

**A Case Study of the Teaching–Learning Process and Learning Environment in a
Secondary School in Azad Jammu and Kashmir, Pakistan**

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Abstract

In this case study, the teaching learning process and learning environment of an educational institution in Azad Jammu and Kashmir, Pakistan is explored. The study was designed to analyze the instructional practices, classroom conditions, teacher–student interaction, and learning resources available and utilized that collectively contribute to quality education. A qualitative case study design was used and data were collected via classroom observations, document analysis, and informal interactions with the teachers and students. The results show that teachers are committed to their teaching duties, but a traditional and teacher-centered teaching style is the main one. Mixed conditions are also evident in the physical learning environment, whereby, in some classrooms, adequate facilities and maintenance are provided, while some classrooms are short of essential facilities, including proper ventilation, comfortable seating, and modern teaching aids. Furthermore, some technology and student-centered pedagogy was noted, and this prevents students from participating and being engaged in learning. The study concludes that the improvement of the institutional facilities, the encouragement of innovative pedagogical approaches and the reinforcement of teacher training programs, are vital aspects that can improve the teacher's teaching-learning environment.

Keywords: Teaching–Learning Process, Learning Environment, Case Study, Classroom Practices

Background of the Study

Teaching–learning is seen as the bedrock of all educational systems and it is considered as a highly significant tool for improving the quality of education, the academic performance and skills development of students. In recent years, higher education institutions are undergoing a great transformation, not only because of technological development, but also because of the reform of the programs and the expectations of the teachers with respect to pedagogy. These changes have impacted the delivery of teaching and the way that learning content is accessed by learners, leading to a more dynamic, interactive and student-centered teaching and learning process (Lindín et al., 2023).

The shift from teacher-centered learning to learner-centered learning and/or the use of technology has been growing worldwide, especially in the wake of COVID-19. The usage of blended learning, digital classes and hybrid teaching models is gaining traction in higher education. Studies have shown that these methods create better access, engagement, and flexibility in learning, but the impact of such strategies is strongly dependent on the readiness of the institution and the quality of the learning environment (Dang et al, 2026).

The teaching-learning process is greatly influenced by the learning environment. It encompasses both the physical and social, psychological and digital aspects of learning, which all impact student motivation, participation and success. A good learning environment encourages students to work together, think critically, and actively engage in learning, while a negative environment can hinder learning outcomes and decrease student satisfaction (Chaudhary & Singh, 2022). The results suggested that a structured and supportive learning environment is crucial for fostering deep learning skills and higher-order thinking abilities in university students (Yujie et al., 2026). Maintaining effective teaching-learning environment has been the issue in the higher education institutions (HEIs) in developing countries like Pakistan where HEIs are confronted with various challenges. The obstacles are the lack of technological facilities, big sized classes, lack of teacher trainings, and lack of institutional support systems. Despite the growing adoption of digital technologies and e-learning tools in classrooms, their use is not consistent across institutions (Izatullah et al., 2026). Consequently, there are inequalities in quality of teaching and learning at public and private universities.

Furthermore, new studies emphasize that effectiveness of instruction is influenced not just by pedagogical methods but also by the context of teaching; that is, school context. Classroom climate, teacher student relations, learning resources and leadership of the institution are some of the factors that impact education delivery quality (Lannon & Dinkins, 2026). Hence, it is important to understand both the teaching-learning process and the learning environment to improve the quality of education and students' outcomes.

Although increasing interest in the quality of education, there is still a lack of (better) education research that aims to investigate the interaction between learning environments and teaching methods. The majority of previous research are on teaching or learning environments by themselves and there is limited research that combines the two environments under one analysis. The gap shows that there is a need for more research to be conducted to understand the functioning of teaching and learning processes in different institutional setting, and the improvement of the setting to make it more effective in educational aspects. Hence, this study is undertaken to examine the teaching-learning process and learning environment in educational institutions and to make an inventory of the existing practices, challenges and opportunities for improvement so as to improve the overall quality of the learning process.

