



Original Article

Influence of University Environment on the Academic Performance of Undergraduate Students: A Study in Dera Ghazi Khan

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ARTICLE INFO

Keywords:

University, Undergraduate Students, Academic Performance, Environment, Influence

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ABSTRACT

The University environment plays a pivotal role in shaping the academic performance of students. It encompasses a multitude of factors, including the quality of instruction, access to resources, peer interactions, and campus culture. Peer interactions and extra-curricular activities within the university environment contribute to holistic development and often translate into improve academic performance. The main objectives of the study are; i) to determine the extent to which university teachers influence the academic performance of students; ii) to determine the extent to which university personnel influence the academic performance of students; iii) to determine the extent to which peer group influences the academic performance of students; and iv) to evaluate the influence of university environment on the academic performance of undergraduate students. The results showed that majority 63.7% of the respondents were male from gender category, 48.9% mentioned respondents were from age group 18-20 years ,91.1% said respondents were unmarried, 88.0% declared the respondents were married, 61.5% had strong agreement and agreement among respondents "university teachers encourage critical thinking and independent learning, (58.3%) of the respondents' father's occupation was Govt. job. Private jobs, farmer and daily wage laborers. Result also showed Greater facilitation from staff, better will be satisfaction of academic needs, higher motivation from peer group vs higher satisfaction from learning. Research suggested that University should encourage students that students should do work in University should provide skills to students to make them independent economically.

Introduction

Higher education is regarded as a serious duty, therefore educators must pay attention to learners and learning approaches in their instruction. In addition to these two elements, educators

should advance to acquire new teaching approaches. The needs and interests of the pupils were not taken into consideration under the previous system, where instruction was teacher-centered (Bidabadi *et al.* 2016).

Humans go through a lengthy educational process; that is, as long as they are alive, they will interact with other people and living things in their environment. Similarly, communication takes place in formal educational institutions but involves a number of stakeholders, including families, communities, and schools. As a result, communication in the form of the teaching and learning interaction process is essential (Priadi, 2020).

Undergraduate students' academic achievement is a multifaceted result that is shaped by a complex interaction between institutional dynamics, societal variables, and personal characteristics. The university environment, which includes academic resources, the caliber of instruction, peer relationships, support services, and the sociocultural context in which students are immersed during their academic career, is one of these elements and is crucial (El-Alfy and Abukari, 2020; Afaq *et al.*, 2022; Shafiq *et al.*, 2023).

Appropriate academic excellence that shape the better nation's future, on higher education level students get admission in university tertiary for the quality education. On university level students gain the confidence and better opportunities for future endeavors. Different students with different dreams perceive positive and negative impact on their performances (Islam and Tasnim, 2021).

The university environment plays important role in shaping and reshaping of intellectual abilities of students. However, high academic performance is the result of academic activities, favorable climate, comfortable and concentrated enriched with enough learning facilities. The cultural, psychological, physical environment occurs in developmental educational process. Educational environment has significant role in the development of student's personality (Kate, 2023).

The subject course or course of study emphasized academic achievement student's abilities skills and knowledge in terms of education. The measurement of student's Achievements can define the future and present educational policies regarding student's success (Chan and Dai, 2023).

Every societal institution has its own functions and outcomes, since the beginning of the civilized era, every educational institutions specially universities trying to determine the input of institutions and outcome of higher studies. Different policies implementation for the students' better future and opportunities is the main and concerning agenda of higher education (Neri *et al.* 2023).

The physical, social, and psychological components of the learning environment interact to influence both the process of learning and the growth of the individual. The physical, social, and psychological conditions of the learning environment are those in which people engage with peers, teachers, the subject matter, and organized learning activities (Ibrahim *et al.* 2023).

The poor pay and lack of incentives for Pakistani teachers stem from their low motivation; in addition, they are not given the respect and icon status they deserve in our community. Institutions are accountable for the quality of their instruction; a high standard of instruction can improve the collaboration between instructors and students in order to accomplish objectives. The teacher's drive most importantly displays the teacher's vigor (Ahmad *et al.* 2023).

