

The Impact of Student's Personal Learning Efforts on Effective Learning Environment in Academic Institution of Nepal

Bachchu Ram Sapkota¹, Sunita Paudel²

¹ PhD Scholar, Lincoln University College, Malaysia

² Faculty Members, Kavre Multiple College, Nepal

¹bachchuram@gmail.com

²paudelsunita665@gmail.com

Abstract— Effective learning environment in the institutions enhances the quality education which is the basic requirement for the employability in tourism industry. A good learning environment for the students is needed in the school, home and society. The key objective of this research is to find out students' personal factors to enhance learning and development, and the students' essential individual practices and activities to support future employability in Nepal. To fulfill the research objectives, a descriptive study is used to find out the students' activities and practices in relation to the learning and development environment for the readiness in future employability. A semi-structured questionnaire was administered to the respondents (100 students of grade XI/XII management stream), collected the information and analyzed. The research exposed that student's learning optimism, freedom for learning and learning consciousness were the vital factors to contribute learning effectiveness in the academic institutions of Nepal.

Keywords—Employability, freedom, learning consciousness, learning environment, optimism, quality education

I. INTRODUCTION

Quality education in school is one of the pre-requisites for achieving employability in tourism and other work places of the nation. It needs better learning and development environment in the school to accelerate potentialities of students. For the young and their better employable ability in future, literacy skills and personal learning factors are most important. They could get benefits to get job in projects, placements and schemes from their work related knowledge and skills. They also should have better communication skills, particularly speaking, listening and math skills with technological knowledge as basic (Clark and Formby, 2013). For this they need to have effective learning environment with suitable social and institutional support. However, they are not enough, it is essential to address the personal factors such as students' optimism, learning consciousness, motivation and sincerity to study and learning freedom to maintain the effective learning environment to achieve academic goal.

II. STATEMENT OF PROBLEM

School education and students' personal activities and practices consider a positive impact on the future employability to get sustainable development of different areas of the nation. Improved education system and learning activities in school have also a positive effect to achieve proper learning environment for sustainable educational development. Overall good learning and development activities of individual students with proper learning environment in the school and home are necessity to fulfill the demand skilled, dynamic professionals in different development sectors. However, the students' poor practices and weak learning activities in school are the obstacles for the potentialities of the students' personal learning and development to maintain the effective learning environment in the institutions.

III. LITERATURE REVIEW

Singh, (2014) concerned for the effective learning environment, teachers' behavior, good infrastructure, excursions are the main stimulants and varieties of activities, discussions, demonstrations as important methods for better learning and outcomes in the school. Effective classroom organization, interactive and whole school displays and a climate of innovation enable stimulating learning environment. Friendly environment, good infrastructural facilities, and methods of teaching help to motivate students attending school, feel learning comfortable, more participatory, and ability to work in group and coordination for understanding concepts, retention and understanding subjects, maintaining the discipline and enjoy the learning.

Similarly, environmental factors and personal characteristics (Subotnik, Olszewski-Kubilius and Worrell, 2019) are responsible that interact to enhance high performance to support talent development. Individuals are in constant interaction with their environments such as the womb, home, school, society(Bronfenbrenner, 2005) and other environmental factors such as emotional and financial

support from the family, specialized classes, or coaching inside and outside traditional educational contexts, and access to opportunities and experts (Sosniak, 1985) in the talent domain.

However, the effective learning as the core processes of various domains, and schools must be able to play a special role to assist learners in making an effective learning process throughout the duration of their period. The effectiveness of learning must be determined by students. The aspects of effective learning are all connected by four constraints on the future aspects, meta-learning, aware of their learning process, how they learned. Effective learners have learned to pay attention to their strategies, goals, results, effects, and context (Chris Watkins, 2007).

Tan & Tan (2014) stated that optimist people tend to hold positive expectancies for their future and eager to solve confronting problems that is to experience good outcomes in life. Optimism is defined as a valuable psychological and emotional resource that enhanced mental health (Seligman, 1998). Optimism links desirable outcomes such as good morale, achievement orientation and improved, is associated with positive emotions actually broaden intellectual, physical and social resources (Frederikson, 2001). Optimism helps individuals to persist in the face of failure (Seligman, 1995). Undergraduate schools are pre-required for the preparation of future talents in tourism industries. The learning in school has a huge impact on future employability of the country. Learning is one of the most important components that associate with employability. The higher level of employability depends on the university students' improvement of learning outcomes. Curriculum and pedagogical approaches have positive impact to improve graduate employability. University reputation has also connected with the relation between learning and employability (Sumanasiri, Yajid & Khatibi, 2015).

