ANALYSING FACTORS AFFECTING LEARNING ENVIRONMENT OF UNIVERSITIES IN PAKISTAN: A CASE OF PUBLIC SECTOR UNIVERSITY OF PAKISTAN

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ABSTRACT: Purpose: The aim of this research is to find out the impact of different academic factors on the overall learning environment of higher education institute. This paper elaborates case of a public sector university operating in Pakistan. For conducting this research both qualitative and quantitative methods of data collection are used. Researchers have floated questionnaires and have taken semi- structured interviews from the target population. Collected Data has been analysed in SPSS software focusing on simple means and standard deviations. However secondary information has been collected by research work conducted previously conducted by various authors. Results have shown that various factors independently and collectively influence and the overall learning environment of university. The factors as; lesson planning, application of critical thinking skills, increased confidence level of students, are positive contributors, however factors like; rote learning, gender discrimination are posing negative impact on sound learning environment of university. The results of this study can be utilized by the management of higher educational institute to make their educational environment better, yielding by bringing improvements in their teaching styles, usage of resources and other related academic practices.

INTRODUCTION

The education system and its various facets have come under a lot of scrutiny from researchers all over the world. These researchers have been concerned about defining *"learning",* its various types and the varying circumstances under which it takes place. According to Matz (2010) learning is about getting insights regarding different topics and issues and developing an understanding about those. In psychological terms, learning is process that brings cognitive and emotional influences in one's knowledge and their ways of thinking. It furthers enables a person to enhance his mental and decision making skills (Learning theoy, n.d.).

Learning can take place in various work settings or environments. Dorman et al. (2006) stated that educational learning environment is specifically related to, and includes environment, climate and manner of that particular setting in which learning occurs. In general terms, learning environment is seen as a constructive and knowledge building source. Extending this view Matz (2010) said that the learning process is stimulated and enhanced by different teaching techniques and styles.

This study explores the learning environment as it relates to higher education in one public sector university of Pakistan. *Higher education* is post school education of a high intellectual standard which includes both theoretical and conceptual understanding as well as research activity (What is Higher Education, n.d.). Higher education sector of Pakistan has been receiving a lot of attention and funding from the government for the past decade as per the requirements of the Vision 2050 plan. As, Malik and Shabbir (2008) emphasized that in higher education in Pakistan, significant changes in learning environment are being brought about because of growing technological advancements. However, these changes have been enforced without taking in consideration the factors that are actually of greatest importance within the context of Pakistani Public Sector University. Moreover, students' perceptions of their learning environment and their preferences have not been explored to implement the academic policies.

As a matter of fact, the research on student satisfaction has never been conducted nor considered

important determinant by the educational authorities (Abbasi et al., 2011). There are still huge gaps in this field of research. Few studies have focused on students perceptions of their learning environment in public universities and the factors that can be effectively used to describe the learning environment of Pakistani universities still needs elaboration.

Therefore, the purpose of this research essay is to attempt to fill the gaps present in the available literature and provide valuable insights into the student's perception of their learning environment by taking the case of one Pakistani Public University and to analyze the factors that constitutes it's learning environment. Researchers aim to explore how different factors are affecting students motivation to learn, to increase their satisfaction level and how services provided by university can increase the its worth?. The significance of this research is that there are fewer similar researches are being found and none of the early researches have been conducted in the context of Pakistani public sector universities. This study can be helpful for administrators and policy makers of universities, as it will provides with important information that they can utilize to improve the learning environments and to make them more student centred.

LITERATURE REVIEW
Academic Learning Environment and its Effects on Students Behaviour and Performance

The term 'Academic Learning Environment' particularly refers to specific settings of education in which new things and theories are learned and applied. Dorman et al (2006) stated that educational learning environment is specifically related to and includes environment, climate and manner of that particular setting in which learning occurs. In general terms, learning environment is seen as constructive and knowledge building source of quality education.