Statement of the Problem

Quality education is a key concern of the teaching-learning process and learning environment. But, because of insufficient fundings, lack of training, social factors like large class sizes and the use of educational technologies inconsistently, many of the institutions struggle with the effective implementation of modern educational practices and the creation of a learning friendly environment. The challenges can have a negative impact on student engagement, performance and educational quality. Although there are already some studies on teaching practices and learning environments, few is the research that has touched both aspects at the same time. This difference hinders the realization of a full picture of how the teaching-learning process works in various institutional contexts and how it can be enhanced. Therefore, this research study aims to explore the teaching-learning process and learning environment in educational institutions for the identification of existing practices, challenges, and areas for improvement.

Objectives of the Study

1. To explore the teaching-learning process in educational institutions.
2. To examine the learning environment in educational institutions.

Research Questions

1. How is the teaching–learning process implemented in educational institutions?
2. What is the nature of the learning environment in educational institutions?

Review of Related Literature

It is widely believed that the teaching–learning process forms the backbone of any educational system, as it directly influences students' cognitive, affective and psychomotor development. In the contemporary education discourse, this phenomenon is not considered as mere transmission of knowledge, but as an interactive and dynamic process in which teachers, learners and learning environment are involved. There has been a significant transformation in pedagogies in recent years in higher education institutions, which are driven by globalization, the rapid development of technology, and learners' expectations. Consequently, teacher-directed teaching has been replaced with—at least supplemented by—such a learner-centered, collaborative, and technologically assisted method of teaching that encourages active learning and deeper understanding. The changes have also had a profound impact on the learning environment in educational institutions, making it more flexible, resource-rich and interactive. Overall, this transformation demonstrates the increasing relevance of pedagogies that align to the 21st century educational needs (Darling-Hammond et al., 2020).

Teaching–Learning Process

Teaching–learning process is a purposeful and systematic interaction between teacher, student and content of the learning designed to reach the learning outcomes. The idea of teaching is shifting from today's perspective of mere knowledge dissemination to one that involves a participatory and facilitative approach to learning, requiring students to think critically, collaborate with classmates, and solve problems. This change highlights the learner-centered approach to teaching and learning, where learners build their knowledge through dialogue, introspection, and meaningful learning experiences. In recent research on education, the ones that have shown to be effective have included the use of active learning strategies, digital tools and adaptive instruction to address diverse student needs and boost engagement. This kind of pedagogical methods is considered to be very important in improving the quality of learning in contemporary educational contexts (Schleicher, 2024; Wang et al., 2024).

The student-centered teaching model has been shown to have a positive effect on student learning through recent research, such as collaborative learning, problem-based learning, and blended learning. These approaches encourage learners to actively participate in the learning process, collaborate with peers, and apply knowledge to real-world situations. Additionally, the adoption of digital learning and learning management systems has diversified the possibilities for flexible, interactive and personalized learning experiences. Nevertheless, the effective use of these pedagogical innovations relies heavily on the digital competency of teachers, their ability to adjust to the evolving requirements of teaching, institutional support, and the availability of educational technology resources to them (Lakhal et al., 2026; Chang et al., 2026).

In recent research on the learning environment in schools, it has been proved that the student-centered methods, such as collaborative learning, inquiry and problem solving, have a great impact on students' engagement, motivation and learning results. These learning strategies promote active learning, critical evaluation, communication and self-directed learning skills in the students. In addition, the introduction of digital technologies and interactive learning materials has opened up the possibility of more flexible and personalized learning experiences. The effectiveness of these strategies, however, will be reliant on appropriate teacher training, ongoing capacity building, supportive leadership, and access to suitable educational tools and technology (Li & Ding, 2023; Che Mat & Jamaludin, 2024).

Learning Environment

Learning environment includes physical, social, psychological and digital aspects in which learning and teaching take place. A positive learning climate creates a sense of motivation, engagement, well-being and academic success in students while an unfavorable learning climate negatively impacts learning outcomes and satisfaction. Researchers in the field of education today have pointed to the need for considering the educational setting as more than just the physical classroom; it also encompasses institutional culture, teacher–student relations, peer relations, and the availability of technology. They are interrelated and all have an impact on students' learning, engagement and learning outcomes. In addition, research has shown that supportive and inclusive learning spaces have positively contributed to increased student engagement, better academic outcomes, and increased social-emotional development (Fraser, 2023).

