The impact of student Experience in Academic and Social Environment at Limkokwing University Cyberjaya

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Abstract

This Study focus on the impact of student Experience in Academic and Social Environment at Limkokwing University Cyberjaya in the academic and social setting with the introduction and the problem statement has been identified research objectives, Literature Review Theoretical Framework are then described based on the problem statement as well also discussed previously related to the impact of the student experience in academic and social environments. This study is intended to explore and analyse student experience in the academic and social climate; academics and educational institutions have long drawn attention to the student academic environment. This research is considered important in assessing the level of student performance at the University of Creative Technology in Limkokwing, based on their study experience. This research is specifically aimed at exploring and examination of the effect on academic limkokwing experiences of the students. It speaks of Malaysia's schools and education. Owing to the rapidly evolving environmental challenges and highly intensive competition within society, demand for skills and professional workers is on the rise. In the end of this paper will mention Future scope, recommendation and conclusion

Keywords: Impact, Environments, Education, Analyse Experience, Limkokwing University and Social Environment

1.1 Introduction

Learning can be highly satisfying, but it is typically hard work to learn. This fact is the first step towards productive research practices. If you don't plan to study, you don't need to feel guilty. If a person believes that studying is not natural, it should be obvious that a structured program must be set up to facilitate adequate research. Learning how to study is a long-standing practice. As you continue your research, you will find more strategies and methods that provide you with new knowledge on a fascinating and fruitful path. Learning how to study or to build good learning habits is a lifelong learning process, and you should be prepared to change the study method as appropriate. Developing healthy learning habits is the path to an individual's goals, whatever they are. A simple, minor change in study habits significantly changes the setting of goals and how one's life is structured. A person's progress depends on his/her studies. Training already exists in man as a representation of perfection. Study habits are the tool that enables this event

Previous research on the academic performance of students suggested that many factors are influencing the academic performance of students, but the attitudes of students and lecturers, the academic self-efficacy of students and the interaction of student-lecturers remained the primary determinant of academic performance, lecturing is a collaborative mechanism involving interaction between students. Psychosocial factors in the teaching and learning process, however, are a multidimensional phenomenon that tests various interrelated aspects of teaching in the educational system, including the attitudes of students towards the lecturer, the academic self-efficacy of students, and the relationship between student and lecturer.

Academic success is one of the key oracles in the lives of learners, beginning with the secret to getting ahead. It is the product of a student's study atmosphere that indicates that the student develops well in his or her academic fields, once the expert in everything was a beginner. For any educational institution, schools, colleges and universities have little meaning without students are the most important commodity. In a previous study, student academic performance assessment has received substantial attention, it is challenging elements of academic literature, and the performance of science students is influenced by social, psychological, economic, environmental and personal factors. These variables have a direct impact on the success of students, but these variables differ from individual to person and country to country (Ali et.al, 2019).

The students were taught stuff that would benefit them, like their parents, in life. A research effort by the student and the proper use of the facilities given to the student by the university, a good match between the learning style of the students and a positive effect on the student's success. Young (1999) concluded that student success is related to the use of the library and the level of their parental education. The use of the library has had a positive effect on student success. This may be because lecturer's contract with a student in or out of the classroom is very important for the encouragement and interest of the student in all areas of life. While negative psychosocial factors distort teaching and learning methods, positive psychosocial factors favour academic success and direct expression of both lecturer and student intellect, because, without students or lecturers, universities or colleges have little importance because they are the greatest

paramount quality for any educational institution. The growth of every community is directly linked to the academic success of students (Mushtaq et al., 2012).

Academic success consists of three aspects, the characteristics of the pupil, the abilities of the teacher/lecturer and the academic environment. The characteristics of the academic performance component of the student concern how students deal with their studies and how they deal with or perform various tasks provided to them by their teachers to help define the level of performance (Loo and choy, 2013). According to Thompson, V (2014) in his article title behaviour affects student discourse scholars on how the behaviour of a student can influence his/her ability to learn in a learning environment as well as other students. Study practice is an activity to fulfil the task of studying, such as reading, taking notes, conducting a study group and making presentations that students frequently and regularly perform. Depending on whether they represent the students well or not, study habits can be defined as successful or ineffective. The definition of research comprises the attitude of study, the process of study and the capacity to study

1.2 Problem Statement

Lack of the right environment is the problem most students have that leads to their bad performance in test presentation and evaluation. Much research has been done to explore the willingness of students to integrate learning with mobile devices, some of which are focused in Malaysia by Abas, Peng, and Mansor (2009), Hussin, Manap, Amir, and Krish (2012) and Hamat, Embi, and Hassan (2012). It was noted that many universities are implementing a brand marketing strategy to boost their HE market ranking (Brunzel, 2017). In an innovative learning and blended learning environment and marketing dilemma, student learning experiences challenges to improve student learning experience to encourage student learning experience as marketing advantages and strategic strategy for marketing success. Brand equity provides advertisers with a strategic bridge to their future in an abstract sense (Brunzel, 2017).

