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Influence of Student Experience, Student Academic and Social Environment on Educational System Among Masters Student in Malaysia Private Universities

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Abstract

Malaysia private universities are rapidly evolving environmental challenges and highly intensive competition within society, demand for skills and professional workers is on the rise. The education sector is very important for cultivating skilled labour to be educated through continuous improvements of future generations. Malaysia private universities provide academic success is one of the key oracles in the lives of learners, beginning with the secret to getting ahead among masters student. 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. Also, we study in this report in depends variables and depends variables of frameworks

the country or environment's social and economic growth is directly related to the academic success of students. The student experience in academic and social environment among masters students in Malaysia private university. It was recommended that students be aided to develop effective social environment, so as to be successful in the education academic. In the end we summarize the article.

Keywords: Student experience, Student Academics, Social environment, Education system.

1.0 Introduction

This chapter discusses the context with introduction for the research studies, this research is specifically aimed at exploring and examination of the impact on student academic and social environment on educational system among masters student in Malaysia private universities. Malaysia private universities are rapidly evolving environmental challenges and highly intensive competition within society, demand for skills and professional workers is on the rise. The education sector is very important for cultivating skilled labour to be educated through continuous improvements of future generations. Malaysia private universities provide academic success is one of the key oracles in the lives of learners, beginning with the secret to getting ahead among masters student. 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. The country or environment's social and economic growth is directly related to the academic success of students. The academic climate of the experience by masters students plays an important role in producing the highest quality graduates who will become the country's great leader and human power and thereby responsible for the economic and social growth of the country (Ali et.al, 2019). 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).

1.1 Background of the Study

Masters 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 private universities university, a good match between the learning style of the students and a positive effect on the master's 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 the 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

The student experience tends to have a detrimental impact on the student and the idea of their study, some students especially international do not engage in group discussions in the international classroom because they are used to participating in various learning styles in their home country or home town, due to their previous experience. This research study will be focused based on Malaysian private universities students. Previous studies indicate some studies have been conducted 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).

The student academics are major worldwide using the Grade Point Average (GPA) to measure the academic performance of students. Student academic performance can fluctuate due to the varying belief that the academic self-efficacy of students depends on the performance results of experience. This research study will be focused based on Malaysian private universities students. The previous study indicates that the 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).

The student environment is lacking among universities students where the environment is the problem most students especially masters student have that leads to their bad performance in test presentation and evaluation. In an innovative learning and blended learning environment and marketing dilemma, student learning experiences challenges to improve masters student learning experience to encourage student learning experience as marketing advantages and strategic strategy for marketing success. This research study will be focused based on Malaysian private universities students. Also, 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).

1.3 Research objective

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

RO1: To examine the effect of the student experience on the academic and social environment in Malaysian private universities.

RO2: To investigate the correlation between the academic environment and academic performance at Malaysian private universities.

RO3: To determine factors affecting students, social environment and academic performance at Malaysian private universities.

2.0 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. 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.

2.1 The Nature of the Study

There's a particular masters student perspective at Malaysia private universities 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).

2.1.1 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).

2.1.2 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).

2.1.3 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).

2.2 Educational System

The effects of the educational system at private universities 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; Turner 2005 & Chisholm 2004). Before the British occupation, informal education in Malaysia was aimed at gaining simple living abilities (Grapragasmen et al., 2014).

2.3 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).

In particular, the work Massey (2005), is increasingly influential in such work. Education space ceases to be seen here as a pre-given, abounded, distinct object, or a backdrop for the action, but rather as the consequence of an ongoing, contested, productive process in which social and material influences and local and global forces function is recognized as itself. A built space moulds social practice recursively. In such systems, the factors shaping the local involve much broader social ties and networks than have previously been recognized. Wilson and Cervero (2003, p. 124) say that "information, control, space/place closely intertwine to frame our social activities," Cox Students' Experience of University Space 198. Instead of representing necessary conditions or being central or innocent, the relatively persistent trends in spatiality are to be seen as reflecting a trend created by power relations (McGregor, 2004), but they are constantly remade and, thus, theoretically capable of being

reframed. The strategy also accepts that every room has many perspectives and narratives (Thomson, 2007). Growing investment in campus facilities and a lot of exciting innovation with fresh learning space design was seen in the 1990s and 2000s. A Scottish Funding Council report (Marmot Associates, 2006) offers a basis for a change in thinking about learning space. The 1990s saw a huge change in thought toward notions focused on students, it argues.