A supportive learning environment is an important factor in improving student achievement by fostering active participation, increasing motivation, and helping to minimize learning-related anxiety. A positive and structured setting increases the students' confidence and involvement in learning activities, thereby improving learning achievement. Furthermore, the effectiveness of physical and virtual learning environments will highly depend on the quality of communication, availability of learning resources, and the level of interaction between teachers and students. Some research also indicates that the interactive and supported learning environment contributes to deeper understanding and longer academic engagement of the learners (Moreno & Mayer, 2007).

The learning context has become digitalized in the realm of higher education. The COVID-19 pandemic has catapulted the use of online and blended learning systems, requiring digital literacy and technological infrastructure to be key elements in students' learning environments. The uneven access to technology and institutional readiness, however, has resulted in unequal learning experiences in the various institutions (Dang et al., 2026).

Interrelationship Between Teaching–Learning Process and Learning Environment

Recent literature points to the close relationship that exists between the teaching-learning process and the learning environment. Quality teaching practices are more likely to result in quality learning outcomes when they are used in supportive learning environments that foster collaboration, creativity and engagement of students. On the other hand, the best designed instructional strategies can be ineffective if learning environments are weak, unsupportive, and/or lack physical, social, and instructional resources. Current studies have highlighted that teaching and environment are equally reinforcing, and that teaching effectiveness, coupled with environmental quality, influences pupil learning experiences and pupil achievement (Reeve & Cheon, 2021).

As pointed out by Lindín et al. (2023), digital transformation in education has made the learning environment more complex and, as a consequence, it is necessary for teachers to adopt new pedagogical strategies continuously. Likewise, Yujie et al. (2026) concluded that the deep learning outcomes are obtained if teaching strategies are in line with helpful and well-structured learning environment. This alignment will ensure that the students will not be merely the recipients of the information but they will be participants of learning process as well.

Challenges in Teaching–Learning Process and Learning Environment

Though education practice has improved, there are still challenges that impact the teaching–learning process and the learning environment, especially in developing countries. Some of these difficulties are class overcrowding, lack of qualified teachers, low technology standards, and lack of access to current learning materials. Besides, the pedagogical resistance against pedagogical change, the lack of institutional support and opportunity for continuous professional development also limit the introduction of innovative and student-centered teaching approaches. Recent studies

in school education emphasize the role of structural and systemic barriers in shaping the quality of instruction and student learning, especially in low-resource settings and communities (Antoninis et al. 2023).

New research suggests that digital tool adoption in the classroom is not uniform in all schools, with key challenges regarding inadequate infrastructure, technical training and institutional support systems. Such barriers have a negative impact on teaching quality and on the quality of learning opportunities for pupils. Furthermore, institutional leadership and the institutional policy model are critical factors determining the learning environment because an effective and supportive leadership can stimulate the motivation of teachers, improve teaching methods, and strengthen institutional performance. Recent studies also highlight the importance of effective leadership, capacity development, and access to digital resources as key elements of sustainable improvement in education (Fullan, 2020).

It can be concluded that there is a close relationship between the teaching–learning process and the learning environment and they both affect the quality of education as it is shown by the literature. Although a great deal of initiatives for the adoption of modern pedagogical approaches and digital learning systems have been taken, challenges persist in the effective implementation of these systems. The reviewed studies underscore the importance of more research that incorporates both dimensions to gain a better understanding of both dimensions' effects on educational outcomes, especially within the context of higher education institutions in developing countries.

Research Methodology

The design of this study was qualitative, case study type to explore teaching–learning process and learning environment both of them in their natural institutional setting. The case study approach is suitable to study in-depth the phenomenon of education in schools at the present time with multiple evidence sources (Yin, 2018; Creswell & Poth, 2016). Based on this, an exploratory single case design was used to explore the action and operation of the teaching–learning practices and learning environment in the selected institution in detail. The exploratory case study design is appropriate for the type of research questions that arise in the study of real-world education processes or phenomena, rather than in the case of experimental control (Yin, 2018). The design allowed the researcher to analyze the current practices of teaching and learning and the environment without manipulating the situation.

Data triangulation was employed with multiple data sources such as semi-structured interviews with teachers and students, classroom observations and relevant institutional documents to ensure credibility and validity. The use of both kinds of data sources helped to enhance the credibility of the results and gave a more holistic perspective on the phenomenon. Overall, the qualitative exploratory case study design enabled an in-depth and at a context level analysis of the teaching–learning process and learning environment in the selected educational institution.

