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# Assessing The Role of EFL Learning Environment in Improving Students' Academic Performance

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**Abstract**

This study concentrates on the role of the EFL learning environment in improving students' academic performance. The objective is to identify students' perceptions of effective learning environments and the specific elements that create one. The purposes are accomplished by answering these questions: Firstly, what are the perceptions of students about the impact of the learning environment on their academic performance? Secondly, what are the factors that impact creating a better learning environment? The mixed methods used in the study facilitated to finding of a wider opinion and its dependent effects over time on students' academic performance. In light of this, the researcher collected data through designing a questionnaire and conducting in-class observations in Salahaddin University-Erbil, Department of English, College of Basic Education, 2023–2024. The primary data consisted of 44 student respondents, through which twenty-one items were created. Additionally, five teachers were observed in the classroom. Based on the outcomes and results, the study concluded that the dimensions of the learning environment are strictly interrelated in improving students' academic performance. Accordingly, a learning environment is regarded as supportive relationships between instructors and students, available resources, operative teaching methods, and a confident atmosphere, which can considerably develop students' participation and motivation.



**About the Journal**

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## 1. Introduction

Higher education has been dealing with a number of issues that are placing increasing strain on the development of learning environments and assuming accountability for producing competent teachers and students in the intricate modern knowledge society. Numerous of these difficulties are connected to the practice of new instructional methods, the quick progress of instructional technology, the adaptation of non-traditional learners in need of flexible progressions, and the developing opportunities connected to the abilities desired in existing and upcoming working life. Learning environment plays a fundamental role in determining students' academic performance and general educational involvement. It involves both the physical setting and the demonstrative and psychological microclimate in which learning happens. Learning environment in higher education is described as various physical places, circumstances, and principles in which learners acquire, also comprises in what way learners cooperate with and pleasure one another in the educational situation (Dhanapala 2021, p.1528). The main feature of building a learning environment is changing the character of students from being inactive receivers who write down notes to active contributors involved in actions. As such, neither the instructor nor the student has the ability to handle the old-style classroom situation. Therefore, learning situations prepared through motivating supplies or elements would enable students to control responsibilities and jobs more successfully. Educational situation is assumed to be a basic feature that provides to motivates the results of education, which enables academic success by promising effective instruction and knowledge. Doing actions like teamwork, pair work, daily routines, and conversation requires a helpful physical setting. Also, places for learners and instructors' movement, suppleness of desks and seats to form sets, ease for separable demonstrations are some of the factors of the learning environment. Furthermore, accessibility of equipment and extra properties in the class would reinforce and strengthen the influence of instruction and learning in the classroom (Duruji et al, 2014, pp. 5042-5043).

## 2. Literature Review

Literature about the role of learning environment in improving students' academic performance can be classified into three extensive parts: pedagogical, physical, and psychological situations, which altogether influence the entire educational achievement inside the classroom. Some specialists in teaching differentiate the learning atmosphere as positive or negative. The positive side comprises favorable physical and community surroundings that smooth running learning (Lizzio and Wilson 2002, p.30). Studies show that flexible classroom arrangements, which allow for mixed group shapes and movement, maintain various teaching schemes and learning styles. For instance, adaptable equipment and open seats simplify group work and collaborative activity (Miller et al., 2020, pp. 145-158). All the physical substances that support teaching and learning are named as the physical environment, while learners and instructors in the class are referred to as the individual environment. According to Iben, Alagbe, and Owoseni (2017, p. 6267) learning environment involves psychological features and physical features of its direct environments. The psychological part, which has to do with the way humans perform, think, and feel in that instant environment, while the physical part has to do with the impact on how human beings behave, think, and feel. Finally, according to Malik and Rizvi (2018, p. 208) separate learning environment as physical and human. All the mental substances that support education and knowledge are named as the physical atmosphere, whereas learners and instructors in the classroom are deliberated as the human environment. It generally includes the environment of collaboration of teachers with students and student-student relationships as well. This form of collaboration creates a specific atmosphere, which might be named a learning environment; this feature is also named the psycho-social environment of the classroom.

### 2.1 Learning Environment

Learning environment has started to display its enormous influence on the academic performance of EFL in teaching and learning, and has revealed the influence of learning situation on students'

academic accomplishment. Learning environment is composed of some elements that affect the student's learning trend. These elements include: individuals; teaching properties, technical tools, and learning properties; and syllabus, instruction, and physical environment/learning space. It is assumed to be the original issue that drives to motivation for the results of learning that simplify education by promising actual instruction and learning (Dhanapala 2021, p. 1527). The elements of the learning environment may differ depending on the context of learning. Thus, investigators have recognized elements as a learner stimulation, institute climate, family education and public finances, architecture of the institute and classrooms, learning resources and technology, and the complete variety of actions in which learning occurs (Duruji et al. 2014, p. 5043)

## **2.2 Academic Performance**

Academic performance refers to the degree of a student's achievement in his or her responsibilities and education. The most famous indicator of measuring academic performance shows the statistical marks of students' information and the marks they gain in assignments, and the educational scheme. The accomplishment performance of students may be improved professionally if all the factors affecting students' academic performance are considered. Also, the results of students' learning and accomplishment marks can be judged through family position, institute, motivation, and society. Thus, academic performance is the key research extent is now a day. In their effort to investigate the realization mark of students, various requests come to a researcher's attention. For example, to find features that affect the performance of students in the classroom and causes that serve to progress students' academic attainment (Duruji et al. 2014, p. 5043).