Various aspects of the learning environment: physical space, affective elements, and pedagogical approaches affect talent development in schools. The way teachers believe and perceive their roles as teacher more influence instructional design and decision making and there should be "Extreme Classroom Makeovers" the optimal environment for developing students' strengths and talents (Hertzog, 2017).

Pustovoitov, 2014, as cited in Medeshovaa, Amanturlinaa and Sumyanov (2017), in the developed countries, teaching and learning activities are focused on giving practical knowledge and disclosing personal potential of the students. Cognitive ability of the students in the learning process is divided into two subsystems: development of personal characteristics and mental qualities; formation of communicative experience. M.Zh.

Dzhadrina, 2004, as cited in Medeshovaa, Amanturlinaa and Sumyanov (2017), expertise is limited by the student self-development, self-control, the ability to use knowledge and skills in private. The use of social medium, implementation of knowledge and experience, application of different creative activities in the right situation to enhance the students' individual abilities.

IV. RESEARCH OBJECTIVES

The main objectives of this study are:

1. To find out students' personal learning efforts to enhance effective learning environment.
2. To investigate the relationship between the students' personal efforts and learning effectiveness in the institution.

V. RESEARCH METHODS

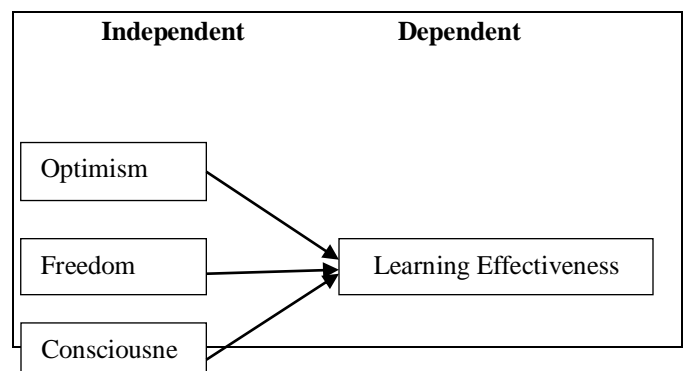
A descriptive study is used to describe the students' activities and practices to the current learning and development environment for the readiness to future employability. The questionnaire was administered to the respondents (100 students of grade XI/XII management stream) and analyzed 97 valid responses.

An interval scale was used to perform certain arithmetical operations on the data collected from the respondents. A quantitative data analysis including frequency, reliability test, correlation and regression was applied. The questionnaire result, literature review and observation were analyzed and discussed to reach the conclusion.

A. Conceptual framework

Effective learning environment is depended on three major independent variables including student's optimism, freedom and learning consciousness in the present school educational learning, teaching and development practices. Those are major independent components to contribute effective learning environment in the institution.

FIGURE 1
EFFECTIVE LEARNING ENVIRONMENT





VI. DATA PRESENTATION AND ANALYSIS

Data presentation and data analysis are to meet the research objectives. It presents the data including respondent’s profile, descriptive, correlation and regression results and analysis.

A. Respondents’ Profiles

Gender:

TABLE 1
GENDER

Gender	Frequency	Percent
male	56	57.7
Female	41	42.3
Total	97	100.0

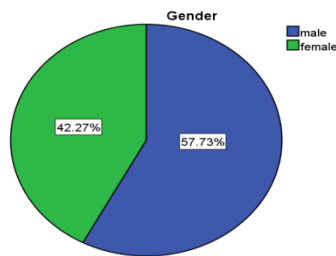


FIGURE 2
GENDER

The above Table and Figure 2 indicate that out of 97 respondents the number of male students was 56 (57.73%) and the females were 41 (42.27%).