Population and Sampling

The qualitative case study population included all teachers, students, and administrative staff for the chosen educational institution. A purposive sampling of the case was selected as the insight model high school Bhimber, the purpose sampling was used in this study because it was a case of in-depth research about the educational environment and teaching learning process of the school. Particularly, a purposive sampling approach was used to ensure a sample of participants with first-hand knowledge and experience of the phenomenon studied. The chosen respondents comprised teachers, students and school administrators who are actively involved in the academic and institutional activities of the school. In qualitative research, information-rich informants and those who can provide in-depth information about the research problem are often selected through

purposive sampling (Creswell & Poth, 2016). Participants were selected based on their relevance to the study objectives, their experience within the school setting and their willingness to participate and share their perspectives. By this method, the researcher could collect in-depth and meaningful data on how students learn and how their teachers teach and on the general educational atmosphere in the institution. The study involved four science teachers, four students (two grade 9 and two grade 10) and two former students of the same institution, in addition to classroom observations in grade 9 and 10 science classes. The research was conducted in the girls' section because of the desirability of collecting data which would be focused and manageable. The researcher was able to conduct interviews and observations to provide several viewpoints of the teaching–learning process and learning environment, making the study more in-depth and credible (Yin, 2018).

Instrumentation

For the purpose of exploring the teaching–learning process and learning environment in The Insight Model High School Bhimber, Azad Jammu Kashmir the researcher prepared some themes from the study objectives and research questions. These themes were used in the overall process of gathering data and they ensured the focus of the study. The most commonly cited procedures adopted to gather rich and in-depth data in qualitative case study research were semi-structured interviews, classroom observations, and document analysis.

Data were collected in a systematic manner. To gain an understanding of the experiences and perceptions of teachers and students, semi-structured interviews were first conducted with these groups to discuss their experiences and perceptions concerning the teaching–learning process and environment. Second, classroom observations were conducted on a repeated basis to observe the actual learning process and classroom environment in real time. Third, relevant institutional documents, such as academic records and official documents were examined to support and confirm the results of interviews and observation. Interviews were conducted with the consent of participants and recorded on audio tape, transcribed verbatim and detailed field notes taken during the observations and documents were added. The triangulation of data sources ensured credibility and reliability of the findings.

Data Analysis and Validation

Content analysis was used as a qualitative data analysis method to analyze the data gathered in this qualitative case study, based on the study questions and objectives. The analysis was carried out systematically so as to minimize subjectivity and maintain a rigorous analysis. The interviews and observation notes were meticulously transcribed, sorted and coded to detect the common themes and patterns concerning the teaching–learning process and learning environment. Observation data were analyzed to gain insight into actual classroom practice with regard to teacher–student interaction, instructional approaches, student engagement and classroom management, while interview data were coded to reveal the perceptions and experiences of the participants. Interspersed with the findings from the other documents, document analysis was also used in order to support and validate the findings from the other documents so that the phenomenon could be understood more comprehensively. Finally, the triangulation method was used to increase credibility and trustworthiness of the results by cross-verifying and minimizing researcher bias by analyzing data sources (interviews, observations, documents).

Results

The Teaching Learning Process of the Institute

This study reveals the implementation of the teaching–learning process in The Insight Model High School through aspects of lesson planning, teaching methods, classroom activities, learning

engagement, learning materials use, assessment, and giving feedback. The data were gathered from interviews, observation of classrooms and document analysis.

Lesson Planning and Learning Objectives

It was found that there was a mix of lesson planning practices. Others said that they do not have formal daily lesson plans and that they know what and how to teach because of their experience (Teacher 1: “I know what and how to teach but I don't have lesson plans”). Likewise, Teacher 4 reported that lesson planning is not systematic and daily planning is not done entirely but informally. Teacher 2 and Teacher 3, however, said that they plan lessons using a structure and have clear learning objectives based on the syllabus learning targets. Document analysis found that learning objectives were being centrally developed by the administration every six months and then broken down to weekly and daily objectives by the teachers. A second observation that was confirmed in the classroom was that students were made aware of classroom learning objectives by writing them on whiteboards prior to the lesson.