Formal learning environment is traditional type of environment that exists in most educational institutions. Teachers play an extremely important role in guiding students to achieve their academic goals. As, Cocks and Watts (2004) supported this point as, teachers primary job is to recognize students' abilities and skills. Similarly, Brophy (1998) stressed that teachers should use such tactics that enhance students' self-respect and invoke confidence in them that can further help in creating positive feedback in classroom. Since learning environments exist in many different forms, lots of work has been done to formulate some sort of factors that can be used to uniform, identify and distinguish good learning environments as compare to others. As, Fellenz and Conti (1989) identified five major factors that contribute in creation of a good learning environment as: **Motivation**, that is a driving force for learning, **Aptitude,** define as how efficiently individual analyze the learning process, **Presentation**, if information presented by teacher in better way, student understands it easily, **Repetition**, reinforces student to understand what is being taught by teachers and **Practice with reinforcement,** what is being taught should be practically implemented.

In addition to students' personal characteristics, teaching techniques also have a huge impact on students' learning. There are different teaching techniques that result in varying outcomes i.e. by lectures, discussions, usage of multimedia, relative practical examples. Liu et al. (2009) emphasized on the use of modern technologies. They further discussed that contemporary methods of teaching are especially useful to help students of science and math.

Moreover, learning environment is not just limited to classrooms only. Factors including cultural issues as well as discrimination and favouritism among students can hinder students' progress. As, Allana et al. (2010) said that in many developing countries including Pakistan, gender discrimination is common. Women are not given equal place in society; they are not honoured to the level they deserve. This sort of biasness can seep into learning environments and badly affect students' morale and learning ability.

Examination criteria and methods also constitute an integral part of the learning environment of any educational institution. The procedure of educating and examining the human beings is as old as the main history itself. But the ways to judge and evaluate the performance of human beings have changed vividly because of dynamic environmental changes and trends. There are various ways in which examination system can be run effectively and as;

- Promoting students to the higher grade on the basis of good performance.
- Enhancing the motivation level of students and act as an incentive to a learner to put it best efforts.
- Future success can also be evaluated through good exams practices (Khan, n.d.).

Academic Learning Environment Instruments, Models and Frameworks

The variety of instruments indicates that the research on measuring learning environments takes several different approaches to the problem. The most commonly used practice is the measurement of students' perceptions. Several instruments have been developed in this regard. The instruments of research used to measure learning environments show that this

is a vast term that is loosely used to define varying concepts and the factors involved change according to the point of view of research. The first instrument developed to measure institutional level learning environments was CLUES (College and University Environment Scales). According to Dorman (2002) this instrument was developed by Pace and his colleagues (Pace & Stern, 1958), including following dimensions: practicality, community, awareness, propriety, scholarship, campus morale, quality of teaching and faculty-student relationships (Pace, n.d). Dorman (1999) developed an instrument that measures leaning environments according to academic perceptions and the seven dimensions that he uses are: academic freedom, concern for undergraduate learning, concern for research and scholarship, empowerment, affiliation, mission consensus and work pressure. Another instrument, used by Dorman and Fraser (2009) to measure classroom environments, named TROFELIE (The Technology-Rich Outcomes-Focused Learning Environment Inventory) comprises ten dimensions as; student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, equity, differentiation, computer usage and young adult ethos.
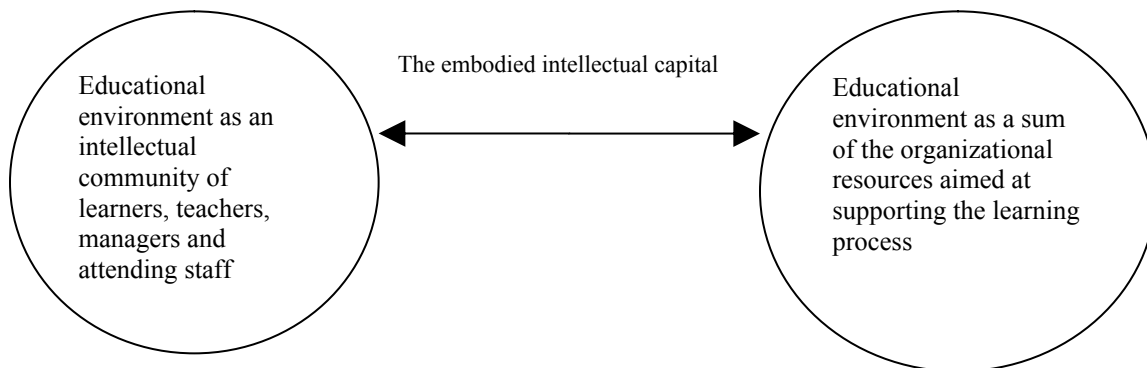
Researchers of the learning environments have presented several models of learning and learning environments from various perspectives. Some focus on the environment of entire educational institutions, other models or frameworks are developed by researchers to provide educational institute administrators with guidelines regarding what effective learning environments are and how those environments can be created. Still other studies focus particularly on the learning process that takes place in classrooms.