## **2.3 The Significance of the Learning Environment**

Learning environment is actually significant because it aids learners to have great efficiency in the learning process. A well-designed and supportive learning environment can significantly boost students' academic performance by reinforcement, reducing interruptions, encouraging active learning, and building confidence. Also, dependent upon the literature review, it seems that suitable learning services and educational resources are substantial matters, mainly to increase the effect on teaching and learning. Therefore, the importance of a learning situation does not entirely rely on the efficiency of the lecturer and the brainpower of learners unaccompanied. It also relies on how environmental education in the schoolroom has been considered with passable and crucial factors and properties that are essential to attain academic accomplishment. Actual education does not happen in blankness. Services such as sound systems, stage, mobility of desks and seats with satisfactory necessities for exchanging and activities are powerful features that produce a stage influence. Classrooms with improved accessibility or properties would lead to a healthier effect on learners' knowledge and better outcomes. Meanwhile, the performance of education cannot rely solely on the role of the tutor; learners also require resources such as library books, theses, dissertations, and other educational materials. Hence, the colleges and educational organizations ought to be conscious of the resources to be allocated and intended for learners for composed admission. Moreover, the quantity of tools is a substantial necessity of the educational atmosphere to simplify heightened learning. Elementary services, beginning from sound structures to program data, show and laptop-assisted learning properties come under the idea of educational environment. This atmosphere allows learners to study on their own step by doing performances in the presence of others, attend and participate in discussions of foreign languages, and do activities and estimates on the processors and submit them (Dhanapala 2021, p. 1529).

## **2.4 The Dimensions of Learning Environment**

Versions of learning environment investigation demonstrate diverse perceptions, deliberations, and scopes depending on previous studies and scientists' viewpoints. In this study, the focus was on the physical, psychological, and pedagogical conditions in which learning occurs - factors that influence students' achievement and performance, and that acknowledge the biological aspects of their educational experience at university (Closs et al. 2022, p.271).

### 2.4.1 Physical Dimension

This dimension covers technologies, tools, and physical space, the learning performances permitted by equipment, organization of rooms can encourage or avert various teaching approaches and affect students' academic performance. A study has also presented that color, brightness, audibility, and temperature are significant features of the physical learning environment. The learning space provides for instructors and learners to adopt a specific style of education, and they tend to respond to the space intentionally and subconsciously. However, instructors can use the new sitting room in old-style lecture methods, on the one hand, and lecture rooms in different advanced methods, on the other hand (Closs et al. 2022)

### 2.4.2 Psychosocial Dimension

This dimension contains the situation or mood of a specific setting of students' emotional and mental outcomes. Issues that describe psychosocial situations comprise: personalization; participation; student cohesiveness; gratification; assignment direction; invention; individualization; examination; collaboration; fairness; and instructor sustenance, and can also be classified into the three common dimensions of relationship, personal improvement, and organization conservation and change. These common features are progressively approved as fundamental in the university student experience (Childers et al. 2014, p. 7). Interactions with a lecturer who pays attention can hinder or raise the inspiration to learn and have a great influence on learner performance, as well as reactions between learners and instructors have also been emphasized as advanced features of a learning environment (Closs et al. 2022, pp. 272-73).

### 2.4.3 Pedagogical Dimension

The pedagogical aspect refers to the various aspects and methods involved in teaching and learning. It covers the strategies, methods, and ideas that educators use to simplify student learning. It also encompasses the activities, tools, procedures, and structures that facilitate student learning. Modern learning environments typically rely on the most effective, student-centered methods and techniques. They inspire information construction, deliberate the instructor as an organizer and trainer, adopt reliable tasks, and offer chances for self-regulated learning. Approving the pedagogical dimension assists instructors in creating actual and engaging learning experiences tailored to the needs of their students (Baeten et al., 2016, p. 5).

## 3. Research Design and Methodology.

This section presents an explanation of the research project about the measures and the tools for finding the purpose of the existing study. The purposes of the project were to discover students' opinions toward the role of the EFL learning environment in improving their academic performance and identify elements that have an impact on creating a better EFL learning environment. This study employed a mixed-methods approach, collecting both quantitative and qualitative data through questionnaires and observation checklists. The instruments were used in order to achieve a common impression of the learners regarding their existing learning environments and to find out the most important elements that have an impact on creating a better learning environment. For those reasons, a questionnaire and checklist consist of three major dimensions of learning environment: physical, psychological, and pedagogical dimensions. In order to create a questionnaire and checklist that would support the study's objectives and provide evidence of its content, a theoretical contextual review was conducted. The studies, accounts, theories, publications, and other materials that were relevant to the study's content were examined. Additionally, various tools and scales were discovered and linked to the parameters of this investigation. For example, the implementation was designed for this study based on the definitions by Radcliffe and Manninen that learning environments are distributed into three superior areas: physical space, psychological, and pedagogy (Valtonen et al. 2020, p. 373). This structure highlights relations between different features of a learning environment. The main documents included answers from 44 students, and 21 items have been developed. In addition, five teachers have been observed inside the classroom, and the same items that were used to create the questionnaire were also utilized to create the observation checklist. But the fact that the things were removed indicates that the purpose was clearly to gather data. The English Department of

Salahaddin University of Erbil College of Basic Education provided both of the tools (2023-2024).