2.4 Student Relationship

The experiences that teachers create with their students play an important role in the master's student 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 master's student. The consistency of a student's relationship with the teacher can result in a greater level of learning in the classroom. 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).

2.5 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).

Positive teacher-student relationships can benefit students in high-poverty urban schools even more than students in high-income schools because of the risks associated with poverty (Murray & Malmgren, 2015). Poverty-related risk findings include high dropout rates in high schools, lower rates of college applications, low self-efficacy, and low self-confidence (Murray & Malmgren, 2015). Several variables can safeguard against the negative effects often associated with low-income education, one of which is a positive outcome. An instructor and a positive relationship with an adult, most often (Murray & Malmgren, 2015). Low-income students with good teacher-student relationships have higher academic success and more positive social-emotional adaptation than their peers who do not have a positive teacher relationship (Murray & Malmgren, 2015).

2.5.1 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.

These studies indicate those teacher relationships in the later years of schooling may still have a substantial effect on student academic achievement trajectories. The intervention experiments aimed at enhancing academic performance for low-income students offer another example of the value of teacher-student relationships in high school students (Murray & Malmgren, 2015). Results indicate that students who participated in the intervention substantially increased their GPA over five months in an intervention study aimed at improving positive relationships between low-income high school students and their teachers. Such research indicates that positive interactions between teachers and students will enhance academic skills in students as early as middle school and as late as high school (Murray & Malmgren, 2015). In addition to positive teacher-student relationships, another aspect affecting social and academic performance is the willingness of students to learn.

2.5.2 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).

Positive teacher-student relationships can influence the social and academic performance of students and thereby reduce drop-out rates (Dika & Singh, 2002; Wentzel, 2017). Students with low incomes often do not have the resources they need to complete high school or access the data they need to pursue education beyond high. It is necessary to gain social capital from their teachers for low-income students who experience academic difficulties and negative social outcomes since research shows that they can benefit from the guidance and support (Croninger & Lee, 2016). Besides, teacher-student experiences in schools can affect peer relationships. Teacher-student relationships may have a huge influence on the acceptance of students by peers. The experiences of teachers with students will influence the impressions of individual students by classmates, in turn, influencing which students choose to communicate with and embrace classmates. There may be a lack of acceptance in contradictory relationships between teachers and students, leading other students to often condemn the student involved in the dispute with the teacher. Peer rejection has a huge effect on student self-esteem, contributing to too many negative social outcomes.

2.6 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).

2.7 Review Related Research Paper

Research by (Li, 2019), A connection exists in Mainland Chinese students between academic achievement and behaviour: Instruct In western literature, academic achievement and conduct are related. Nevertheless, few studies have been performed in Asian contexts concerning these relationships. This study aims to provide eastern empirical evidence to complement the wealth of western studies and investigate whether the western results can be applied to Asian cultures. Data were obtained from 636 students at four Chinese high schools in Year 11. The academic performance of students was measured using their cumulative grade point average (GPA). From student accounts, the conduct was analysed and three factors were concentrated on: truancy; drug use and antisocial behaviour. Correlation analysis found that certain problematic behaviours were not linked to GPA (e.g., truancy, cheating, receiving, and vandalism) and some problematic behaviours (e.g., drinking, smoking and violence) were related to the GPA of students weakly, negatively yet significantly. Also, several

dysfunctional activities were negatively but weakly linked to elevated academic achievement. There was also no statistically significant difference between males and females in the frequency of the relationship (Li, 2019).

Research by (Appah & Daniel, 2015), the relationship between the standard of the academic performance of teachers and pupils in Western Ghana's STMA Junior High Schools: The study examined the relationship between the academic performance of quality teachers and students at Sekondi Takoradi Metropolitan Assembly (STMA) Junior High Schools. The descriptive survey design was used and Junior High School teachers and pupils in the metropolis were the target population. Randomly chosen for the conduct of the study were five educational circuits in the metropolis. For the sampling of participants, stratified and systematic sampling methods were used and the sample size was 500. The key instrument used for the collection of data was the questionnaire. Pearson Pearson To analyze the data, Moment Correlation, ANOVA, means, percentages and standard deviations were used. The findings of the study showed that while the standard of teachers was high in terms of their academic and professional qualifications, the performance of the students did not represent much. Education is an intrinsic and necessary part of human life (Aggarwal, 1997). It is, therefore, a fundamental right to obtain good quality education for a child, a matter of self-interest and moral principle.

