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Reckoning the student perspectives on the educational environment: An in-depth analysis using the Dundee Ready Education Environment Measure in the management discipline

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ABSTRACT

Exploring the multifaceted dimensions of educational environments highlights their impact on academic outcomes and well-being focusing on the management of students' perceptions at the people campus. The research employed an explanatory design to test relationships between study variables. Data were gathered from 144 students enrolled in Bachelor of Business Administration (BBA) and Bachelor of Business Management (BBM) programs at people campus, Kathmandu using the Dundee Ready Education Environment Measure (DREEM) tool. Respondents were selected using the convenient sampling method. Results revealed generally positive perceptions across various domains, including learning, teaching, academic self-perception, atmosphere, and social interactions. Students reported high levels of engagement, confidence in teachers, and satisfaction with the learning environment's conducive atmosphere. As a result, the study shows similar experiences for male and female students because the statistical results shows that there were no significant gender differences in all dimensions (P ≤ 0.05) of the educational environment on the campus. The study emphasizes fostering inclusivity and support in education to improve student experiences and promote learning equality.

Contribution/Originality: This study contributes by being the first to apply the DREEM model to assess management students' educational environment in Nepal, specifically at people campus. It provides valuable insights into students' perceptions highlighting areas of strength and opportunities for improvement to enhance academic outcomes and well-being.

1. INTRODUCTION

Environmental education is the activity or process of using an interdisciplinary approach to improve understanding and knowledge of natural, physical, and campus surroundings (Masalimova et al., 2023). Xu and Yang (2022) state that the educational environment encompasses the physical campus setting as well as the subjective and objective elements associated with school, teaching, and learning. Educational environments have been a fundamental component of human existence since the beginning (Garbuja, Rana, Thapa, & Rana, 2020). As teachers, policymakers, and researchers, it is crucial to have a deep grasp of the complex interaction of components in the educational environment as they try to improve the quality of education. The educational environment encompasses a wide range of characteristics, including physical infrastructure, social interactions, cultural

influences, and instructional approaches and it plays a powerful role in shaping students' learning experiences (Closs, Mahat, & Imms, 2022; Kariippanon, Cliff, Lancaster, Okely, & Parrish, 2018). The educational environment is of utmost significance and covers a multitude of key qualities (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020). Student satisfaction, achievement, contentment, and success are all positively impacted by the educational environment (Al Ayed & Sheik 2008). Enhancing the academic achievement and personal development of students is exclusively feasible within a robust educational environment (Gbollie & Keamu, 2017; Tadese, Yeshaneh, & Mulu, 2022). Unfavorable educational environments disrupt students' social lives and impede their ability to learn and acquire knowledge (Audin, Davy, & Barkham, 2003). Numerous scholars highlight the influence of a program's environment on student behavior, i.e., the approach to study comprehension of practice and the educational outcomes attained in their articulate discussions of educational environment concepts and concerns (Carmody, Jacques, Denz-Penhey, Puddey, & Newnham, 2009; Foster Page, Kang, Anderson, & Thomson, 2012; Genn, 2001; Lizzio, Wilson, & Simons, 2002). For the effective operation of a holistic curriculum, it is critical to understand how students perceive their learning environment (Rani, Nusrath, & Shivaramu, 2019). The educational environment in which students engage in their learning activities has a significant impact on their academic development, conduct and overall well-being (Audin et al., 2003; Pimparyon, Caleer, Pemba, & Roff, 2000). Having an excellent understanding of the context of an educational programme can assist in quality assurance by revealing areas for improvement and then assessing the efficacy of those improvements.