1.3 Research objective

The main state is to find out the student experience on a student in their academic environment in Malaysia education. Specifically, the objective of the study is to.

RO1: To examine the effect of the student experience on the study environment in Limkokwing University, Cyberjaya.

RO2: To investigate the correlation between study environment and academic performance at Limkokwing University, Cyberjaya.

RO3: To determine factors affecting students, social environment and academic performance at Limkokwing University, Cyberjaya.

1.4 Literature Review

This study is intended to explore and analyse student experience in the academic and social climate; academics and educational institutions have long drawn attention to the student academic environment. The theories of the analysis followed by the conceptual structure of the study and some related papers based on the subject are discussed in this chapter.

➤ **The Nature of the Study**

There's a particular student perspective at Limkokwing University of Creative Technology; some of their experience. Some of the habits are affected by a friend and the environment in which he or she lives, as a result of the growing changes in a student study habit. Education requires a good society and community to make a student great in his or her future in life, deciding the type of student someone will be, the society and the people in it. Some students have strong aspirations and desire to interact with the public, and some do not have a good community and climate, and some students have a bad ability to learn. Bad reading ability can make a child develop a poor school attitude, according to Fosudo, 2010, and it can build a problem of self-esteem later in life. As they advance in age, reading habits follow people and also influence their academic life. Researchers have found a correlation between the reading habits of students and their demographic profiles, academic success, and professional development (Owusu-Acheaw, 2014). Maniandy (2013) identified a group of students at a Malaysian technical university's reading habits and reading attitudes and found that students who did not enjoy reading the course materials believed that the texts were too hard. That reading was boring and did not inspire them to learn, and induced reading anxiety. Some students, some from the group, develop the habit of learning to encourage them in their preparation. Reading brings imagination and helps to grow the innovative side of the brain by incorporating innovation into an individual's thought process (Maniandy, 2013).

➤ **Student Academic Performance**

Academic performance in terms of exam performance is also described (Cambridge University Report, 2003). The term "student academic success in school" is also described as (Chen, 2017). Data from previous research suggests that the academic performance of students can be measured in numerous ways. This is because every society has its standards or variables for assessing student academic performance, such as the use of CGPA by Pakistan, GPA and student test results in academic performance assessment by Malaysia (Ali et al., 2009). Using CGPA, the United States (Nonis & Wright 2003). Also, most scholars worldwide use the Grade Point Average (GPA) to measure the academic performance of students (Chen, 2017).

➤ **Attitude and Academic Performance**

According to (Fishbein, 2016), "predispositions are learned to react favourably or unfavourably to an object or class of items." Attitudes are a persistent tendency of students or lecturers to respond or respond to an academic problem positively or negatively. In influencing student academic success, attitude plays a vital role as either positive or negative in the academic community, since attitude is an expression of like or dislike towards a specific thing, place, event or individual or argued that the positive attitudes of the lecturer and good personalities are strongly linked to the good academic performance of the student and found an important and positive association between attitude and academic performance (Fishbein, 2016).

➤ **Academic Self-Efficacy and Academic Performance**

Another psychosocial factor affecting student academic success is student academic self-efficacy, which is the assumption that a person can perform certain tasks effectively that usually have a positive impact on his or her actions. Self-efficacy is based on social cognitive theory, which indicates a major association between individuals, the environment, actions and cognitive variables. Self-efficacy is a philosophical theory that

influences healthy habits (Von Ah, Ebert, Ngamviro, Park, Kang, 2014). Self-efficacy is confidence in one's ability to coordinate and enforce the causes of action needed to handle the future situation (1986 by Bandura). Self-effectiveness Interaction of Students'-Lecturers Attitudes of Students towards Lecturers 'Students' Academic self-efficacy means the assumption that our conduct is essentially dictated by what we are successful in doing. According to (Schunk, 1991), academic self-efficacy refers to the expectations of individuals that they can perform any academic tasks at designated levels effectively. "Academic self-efficacy relates to the expectations of students of their willingness to do their classwork" (Midgley et al., 2015).