### 3.1 Validity and Reliability

Determining whether an assessment is valid and reliable is a practical process that goes well beyond making certain that questions emphasize measurable outcomes covered in public standards. While both of these terms are used by researchers in association with specific statistical procedures. Reliability is defined as “the total consistency of a measure. If a measure produces similar results under the same conditions, then the measure is considered to be highly reliable”. According to Alpha Cronbach, values between 0.7 and 0.9 are considered the best indicators of the internal stability of a tool. So the reliability of 21 items is 0.848, which is significant because it is more than 0.6 (Hansjosten 2015, pp. 4-5). According to Thayer-Hart, the extent to which a survey question measures the property it is supposed to measure. According to this quotation, authenticity is essential to any accurate and dependable appraisal process. A member of the jury was given the questionnaires and checklist to assess if the items applied to what they thought they would measure.

### 3.2 Statistics Collection

In this study, data were collected through a scheduled approach with the help of a questionnaire managed online using a Google Form. The aim of this tool was to examine students' perceptions of the learning environment and its role in improving their academic performance. The researcher used 5 point Likert scales arranged from 1= (strongly disagree), 2= (disagree), 3=(neutral), 4 = (strongly agree), 5=(agree). The questionnaire consisted of three dimensions. Relatively, each dimension consists of seven items. The first part is devoted to the physical dimension of the learning environment, and each item is related to the students' surrounding physical environments. The second part included seven items, the items related to the psychological learning environment. The third part is the pedagogical dimension; it also consists of seven related items to the pedagogical learning environment. Additionally, the identical items were used to create the observation checklist, i.e., it consists of three dimensions: physical, psychological, and pedagogical. However, the elements were divided, which signifies that it was particularly aimed at gathering data by observing five English teachers. The aim of this tool was to find out the elements that have an impact on improving students' academic performance. Both tools (checklist & questionnaire) were adapted from Salahaddin University-Erbil, College of Basic Education, Department of English(2023-2024)

### 3.3 Sample of the Questionnaires and Checklist

Teachers and students at Salahaddin University –Erbil, English department in the College of Basic Education, are the intended audience for the surveys and checklist. Five teachers were observed in order to obtain the reliability of the study; teachers were observed two times. 60 students were selected to participate, but 44 of them took part and responded to the questionnaires. The study aimed to assess the role of the EFL learning environment in improving academic performance (2023-2024).

### 3.4 Data Analysis

Results from the quantitative and qualitative sections support each other. First, the students' answers to quantitative items concerning dimensions of their learning environments were analyzed, and, second, qualitative data were collected based on observing five instructors at Salahaddin University's English department in the College of Basic Education in Erbil. This was done because the questionnaire measured equivalent amounts of positive and negative positions to distinguish individual opinions from one point to the next. Nonetheless, there would not have been many appreciable variations in the responses from each subsequent group on the scale if the scale had been longer than five points for this investigation. Furthermore, the participants may not have accurately reflected their ideas if it had been smaller than five points (Richardson et al. 2011, pp. 44-45). The theoretical mean of the weighted mean is (2) and the percentile weight is 50%,

because the rating scale utilized in the checklist has five points, and all of its marks are ten. The standard deviations and mean score within the quantitative results were rather large, indicating strong variation among respondents (50%), (Hassun, 2010, p. 43). The statistical software SPSS was used to evaluate the data that the equipment had collected.

**Table 1. Students Questionnaire**

No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	Learning spaces need to have easily accessible technologies and tools for displaying and working with documents	1 (2.3%)	2 (4.5%)	4 (9.1%)	27 (61.4%)	10 (22.7%)	3.98	0.849
2	In a good learning environment, technology would be used in a variety of ways, and students are guided on how to use it.	1 (2.3%)	1 (2.3%)	1 (2.3%)	26 (59.1%)	15 (34.1%)	4.20	0.795
3	The comfort of the temperature of the room has an effect on students' learning and their performance.	1 (2.3%)	1 (2.3%)	5 (11.4%)	15 (34.1%)	22 (50.0%)	4.27	0.924
4	The learning spaces are very suitable for studying and doing various activities	0 (0.0%)	1 (2.3%)	7 (15.9%)	21 (47.7%)	15 (34.1%)	4.14	0.765
5	Colour, views, light, and audibility are important elements of the physical learning environment	2 (4.5%)	2 (4.5%)	4 (9.1%)	12 (27.3%)	24 (54.5%)	4.23	1.097
6	The classroom seating provides a high rate of confidence in a way that every student can hear the lecturer and other classmates adequately	1 (2.3%)	3 (6.8%)	6 (13.6%)	15 (34.1%)	19 (43.2%)	4.09	1.030
7	The University provides sufficient IT resources for learning inside the classroom	2 (4.5%)	7 (15.9%)	13 (29.5%)	14 (31.8%)	8 (18.2%)	3.43	1.108
8	Most students are concerned about giving the wrong answers	1 (2.3%)	3 (6.8%)	10 (22.7%)	22 (50.0%)	8 (18.2%)	3.75	0.918
9	Students are so much more willing to participate if they can ask instructors to take care of their knowledge and level	1 (2.3%)	0 (0.0%)	7 (15.9%)	29 (65.9%)	7 (15.9%)	3.93	0.728
10	Instructors' support and assistance are very necessary to encourage students to	1 (2.3%)	2 (4.5%)	5 (11.4%)	15 (34.1%)	21 (47.7%)	4.20	0.978

