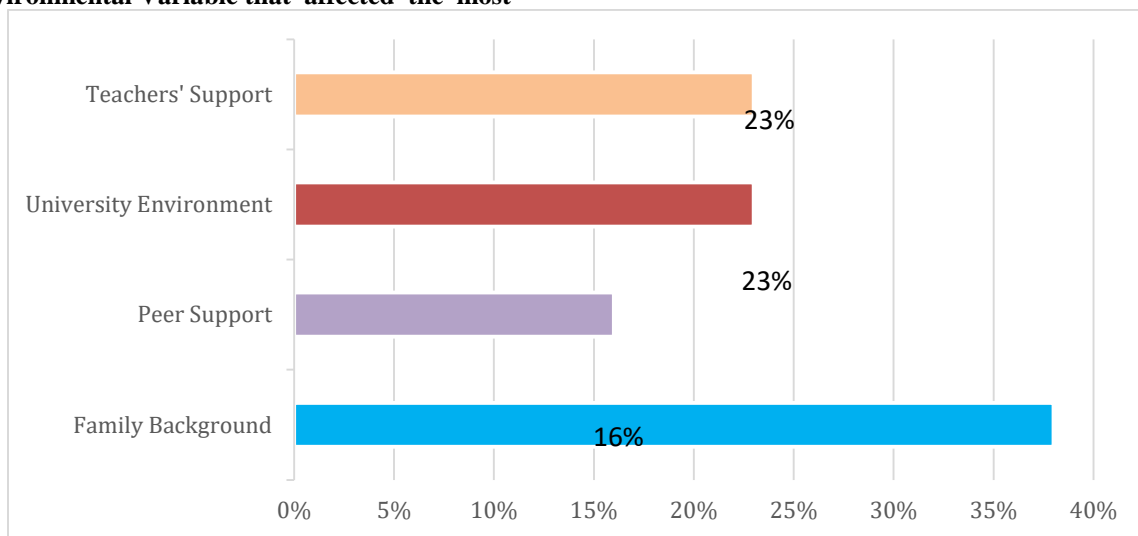
**Financial support affects Academic performance**



**Fig 3: Financial support affects Academic performance**

We can observe in the third question, 56% students agree that financial support affects academic performance whereas 27% disagree this statement , 11% students opined in favour of strongly agree and interestingly 6% students concerned in favour of no opinion. This means majority of the students believe on the importance of financial support.

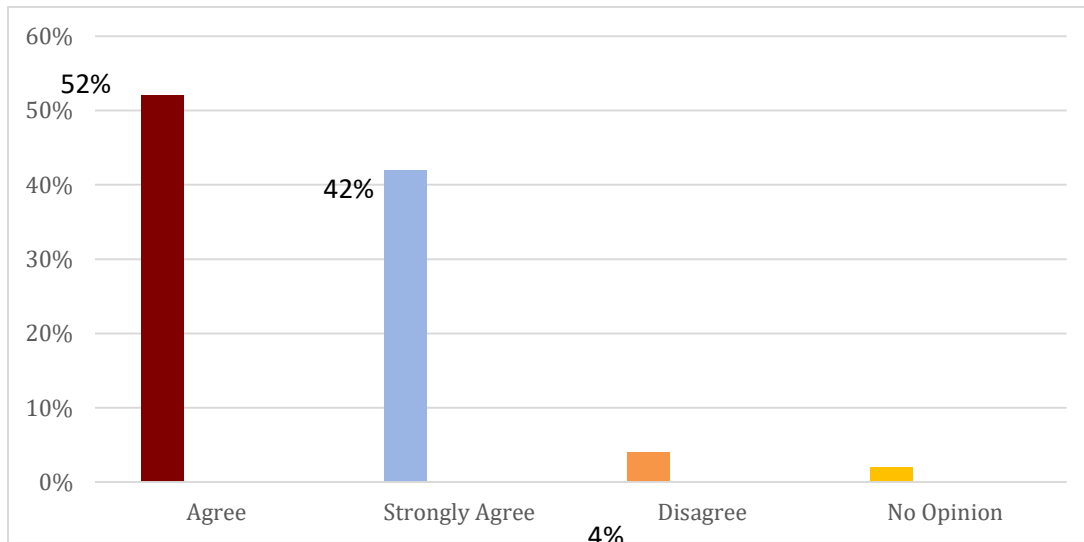
**Environmental Variable that affected the most**