Teaching Methodologies

The major teaching method used was the lecture method and was complemented by questioning and some group work. Teacher 2: I mostly use lecture method; sometimes assign students to prepare at home. Teacher 3 explained that explanations are provided in detail so that the content is clear. This was echoed by both students: Student 3 said, “Teachers explain point by point and then ask questions”, and Student 4 said, “Teachers explain and then write some difficult points on the board”. Observations showed that the lessons usually started with the questioning of the prior knowledge, and then the teacher led explanation and finally, the short group activities with students. But there was a lack of practical and activity-based learning.

Classroom Practices

Behavioral observations in classrooms showed that some explanation and questioning and grouping strategies were commonly employed by the teachers. Teacher 1 said that they break students into groups to discuss and complete the task. Student 2 agreed: “Teacher sets groups and asks various questions depending on ability.” Teachers also reported, however, time constraints as a factor that led to a lack of use of practical activities. Teacher 2 said “Lab work is not part of daily routine.”

Student Learning Engagement

Questioning and task activities were the primary means of sustaining student engagement. Student 2 commented, “The teacher's body language and questioning help to capture our attention.” Student 4 continued that interaction and task are good for keeping them focused. Teacher 2 explained, “To get students' attention by interrupting with questions.” Observations supported this as students did not show much off-task behaviours when questioned and engaged in group tasks.

Learning Materials

Most of the learning materials used were textbooks accompanied by past papers and model papers. Teacher 3 explained that additional resources are needed to prepare for exams. Student 2 confirmed too that they relied on past papers and model tests. Some students also created their own work including assignments and practical notebooks (Student 4). This was confirmed by the results of document analysis which revealed the high use of exam-oriented documents.

Conceptual vs Rote Learning

Results indicated that a mixture of conceptual understanding and memorization was detected. Student 6 said, “We have an understanding of things, and then regurgitate for exams.” Teacher 1 focused on clarifying concepts by using examples. But in the analysis of tests, it was observed that it contained questions related to application which showed that it focuses on conceptual learning.

Higher-Order Thinking Skills

Questioning skills used by teachers to stimulate thinking skills. Teacher 1: We ask what, why and how to develop thinking. Student 3 further affirmed that PBL questions call for more thinking. Observations confirmed the use of questioning which was found to be frequent in lessons.

Supplementary Teaching

The teachers and students all agreed that there were additional classes. Student 1 said, “Other classes are there to remove doubts.” Teacher 3 said that these classes were for weak students after school. Active participation in remedial sessions was observed.

Learning Disabilities Support

The learning difficulties were dealt with by grouping and supplementary teaching. Teacher 4 said, “Grouping can be used to cater for weaker students on a one-to-one basis.” Student 1 mentioned that the institute provides additional coaching to weaker students. Individualized support in extra classes was verified through observations.

Learning Strategies

Goal setting and summarizing were encouraged by teachers. Teacher 2 said, “Background knowledge and summarizing content is taught to students.” Student 3 shared his learning strategies such as time management and self-targeting. The tendency to act in a certain way in response to positive reinforcement. Most of the motivation was intrinsic with occasional reinforcement and infrequent punishment. Teacher 1: “Rewards and punishments are required. Student 3 acknowledged responsibility in class, few consequences for rule violations. The use of punishment was limited and encouragement frequent as observed.

Assessment Process

The document analysis also revealed that the students receive assessment in the form of six-month exams, weekly tests, and preparation for the board exams at the end of the course. Interviews with teachers and students verified the regular testing and light daily homework. Test based evaluation was regular throughout the student portfolios.

Feedback

This feedback was given in the form of written feedback, verbal feedback and test results. Teacher 1 said, “We find the weaknesses by doing tests and make them better. Student 5 agreed that feedback does boost performance. There was continuous feedback practice through document analysis.

Teachers

Mostly teachers were highly qualified (MSc holders). Teacher 1 stated that there was no professional development programs specifically designed for teachers. Selection was made on the basis of the classroom performance and the satisfaction of the students during the probation.

Learners

Pupils were reported to be motivated and disciplined. Teacher 3 said, “Students are enthusiastic, goal oriented.” Student 2 was very motivated in the academic domain, with a goal of becoming a doctor. High engagement was confirmed through observations, particularly in supplementary classes.

Special Features

Structured exam preparation and grouping of students and additional teaching were identified as a key feature. Teacher 1 reported that students are advanced from basic to advanced, with extra effort. Student 3 explained it as “conceptual study, hard work and grouping.”