Similarly, Stukalina (2008) presented a model which views the educational environment as a combination of all the resources of the educational organization. They are tangible, non-tangible and semi tangible. They can be classified as;

- Laboratories, rooms, libraries and buildings etc. which encompass the technology and the physical environment of an organization.
- Curriculums, teaching materials and aids, administrative documents etc. are part of the instructional environment.
- The delivering of lectures and conduction of lessons are part of the executive environment.
- The psychological atmosphere of the university makes up its psychological environment.

Further, Stukalina (2010) has refined this basic structure and states that the educational institutions' environment should not simply be a combination of independent factors; rather it should be an integrated system. Furthermore, the educational environment can also be viewed as a multilevel structure that is linked by the social relationships between people who are part of that educational community (Calabrese, 2006). This community which is integrated due to its common goals is the intellectual capital of that educational institution.

The embodied intellectual capital

Educational environment as an intellectual community of learners, teachers, managers and attending staff

Educational environment as a sum of the organizational resources aimed at supporting the learning process

Educational environment as a multilevel structure (Source: Stukalina, 2010).

The above framework can be used by educational organizations to judge their own learning environments and their effectiveness in teaching students real life skills. It can also enable administrators of educational organizations to make improvements to the learning environment according to their own contextual needs and requirements.

Learning environments have been the subject to lot of research studies all over the world. Richardson (2005) conducted a study that attempted to establish a relationship between students' perceptions of courses of study and the learning environment and various approaches that they adopt to learn were mainly in context of distance learning environments. It was suggested that different approaches of study that are used by distant learners

and their perceptions may be very different from those of students studying on campus. Furthermore, those students also differ according to demographic characteristics such as age which may be part of this reason why their approaches to study differ from students studying in university campuses. The instrument used in this research was a modified version of CEQ (Course Experience Questionnaire) that had been simplified by Richardson and Woodley (2001) for the use of learners, suffering from hearing loss and contained simplified statements without the words "teachers" or "lecturers". Richardson (2005) states that according to Miller and Herrmann (1997) this simplification might increase the validity of the instrument for even those students who did not suffer from hearing loss.

Another contemporary issue in facing the academic world is growing use of online learning in higher education. Therefore, Chang and Fisher (2003) developed an instrument known as WEBLIE (Web Based Learning Environment Instrument). According to them most of the research on learning environments has been carried out within formal context. No instrument exists for measuring distant learning environments. Therefore, this instrument has been developed by Tobin (1998) who presented a basic framework for assessing interactive learning environments.

The main issue faced by academic organizations is of managing and maintaining quality of education. Studies have been carried out to develop ways of measuring and maintaining good quality of education. One of the factors that can be used to measure the effectiveness of a learning environment is the extent to which it is able to motivate students towards further study (Stukalina, 2010).

Academic Learning Environment Issues in Developing Countries

According to, The Importance of University Education in Developing Countries (n.d.) the educational institutes especially the higher education institutes and the individuals or learners who shape and develop the economy of a country as these prove to be knowledge assets of that particular economy. Education and knowledge is now more important developing factor for many countries as mentioned by the source, it is growth enhancer; it gives nation a specific competitive tool and better knowledge of other world economies. The source discussed recent World Bank study *Globalization, Growth, and Poverty: Building an Inclusive World Economy* that reports 24 developing countries who are engaging themselves globally in many businesses and trade areas through extensive consideration of higher education and its use as an efficient tool for development.