**Fig 4: Environmental Variable that affected the most**

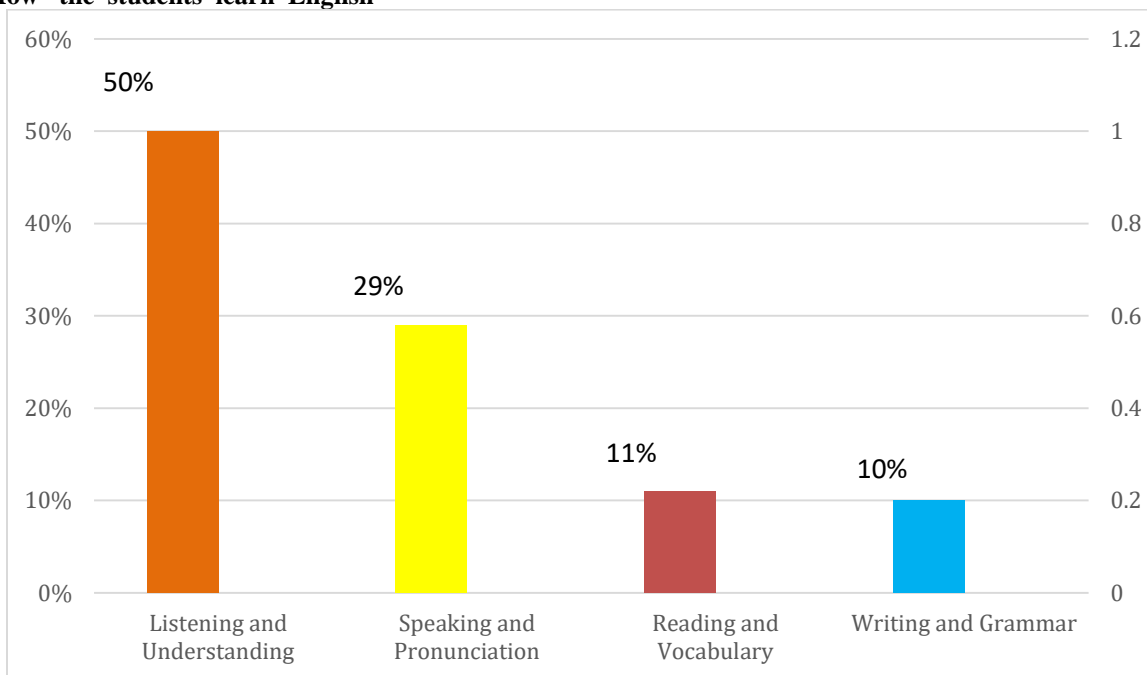
In the case of fourth question “family background” was the key focus for the students and it was 38% . whereas 23% students equally responded in favour of “university environment” and “teachers’ support”. Though 6% students opined in support of ‘no opinion’.

