

Abstract

Present study explores how undergraduate students in West Bengal, India, perceive their learning environment and how this relates to their academic achievement. A total of 1,436 students from 13 districts were chosen using purposive and random sampling. The Dundee Ready Education Environment Measure (DREEM) was used to evaluate the learning environment across five areas as learning, teachers, academic self-perception, atmosphere, and social self-perception. Academic achievement was measured using students' last semester percentage of marks. The findings showed that most students viewed their learning environment positively. About 61.29% reported it as “more positive than negative,” and around 36.35% considered it “excellent.” Significant differences in students' perceptions were found based on gender (female students rated higher), place of residence (rural students rated higher), type of institution (private institutions rated higher), and academic stream (science students rated most positively). However, no meaningful differences were found by semester level or family income.

A moderate positive correlation ($r = 0.421, p < 0.01$) was found between students' perceptions of their learning environment and their academic achievement. Regression analysis showed that the learning environment accounted for about 25.4% of the variation in academic performance. As a result, almost all null hypotheses were rejected except those related to semester level and income. The study highlights the importance of supportive and positive learning environments in improving students' academic performance. It suggests that educators and policymakers should create learning environments that are inclusive and learner-friendly to help students achieve better outcomes.

Keywords:- *Perceived Learning Environment, Academic Achievement, DREEM, Undergraduate Students, West Bengal, Educational Psychology.*