

**Alignment of learning environment with national  
learning outcomes at secondary level**



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**Javeria.**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

DEDICATED

to

My loving Mother

**Mussrrat Choudhary**

and

My dearest Uncle

**Khalid Javed**

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## **Abstract**

### **Alignment of Learning Environment with National Learning outcomes at Secondary Level**

The study investigates alignment of the learning environment with the achievement of national learning outcomes at secondary level. It envisaged exploring answers to three broad questions entailing perceptions of the students regarding learning environment and learning objectives; disparity between the two, and the ways to address the gaps if any. Following a mixed method approach, data was collected employing targeting sample population from six schools from Lahore District. Sample included 177 secondary school students 71 from public sector and 106 from private sector of which 92 were males and 85 females. An instrument (questionnaire) on five point Likert type scale was used to collect the data. The descriptive and Correlational statistics were applied to analyze the data. The study finds contrasting results. It broadly finds alignment of learning environment with learning objectives accompanied by a variety of disparate perceptions. This makes the majority view somewhat suspect on the issue, which is validated by several gaps between the two. Further, the role of teacher as facilitator does not come out strongly. Lack of adherence to modern teaching practices in addition to absence of students' perception in the knowledge evaluation process in the schools is also highlighted by the study. Finally, the research finds communication gap between the students and teachers which negatively influences the learning environment. This tension warrants resolution. Broad response measures have been suggested to address the problems identified by the research.

# CHAPTER 1

## INTRODUCTION

“There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children.”

Quaid-i-Azam Mohammad Ali Jinnah, 1947 Universally, the learning environment is understood as the function of tightly drawn outcomes based on a set of specifications of learning goals consistent with the age group and socio-economic backdrop of potential learners (Black at el, 2008). A fundamental determinant that is vital in the accomplishment of the learning objectives or outcomes is the campus or school life that provides the “services, activities and experiences,” to students to realize the envisaged results (Entwistle & Ramsden, 2015).