**Environmental Variable that effects on academic performance**



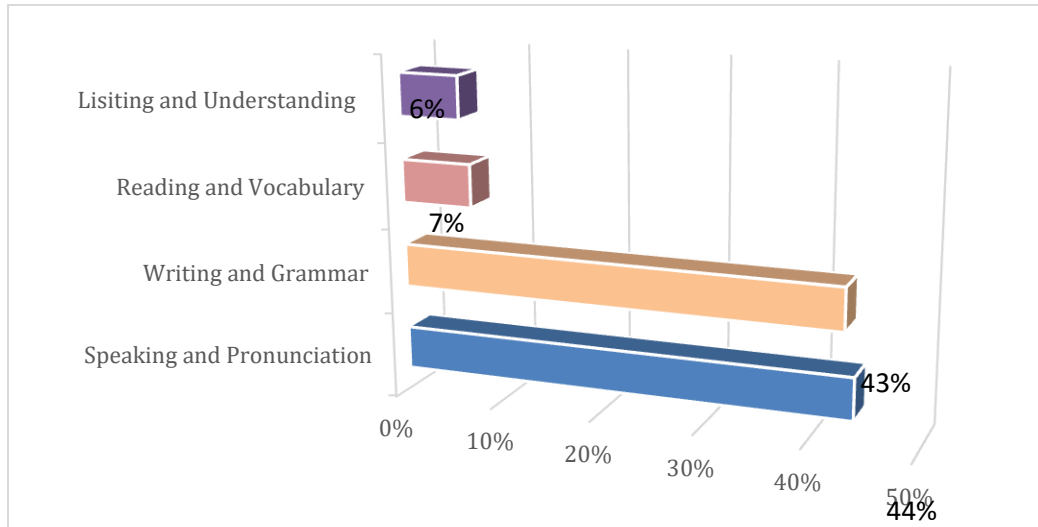
**Fig 5: Environmental Variables that effect on academic performance**  
 In the Fifth question, the students were asked whether Environmental Variables effect on their academic performance. It can be seen in the column chart, 52% students considered in favour of “agree”, 42% students “strongly agree”, 4% students “disagree” and interestingly 2% students concerned in support of “no opinion”.

**How the students learn English**



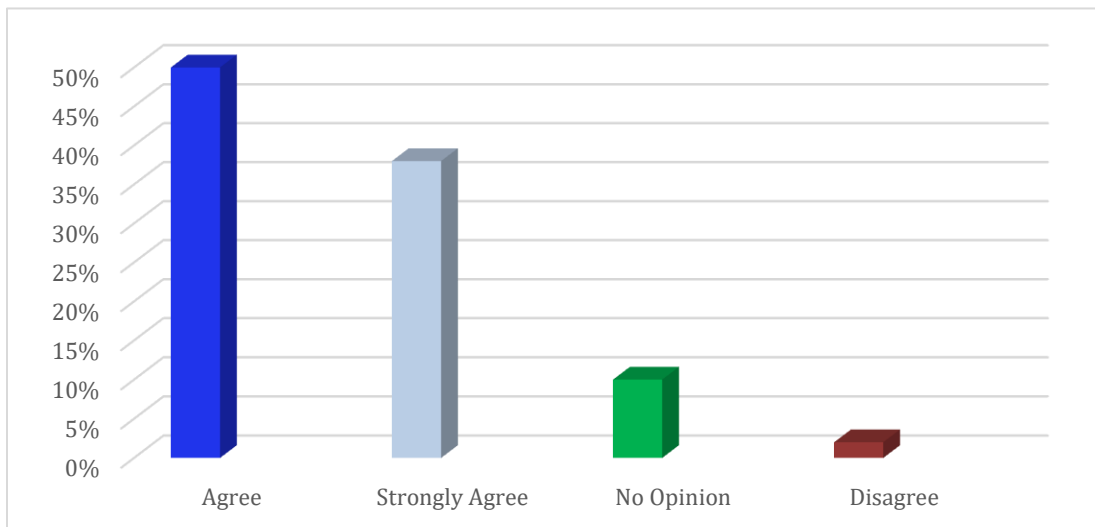
**Fig 6: How the students learn English**  
 While going through the question number six 50% response in favour of “listening and understanding”. Whereas 29% marked in “speaking and pronunciation”. Again we can find 10% students opined in concern of “writing and grammar “ and 11% students concern about “reading and vocabulary”.