The necessity to improve learning outcomes overall makes it necessary to analyze the operational dynamics of the college educational environment. By carrying out such a study, administrators and teachers can identify the system's strengths and weaknesses allowing for focused adjustments. Securing a contemporary and effective educational experience requires a study into the optimization of teaching approaches, curriculum design, and the incorporation of technology. Building an atmosphere that encourages well-rounded growth also requires an awareness of what influences student involvement and academic achievement. In addition, if the educational environment at colleges is thoroughly examined, it will be easier to match educational objectives with society's changing demands. Findings provide light on how successfully co-curricular and other forms of student engagement contribute to a balanced education. After all, the research lays the groundwork for bettering higher education and creating a setting that encourages intellectual and personal development. It is necessary to identify the perception of students towards the educational environment on people's campus based on the above statement. Based on the above statement, two major questions were raised, i.e., is it necessary to assess the perception of students towards the educational environment at people's campus? And is there a difference in perception based on gender regarding the educational environment at people's campus?

1.1. Research Objectives

The general research objective is to analyze the perception of students towards the educational environment on the people's campus of Kathmandu Valley. Specifically, the study explored the perception towards the following five dimensions of educational environment: Student's Perception of Learning (SPL), Student's Perception of Teachers (SPT), Student's Academic Self-Perception (SASP), Student's Perceptions of Atmosphere (SPA), and Student's Social Self-Perceptions (SSSP).

1.2. Research Hypothesis

The study has made the null research hypothesis based on the five dimensions of the educational environment. The hypothesis is statistically tested from the independent sample t-test to check the mean differences between the male and female students. The null hypothesis is as below:

H_{01}: There is no significant difference in the perception (SPL, SPT, SASP, SPA and SSSP) of gender towards the educational environment.

2. LITERATURE REVIEW

Numerous investigations have been carried out on an ongoing basis within the field of environmental education. Indian research conducted at Karnataka Lingayat Education University Health Sciences analyzed the educational environment using the DREEM questionnaire which included 914 responses. The study indicated a generally good view (mean score: 120.21) with variances between fields and genders. Male and postgraduate students had higher favorable attitudes. The results indicate both strengths and places for growth with the goal of aligning with worldwide norms (Sunkad, Javali, Shivapur, & Wantamutte, 2015). Another research from Kerman University of Medical Sciences in Iran investigates dentistry students' perceptions of their educational environment. With 205 participants, it explores learning, teacher perceptions, academic self-perceptions, environment and social perceptions. While overall opinions were mostly favorable, certain issues such as stress, weariness, and inadequate feedback from teachers were raised highlighting possibilities for development (Kalantary, Sayadi, & Hashemipoor, 2016).

James, Mani, Mathew, and Velusamy (2017) conducted a cross-sectional study of 78 students from the first clinical year and final year of a rural medical college; both cohorts had good attitudes about their educational environment. Nonetheless, there were significant differences in overall DREEM scores and sub-domain scores across students in their first and final clinical years. Another cross-sectional study at Oman Medical College (OMC) surveyed 418 undergraduate students and interns showing a mean DREEM score of 130.75 ± 12.69. Interns reported higher scores for perceptions of learning and teachers compared to undergraduates   while both groups rated perceptions of the environment lowest (Prashanth & Ismail, 2018). Research at Chitwan Medical College in Bharatpur, Nepal revealed a positive learning environment. Nine areas of concern received average scores of ≤ 2. There were no significant changes in educational environment subscale ratings among enrollment years, genders or education financing sources (Shah et al., 2019).

In 2020, researchers at Tribhuvan University's Institute of Medicine's nursing schools arrived at a total DREEM mean score of 134.37 ± 21 out of 200. In areas including factual learning instruction, memorizing chances, stress support, program time management, class preparation, and students' self-perception, participants had lower mean scores (<2.0) (Bista, Sharma, Tamrakar, Sharma, & Bhattarai, 2020). A different research found that there were significant disparities in perception across the four nursing schools with the exception of the learning subscale ($p<0.05$). Furthermore, the perceptions of first- and final-year students differed significantly across five subscales ($p<0.05$) with the exception of social self-perception ($p=0.85$) (Samson, Pun, Poudel, & Panthee, 2021). Chinese research found that "academic self-perception" was the least important factor while "perception of teachers" was the most important. No differences were found based on gender. Although there was some consistency in the perception of atmosphere, there were noticeable differences in overall scores and other areas when analyzing graduation dates (Xu & Yang, 2022). Another study found an overall DREEM score of 141.96 (70.87%). Interestingly, there were no significant differences observed in the overall DREEM scores between 1st -and 2nd-year students (Ranade, Jadhav, & Wagh, 2023). A recent study assessed student perceptions with confidence in passing the year scoring highest and support for stressed students scoring lowest indicating varied educational experiences (Khan, 2024).