B. Descriptive Results

TABLE 2
INDIVIDUAL PRACTICE LEVEL

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Optimism:					
I see future career bright in management field.	2.1%	1.0%	17.5%	38.1%	41.2%
I wish to	4.1%	5.2%	19.6%	34%	37.1%

spend my life contributing for the management and development in Nepal.			%	%	%
Freedom:					
I have enough time to study.	3.1%	5.2%	12.4%	43.3%	36.1%
My decision and choice are accepted to all (family and others).	2.1%	1.0%	9.3%	30.9%	56.7%
I am free from any kind of mental stress.	4.1%	9.3%	15.5%	23.7%	47.4%
I prefer getting education than doing job.	6.2%	4.1%	25.8%	36.1%	27.8%
There is often interaction between teacher and me.	5.2%	12.5%	30.2%	42.7%	9.4%
Sincerity/Consciousness:					
I am sincere to my study.	3.1%	5.2%	24.7%	47.4%	19.6%
I am conscious to my health.	3.1%	3.1%	18.6%	41.2%	34.0%
I collect enough sources of learning/study materials.	4.1%	12.4%	23.7%	43.3%	16.5%
I am hard	4.1%	8.2%	37.1%	35.1%	15.5%

working and laborious in my study.			%	%	%
I do physical exercise to maintain my health.	4.1%	15.5%	18.6%	34%	27.8%

1) Optimism

The study sought to establish whether there was the optimism in the students that played the positive role to increase the individual practice level for undergraduate learners. Optimism of the individuals was a key determinant for effective learning environment. Results in Table 2 shows that the majority of the respondents 79% agreed with the first statement of optimism that they saw their future career bright working in the management field while 3% of the respondent disagreed and 17.5% respondents became neutral with the statement. The majority of the respondents 71% agreed with the second statement of optimism that they wished to spend their life contributing for the management and development in their native country Nepal while 7% of the respondents disagreed and 20% respondents became neutral with the statement.

2) Freedom

The study sought to establish whether there was freedom for the students that played the positive role to increase the individual learning level for undergraduate learners. Freedom for the individuals was a determinant for effective learning environment. Results in Table 2 shows that the respondents 79% agreed with the first statement of freedom that they had enough time to study while 8% of the respondent disagreed and 12% respondents became neutral with the statement. The majority of the respondents 88% agreed with the second statement of freedom that their decision and choice were accepted to all (family and others) while 3% of the respondents disagreed and 9% respondents became neutral with the same statement. The majority of the respondents 71% agreed with the third statement of freedom that they were free from any kind of mental stress while 13% of the respondents disagreed and 15% respondents became neutral with the same statement. The majority of the respondents 64% agreed with the fourth statement of freedom that they preferred getting education than doing job while 10% of the respondents disagreed and 26% respondents became neutral with the same statement. The majority of the respondents 52% agreed with the fifth statement of freedom that there was a good interaction between the teachers and them while 18% of the respondents disagreed and 30% respondents became neutral with the same statement..

3) Sincerity/Consciousness:

The study sought to establish whether they were sincere for their study that played the positive role to increase the individual practice level for undergraduate learners. Sincerity for the individuals was a determinant for effective learning environment. Results in Table 2 shows that the respondents 67% agreed with the first statement of sincerity that they were sincere to their study while 8% of the respondent disagreed and 25% respondents became neutral with the statement. The respondents 75% agreed with the second statement of student's consciousness/sincerity that they were conscious to their health while 6% of the respondent disagreed and 19% respondents became neutral with the statement. The majority of the respondents 60% agreed with the third statement of sincerity that they collected enough sources of learning/study materials while 16% of the respondents disagreed and 24% respondents became neutral with the same statement. The majority of the respondents 51% agreed with the fourth statement of sincerity that they were hard working and laborious in study while 12% of the respondents disagreed and 37% respondents became neutral with the same statement. The study sought to establish whether they were conscious for their health that played the positive role to increase the personal learning effort for undergraduate learners. Health consciousness for the individuals was a determinant for effective learning environment. The majority of the respondents 62% agreed with the fifth statement of health consciousness that they did physical exercise to maintain their health while 19% of the respondents disagreed and 19% respondents became neutral with the same statement.

C. Quantitative Results

Data reliability, correlation and regression have been used to present quantitative results.

1) Reliability Statistics:

Table 2 showed total independent items reliability statistics and Table 3 presented reliability statistics of all major variables of the study.