The interaction between students and the university environment in both social and physical domains significantly influences their growth and education. The majority of a student's day was once spent in a university. It is crucial that they are in a collegiate setting that fosters social interaction and fosters creativity (Khan *et al.* 2023).

Objectives of the Study

1. To determine the extent to which university teachers influence the academic performance of students
2. To determine the extent to which university personnel influence the academic performance of students
3. To determine the extent to which peer group influences the academic performance of students
4. To evaluate the influence of university environment on the academic performance of undergraduate students.

Review of Literature

Hurst *et al.*, (2013) explained that although social networking has become second nature to today's students, many classrooms, from elementary to college appear to lack opportunities for social engagement. The majority of classroom discourse models involve one-way communication between the instructor and the pupils.

Aslam (2013) stated that professional development is more than just training; it also requires you to master practical skills with the aid of numerous official and unofficial resources in order to assist others and attempt to create novel approaches within your industry. Without the assistance of personal growth it is impossible to pursue professional advancement. An individual ought to aspire to develop his personality.

Ganyaupfu (2013) stated that the essential purpose of instruction is to change the student at every level of school. Traditional instructors were more likely to employ teacher-centered methods of delivering information to pupils than student-centered ones. The effect of different pedagogical approaches on students' knowledge acquisition has long attracted the attention of academics in the field of education. Surprisingly, most kids always do badly in school, and that's mostly because teachers don't know how to teach their subjects effectively

Ousola *et al.*, (2016) explored over time, some educators have maintained that non-academic variables must also be taken into account, while others have contended that

admittance standards are the most significant drivers of success at colleges. This suggests that there is a good deal of evidence indicating that instructors and students do not always have the same expectations and viewpoints toward achievement.

Johnson (2017) studied that students have multiple reasons to want to learn. The learning and motivation literature provides teachers with guidelines that might increase their students' intrinsic motivation to learn. External support from the teacher has a significant impact on pupils' abilities to learn, regardless of whether they have a natural desire to do so.

Lodhi and Ghias (2019) examined that another topic being debated in relation to the teacher's training program is the issue of "quality or quantity". To ensure the quality of in-service training programs, it is necessary to implement the training program in a systematic and sequential manner. The Higher Education Commission conducted a one-month Professional Development Program for university faculty members, which took place directly at the universities.

Filade *et al.*, (2019) examined that many students view friendships as essential interpersonal tools that help them mature psychologically and build social compassion, which in turn affects the formation of self-evaluation. The aforementioned remark makes a compelling case for the unparalleled influence of peer group on practically every aspect of teenage development.

Iqbal *et al.*, (2019) examined that Pakistan urgently need enhancements in both the educational setting and learning standards, which can be achieved through study on teaching methodologies employed by university professors. The teaching methods employed by teachers have a significant impact on guiding student learning and serve as a fundamental foundation for how students approach studying and learning.

Material and Methods

A cross-sectional study was designed to investigate influence of University environment on the academic performance of undergraduate students in Dera Ghazi Khan. A sample of 270 students was selected through double stage sampling technique for data collection. At first stage, 3 Higher Educational Institutions (Ghazi University; Mir Chakar Khan Rind University of Technology; and University of Education) were selected purposively; at second stage, 90 students from each selected university were chosen by convenient sampling technique. To get information, a close ended questionnaire comprising of 43 items was constructed in the light of study objectives. Those items were rated at five point Likert scale (Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5). Pretesting was done to check the validity and reliability of the research tool. Pretesting made on 25 respondents. Data was analyzed by Statistical Package for Social Science (SPSS). Chi-square and percentage analyses of the data were performed.

Results and Discussion

The most important part of the research is its analysis and interpretation. This chapter, assign to a description of the research, findings, suggestions and decisions.