The continual effort to evaluate and comprehend health sciences and medical students' educational experiences through the use of the DREEM tool is highlighted by this compilation of papers. Over the course of several years, the research offers a thorough summary of the changing perspectives within these domains.

2.1. Research Gap

The study has reviewed many related literature to know the existing knowledge on the impact of educational environment on students' perceptions but in the particular context of the study area, the perception of management students in educational settings, especially at people campus is not well covered in the literature despite the abundance of research on educational environments in the health sciences and medical education utilizing the

DREEM. Understanding the distinct experiences, difficulties and preferences of management students in this setting has not received much attention. In this background, this study is directed to cover the gaps by an in-depth study of the educational environment from the perception of management students in the selected management college of Kathmandu.

3. RESEARCH METHODOLOGY

The study has adopted the following research design, tools and techniques to complete this study:

3.1. Research Design

The study employed a cross-sectional time horizon to assess the educational environment in a higher education institution. A quantitative approach was adopted utilizing a structured survey questionnaire to collect data. An explanatory research design was used to statistically examine the differences between the study variables.

3.2. Research Population and Sampling Technique

The total management students of the selected campus were the study population. Among them, a statistically significant sample was selected considering the 95% confidence level, 7% margin of error, and 50% prevalence. Data were collected from 144 students using the Dundee Ready Education Environment Measure (DREEM) through a convenient sampling method. People campus was chosen to collect data in this study because it is one of the oldest campuses in the region having been established in 1981. Its long history and experience in delivering higher education make it a suitable study area to gather insights from students about their perceptions of the educational environment.

3.3. Research Instrument

The study used the standard data collection tool; the Dundee Ready Education Environment Measure (DREEM) to measure the educational environment of people campus located in the Kathmandu Valley of Nepal. It is the standard well-tested survey tools that produce the quantitative data.

3.4. Data Analysis Plan

A quantitative approach was adopted and the Statistical Package for Social Science (SPSS) version 20 was utilized for data analysis. Descriptive statistics, including frequency, percentage, mean, and standard deviation were computed and a t-test was employed to compare relevant variables.

3.5. Reliability

Table 1 presents the results of the reliability test that ensures the consistency of the data highlighting the importance of checking data reliability before proceeding with further analysis. The study runs the Cronbach's alpha test to determine the internal consistency of data. There were five major dimensions of the educational environment and the value of Cronbach's alpha test of each dimension is shown below.

Table 1. Test of reliability.

S.N	Factors	No of items	Cronbach's alpha
1	Student's perception of learning (SPL)	12	0.640
2	Student's perception of teachers (SPT)	11	0.704
3	Student's academic self- perception (SASP)	8	0.736
4	Student's perception of atmosphere (SPA)	12	0.756
5	Student's social self- perceptions (SSSP)	7	0.452
Total		50	0.886

3.6. Validity

Validity test ensures that the instrument can measure the same thing that is intended to measure. The study ensured the face validity and content validity of the instrument from the panel of discussion with the content expert. The content and words were contextualized to ensure that students could easily understand its face meaning. Similarly, in the next phase the instrument was pre-tested among the respondents to check its readability and understandability.

3.7. Ethical Consideration

The study obtained ethical approval from the research management cell of people's campus. On September 24, 2023, the research management cell of the people's campus approved with reference number 41/080-081. Moreover, the study also took the written consent from each respondent to ensure the privacy and confidentiality of the given information.