TABLE 2
TOTAL INDEPENDENT ITEMS RELIABILITY

Cronbach's Alpha	N of Items
.804	12

Independent variables: optimism by 2 statements, freedom by 5 statements, consciousness by 5 statements, are measured in the total 12 items (Table 1). Cronbach Alpha for total number of independent items is .804 (Table 2), and for optimism .647, for freedom .642 and for consciousness .688 (Table 2).

TABLE 3
RELIABILITY TEST FOR MAJOR VARIABLES

Variables	Cronbach's Alpha
Optimism	.647
1. I see my future/career bright in management field.	
2. I wish to spend my life contributing for the management and development in Nepal.	
Freedom	.642
3. I have enough time to study.	
4. My decision and choice are accepted to all (family and others).	
5. I am free from any kind of mental stress.	
6. I prefer getting education than doing job.	
7. There is often interaction between teacher and me.	
Consciousness	.688
8. I am sincere to my study.	
9. I am conscious to my health.	
10. I do physical exercise to maintain my health.	
11. I collect enough sources of learning/study materials myself.	
12. I am hard working and laborious in my study.	
Learning Effectiveness	.713
13. I am satisfied to the education and management system of my school.	
14. My school's learning environment is good.	

Table 3 showed that learning effectiveness (the dependent variable) was measured by two statements and Cronbach Alpha was .713.

2) *Pearson Correlation between Independent and Dependent Variables:*

Table 3 showed that all the independent and dependent variables are positive and strongly correlated at the 0.01 significant levels. Learning consciousness with the highest correlation value (.618), learning freedom (.517) and

finally optimism (.456) respectively are correlated with the dependent variable effective learning.

TABLE 4
CORRELATION BETWEEN MAJOR VARIABLES

Variables	Effective learning	Optimism	Learning freedom	Learning consciousness
Effective learning	1	.456**	.517**	.618**
Optimism		1	.433**	.436**
Learning freedom			1	.540**
Learning consciousness				1

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

D. *Regression Analysis*

Regression analysis was conducted to empirically determine whether student's personal learning efforts were the significant determinants of effective learning environment for undergraduate students. Regression results in Table 5 indicate the goodness of fit for the regression between effective learning environment and personal learning efforts. An R squared of 0.453 indicates that 45.3% of the variances in personal learning efforts for undergraduate students are explained by the variances in the effective learning environment. The correlation coefficient of 67.3% indicates that the combined effect of the predictor variables have a good correlation with the acceptance of learning effectiveness in the institutions.

TABLE 5
MODEL SUMMARIES FOR EFFECTIVE LEARNING

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673 ^a	.453	.436	1.38541

a. Predictors: (Constant), Learning consciousness, optimism, Learning freedom

1) ANOVA Result:

The overall model significance was presented in Table 6. An F statistic of 25.695 indicated that the overall model was significant. This was supported by a probability value of (0.000). The reported probability of (0.000) is less than the conventional probability of (0.05). The probability of (0.000) indicated that there was a very low probability that the statement “overall model was insignificant” was true.

TABLE 6
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	147.953	3	49.318	25.695	.000 ^b
Residual	178.500	93	1.919		
Total	326.454	96			
a. Dependent Variable: Effective learning					
b. Predictors: (Constant), Learning consciousness, Optimism, Learning freedom					

2) Coefficients

The results indicated that optimism, learning freedom and learning consciousness/sincerity had a positive and significant influence on effective learning in the institution.

TABLE 7
COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	-.310	.957		-.324	.747
	Optimism	.195	.096	.180	2.041	.044
	Learning freedom	.115	.052	.209	2.211	.030

freedom					
Learnin g conscio usness	.231	.051	.426	4.509	.000
a. Dependent Variable: Effective learning					

VII. DISCUSSION AND CONCLUSION

This study mainly focused to the personal factors of the individual students that played a vital role to contribute effective learning environment. The effective learning as the core processes of various domains, and schools must be able to play a special role to assist learners in making an effective learning process throughout the duration of their period. The effectiveness of learning must be determined by students (Chris Watkins, 2007). So this study tends to focus student’s perception and their value in learning.

The optimist people have positive expectancies for their future and eager to solve confronting problems that is to experience good outcomes in life (Tan & Tan, 2014). Optimism is defined as a valuable psychological and emotional resource that enhanced mental health (Seligman, 1998). Overall, in this study, the students are seen optimistic to achieve learning outcomes and level of their optimism is satisfactory. This study shows that the majority of the respondents 79% agreed with the first statement of optimism that they saw their future career bright working in the management field. And the respondents 71% agreed with the second statement of optimism (Table 2) that they wished to spend their life contributing for the management and development in their native country Nepal.