	participate in activities							
11	Students' gender and ethnicity indirectly influence the psychosocial learning environment. For example, male students might negatively influence female students' participation in the tutorials.	2 (4.5%)	10 (22.7%)	9 (20.5%)	14 (31.8%)	9 (20.5%)	3.41	1.187
12	Students feel gratification when teachers call them by their names	1 (2.3%)	1 (2.3%)	9 (20.5%)	19 (43.2%)	14 (31.8%)	4.00	0.915
13	Relationships with a tutor or instructors can hinder or foster the motivation to learn and have a deep impact on student performance.	1 (2.3%)	2 (4.5%)	6 (13.6%)	23 (52.3%)	12 (27.3%)	3.98	0.902
14	It is essential for instructors to be close to the students so that they can feel comfortable asking and repeating any vague points in class.	0 (0.0%)	2 (4.5%)	5 (11.4%)	21 (47.7%)	16 (36.4%)	4.16	0.805
15	My instructors use a variety of teaching methods to make the subject matter easy to understand	1 (2.3%)	2 (4.5%)	8 (18.2%)	28 (63.6%)	5 (11.4%)	3.77	0.803
16	Students will lose interest when instructors spend too much time introducing a class, explaining a concept already known, and then had to rush through the theory at the end of the class	0 (0.0%)	3 (6.8%)	6 (13.6%)	23 (52.3%)	12 (27.3%)	4.00	0.835
17	Students feel a negative perception about the overload of concepts and content, which might limit their curiosity and pursuit of their own interests	1 (2.3%)	3 (6.8%)	7 (15.9%)	23 (52.3%)	10 (22.7%)	3.86	0.930
18	The role of facilitator adopted by the instructor encouraged knowledge creation and cooperative work	0 (0.0%)	2 (4.5%)	11 (25.0%)	23 (52.3%)	8 (18.2%)	3.84	0.776
19	The instructors are skilled at organizing learning situations that support students' learning	0 (0.0%)	0 (0.0%)	9 (20.5%)	29 (65.9%)	6 (13.6%)	3.93	0.587
20	Lectures should be interactive, where knowledge and experiences are shared between students and instructors.	0 (0.0%)	0 (0.0%)	6 (13.6%)	23 (52.3%)	15 (34.1%)	4.20	0.668
21	Pedagogical methods used by the instructors maintain my interest in the studied content.	0 (0.0%)	1 (2.3%)	6 (13.6%)	25 (56.8%)	12 (27.3%)	4.09	0.709

Table 1 comprises 21 questions, with five Likert-scale options for each element. For each item, the mean percentage and standard deviation of the grades are displayed. As is seen from Table 1, almost 50% of students concur with item number (1) that classroom learning needs to have easily-accessible technologies and tools for displaying and working with documents ( $M=3.98$ ,  $SD=0.849$ , agree = 64.4%). Also, in the second item, more than half of the students agree that in a good learning environment, technology would be used in a diversity of ways, and learners are shown how to use it ( $M=4.20$ ,  $SD=0.795$  agree=59.1%). In the third item, students strongly agree that the comfort of the atmosphere of the room has an effect on learners' performances ( $M=4.27$ ,  $SD=0.924$ , strongly agree=50.0%). The fourth item students show their agreement that the learning spaces are very suitable for studying and doing various activities ( $M=4.14$ ,  $SD=0.765$ , agree =47.7%). In the next item, which is item (5), students strongly agree that colour, views, light, and audibility are essential components of the physical learning environment and they have an impact on their academic performance ( $M=4.23$ ,  $SD=1.097$ , strongly agree= 54.5%). Item (6), most of the students show that the classroom seating provides a high rate of confidence in a way that every student could receive the lecturer and other colleagues effectively ( $M=4.09$ ,  $SD=1.030$ , strongly agree=42.3%). Item (7) students show their agreement that the university provides sufficient IT resources for learning inside the classroom ( $M=3.43$ ,  $SD=1.108$ , agree=31.8%).