**Skill of English where students are mostly weak at**

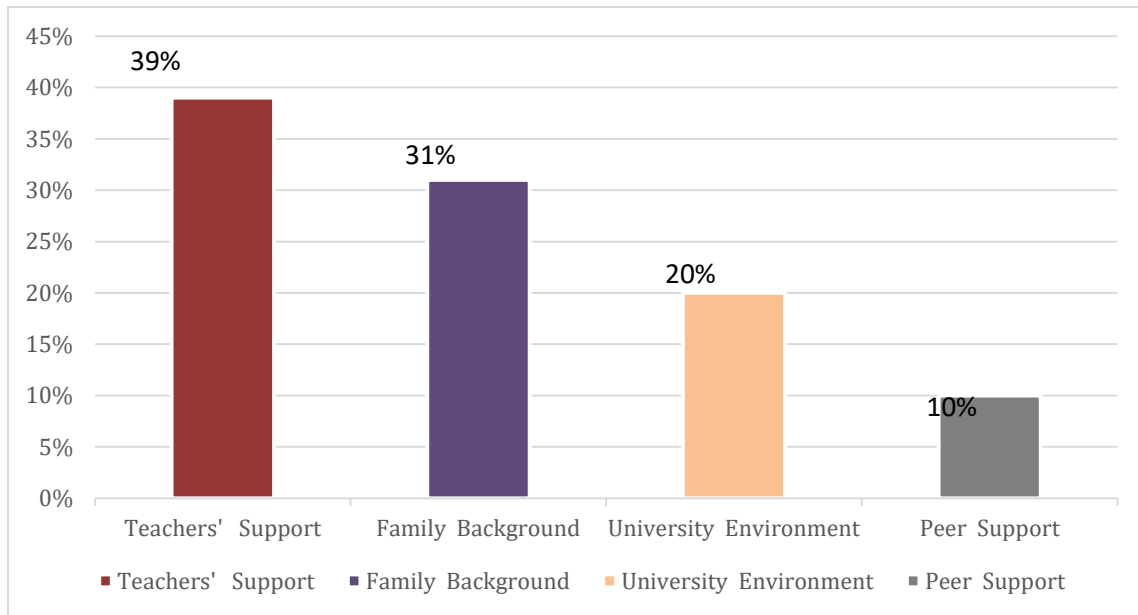


**Fig :7- Skill of English where students are mostly weak at .**  
 In the seventh question it has been discovered , 44% students are mostly weak at “speaking and pronunciation”. Simultaneously 43% students mentioned about “writing and grammar”. 6% students considered in support of “listening and understanding”. Again 7% students concerned in favour of “reading and vocabulary “.