The self-efficacy theory of Bandura proposed that human actions can be predicted by individual levels of trust in their ability to succeed in a particular mission (Bandura, 1997). Many studies have shown that self-efficacy has a major effect on human actions and this should not be overemphasized because people use high self-efficacy in some situations and lower in others, which demonstrates that it is a behavioural improvement and that it depends on one's situation or condition. Student academic performance can fluctuate due to the varying belief that the academic self-efficacy of students depends on the performance results of experience (Tenaw, 2013).

> ### Educational System

The effects of the educational system at Limkokwing University are a difficult topic that both contemporary reformers and critics are worried about. For a system of education that provides all students with a high-quality education, politicians and educational leaders are calling for more nuanced and aggressive targets. The goal is that practice must be at the heart of the training of teachers and that this requires close and thorough attention to the teaching work and the creation of ways to efficiently prepare people to do that job, with direct attention to promoting the educational opportunities for which schools are responsible equitably. As programs need to be built those prepare students to teach within the framework of various understandings of where the reception year fits in, all these problems have passed through to higher education. Much research has been carried out on policies that direct early childhood education, while (Mc Cafferty 2018; Tarner 2005 & Chisholm 2004). Before the British occupation, informal education in Malaysia was aimed at gaining simple living abilities (Grapragasmen et al., 2014).

> ### Student Experience

Given the student experience of the research as it tends to have a detrimental impact on the student and the idea of his or her study, academic student experience helps a student understand the way to go in society. Some students do not engage in group discussions in the international classroom because they are used to participating in various learning styles in their home country. Students should not show their expertise in the classroom based on their prior experience, because the successful student is the one who listens and takes notes (Mukminin & McMahon, 2013). It is interesting to note that foreign students have encountered these feelings where there is no 'mix' of international and host students. Teachers have also shown, however, that they struggle in the international classroom and their relationships with international students (Tange, 2015).

The theoretical interest in physical space and the built environment in universities has been revived over the last two decades. This interest was linked to a wave of new buildings, especially new learning centres and libraries, but it was motivated by student competition and increasing student-centred learning philosophy. Despite the influential dialogue around the virtual university, this has happened. At the same time, writers have been calling for a spatial turn in the social sciences at an intellectual stage. Usher indicates that time and tradition are valued over space in modernist philosophy (Usher, 2002, p. 41; Paechter, 2014), and this appears to be replicated in educational theory. In educational discourse, while metaphors of space are very strong, the essence of the relationship between space and learning has not been greatly studied or theorized until recently. Some scholars have called for space in the study of education to be more thoroughly theorized, echoing a call for a spatial turn in the social sciences in general (McGregor, 2003; Edwards and Usher, 2003). In the sense of the nature of education as a discipline, Gulson and Symes (2017) focus on the nature and risks of the movement of ideas between disciplines. But they conclude by referring to literature clusters addressing spatiality in school design, equality policy, curriculum, literacy and critical pedagogy without a well-defined area investigating spatial issues in education.

This was a time of substantial new building construction. While real construction trends were mostly motivated by very conventional thought in the USA from 1995 to 2012 (the need to house growing print collections was a key driver) (Bennett 2003), a radical reconceptualization of the space of the library emerged. Often central campus showpieces are the new knowledge commons, particularly for the implementation of the most advanced technology. The prototype in the UK is the Glasgow Caledonian University Saltire Centre, which opened in 2006. (Watson, 2017). Its main characteristics are: "room continuum" (Watson, 2017, p. 257) for community work as well as quiet reading areas; various library facilities, with books but also computers and support services merged; plus student services, near or inside the library, as well as social spaces and coffee shops. Plan versatility for future reuse is also prevalent when thinking. The Saltire Centre is a big, dramatic building and an activity centre.

➢ **Student Relationship**

The experiences that teachers create with their students play an important role in the student's academic development. Learning is a process involving cognitive, social and psychological aspects, according to Hallinan (2008), and if academic performance is to be maximized, all processes should be considered. Their findings support further research by including interpersonal relationships in the educational context and to what degree these relationships influence the learning environment of students. The consistency of a student's relationship with the teacher can result in a greater level of learning in the classroom. Downey... Downey (2008). In their analysis of the significance of teacher-student relationships, according to Hamre and Pianta (2006), it was revealed that students interpret violent teacher behaviour as not only affecting their ability to concentrate on their schoolwork but also as being instrumental in undermining their relationships with teachers (Lewis et al., 2012).

> ## High-quality academic education

High-quality instructional learning is structured to accommodate the educational levels of students. It also provides opportunities for thought and review, efficiently uses feedback to direct the thinking of students, and expands the prior knowledge of students.