Furthermore, the results of item number (8) show that most learners are worried about giving incorrect responses ( $M=3.75$ ,  $SD=0.918$ , agree=50.0%). Item (9) shows that the maximum of the learners are so much more willing to participate if they can ask instructors to take care of their knowledge and level ( $M=3.93$ ,  $SD=0.728$ , agree= 65.9%). In point (10), a big percentage of the students strongly agree that instructors' support and assistance are very necessary to encourage students to participate in activities ( $M=4.20$ ,  $SD=0.978$ , strongly agree = 67.9%). In the next item (11), it appears that students' gender and ethnicity indirectly influence on psychosocial learning environment ( $M=3.41$ ,  $SD=1.187$ , agree = 31.8%). Item (12) proves that students feel gratification when teachers call them by their names ( $M=4.00$ ,  $SD=0.915$ , agree = 42.3%). In item (13) maximum number of students feel that relationships with a tutor or instructors can hinder or foster the enthusiasm to learn and have a great influence on their presentation ( $M=3.98$ ,  $SD=0.902$ , agree = 52.3%). Furthermore, the students in item (14) show that it is essential for instructors to be close with them so that they can feel comfortable asking and repeating any vague point in class ( $M=4.16$ ,  $SD=0.805$ , agree = 47.7%). In item (15), more than half of the students show that their instructors use an assortment of teaching techniques to make the subject matter easy to understand ( $M=3.77$ ,  $SD=0.803$ , agree = 63.6%). Students agree that they will lose attention when instructors spend too much time presenting a class, explaining a concept already known, and then have to rush through the theory at the end of the class, good work ( $M=4.00$ ,  $SD=0.835$ , agree = 52.3%).

More than half of the students listed in (17) feel an undesirable view about the overload of models and contents, which might reduce their interest and hobby ( $M=3.86$ ,  $SD=$ , agree = 52.3%). The students in item (18) neutrally show the role of facilitator implemented by the instructor stimulated information construction and helpful work ( $M=3.84$ ,  $SD=.776$ , neutral = 52.3%). According to item (19), most students ( $M=3.93$ ,  $SD=0.587$ , agree = 65.9%) believe that their teachers are adept at setting up learning environments that promote students' learning. In item (20), most of the students agree that lectures should be cooperative, where knowledge and involvement are shared between students and instructors ( $M=4.20$ ,  $SD=0.668$ , agree = 52.3 %). Finally, item (21), the majority of students show that the pedagogical methods used by the instructors maintain my concentration in the studied content ( $M=4.09$ ,  $SD=0.709$  agree =56.8%).

**Teachers' Observation Checklist**  
**Table 2. The Weighted Means and Percentile Weighted Rank Order of Physical Dimension**

Rank	No. in the checklist	The items/ of Physical Dimension	Weighted mean	Percentile weight
1	2	The comfort temperature of the room is appropriate.	4.00	80
1	3	Classroom learning has easily accessible technologies and tools for displaying and working with documents.	4.00	80
2	7	The classroom is convenient, comfortable, and quiet, where students can focus on studying.	4.00	72
3	6	The classroom seating layout provides a comfortable feeling in a way that every student can hear the lecturer and other classmates adequately.	3.60	68
4		The size of the classroom provides a collaborative and interactive environment that students enjoy; therefore, it reinforces their presence through experiential learning and being active.	3.40	60
5	4	The classrooms are designed in such a way that they provide enough space for students to study in groups.	2.60	52
6	5	The learning spaces are very suitable for studying and doing various activities.	2.20	44
<b>Average</b>			<b>3.26</b>	<b>65.14</b>

The suitability of physical dimensions is very important for creating a learning environment for EFL study programmes. As can be seen from Table 2, there are seven sub-variables under the physical dimension. The highest weighted means and percentile weights are found to be between 4.00 and 80 in Table (2). Furthermore, the range of 2.20 to 44 represents the lowest weighted means and percentile weights. The average weighted mean of the physical dimensions, as shown in Table (2) is 3.26, which is higher than the theoretical mean (2), and the average percentile weight is 65.14. Thus, it indicates that the physical aspect significantly influenced kids' academic achievement and offered well. Items 2,3 in the first dimension are "The comfort of the temperature of the room is appropriate", "Classroom learning has easily-accessible technologies and tools for displaying and working with documents", which select the top rank has a weighted mean of 4.00, above the theoretical mean (2), and a weighted percentile is 80.0. It has been noted that the room had a pleasant temperature and that the technology was well-equipped. With a weighted mean of 3.60 - above the theoretical limit of two, and a percentile weight of 72, item (7) comes in second. It suggests that pupils were able to concentrate on their studies in a peaceful, cozy, and convenient classroom. The weighted mean of item number 6, "The classroom seating layout provides a comfortable feeling in a way that every student can hear the lecturer and other classmates adequately," is 3.40, and its percentile weight is 68, which is more than the theoretical mean (2). It ranks third in this

category. This shows that the classroom seating was thoughtfully organized so that every student could easily understand the teacher's explanation. According to the weighted mean of 3.00 and the percentile of 60, which is higher than the theoretical mean (2), item 1 in the first half ranks fourth in terms of physical dimensions. Based on the statistics presented, students found that the classroom's size allowed for a collaborative and engaging environment in which they could engage in a range of activities. With a weighted mean of 2.60 and a percentile mean of 52—both of which are greater than the theoretical mean (2)—item 4, "The classrooms are designed in such a way that provides enough space for students to study in groups," comes in fifth place. "The learning spaces are very suitable for studying and doing various activities" is the last item in this area's ranking. The percentile weight is 44 and the weighted mean is 2.20, both of which are greater than the theoretical mean (2). It demonstrates that the classroom was appropriate for carrying out specific tasks.