Table 1: Distribution of Respondents with respect to their Socio-economic and Demographic Characteristics

Gender	Frequency	Percentage
Male	172	63.7
Female	98	36.3
Total	270	100.0
Marital status		
Unmarried	246	91.1
Married	21	7.8
Separated	3	1.1
Widow	0	0.0
Divorced	0	0.0
Total	270	100.0
Father's Occupation		
Unemployed	22	8.1
Govt. Job	55	20.4
Private Job	15	5.6
Farmer	60	22.3
Daily wage labour	27	10.0
Self-business	39	14.4
Retired	19	7.0
Other (Deceased)	33	12.2
Total	270	100.0

Gender is an important demographic variable to influence university students. Frequency and percentage composition of gender of the respondent is given. The result shows

that 50/50 proportion of 63.7% and 36.3% respondents were from male and female gender individually.

The data provides an overview of the marital status of the respondents. The vast majority of participants, 91.1%, are unmarried, indicating that the respondent pool is predominantly composed of single individuals. A smaller percentage, 7.8%, of respondents are married, reflecting a minor representation of married individuals in the study. Only 1.1% of respondents are separated, while none of the participants identified as widowed or divorced. In total, the study surveyed 270 individuals, highlighting a predominantly unmarried population among the respondents.

The data showed that 22.3% of students replied their father's occupation was farmer, 20.4% were replied their father's do work as government employee, and 14.4% were replied their father's occupied as self-business, whereas 12.2% of students said that their father's not alive. Moreover 10.0% of undergraduate students answered their father's occupied as daily wage labour, whereas 8.1% were replied unemployed, 7.0% were answered their fathers' retired and a little majority 5.6% were respond their father's occupied as private job. The results showed that majority 58.3% of the respondents were answered their father's occupied as government jobs, private jobs, farmer and daily wage labourers as compared to other occupational categories.

Table 2: University teachers control the academic performance of students

University teachers control the academic performance of students	S.A%	A%	N%	D%	S.D%	Total
University teachers motivate and inspired them to excel in studies	34.8%	29.6%	21.1%	5.9%	8.6%	100
Teaching methods used by university teachers are effective in facilitating respondents learning	31.5%	30%	15.9%	13%	9.6%	100
University teachers create a positive and engaging learning Environment	37%	27.4%	16.3%	7%	12.3%	100
University teachers provide timely and constructive feedback on assessment	27.4%	36.7%	16.3%	11.1%	8.5%	100
University teachers encourage critical thinking and independent Learning	30.8%	30.7%	18.5%	11.9%	8.1%	100

The descriptive table data represented that “University teachers motivate and inspired them to excel in studies” that 34.8% of the respondents are strongly agree about this and 8.6% are strongly disagree and 21.1% remains neutral about this statement. The other indicator of the research was to measure that 30.7% of the respondents were agreed and 30.8% of the respondents were st agreed about that statement "University teachers encourage critical thinking

and independent learning". While 18.5% of the respondents were "Neutral" respond about the table statement. Moreover, 11.9% of the respondents were disagreed and 8.1% were st disagreed with the statement "university teachers encourage critical thinking and independent learning". The other statement was "Teaching methods used by university teachers are effective in facilitating respondents learning" most of the respondents are strongly agree about this statement i.e, 31% while 9.6% were strongly disagreed on this and 15.9% remains neutral about this statement. Other criterion was to measure that "University teachers create a positive and engaging learning Environment" 37% Of the respondents strongly agreed on this while 12.3% were strongly disagreed and 16.3% remains neutral on this statement. "University teacher's time give response to assessments" majority i.e, 36.7% agrees while some of the respondent's remains neutral i.e 16.3% and few of them strongly disagrees. i.e, 8.5%. This shows that university teachers are helping and encourages the students in their studies.

Previous studies have reported similar results, as most of the literature has indicated that instructors who use creative and student-centered teaching strategies provide a supportive learning environment, and keep open lines of communication with their students are more likely to encourage participation, drive, and academic achievement in their students (Naqvi, 2014).