4. RESULTS OF THE STUDY

This section includes the findings and interpretation based on the objective and study variables of this study. It has included demographic information, student's perception on learning, on teachers, on academic self-perception, on campus atmosphere, on social self-perceptions, total DREEM domain factors and perception of gender towards educational environment.

Table 2. Demographic information of respondents.

Gender	Frequency	Percent
Female	106	73.6
Male	38	26.4
Course	Frequency	Percent
BBA	72	50.0
BBM	72	50.0
Semester	Frequency	Percent
3rd	46	31.9
4th	40	27.8
6th	33	22.9
7th	25	17.4
Total	144	100.0

The data presented in Table 2 shows that in total of 144 management students were evenly split between BBA and BBM with 72 students each. From the gender balance, there were 106 (73.6%) female' students followed by 38(26.4%) male' students. Academic distribution reveals that 46 (31.9%) students were selected from the 3rd semester, 40 (27.8%) from the 4th, 33 (22.9%) from the 6th, and 25(17.4%) were from the 7th semester.

Table 3. Students' perception of learning.

Student's perception of learning (SPL)	Mean ± S.D	Mean (%)
Class participation	2.85±0.89	71.25
Teaching is often stimulating.	2.65±0.74	66.25
Student-focused	2.64±0.86	66
Competency-focused	2.65±1.02	66.25
Teaching is well focused.	3.04±0.86	76
Confidence-building	2.81±0.85	70.25
Teaching time is put to good use.	2.84±0.78	71
Teaching over-emphasises factual learning (N)	1.98±0.96	49.5
Clear learning objectives	2.78±0.78	69.5
Encourages active learning	2.79±0.95	69.75
Long-term emphasised short-term	2.37±0.85	59.25
Is teacher-centered (N)	1.97±0.98	49.25

Table 3 presents the students' perceptions of their learning experience indicating that they generally perceive it positively. Students report a high level of encouragement to participate in class and find the teaching stimulating and student-centered. There is a perceived focus on developing both competence and confidence indicating an inclusive approach. The effective use of teaching time is acknowledged. Teaching is viewed as well-focused with an emphasis on long-term learning. However, concerns are raised about potential overemphasis on factual learning and a somewhat teacher-centered approach suggesting areas for improvement in fostering a more balanced and student-engaging educational environment.

Table 4. Perception of students on teachers.

Student's perception of teachers (SPT)	Mean ± S. D	Mean (%)
Are knowledgeable.	2.80 ± 1.10	70
Deliver research-led teaching.	2.74 ± 0.79	68.5
Ridicule the students (N).	2.28 ± 1.00	57
Are authoritarian (N).	2.09 ± 1.01	52.25
Develop practical skills.	2.61 ± 0.95	65.25
Are good at providing feedback.	2.72 ± 0.98	68
Provide constructive criticism.	2.53 ± 0.91	63.25
Give clear examples.	2.72 ± 1.05	68
Get angry in class (N).	2.37 ± 1.16	59.25
Are well prepared for their classes.	2.94 ± 0.79	73.5
Students irritate the teachers (N).	2.46 ± 1.27	61.5

Table 4 presents the perception of students on teachers showing that students generally hold positive perceptions of their teachers recognizing their knowledge and research-led teaching. Teachers are perceived as supportive aiding in the development of practical skills and providing constructive feedback. Additionally, there is an acknowledgment of teachers' preparedness for classes and their ability to deliver clear examples. However, concerns are noted regarding potential ridicule and authoritarian behavior as well as occasional expressions of anger in the classroom. Overall, the data indicates a generally positive view of teachers with improvement in specific aspects of interpersonal dynamics and classroom management.

Table 5. Perception of students on academic self-perception.