**Table 3. The Weighted Means and Percentile Weighted Rank Order of the Psychological Dimension**

<b>Ran k</b>	<b>No. in the checkli st</b>	<b>The items/ Psychological Dimension</b>	<b>Weighte d mean</b>	<b>Percent ile weight</b>
1	10	There is a strong relationship between instructors and students, which deeply impacts students' performance and learning.	3.80	76
1	11	Students are more willing to participate; they're really encouraged by instructors, they don't say no, that's wrong	3.80	76
2	12	Students express and display their satisfaction when instructors call them by their names.	3.60	72
3	9	Students are concerned about giving the wrong answers.	3.40	68
4	8	A good learning environment is encouraging, where everyone's answers and opinions are appreciated.	3.00	60
5	14	The instructor is very close to the students so that students feel comfortable; they ask his/her support whenever needed.	2.80	56
6	13	Students' gender and ethnicity indirectly influence the psychosocial learning environment. For example, male students negatively influence female students' participation in the tutorials.	2.40	48
<b>Average</b>			<b>3.26</b>	<b>65.14</b>

There are seven items in the psychological feature. These elements have a weighted mean average of 3.26 and a percentile mean of 65.14. The latter exceeds the theoretical mean (2). It has been seen through observation that teachers consistently demonstrate their effort and ability in a way that could create a positive teaching and learning environment. Items 10 and 11 are respectively in the second dimension of the checklist: "There is a strong relationship between instructors and students, which deeply impacts students' performance and learning", "students are more willing to participate, they're really encouraged by instructors, they don't say no, that's wrong". They hold the top spot in the psychological dimension ranking order.

These items have a weighted mean of 3.80 and a percentile weight of 76. This exceeds the mean of the theory by 2. Observations have shown that there was a strong relationship between instructors and students, and they were more willing to participate in tutorials. Item 12: “Students express and display their satisfaction when instructors call them by their names”. The percentile weight is 72 and the weighted mean is 3.60, both of which are greater than the theoretical mean. Indeed, it has been observed that when the instructors called their names, they encouraged more and increased self-confidence. Table 3 demonstrates that item 9 has a weighted mean of 3.40 and a percentile weight of 68, both of which are greater than the theoretical mean of 2. It has been noticed that most of the students were concerned about giving the wrong answers. It may be due to the lack of knowledge about the subject or something related to psychological issues. Item 8 in the psychological dimension is “A good learning environment is encouraging, where everyone's answers and opinions are appreciated. The percentile weight is 60 and the weighted mean is 3.00, both of which are greater than the theoretical mean. In the second area of psychological dimension. Item 14, which is “Instructor is very close to the students so that students feel comfortable; they ask his/her support whenever needed. “The weighted means of this item is 2.80, and the percentile weights exceed the predicted mean by 58. Indeed, it has been seen that some of the instructors were very close to the students, which made them feel more comfortable; they asked them freely without exhaustion. The last item in this field takes the lower rank. “Students’ gender and ethnicity indirectly influence the psychosocial learning environment. For example, male students negatively influence female learners’ contribution in the tutorials.” This piece's weighted mean is 2.40, and its percentile weight is 48; it has been noted that the students' gender and ethnicity indirectly influence some students.

**Table 4. The Pedagogical Dimension's Weighted Means and Percentile Weighted Rank Order**

Rank	No. in the checklist	The items/ Pedagogical Dimension	Weighted mean	Percentile weight
1	16	Students show negative perception concerning the overload of concepts and contents, which might limit their curiosity quest of their own interests	4.60	92
2	19	The instructors are skilled at organizing learning situations that support students’ learning.	4.20	84
3	17	Instructors use a variety of teaching methods to make the subject matter is easy to understand.	4.00	80
3	18	Support and solutions are provided by instructors when students have difficulties with the subject matter, with classmates in group assignments, or specific personal and professional issues	4.00	80
3	15	Instructors support students in academic or scientific thinking by giving them clues, more examples, etc.	4.00	80
4	20	Well-structured subjects with clear plans, assignments, rubrics, assessments, applicable knowledge, and management system aspects are involved.	3.80	76

The ranking direction shown in Table (4) the percentile weight is 81.14 and the weighted average of the educational aspect is 4.06, both of which are greater than the theoretical mean of 2. This specifies that the pedagogical dimension plays a great role in students' academic performance. The pedagogical dimension consists of seven items. Item 16 "Students show negative perception concerning the overload of concepts and contents, which might maximize their interest quest of their own interests" takes the first rank in this field with the weighted mean of 4.60 and percentile mean 92. It has been noticed that most of the students show a negative perception due to overloaded and difficult concepts. Item 19 in the pedagogical area incomes the second rank with a weighted mean of 4.20 and the percentile mean at 84, exceeding the theoretical mean (2).