Table 3: University personnel control the academic performance of students

University personnel control the academic performance of Students	S.A%	A%	N%	D%	S.D%	TOTAL
University personnel, including administrative staff, contribute to a positive and supportive learning environment	33.7%	32.2%	17%	9.6%	7.5%	100
The university administrative processes are efficient and contribute to a smooth academic Experience	32.2%	33.7%	19.6%	6.7%	7.8%	100
University personnel effectively communicate important information related to academic matters	26.7%	34.1%	23%	9.5%	6.7%	100
The responsiveness of university personnel to student inquiries or concerns is satisfactory	26.7%	32.2%	20.4%	13%	7.7%	100
University personnel, such as librarians and IT support, facilitate for academic resources	26.3%	28.1%	20.7%	15.3%	9.6%	100

The second criterion was measured that university personnel can control the academic performance of students. Majority of the respondents believe that university administration give

positive response to the students which helps them in their academic resources. Many of the respondent's i.e, 33.7% strongly agreed about this statement that university personnel contribute a positive learning environment while 17% remains neutral and few of them strongly disagrees i.e, 7.5%. The other indicator was to measure that university personnel effectively communicate important information related to academic matters. Majority of the respondent's i.e, 34.1% agrees on this statement while 23% were neutral and few of them strongly disagrees i.e, 6.7%. One of the indicators was to measure the responsiveness of university personnel to student inquiries or concerns are satisfactory. Many of the respondents i.e, 32.2% agrees on this while some of them are neutral i.e, 20.4% and few of them strongly disagrees i.e, 7.7%. One of the indicators was to measure "The university administrative processes are efficient and contribute to a smooth academic experience" majority of the respondents i.e, 33.7% agrees on this statement while 7.8% strongly disagrees about this and 19.6% remains neutral about this statement. The other indicator was to measure that "University personnel, such as librarians and IT support, facilitate for academic resources" Most of the respondents i.e, 28.1% agrees on this, some of them were strongly agreed i.e,26.3%, while 20.7% of the respondents were remain neutral and 9.6% of the respondents strongly disagrees about this statement. The result shows that majority of the respondents believe that university personnel can support the students and give response to them timely.

Previous studies have reported similar results, as most of the literature has indicated that academic accomplishment of students is influenced by various factors such as teaching staff, programs and environment in addition to their own intelligence, talents, interests and motivation (Sonmez and Apkinar 2017).

Table 3: Peer group influences the theoretical completion of students

Peer group influences the academic performance of students	S.A%	A%	N%	D%	St.D%	Total
Students peer group positively influenced their motivation to excel academically	39.6%	34.5%	10.7%	7%	8.2%	100
Interactions with peers contribute to a better understanding of academic concepts	22.6%	39.6%	20.4%	10.4%	7%	100
Collaborative learning with peers enhances their overall academic Performance	28.2%	35.9%	18.5%	10.4%	7%	100
Peer discussions and study groups positively impact their ability to grasp challenging subjects	29.3%	33.7%	19.2%	11.1%	6.7%	100
The encouragement and support from their peer group positively affect their academic goals	31.1%	29.6%	18.9%	8.5%	11.9%	100