DAAD, a German academic exchange service is an organization that works for educational development and enhancement in developing countries all over the world. Salden (2011) reports that DAAD works for higher educational development for the reason, which it is required for economic development of the country in a way that future learners would act as change agents for economy. And the local development would be possible when people would have expertise in particular areas, more global knowledge would be shared locally and there will be better ways to cop up with global constraints. Salden (2011) stated the goals of DAAD which include raising and strengthening the capacity of higher education institutes and increase the involvement of German higher educational institutes.

Bunoti (n.d.) discussed the case of higher education in Uganda in her research upon developing countries' higher education systems. The finding of this study report is that the students get admission in different fields with the only aim of getting degree is to get a job in future. This has negative effect on the positivity of any learning environment. Another problem quoted is the non-availability of financial resources i.e. students cannot afford the tuition charges and possess less money to eat, so they get unhealthy and they can also involve in criminal and illegal activities to fulfil their need for money, that results in overall destruction of economy and country because of high crime rate. The study by Bunoti (n.d.) also reported that lack of government financing and lack of academic institutes ultimately results in low quality of education and increase in tuition fee.

In recent years, researchers have focused on learning environments of various Pakistani institutes. The research conducted by Abbasi et al. (2011) in Bahauddin Zakeriya University Multan, Pakistan, focused on computing satisfaction level of students. Results revealed that most of the students were dissatisfied of existing teaching styles, methods and techniques (Abbasi et al., 2011). Students also showed more dissatisfaction regarding teachers' teaching and lecture delivery styles of subject.

Another research is conducted by Malik and Shabbir (2008) in International Islamic University Islamabad, Pakistan in order to investigate how students of universities use different learning technologies and self- directed learning. Main purpose of the research was to explore self-directed learning, how students actually learn when they study independently. Results show that the major role is played by the teachers in enhancing students' learning abilities and usage of learning technologies.

Results revealed the facts that the teachers are not capable to provide proper direction to students about how to use learning technologies e.g. internet. Researchers of this view suggested that self-directed learning environments and technology based environments should be promoted in the universities of Pakistan so that student's dependency on teachers could be reduced. Results furthered revealed that proper orientation and training about how to use learning technologies like; E-library are not provided by the teachers and management of university. It is the foremost duty of university that it should provide proper orientation sessions to its students as well as to its teachers who have little knowledge how to use technology. It is generally understood that students would be able to learn the use of technology, if they will be provided broad guidelines. It is also found that students even want comprehensive guidelines to know how to search the relevant data from the websites and how to download relevant information and how to get access to the e-library.

RESEARCH METHODOLOGY

For this study the researchers focused on a critical analysis of the academic learning environment of one particular Pakistani University that is located in South Punjab. The sample consists of 222 students in both the campuses of case study public university operating in Pakistan. The questionnaire consisted of forty statements supported by 5 points Likert scale, where 5 representing "Strongly Agree" and 1 representing "Strongly Disagree". Moreover, to increase reliability of results researchers have also taken comprehensive interviews from 40 students of university, who were studying in different departments and at different semesters. Questionnaire also contained certain demographical details to ascertain, whether opinions of university's learning environment varied based on personal characteristics. These demographical details are also explained below.

FINDINGS AND DISCUSSION

Lesson Planning:

Dimension	Mean	Standard Deviation	Percentage		
			Agree	Disagree	Neutral
Lesson Planning	3.63	1.248	71.3%	24.6%	4.1%

The mean of this dimension is 3.63 with a Standard Deviation of 1.248. Out of the total number of respondents, 71.3% agreed, 24.6% disagreed and 4.1% were neutral about the statement that *"Properly planned lessons are taught by teachers"*.

When interviewed, most of the students agreed with this statement as well. One student's opinion was that

"My teachers always take care to give us a proper course outline at the start of the semester. But the syllabus that we actually cover is often a lot less than what's mentioned in that."

Other teachers are more concerned with developing course outlines each semester however; these course outlines are not always followed. There are also some teachers who have a non-serious attitude and do not take any care in either developing or following lecture plans. One student said that

"Teachers show extremely non serious behaviour during sessions and never follow the course outline content".