Student's academic self- perception (SASP)	Mean ± S. D	Mean (%)
Learning strategies remain effective.	2.30±0.94	57.5
Confident passing this year.	2.80±1.01	70
Teaching develops confidence.	2.79±0.92	69.75
Last year's efforts prepared me well for this year.	2.32±0.87	58
I need all memories.	2.22±0.97	55.5
Learnt how scientific research is carried.	2.30±0.97	57.5
Problem-solving skills are developed.	2.31±1.00	57.75
Learning seems relevant.	2.57±0.97	64.25

Table 5 presents the Students' Academic Self- Perception (SASP) indicating that students acknowledge the continued effectiveness of past learning strategies. Confidence in completing the academic year is notably high and there is a positive relationship between teaching and the enhancement of confidence. Students recognize the value of previous coursework as a solid foundation for the current academic challenges. There is an overall awareness of gaining insights into scientific research methods and the refinement of problem-solving skills despite some difficulties in memorization. Moreover, a considerable portion of students perceive the learnt content as relevant to future careers in management.

Table 6. Perception of students on campus atmosphere.

Student's perceptions of atmosphere (SPA)	Mean ± S. D	Mean (%)
Atmosphere is relaxed during classes.	2.26± 0.05	56.5
Course is well timetabled.	2.61± 1.05	65.25
Cheating is a problem (N).	2.31± 1.08	57.75
Atmosphere is comfortable during lectures.	2.31 ± 1.05	57.75
Opportunities to develop interpersonal skills.	2.64± 0.99	66
Comfortable in class socially.	2.59± 0.90	64.75
Comfortable during seminars and tutorials.	2.43 ± 1.00	60.75
Experience disappointing (N).	2.08 ± 1.13	52
Concentrate well.	2.38 ± 0.91	59.5
Enjoyment prevails.	2.36 ± 1.97	59
Motivates learner.	2.53 ±0.91	63.25
Able to questions.	2.42 ± 1.03	60.5

Table 6 presents students' perceptions of the atmosphere (SPA) providing insights into the learning environment. The atmosphere during classes, lectures, seminars and tutorials is generally perceived as relaxed, fostering a conducive setting for learning and concentration. The well-timetabled courses contribute to a structured academic experience enhancing overall satisfaction. Opportunities for developing interpersonal skills are recognized and a comfortable social environment is reported in class. Despite occasional disappointments, the majority finds the learning experience enjoyable with motivation derived from the atmosphere. The prevalence of cheating is acknowledged presenting a potential concern within the faculty. Overall, the data suggests a mixed but generally positive perception of the academic atmosphere with areas for improvement in addressing concerns and enhancing the overall student experience.

Table 7. Perception of students on social self-perceptions.

Student's social self- perceptions (SSSP)	Mean ± S.D	Mean (%)
Good support system.	1.98±1.08	49.5
Tired to enjoy the course (N).	2.16±1.05	54
Rarely bored in this course.	1.82±0.96	45.5
Good friends.	3.05±0.93	76.25
Social life is good.	2.65±0.97	66.25
Seldom feel lonely.	1.88±1.08	47
Accommodation is pleasant.	2.54±0.87	63.5

Table 7 presents Students' Social Self- Perceptions (SSSP) providing insights into their social well-being. A good support system for stressed students is perceived to be lacking indicating a potential area for improvement. Students generally report rarely feeling bored in their courses while fatigue occasionally hinders enjoyment. The presence of good friends within the faculty contributes to a high social satisfaction level. Overall social life is considered good with infrequent feelings of loneliness. Accommodation is generally perceived as pleasant showcasing a positive aspect of the student experience. Despite some identified challenges, the data indicates a generally positive social self-perception with areas for enhancement in the support system for stressed students.

Table 8. Total DREEM domain factors.

DREEM domains	Maximum score	Mean ± S. D	Mean (%)	Interpretation
SPL	48	31.37±10.52	65.35	A more positive approach.
SPT	44	28.26±11.01	64.22	Moving in the right direction.
SASP	32	19.61±7.65	61.28	Feeling more on the positive side.
SPA	48	28.92±12.07	60.25	A more positive atmosphere.
SSSP	28	16.08±6.94	57.42	Not too bad.
Total	200	124.24±48.19	62.12	More positive than negative.