Peer feedback on assignments and projects helps them improve their academic work	38.5%	28.5%	14.5%	8.5%	10%	100
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According to table 3 which demonstrates that respondents peer group has a significant influence on motivation to excel academically and respondents learning. Majority of respondents i.e, 39.6% strongly agrees that “Students peer group positively influenced their motivation to excel academically” while some of them were neutral 10.7% and few of them i.e, 8.2% strongly disagrees about this statement. Other indicator for this research was to encouragement and support from their peer group positively affects their academic goals. Majority of the respondents i.e, 31.1% were strongly agrees on this while some of them i.e, 11.9% strongly disagrees about this statement. Most of the respondents i.e, 38.5% while some of them i.e, 14.5% were neutral and few of them i.e, 10% strongly disagrees that peer feedback on assignments and projects helps them improve their academic work. Other indicator for this research was “Collaborative learning with peers enhances their overall academic performance” Majority of respondents i.e, 35.6% agrees that agrees collaborative learning with peers enhances their overall academic performance while some of them were neutral 18.5% and few of them i.e, 7% strongly disagrees about this statement. Other indicator for this research was “Peer discussions and study groups positively impact their ability to grasp challenging subjects” Majority of respondents i.e, 33.7% agrees that Peer discussions and study groups positively impact their ability to grasp challenging subjects while some of them were neutral 18.9% and few of them i.e, 11.9% strongly disagrees about this statement. Other indicator for this research was “Interactions with peers contribute to a better understanding of academic concepts” Majority of respondents i.e, 39.6% agrees that Interactions with peers contribute to a better understanding of academic concepts while some of them were neutral 20.4% and few of them i.e, 7% strongly disagrees about this statement.

Other indicator for this research was “Peer feedback on assignments and projects helps them improve their academic work” Majority of respondents i.e, 38.5% strongly agrees that Peer feedback on assignments and projects helps them improve their academic work while some of them were neutral 14.5% and few of them i.e, 10% strongly disagrees and 28.5% agrees about this statement. This results shows that majority of the respondents believe that peer group can encourage and positively affect them in their academics.

Previous studies have supported similar results; as most of the literature has indicate environment and teachers students interaction influence the academic expectations. The student’s attributes, including attitudes, skills and interests are subjected to the expectations, demands and influences of the university during this interaction. The current study findings showed that with was concluded that university personnel, such as librarians and IT support, facilitate associated with students for academic resources and satisfaction of fulfillment of academic needs in their academic performance. Peer group positively influences associated with their motivation to excel academically and respondents learning. The academic performance can be impacted by peer

pressures, but students who are surrounded by their peers who value education and learning are more likely to do well in class (Al-Hussaini and Hussain, 2023).

Table 4: Influence of University environment on the theoretical completion of undergraduate students

University environment on the theoretical completion of Undergraduate students.	S.A%	A%	N%	D%	ST.D%	TOTAL
Provided career services in their university	24.8%	30.4%	20.7%	12.6%	11.7%	100
Provide IT support an online in their university	28.5%	23.7%	21.2%	14.4%	12.2%	100
Provided classroom in their university	35.2%	30.7%	15.9%	8.2%	10%	100
Provided access to up to mark research resources in their university	25.2%	21.1%	19.3%	13.7%	20.7%	100
Provided field visit in their university	23.3%	28.2%	20.7%	15.6%	12.2%	100
Provided frequent extracurricular activities in their university	24.1%	29.2%	18.1%	16.7%	11.9%	100

According to figure 5 shows that influence of university environment on the theoretical completion of undergraduate students. The first indicator was to measure that university environment can provide the career the services in the university. Majority of the students 30.4% agrees on this while some of them 20.7% were neutral and few of them 11.7% strongly disagrees about this statement. The other indicator was to measure that university can provide students up to the mark research resources. Majority of the students 25.2% strongly agrees while few of them were neutral 19.35 and some of them 20.7% strongly disagrees about the statement. The other indicator was to measure that Provide IT support an online in their university. Majority of the students 28.5% strongly agrees while few of them were neutral 21.2% and some of them 12.2% strongly disagrees about the statement. The other indicator was to measure that provided classroom in their University. Majority of the students 35.2% strongly agrees while few of them were neutral 15.9% and some of them 10% strongly disagrees about the statement. The other indicator was to measure that provided field visit in their University. Majority of the students 28.2% agrees while few of them were neutral 20.7% and some of them 12.2% strongly disagrees about the statement. The other indicator was to measure that provided frequent extracurricular activities in their university. Majority of the students 29.2% agrees while few of them were neutral 18.1% and some of them 11.9% strongly disagrees about the statement. The results shows that environment on the university is good and helpful for the students to achieve their academic goals.