While the overall impression given by students' responses to this question was positive, differences existed depending on the department to which each respondent belonged.

Gender Discrimination:

Dimension	Mean	Standard Deviation	Percentage		
			Agree	Disagree	Neutral
Gender Discrimination	3.55	1.299	59.8%	27.0%	13.1%

The mean of this dimension is 3.55 with a standard deviation of 1.299. Out of the total number of respondents, 59.8 % agreed, 27.0 % disagreed and 13.1 % were neutral about the statement that *"Gender discrimination is not done by teachers."*

This topic elicited a variety of responses from interviewees most of which were highly negative. Male interviewees argued that male teacher's prefer female students and award them better grades as well

as sessional marks. Whereas the female interviewees believed that male students are more able to ingratiate themselves towards the faculty. As one female respondent said that

"Boys don't work at all on most assignments and presentations and our teachers are still very lenient with them. They get same marks as us even though we have done much better work".

All the interviewees agreed that whenever this sort of discrimination occurs within or outside the classroom, it leaves them extremely demotivated.

Critical Thinking:

Dimension	Mean	Standard Deviation	Percentage		
			Agree	**Disagree**	**Neutral**
Critical Thinking	3.16	1.037	40.1%	29.5%	30.3%

The mean of this dimension is 3.16 with a standard deviation of 1.037. Out of the total number of respondents, 40.1 % agreed, 29.5 % disagreed and 30.3 % were neutral about the statement that *"I am generally not motivated to apply critical thinking."*

In this case it is indicated from the above statistical results that students generally do not feel motivated towards applying critical thinking. Discussing the construct of critical thinking, some interviewee students felt that while their teachers fail to encourage it, it still is an important learning factor and should be practiced. One student responded to the question regarding critical thinking by saying that

"Some of teachers don't know what critical thinking means so how can they encourage it." While another student felt that

"Young motivated teachers focus more on these skills than demotivated teachers. But students themselves resist change. Even when a young teacher tries to encourage something new, students shoot down this idea and tell teachers to continue with the simple lecture plan"

From these responses it can be surmised that a relationship exists between the teachers' personal knowledge and what they impart to their students. Skills such as critical thinking are only part of the university environment up to the level of individual teachers who are motivated enough to practice it. However, art of critical thinking is missing from the general learning environment of the university as a whole.

Boredom with Routine:

Dimension	Mean	Standard Deviation	Percentage		
			Agree	**Disagree**	**Neutral**
Boredom with Routine	3.59	1.341	60.6%	29.6%	9.8%

The mean of this dimension is 3.59 with a standard deviation of 1.341. Out of the total number of respondents, 60.6 % agreed, 29.6 % disagreed and 9.8 % were neutral about the statement that *"I feel bored in classes of routine nature."*

When interviewees were asked if they felt bored with routine class work, they said that the routine was fine as long as it was shaken up with some extra or co-curricular activities. One of the students gave detailed answer that

"Everyone wants change in life in every aspect so to enhance learning in students different ways are adopted so that we can learn with enthusiasm."

It can be surmised that while students prefer a formal lecture based learning environment, they still get bored if there is nothing but lectures in their daily routine.

Self-Learning:

Dimension	Mean	Standard Deviation	Percentage		
			Agree	**Disagree**	**Neutral**
Self-Learning	3.34	1.334	54.9%	36.9%	8.2%

The mean of this dimension is 3.34 with a standard deviation of 1.334. Out of the total number of respondents, 54.9 % agreed, 36.9 % disagreed and 8.2 % were neutral about the statement that *"I learn more through reading books than by listening to lectures."*

When asked about their learning preferences i.e. what type led to most successful results in terms of knowledge enhancement, interviewees gave mixed answers. Exemplifying a growing trend among Pakistani students, one interviewee said that

"I prefer online resources and so do my friends because I get up to date information from the internet about any topic that I look for."

Other students said that they do not like using online sources and feel difficulty in making those assignments that required their use. The main issue is that of availability and access. One student said that

"I do not like reading on the computer because the glare of the screen tires my eyes. I prefer notes and books."