Further, it has been noticed via observation that most instructors are skilled at forming learning situations that enhance students' learning. Item 17,18 and 15 are respectively in the third dimension "Instructors use a variety of teaching methods to make the subject matter easy to understand ", "Support and solutions are provided by instructors when students have difficulties with the subject matter, with classmates in group assignments, or specific personal and professional issues", and "Instructors support students in academic or scientific thinking by giving them clues, more examples, etc." occupy the third rank in the ranking order of pedagogical order. These items have a weighted mean of 4.00 and a percentile weight of 80, both of which are greater than the theoretical mean of 2. It has been identified that most Instructors gave help to students in academic or scientific thinking by giving them more details and examples, and they used a variety of teaching methods to make the subject matter easy to understand by the students. Items 20 and 21 "Well-structured subjects with clear plans, assignments, rubrics, assessments, applicable knowledge, and management system aspects are involved", and "Technology is used in a variety of ways by the instructors as a facilitator, and students are guided on how to use it easily" take the forth rank in the pedagogical area. The percentile weight is 76 and the weighted mean is 3.80, both of which are greater than the theoretical mean. Indeed, observations have indicated that occasionally the technology has been used by the instructors as facilitators, as well as clear plans, assignments, and different rubrics were used.

#### **4. Findings and Discussion**

The results indicate that the dimensions of the learning environment are closely interrelated in enhancing students' academic performance. Based on students' responses and instructors' observations, it was evident that the physical learning spaces facilitated diverse instructional approaches and positively influenced the psychosocial dimension. The results revealed that the pedagogical dimension ranked highest, as it encouraged student engagement during sessions by fostering greater confirmation, participation, collaboration, fairness, and satisfaction. This, in turn, significantly influenced the psychosocial learning environment. Furthermore, pedagogical awareness, subject organization, quantity of content, time administration, task, and unnecessary focus on judgments by the instructors all these influenced the students' learning. Moreover, instructors' care, for instance, would inspire readiness to contribute to the lesson and focus on the pedagogical dimension. The significance of the psychosocial dimension components, such as involvement sensations concerning students and instructors, and kind relationships, particularly instructors' impact on this, has been formerly deliberated in the literature. Therefore, instructors need to be close to the students because they can feel comfortable asking any unclear points in class.

The study also showed that students' feelings, genders, and experiences play a great role in improving students' performance. Moreover, based on the findings, it appears that the appropriateness of the physical element is very important in establishing a learning environment. The significant practice of technology by students and instructors has been

primarily concentrated, and these implementers encourage knowledge creation and create cooperative work. Also, the size of the classroom provides a collaborative and cooperative environment that students appreciate, and it reinforces their preference for practical activities. Numerous experiential studies have established that the learning environment is a critical requirement for students' academic performance. Mudassir and Norsuhaily (2015) conducted a study to investigate how the learning environment impacts students' academic performance in selected secondary schools within Kuala Terengganu. The result of the study indicated that students from a school with adequate facilities, good teachers, and a satisfactory environment perform better than those from schools with fewer facilities, unqualified teachers, and a less enabling environment. In another research by Gilavand (2016) in a study was conducted to examine the impact of environmental factors space, noise, lighting, and paintings, in educational institutions on learning and academic achievement found that environmental factors appropriate coloring, lighting of the educational environment, and space, have impact on learning and students' academic achievement and performance. Finally, Adamu (2015) showed that classroom building with adequate equipment, small classes, and the use of instructional materials and technology has a constructive impact on students' academic performance.

## 5. Conclusion

This study concludes the perceptions of students studying in Salahaddin University-Erbil, College of Basic Education, English Department, about the role of the learning environment in improving their academic performance. Students' perceptions and answers indicate that the learning environment plays an essential role in preparing students' academic performance. Also, the outcomes show how the dimensions of the learning environment are strictly interrelated in improving students' academic performance. Accordingly, a learning environment is regarded as supportive relationships between instructors and students, available resources, operative teaching methods, and a confident atmosphere, which can considerably develop students' participation, motivation, and overall academic success. The significance of learning environments in university persists in fostering enthusiasm.

The investigation has further developed an understanding of the active and difficult crucial matches of learning situations by observing some instructors inside the classroom in the same college. The information and data were identified and analyzed the dimensions in different classes to explain how these various elements annoy and impact students' academic performance. For example, pedagogical awareness, subject organization, quantity of content, and time administration by the instructors all have an impact on the psychosocial dimension of the student. Further, instructors' performance has shown that collaborative and cooperative pedagogies could involve learners in higher-order learning even in more conventional teacher-centered classrooms. In addition, the size of the classrooms provides a collaborative and supportive environment for doing different activities; therefore, it reinforces their preferences for empirical and being active. By promoting positive relationships, stimulating engagement through active learning, and integrating technology, instructors can make lessons more active and relevant, which increases student participation and motivation. Thus, these recommendations can assist as a valuable framework for instructors to create a learning environment that supports students' growth and academic success.