Teachers play an important role in the learners' trajectory in the formal experience of schooling (Baker, 2016). While most teacher-student relationship studies examine the elementary years of schooling, the unique opportunity for teachers is to promote the academic and social advancement of students at all stages of education (Baker et al., 2016). Positive teacher-student relationships, consistent with attachment theory (Ainsworth, 1982; Bowlby, 1969), encourage students to feel comfortable and confident in their learning environments and provide scaffolding for significant social and academic skills (Baker et al., 2016). Teachers assisting students in the learning environment can have a positive effect on their social and academic performance, which is important for the school and ultimately job long-term trajectory (Baker et al., 2016).

Classrooms become supporting spaces in which students can participate in academically and socially beneficial ways when teachers develop meaningful relationships with students (Hamre & Pianta, 2001). Good relationships between teacher and student are characterized as having the presence of closeness, warmth and positivity (Hamre & Pianta, 2001). Students who have good relationships with their teachers use them as a supportive foundation on which they can both academically and socially explore the classroom and school atmosphere, take on academic challenges and focus on social-emotional growth (Hamre & Pianta, 2001). This includes peer relationships, self-esteem and self-concept growth, and (Hamre & Pianta, 2001). Students learn about socially acceptable activities as well as academic goals through this secure relationship and how to meet these expectations (Hamre & Pianta, 2001). Good relationships with teachers can particularly benefit students in low-income schools (Murray & Malmgren, 2015).

> ## Academic Outcomes

While many studies focus on the significance of early relationships between teacher and student, some studies have found that relationships between teacher and student are significant in transition years; the years when students transfer from elementary to middle school or from middle to high school. Studies of math skills in students moving from elementary to middle school have found that at the end of elementary school, students who switch from having positive relationships with teachers Schools have dramatically lowered math skills in less constructive relationships with middle school teachers. For students who are deemed at high risk of dropping out of high school, the perception of having a caring teacher greatly affects math achievement. Besides, during the transition year, students who went from low teacher closeness to high teacher closeness improved dramatically in math skills, from elementary to middle school.

> ## Social Outcomes

While there is more research on the academic consequences for older students of supportive teacher-student relationships, there are also notable social outcomes. Teachers are a significant source of social capital for

learners (Muller, 2001). Social capital in a classroom environment is characterized as caring relationships between teacher and student, where students feel that they are both cared for and expected to succeed (Muller, 2001). Social capital from positive relationships between teachers and students can manifest itself in several different ways. Positive teacher-student relationships can reduce dropout rates by almost half for high school students, help explore college opportunities and encourage more academic or vocational ambitions for high school students (Dika & Singh, 2002). Low levels of family support, low academic performance, and weak friendships with peers are common reasons for dropping out. And teenagers, and poor academic interest (Henry, Knigh, & Thornberry, 2012).

➤ **Student Academic**

Also, most scholars worldwide use the Grade Point Average (GPA) to measure the academic performance of students. Many studies have shown that self-efficacy has a major effect on human actions and this should not be overemphasized because people use high self-efficacy in some situations and lower in others, which demonstrates that it is a behavioural improvement and that it depends on one's situation or condition. Student academic performance can fluctuate due to the varying belief that the academic self-efficacy of students depends on the performance results of experience. Interaction of lecturers with higher learning students is considered an important factor in improving the performance of students because it is an aspect that consists of communication processes in which students share course content information and socio-emotional information that support students a lot in which they contribute positively to their academic performance (Brophy, 2017).

➤ **Foreign Students' Enrolment A**

International students are considered a new community of HEI students outside of their own country (Cording, Padlee, Kamaruddin, & Baharun, 2010). Besides, in comparison to local students, this huge new segment of international students expect different kinds of educational services (Padlee, Kamaruddin & Baharun, 2010). In this new setting, the private higher education institution (PHEI) in particular must recognize and assess the needs and desires of international students to adapt, represent and fulfil them. Also, the PHEI must survive to attain a high level of satisfaction and loyalty of foreign students to generate an enormous amount of income through the recruitment of foreign students as their financial support. According to Smith and Khawaja (2011), international students in many disciplines have a wide range of expertise and skills, thereby adding to their host country's intellectual resources and can also increase the workforce. Additionally, International students seem to have unique skills and multi-cultural abilities to cope with their regular encounters with other individuals, whether or not they are from various cultures. Moreover, for universities in developing countries, foreign students are not only a valuable financial commodity but also individuals who also enrich these countries with their varied heritage and perspectives.