Students also noted that regardless of preferences, they have to make use of whatever resources are required of their courses. Most said that they have to use a mix of books, lecture notes and online sources to gather data necessary for making assignments and to understand syllabus topics. It may appear as a positive aspect of the learning environment that teachers are incorporating technology into their lesson plans; however, many students are still unable to properly use computers and the internet. This is an important concern that needs to be addressed.

Rote Learning:

Dimension	Mean	Standard Deviation	Percentage			
				Agree	**Disagree**	**Neutral**
Rote Learning	3.48	1.274		53.2%	22.9%	23.9%

The mean of this dimension is 3.48 with a standard deviation of 1.274. Out of the total number of respondents, 53.2 % agreed, 22.9 % disagreed and 23.9 % were neutral about the statement that *"Students like cramming."*

When questioned about rote learning hypothetically, many students agreed that it is not a good way to learn and doesn't result in gaining any deep knowledge. However when these students were questioned about their own preferences, it was found that most of them were much more concerned about getting good grades in exams by memorizing the answers as compare to understanding concepts. When asked about the reasons for such behaviour, they provided many.

One student said that

"My teachers give better marks to students who write memorized answers so why should I waste time with conceptual learning."
Not everyone felt the same way, one interviewee responded that

"My primary concern is with getting good marks. But I try to learn all the concepts as well. Our exam system is flawed because it rewards memory not knowledge. Students will become more motivated to learn deeply if the exams require it because most students are lazy and only do what's necessary!"

From these responses it can be inferred that the general learning environment of the University supports rote learning. Students seem to have made a habit out of it and the teaching method reinforces it therefore it continues to be widely practiced in all the departments.

Research Difficulty:

Dimension	Mean	Standard Deviation	Percentage			
				Agree	**Disagree**	**Neutral**
Research Difficulty	3.39	1.301		53.3%	28.7%	18%

The mean of this dimension is 3.39 with a standard deviation of 1.301. Out of the total number of respondents, 53.3 % agreed, 28.7 % disagreed and 18 % were neutral about the statement that *"I feel difficulty in doing research projects because of no guidance from teacher."*

Research work was not perceived as a very useful way of learning by most interviewees. While in theory it may seem like a good concept, most students said that they feel reluctant to undertake research projects. This is because students view it as an advanced form of learning and feel that they would be unable to do it. One student shared his view point as;

"Research projects and big assignments are just extra burden on us. We have enough syllabus to cover in one semester already and big assignments just add to the pressure."

The problem of resource availability and teachers support also cropped up frequently in students responses that were adamant that their teachers do not motivate them towards this sort of work and they should not have to do such assignments. Even students', who viewed research work positively, said that without proper guidance and resources, it is not possible to do much on their own.

Leadership:

Dimension	Mean	Standard Deviation	Percentage			
				Agree	**Disagree**	**Neutral**
Leadership	3.48	1.208		55.8%	26.2%	18%

The mean of this dimension is 3.48 with a standard deviation of 1.208. Out of the total number of respondents, 55.8 % agreed, 26.2 % disagreed and 18 % were neutral about the statement that *"I want to be leader in group work."*

The statement about leadership did not elicit much response from students. Either they felt that they wanted to be group leaders or they did not. Not many reasons were provided for this preference

except that it was a personal one. An interesting point raised was that

"The group leader has to do all the work and be answerable to group members and the teacher that is why I don't want to be the one"

It can be concluded that the university's learning environment does not play much part in encouraging or discouraging students from taking up leadership roles, rather it has more to do with their personal preferences.

Confidence Level:

Dimension	Mean	Standard Deviation	Percentage			
Discipline	3.98	1.020		Agree	Disagree	Neutral
				79.5%	9.8%	10.7%

The mean of this dimension is 3.98 with a standard deviation of 1.020. Out of the total number of respondents, 79.5 % agreed, 9.8 % disagreed and 10.7 % were neutral about the statement that *"I am more confident since being a university student."*

Interview results revealed that much as the statistical data has shown, most students agree that the university's environment has played a major role in the development of their personalities and given

them a lot more confidence than they had before. Students often indicated they are much more confident than their peers who have not had a university environment experience.
One student said

"Giving presentations and working with opposite gender has greatly increased my confidence level and moral."