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ههلسهنگاندنی رۆلی ژینگه‌ی فیزیوونی زمانی ئینگیزی وهک زمانیکی بیانی له بهرزکردنهوهی ئاستی ئەدای ئەکادیمی قوتابیان

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### پوخته

ئهم توێژینه‌وه‌یه سه‌رنجی له‌سه‌ر هه‌لسه‌نگاندنی رۆلی ژینگه‌ی فیزیوونی زمانی ئینگیزی وهک زمانیکی بیانی له بهرزکردنهوهی ئاستی ئەدای ئەکادیمی قوتابیان، مه‌به‌ست لینی زانیی بۆچوونی قوتابیان سه‌باره‌ت به ژینگه‌ی فیزیوونی خوازاو هه‌روه‌ها ده‌ستنی‌شانکردنی ئه‌و توخمانه‌ی که ژینگه‌ی فیزیوونی باشت‌تر دروست ده‌کهن. ئامانجه‌کان به وه‌لامدانه‌وه‌ی ئه‌م پرسیارانه به‌دی ده‌هینرین: به‌که‌م: بۆچوونه‌کانی قوتابیان چین سه‌باره‌ت به کاریگه‌ری ژینگه‌یه‌کی فیزیوونی گونجاو له‌سه‌ر ئەدایان؟ دوهم ئه‌و هۆکارانه (توخمانه) چین که کاریگه‌رییان له‌سه‌ر دروستکردنی ژینگه‌یه‌کی فیزیوونی باشت‌تر هه‌یه؟ ئه‌و شیوازه تیکه‌ئله‌ی که له توێژینه‌وه‌که‌دا به‌کارهینران که یارمه‌تیدەر بوون بۆ ئاشکراکردنی دیدیکی فراوانتر بۆ ژینگه‌ی فیزیوون و کاریگه‌رییه‌ وابه‌سته‌یه‌کانی به‌تیپه‌رپوونی کات له‌سه‌ر ئەدای ئەکادیمی خۆیندکاران. به‌م پێیه، توێژه‌ر زانیارییه‌کانی کۆکرده‌وه به‌ دیزاینکردنی پرسیارنامه و چاودیزیکردنی پۆل که له زانکۆی سه‌لاحه‌دین -هه‌ولیر، کۆلیژی پەرورده‌ی بنه‌ره‌تی، به‌شی ئینگیزی (٢٠٢٣-٢٠٢٤) دا‌تا سه‌ره‌کییه‌که سنووردارکراوه‌کان وه‌لامی ٤٤ قوتابیه بۆ ٢١ پرسیار، جگه له‌وه‌ش 5 مامۆستا له ناو پۆلدا چاودیزی کراون. به‌ به‌ پشتمه‌ستن به‌ ده‌رئه‌نجام و ئه‌نجامه‌کان، توێژینه‌وه‌که به‌و ئه‌نجامه‌ گه‌یشته که ره‌هه‌نده‌کانی ژینگه‌ی فیزیوون په‌یوه‌ندیان به‌هه‌یه‌که‌وه هه‌یه له باشت‌کردنی ئەدای ئەکادیمی خۆیندکاران. به‌م پێیه، ژینگه‌ی فیزیوون وهک په‌یوه‌ندییه پالپشتیه‌کان له نیوان مامۆستایان و قوتابیان، سه‌رچاوه به‌رده‌سته‌کان، شیوازه‌کانی فیزیکردنی کرده‌یی و که‌شیکه‌ی متمانه‌به‌خۆبوون که ده‌توانیت به‌شداریکردن و پالنه‌ره‌کانی قوتابیان به‌ شیوه‌یه‌کی به‌رچاوه‌ پهره‌پێدات.

**وشه‌ی سه‌ره‌کیه‌کان:** ژینگه‌ی فیزیوون، ئەدای ئەکادیمی، ئەدای قوتابیان، ره‌هه‌نده‌کان

### تقییم دور بیئه‌ تعلم اللغة الإنجليزية كلفة أجنبية في تحسين الأداء الأكاديمي للطلاب

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### الملخص

تركز هذه الدراسة على تقييم دور بيئة تعلم اللغة الإنجليزية كلفة أجنبية في تحسين الأداء الأكاديمي للطلاب، وتهدف إلى معرفة تصورات الطالب عن بيئات التعلم المفضلة وكذلك تحديد العناصر التي تخلق بيئة تعليمية أفضل. يتم تحقيق الأغراض من خلال الإجابة على هذه الأسئلة: أولاً، ما هي تصورات طالب اللغة الإنجليزية كلفة أجنبية حول تأثير بيئة تعليمية أفضل على أدائهم الأكاديمي؟ ثانياً ما هي العوامل المؤثرة في خلق بيئة تعليمية أفضل؟ الأساليب المختلطة المستخدمة في البحث والتي ساعدت في الكشف عن رؤية أوسع لبيئة التعلم وتأثيراتها المترابطة مع مرور الوقت على الأداء الأكاديمي للطلاب. ولذلك قامت الباحثة بجمع البيانات من خلال تصميم الاستبانة والملاحظة الصفية. استبيان رفاية المعلم وقائمة المراقبة المقتبسة من جامعة صالح الدين، أربيل. -كلیه‌ التریبه‌ الاساسیه، قسم اللغة الإنجليزية. (٢٠٢٣-٢٠٢٤) تم تطوير البيانات الرئيسية وبناء على النتائج والمخرجات خلصت الدراسة إلى أن أبعاد بيئة التعلم مترابطة بشكل وثيق في تحسين الأداء الأكاديمي للطلبة، وعليه فإن بيئة التعلم تعتبر علاقات داعمة بين المعلم والطلبة، والموارد المتاحة، وطرق التدريس الفعالة، وأجواء الثقة التي يمكن أن تنمي مشاركة الطلبة وتحفيزهم بشكل كبير.

**الكلمات المفتاحية:** بيئة تعلم، الاداء الأكاديمي، الاداء الطالب، الابعاد