According to East (2001), some aspirations of foreign students who are teaching quality, respond to or input from the University to their educational needs are established. Furthermore, as quoted in Sherry, Bhat, Beaver & Ling (2004), Hellsten (2002) revealed that the local community and institution's expectation of

being "taken care of" was prevalent among foreign students as they could face some issue when adopting a new culture and learning environment. It is therefore very crucial.

➢ **Social Environment**

The number of publications highlighting the value of incorporating the natural world into the practice of social work has expanded exponentially. Many non-Western cultures have traditionally incorporated the natural environment into their worldview. Despite this strong argument for environmental social work, the relative absence of social work in recent public environmental discourse has been noted by several. A lack of environmental material in education for social work is demonstrated by a degree of environmental literacy no better than the average population (Miller 2013).

1.5 Theoretical Framework

The Theoretical Framework is the foundation from which all knowledge is constructed (metaphorically and literally) for a research Study. It serves as the structure and support for the rationale for the study, the problem statement, the purpose, the. Significance and the research questions
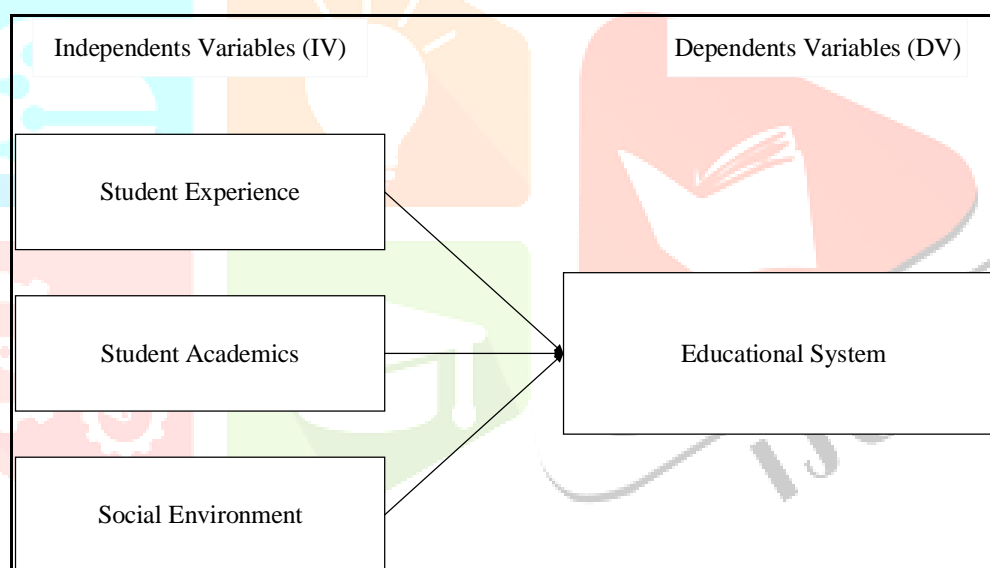

Figure 1: Theoretical Framework

1.6 Recommendations

The study established that the reliability of student Experience in and therefore recommends that the management of companies using Academic and Social Environment should provide unique experience to its customers based on customer analysis to deliver a personalized experience to the customers, Calisir (2015).

The study also found that student Experience is effective in reach and creation of awareness and recommends that the companies should Provide Online Forums

The rise of social media has made the world more connected.. In university, these platforms are perfect for students to form close ties outside of the classroom.

Also we suggest to Create Opportunities to Engage With Alumni Going to college can be an expensive and time-consuming endeavor. Students want to know what happens at the end of the journey over and above graduation.

1.7 Future scope

Since the examination examined the impact of student Experience in Academic and Social Environment at Limkokwing University, Cyberjaya example of creative technology students, the investigation states that a comparative report must be made in a private college for association purposes. As Gong and Maddox (2015) suggest, Future scope can look at impact of student Experience in Academic and Social Environment in different countries and communities in order to promote a global understanding of the Web that promotes sustainability. In this scope of the study to investigate the willingness of students to integrate learning with mobile devices

1.8 Conclusion

This Study was a review of the entire thesis that included all chapters describing the context of the variables of the effect experience at Limkokwing University, Cyberjaya, in the academic and social setting with the introduction. A problem statement has been identified research goals and research assumptions are then described based on the problem statement as well. And discussed previously related to the impact of the student experience in academic and social environments. This study is intended to explore and analyze student experience in the academic and social climate; academics and educational institutions have long drawn attention to the student academic environment. The theories of the analysis followed by the conceptual structure of the study and some related papers based on the subject are discussed in this chapter. Academic performance is multidimensional consisting of three dimensions, student's characteristics, teacher/lecturer's competencies and academic environment. The student's characteristics dimension of the academic performance concerns how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers help define the extent of performance.

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