Table 8 presents the DREEM assessment revealing positive aspects in various domains of the students' educational experience. Students generally hold a positive approach to learning, perceive an improving learning environment and feel relatively positive about their academic self-perception. The atmosphere and social self-perceptions are also assessed positively with room for improvement. Overall, the total score indicates a more positive than negative educational experience suggesting a balanced and constructive learning environment.

Table 9. Perception of gender towards educational environment.

Independent samples test						
	Gender	**Mean**	**Std. deviation**	**t**	**df**	**Sig. (2-tailed)**
SPL	Female	2.65	0.39	1.94	142	0.053
	Male	2.51	0.39			
SPT	Female	2.58	0.51	0.32	142	0.748
	Male	2.55	0.51			
SASP	Female	2.45	0.55	-0.08	142	0.937
	Male	2.46	0.62			
SPA	Female	2.39	0.48	-0.74	142	0.460
	Male	2.46	0.63			
SSSP	Female	2.30	0.43	-0.16	142	0.868
	Male	2.31	0.60			

Table 9 presents the perception of gender towards the educational environment with independent samples t-tests assuming equal variances showing no significant gender differences in SPL, SPT, SASP, SPA and SSSP. These findings indicate that males and females perceive their learning, teachers, academic abilities, learning environment, and social self in a similar manner. The absence of gender differences suggests the similarity of both male and female students towards the educational environment of the selected campus. Such results are essential for fostering an inclusive educational environment and promoting equality among students. These findings contribute to understanding gender dynamics within educational settings and may inform efforts to address any existing disparities. Overall, this research highlights the importance of considering gender-neutral approaches in educational practices to ensure equitable outcomes for all students.

5. DISCUSSION

The study measures the educational environment on people campus representing the management student's perception from five domains. First is the perception of the learning environment of people's campus results which revealed that students generally perceive their learning experience positively reporting a high level of encouragement to participate in class and finding the teaching stimulating and student-centered. In total, the SPL domain score seems to be 31.37±10.52. Similarly, result was observed in Indian study conducted by Parmar, Shah, and Parmar (2015) where mean score for SPL seems to be 31.40. But the study conducted in UK result seems better in comparison to Nepal and India where SPL observed 3.6 ± 0.9 (Cocksedge & Taylor, 2013). Similarly, a recent study conducted on M.B.B.S. students in a medical college in Ahmedabad, India revealed a low where SPL was recorded as 3.0 compared to this study (Mehta et al., 2023). The result suggests the potential variations in learning environments across different educational settings based on infrastructure and situation.

The second domain consists of the perception of students of teachers where the result shows that the management students perceive the teachers as supportive playing a significant role in facilitating the development of practical skills and offering constructive feedback. Furthermore, there is recognition of the teachers' preparedness for classes and their proficiency in delivering clear examples. In total, the SPT domain score seems 28.26±11.01. Another study revealed that SPT domain score was 26.5±5.16 in Zambia and 27.87 in India Gujarat which is low compared to this Nepali study (Algotar, Chauhan, & Mehta, 2024; Ezeala, Ezeala, & Zimba, 2022). Similarly, another study was conducted in Dr. Shankarrao Chavan Government Medical College mean score seems to be

30.48±2.52 (Inamdar & Chaudhari, 2023). These findings suggest that the Nepali study reflects a generally favorable perception of teachers, although there may be variations compared to other educational settings.

Similarly, the third domain consists of academic self-perception. Students believe in the effectiveness of their learning strategies and express confidence in passing the year, attributing it to supportive teaching methods aiding their skill development. The result indicates that a significant percentage of students have a positive academic self-perception. In total, the SASP domain score seems to be 19.61±7.65. A similar result was observed in Indian medical school with a mean score of 19 (Abraham, Ramnarayan, Vinod, & Torke, 2008). Different result was observed in an osteopathy teaching program Melbourne, Australia where score was 21.08±3.86 (Vaughan, Mulcahy, & McLaughlin, 2014). This suggests that the academic self-perception among Nepali's students may lag behind those in other countries indicating potential areas for improvement in academic self-beliefs and confidence.