Whether the students satisfied with the quality of Education at their University



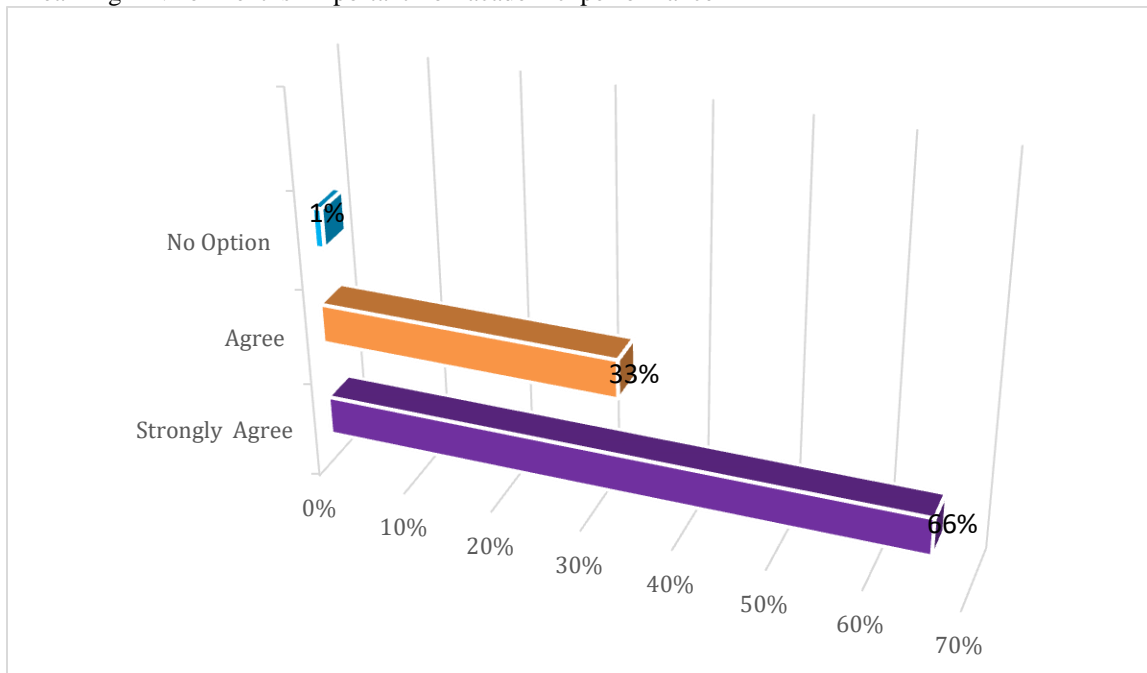
**Fig: 8- Whether the students satisfied with the quality of Education at their University**  
 Most of the students in the question number 8 marked that there are satisfied with the quality of Education at their University and that is 50% of them considered in favour of “agree”. 38% students supported in concern of “strongly agree”. Unfortunately 10% students responded in concern of “disagree” whereas 2% of them considered in “no option”.  
 Environmental Variable which is mostly effective for them



**Fig:9- Environmental Variable which is mostly effective for them**

There is an interesting finding in the Ninth question, where 39% students were mentioned “teachers’ support”, as their environment variables and 31% students were mentioned in favour of “family background”. 10% students opined in concern of “peer support” and rest of the 20% students responded in favour of “university environment” .

Learning Environment is important for academic performance



**Fig10:- Learning Environment is important for academic performance**

In the question number ten we can observe, almost everyone that means 66% students supported in favour of “strongly agree” which means that almost everyone concerned about a learning environment is important for academic performance. 33% students opined in concern with “agree”. Unfortunately 1% students preferred in support of “no opinion”.



## VII. Findings and Conclusion:

Environmental variables certainly have immense impact on Academic Performance of students as per the results of this research since exactly 94 % students hold that environmental variables affect academic performance of the learners yet merely 4% disagree. Besides, 100% Students agree on a factor that learning English is absolutely inevitable for the development of their career. Further, Financial support is one of the variables which clearly displays that 67% students consider it as a very important part for the progression of academic performance whereas only 27% disagree. This certainly means that financing is a prime variable for academic performance of the students. On the other hand, Environmental variables like Teachers' support, peer support, family background and university environment have been under scrutiny; therefore, interesting findings have come out where 38% students consider family background is of great importance while other three variables are of almost equal significance. Further, another interesting finding is 79% students consider listening and speaking are helping them to develop English skills. This absolutely means that Grammar Translation Method is getting less impactful- contrastively Communicative Language Learning Approach is getting more effective for them since only 21% respondents share about their learning English processes are reading, vocabulary, writing and grammar. On the contrary, 77% students believe that writing skill, grammatical skill, speaking skill and pronunciation skills are the areas they are weak at. Yet, only 13% students think that they are weak at reading, listening and vocabulary. A wonderful finding is that exactly 90% students are happy with the quality of education they receive from their university in comparison to other public universities. Moreover, 70 % respondents hold that family background and teachers' support are the most effective variables for them whereas peer support and university environment have 30 % effect on them. This actually relates the core ideas of parental and teachers' guidance are actually affecting students' academic performance more than anything else yet 20 % influence is going under university environment. Finally, almost 100% respondents consider that learning environment is of prime importance for the success of their academic performance.

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