H₁: Greater facilitation from staff; better will be satisfaction of academic needs

Table 5: Association between university staff and satisfaction of academic needs

Fulfillment of Academic Needs	University personnel, such as librarians and IT support, facilitate students for academic resources					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Strongly agree	31	22	8	7	3	71
Agree	17	32	21	3	3	76
Neutral	9	20	14	7	6	56
Disagree	8	8	13	8	4	41
Strongly disagree	7	4	6	4	5	26
Total	72	86	62	29	21	270

$\chi^2 = 39.475$, ($p = 0.000$), $\gamma = 0.292$, ($p = 0.000$)

According to table 5, the chi-square value (39.475) indicates a significant association ($P = 0.000$). Between universities personnel, such as librarians and IT support, facilitate students for academic resources were associated with satisfaction of fulfillment of academic needs in their academic performance. This relationship was also shown by the gamma value (0.292), which indicated a positive correlation between them. Based on these findings, the researcher accepts the hypotheses and concludes that there is a relationship between the variables. This means "greater facilitation from staff lead to greater satisfaction with academic needs". This hypothesis is statistically significant at 0.01.

Previous studies have reported similar results, as most of the literature has indicated that academic accomplishment of students is influenced by various factors such as the teaching staff, programs, and environment, in addition to their own intelligence, talents, interests, and motivation (Sonmez and Apkinar 2017).

H₂: Higher motivation from peer group; higher satisfaction from learning

According to table 6, chi-square value (87.884) demonstrates that respondents' peer group has a significant influence on motivation to excel academically and respondents' learning. There was also evidence of a positive relationship between these variables based on their Gamma value (0.490). As a result, the researcher accepts the hypothesis and concluded that variables interact. In other words, motivated peers are associated with high levels of satisfaction with learning. As a result, the hypothesis was statistically significant at a level of 0.01.



Previous studies have reported similar results, as most of the literature has indicate environment and teachers students' interaction influence the academic expectations. The student's attributes, including attitudes, skills, and interests, are subjected to the expectations, demands, and influences of the university during this interaction. The current study's findings showed that wit was concluded that university personnel, such as librarians and IT support, facilitate associated with students for academic resources and satisfaction of fulfillment of academic needs in their academic performance. Peer group positively influences associated with their motivation to excel academically and respondents learning.

Table 6: Association between respondent's peer groups positively influences their motivation to excel academically and respondents learning

Respondents learning	Respondents peer group positively influences their motivation to excel academically					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Strongly agree	56	28	11	7	5	107
Agree	25	41	18	7	2	93
Neutral	4	9	11	2	3	29
Disagree	3	4	6	3	3	19
Strongly disagree	1	2	5	5	9	22
Total	89	84	51	24	22	270

$\chi^2 = 87.884, (p = 0.000), \gamma = 0.490, (p = 0.000)$

That academic performance can be impacted by peer pressure, but students who are surrounded by their peers who value education and learning are more likely to do well in class (Al-Hussaini and Hussain, 2023).

Conclusion

Factors affecting undergraduate students' academic performance in Dera Ghazi Khan" was the topic of this study. Researchers assessed how university teachers affect students' academic performance in the study; to determine the extent to which university personnel influence the academic performance of students; and to analyze how peer groups affect students' academic performance as well as how university environments affect their academic performance. Applying the Spady's induvial and environment theory. Factors which influence the academic performance were according to the Spady's sociological theory was induvial and environment and teachers' student's interaction influence the academic expectations. The

student's attributes, including attitudes, skills, and interests, are subjected to the expectations, demands, and influences of the university during this interaction. The current study's findings showed that it was concluded that university personnel, such as librarians and IT support, facilitate associated with students for academic resources and satisfaction of fulfillment of academic needs in their academic performance. Peer group positively influences associated with their motivation to excel academically and respondents learning.

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