On the other hand, the fourth domain observed that there is a mixed perception among students regarding their social self-perceptions. There are also concerns about fatigue impacting enjoyment of the course and occasional feelings of loneliness while a significant percentage of students feel that there is a good support system for stressed students and have good friends in the faculty. Overall, students generally rate their social life and accommodation as satisfactory. In total, the SPA domain score seems 28.92±12.07. A study conducted in 2022 at a private medical school in southwestern Nigeria revealed SPA score of 26.6 ±6.4 (Oguntoye, 2023). However, Iran study revealed a domain score 29.17±6.351 (Galehdar, Habibi, Ebrahimzadeh, & Moradi, 2023). It suggests a need to address concerns related to fatigue and loneliness and further enhance the social support system to improve students' social self-perceptions.

The fifth domain reveals that students hold varying social self-perceptions. A significant proportion feel tired and unable to enjoy the course while nearly half of the students perceive a good support system for those experiencing stress. On the positive side, a majority report having good friends within the faculty, a satisfactory social life, and pleasant accommodation. However, a notable percentage occasionally experiences feelings of loneliness. In total, SSSP domain score seem 16.08±6.94. Study conducted in Brazil in 2021 explored that SSSP is 12.26 ± 3.29 (Costa, Da Silva Campos Costa, & Pereira, 2021). Similarly, the Korean study also explored 15.41± 4.02 mean score which is less than Nepali's study (Gil, Hong, Ban, Kwon, & Lee, 2023). This suggests that there may be variations in social self-perceptions across different cultural and educational contexts.

The total DREEM domain factors revealed a mean score of 124.24±48.19 which results in a more positive than negative with 62.12 from the perception of students towards educational environment on people's campus. Various studies revealed different results than this study with Australia and New Zealand study average DREEM total score of 141 (70.5%) out of a maximum score of 200 (Pritchard et al., 2024). A Korean study revealed 125.03 (29.53) (Gil et al., 2023). However, a study from Pakistan explored the DREEM score for the program which was 119/200 (Raza & Khaliq, 2022). These variations in DREEM scores across different studies may reflect cultural, contextual, and educational differences highlighting the importance of considering specific factors that influence students' perceptions of the educational environment.

Similarly, we fail to reject the null hypothesis and conclude that there is no significant difference in the perception of the educational environment between male and female students for most domains, except for a marginal difference in the student's perception of learning domain based on these results.

6. CONCLUSION

The study conducted at the people campus explores the field of management education which is often overlooked in academic debates. The research fills a major vacuum in the literature by examining students' perceptions of their educational environment and illuminating a little-known aspect of higher education. Although most students have a good opinion, there are some slight differences that point to areas that might want further work. Interestingly, there were no gender differences indicating that the educational environment was felt equally

by both male and female students. These results highlight the value of customized approaches to improve education and promote diversity. Educational establishments may foster a climate that supports a range of abilities and goals, opening the door to a more comprehensive and equal educational experience by paying attention to these findings. Future studies may look at how changing instructional approaches affect students' views and compare different cultural settings to find general and context-specific elements affecting student well-being.

7. IMPLICATIONS

Despite favorable student perspective, stressed students claim a lack of help. Stress affects performance, thus campus counseling or mentoring must be improved. Approachable faculty advisors may address concerns early to improve well-being and retention. The campus should remain inclusive despite comparable gender views. All students might benefit from interactive learning over theoretical education. Addressing the issue of strictness would also improve learning conditions.

8. LIMITATIONS

The study has included students from BBA and BBM only so findings of this study may not be generalizable for the whole population of management student of other subjects and levels. Additionally, the study solely relies on quantitative measures and does not incorporate qualitative methods which could provide deeper insights into students' perceptions and experiences within the educational environment.

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