3.0 Theoretical Framework

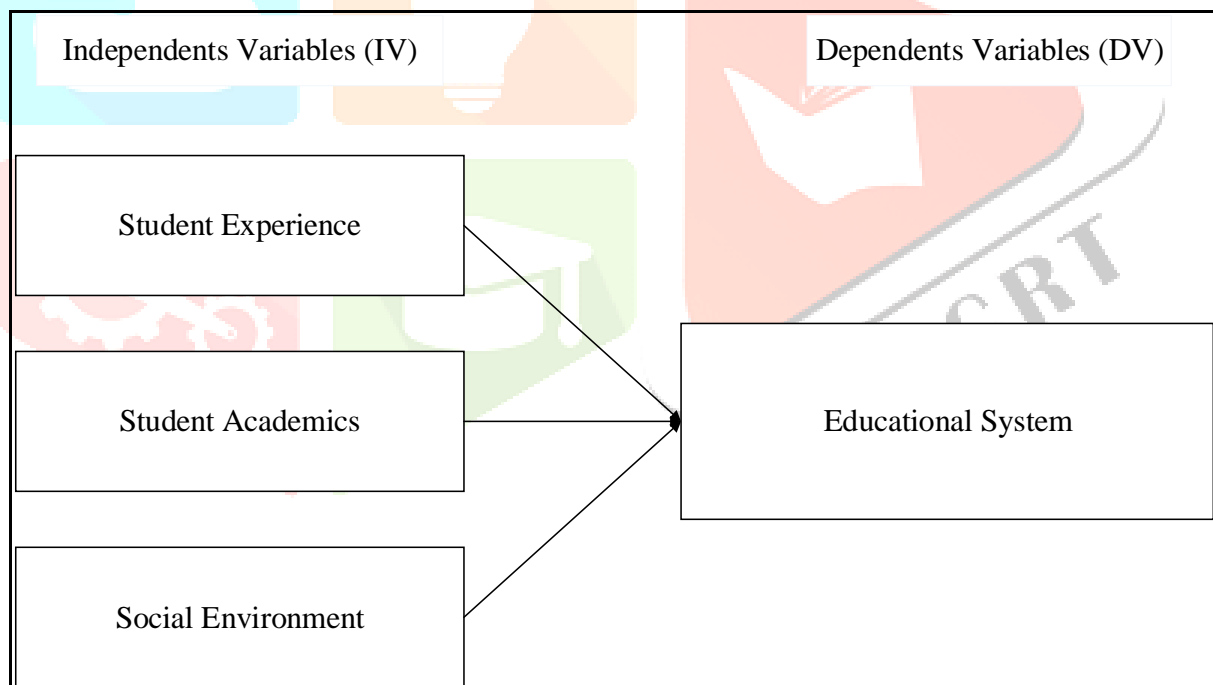


Figure 1: Conceptual Framework

H₁: There is a significant relationship between student experience and academic environment at Malaysian private universities?

H₂: There is a significant relationship between correlation and study environment and academic performance at Malaysian private universities?

H₃: There is a significant relationship between students, social environment and academic performance at Malaysian private universities?

4.0 Recommendations

Based on the findings of this report, the following recommendations are made. The university administration should be interested in owning something that will help students concentrate more on their academic goals and make their lecturers friendlier to their students. Students will enjoy learning if their lecturers are polite and helpful to them.

5.0 Future Scope

The scope for this research study

The fact that the research was conducted within the university system is a limitation a routine university program will likely be beneficial to the student's study experience.

- The university administration has been assisting students in their social setting and can continue to do so.
- The university lecturers have been outstanding at lecturing students for them to achieve academic excellence. The lecturers should keep it up to produce great students in the future.

6.0 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 Malaysian private universities, in the academic and social setting with the introduction. A problem statement has been identified, and research questions, research goals and research assumptions are then described based on the problem statement as well. The importance of analysis, limitations, and the scope of review, operational definitions, and chapter layout should also be specified.

Since student experience has a significant impact on the academic and social environment, and educational success affects academic and career future, it is critical to understand and prepare to enhance the methods and study experience of students. The researchers believe that people's study experiences are teachable and learnable and that many steps can be taken in this area. It is also recommended that the courses of correct study experience assist the university student in acquiring knowledge in his or her field. This section 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. 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. This study aimed to learn about the academic and social experiences of master's students at Malaysian private universities.

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