Examination Criteria:

Dimension	Mean	Standard Deviation	Percentage			
Examination Criteria	3.20	1.264		Agree	Disagree	Neutral
				52.4%	36.1%	11.5%

The mean of this dimension is 3.20 with a standard deviation of 1.264. Out of the total number of respondents, 52.4 % agreed, 36.1 % disagreed and 11.5 % were neutral about the statement that *"I am fully satisfied with prevailing examination criteria."*

The dissatisfaction and neutral opinion of many respondents to the questionnaires was reflected in interview results, garnering an even more negative result than the statistical data had suggested. Most of the interviewees revealed much dissatisfaction towards the prevailing examination criteria. Although many of them like the semester system, they said that the examination system currently operating in the university lowers the intellectual abilities of students.

"There is limited time to learn and a lot of course work to cover. So we just memorize everything and pass the exams."

When asked to suggest a better way of conducting exams, one student gave the following

"Case studies and conceptual questions should be asked in exams and cramming should not be supported by the teachers."

Another student griped that

"We are told that conceptual answers will get better marks but in the end memorization always results in good grades."

Recommendations

On the basis of findings of this research, the researchers have suggested following recommendations:

Teachers are suggested to improve the critical thinking skills of students, their application in different settings, for this they should teach the topic in different manners. After proper lesson planning, they must raise the spirits of students to take active part in discussions, and should put counter comments in the response of their arguments. Teachers should use inductive approach of teaching i.e. giving any situation first then asking students to analyse it, teachers should involve students in positive and constructive discussion and should appreciate their views.

Teachers should use different modes of teaching such as visual modes, problem solving learning methods etc. e.g. case studies and presentations in which students involvement is

required. Different activities should be arranged and performed by students. Some other tasks should be assigned to them such as field work, researches, so that through doing tasks of different dimensions, students learn more skills and do not get bore of performing similar tasks every time that has been assigned to them.

To enhance self-learning it is recommended that the university should utilize some of its budget in maintenance of computer labs and digital libraries, so that students get opportunity of searching latest information and extracting useful knowledge from books. Government can also aid universities as students are precious asset of the country what we invest in them today, will bring fruitful result tomorrow. Teachers can also encourage students for self-learning, by assigning them topics in advance, bringing them towards developing the habit of self-learning, appreciate students in class and arrange the system of reward for example bulletin boards must be made in each department where, on weekly basis, teachers should write the names of brilliant students, for those students who participated in class and provided new and interesting information.

To end up the culture of cramming, it is advised that teachers should involve students while delivering lectures, so that they could grab meaning of the topic and they should include project and practical work in their courses, it's not just bookish material which students cram for marks and after exams they does not remember a single word from it, therefore such learning is useless.

To overcome the problem of research difficulty, teachers are required to properly motivate and support their students and guide them how to search relevant material on relevant websites, how to rephrase the text and how to avoid plagiarism while doing research work. It is also suggested to the management of university that they should arrange well equipped computer labs with an easy accessibility.

CONCLUSION

Learning and academic learning environments have received plenty of attention from researchers. The subject of learning environments and how to measure them has been given considerable thought. There are several instruments that exist for this purpose and the use of these depends mainly on the point of view or direction from which a researcher wishes to approach the subject. The most common of these methods involves measuring students or teachers perceptions about their learning environment. An important aspect of the research on learning environments and one of the reasons that so many different forms of it exist is

effectiveness. Some environments and methods are appropriate to certain circumstances and others are not. A related issue to this is that most of the research on this subject has been carried out in developed countries with little attention being paid to it in third world countries such as Pakistan. This is the reason that this research has been carried out here, to find out what constitutes as a learning environment within the context of Pakistani university. This has been done because research shows that learning environment significantly impacts student's learning behavior, their motivation towards education as well as their performance. This sort of research can help the management of Pakistani universities to better understand the issues that impact their students and help them to create more effective learning environments.

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