Next, the study established that freedom for the students played the positive role to increase the individual learning level for undergraduate learners. Freedom for the individuals was a determinant for effective learning environment. This study shows that the mean score about 71% the majority of respondents agreed with the five statements of freedom for learning.

Further, the study sought to establish whether they were sincere for their study that played the positive role to increase the individual practice level for undergraduate learners. It found that sincerity/learning consciousness for the individuals was a determinant for effective learning environment. This study shows that the mean score about 63% the majority of respondents agreed with the five statements of sincerity/consciousness for learning.

This study showed that all the independent variables are positive and strongly correlated with dependent variable at the 0.01 significant levels. Learning consciousness with the highest correlation value (.618), learning freedom (.517) and finally optimism (.456) respectively are correlated with the dependent variable effective learning

(Table 3). And the correlation coefficient of 67.3% indicates that the combined effect of the predictor variables have a good correlation with the acceptance of learning effectiveness in the institution.

The regression analysis (Table 7) student's learning consciousness had the highest influence on effective learning environment. This is shown a model by the regression analysis that an increase in the learning consciousness by 1 unit leads to an increase in learning effectiveness by 0.426 units, the learning freedom leads to an increase in learning effectiveness by 0.209 units and in the optimism by 1 unit leads to an increase in learning effectiveness by 0.180 units. And p-values for all are less than 0.05 at 95% level of confidence level.

Hence, after the empirical descriptive and quantitative analysis, it concluded that the effectiveness of learning is strongly enhanced by the major predictor: learning consciousness, freedom and optimism. This results present school students' learning and development process is going on improved way with a positive sign for effective learning environment in the context of Nepal. The respondents of this research belong to middle class and upper middle class in semi-urban area with having a good economic status, proper care, basic health and educational access, and the schools where they learn, is good infrastructure, image and management. However, the sample population of this research is very limited, unable to include the very big school children population are studying in the villages and poor communities in Nepal. It recommended that the students, community, family, school and government the whole concerned bodies should be realized as a combined effort and programs supporting students to maintain the quality education, health, learning and development activities as the learning effectiveness in the institutions of the country.

References:

- [1] Chris Watkins, E. C. and C. L. (2007). *Effective Learning in Classrooms*. London: Paul Chapman Publishing A SAGE Publications Company.
- [2] Clark, C. and Formby, S. (2013). *Young People's Views on Literacy Skills and Employment*. National Literacy Trust Young people, literacy and employment. Retrieved from www.literacytrust.org.uk
- [3] Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226.
- [4] Hertzog, N. B. (2017). Designing the Learning Context in School for Talent Development. *Gifted Child Quarterly*, 61(3), 219-228.
- [5] Hillage, J. and Pollard, E. (1998) *Employability: Developing a Framework for Policy Analysis*. Department for Education and Employment, London, vol. 107, 83-84. Retrieved from <https://www.researchgate.net/publication/22508356>
- [6] Medeshova, A; Amanturlina, G.; and Sumyanova, E.(2016). Development of Training Skills in Students as the Precondition for Educational Competencies. *International Journal of Environmental and Science Education*, 11 (17), 9649-9656.
- [7] Seligman, M. E. P. (1998). *Learned optimism*. New York: Pocket Books.
- [8] Singh, A. (2014). *Stimulating Classroom Environment: Perception of Students, Teachers and Administration*.
- [9] Subotnik, R., Olszewski-Kubilius, P. and Worrell, F. (2019). Environmental Factors and Personal Characteristics Interact to Yield High Performance in Domains. Retrieved from <https://escholarship.org/uc/item/09z7424p>
- [10] Sumanasiri, E.G.T., Yajid, M.S.A. and Khatabi, A. (2015). Conceptualizing Learning and Employability "Learning and Employability Framework" *Journal of Education and Learning*; Vol. 4, No. 2, 53-63.
- [11] Tan, C., & Tan, L. (2014). The Role of Optimism, Self-Esteem, Academic Self-Efficacy and Gender in High-Ability Students. *The Asia-Pacific Education Researcher*, 23, 621-633.