The Institute's exploration regarding the teaching – learning environment

This section provides the results from classroom observations, interviews and document analysis related to the teaching–learning environment in The Insight Model High School. Physical environment, time management, discipline, teacher-student relationships and student-student relationships are emphasized.

Classroom Management and Learning Spaces

Classrooms were observed and were spacious, adequately lit and properly ventilated and would allow for group activities and 20-30 students in a classroom. Students were able to have flexible seating options and move around to discuss and interact with their peers. Student 1 said “Learning is freedom and access to peers and learning resources” and Student 2 said that students are not confined to fixed seating in the classroom and they can easily interact with peers and teachers. This was further seen by the active movement and interaction that took place during class activities.

Time Management

There was a severe time management policy enforced. Teachers had to meet the syllabus targets on time as communicated by the administration. Time allocation for lectures, group work and assessment was clearly planned for as observed. Teacher 2 said that yearly planning is a closely monitored process by the administration, and Teacher 1 explained that the syllabus needs to be finished by November so that it can be revised. Students also verified that they follow time schedules for tasks and tests.

Classroom Discipline, Student Behavior

Results showed that there was a high level of discipline in the classroom. Teachers and students (T4, S6) indicated that students, overall, have good behaviours and respect institutional rules. Teacher strategies comprised tone control, explicit communication of consequences, and student involvement in disciplining. Rules were clear and observed – rules in classrooms and corridors, minimal disruptive behaviours. Students (S1) recognized rules and Teacher 3 pointed out the use of a discipline committee to enforce rules.

Reinforcement of Rules

Consistent and institutionalized reinforcement of rules. The teachers highlighted the moral values and ethics as well as academics. Teacher 1 said that discipline is one of the institutional goals and Teacher 4 said value-based education. Student 3 stated that the discipline was a motivating factor since his admission. It was found that discipline was maintained by monitoring through administration, supervision by teachers and student discipline committees and this led to a well-structured and orderly environment.

Teacher–Student Relationship

The relationship between teacher and student was positive, respectful and supportive (but sometimes strict). Teachers reported that they interacted with students in a respectful manner and some students (S1) reported that when performance deteriorated there was some strictness or punishment from teachers. Observations indicated that teachers were friendly and helpful in the academic aspect and strict on discipline. Overall, the relationship was friendly and authoritative.

Student–Student Relationship

Peers were seen as being very supportive and collaborative with one another. Teachers and students worked well together and were respectful of each other. Observation showed that students often collaborated together in groups, shared ideas with each other and supported each other in learning activities. Students were able to show a culture of learning as a whole group, which helped them create a positive learning environment and understanding of learning together.

Conclusion

The findings of the study can lead to the conclusion that the teaching-learning process is basically centrally directed (guided) by administrative planning and exam focused. Lesson planning is less formalized with learning objectives set at the administration level and largely planned for and implemented by teachers in flexible ways. Most teaching is by lecture with a few questions and minimal group work, a form of teaching that is teacher-centred and somewhat interactive. Students' learning is structured and conceptual explanations are combined with learning by memorization, and more emphasis is placed on examination success.

The overall teaching–learning process of the institute is well-managed and disciplined. Classrooms are physically appropriate offering sufficient space, ventilation and freedom of movement and groups. There is a strict adherence to time management and enforcement of rules which ensures discipline and completion of syllabus within stipulated time limits. Order, compliance and academic achievement are a dominant part of the institutional culture and reinforced through systems, additional teaching and support for less able pupils. Relationships between teachers and students, and among students are largely positive, cooperative and respectful, fostering a positive learning environment.

Overall, institution can be described as an educational setting with controlled and disciplined atmosphere that contributes to students' learning success in exams, and structured in teaching procedures and good administration. The results, however, also show that the application of student-centered learning approaches, learning through practice and independent critical inquiry is still limited, which indicates that there is still a need for innovation in learning and learner autonomy.

Discussion

The results showed that the teaching–learning process of the institution was quite traditional with the teaching approach used was mostly thesis and the questioning method was structured with few activities to involve students. This is a traditional model in which learning by doing is less emphasized than learning by doing something (Hattie & Zierer, 2024). The administration has a major impact on learning goals and instructional pacing, which affects whether the syllabus is completed, but where teachers have less autonomy and flexibility in teaching (Darling-Hammond et al., 2020).

The way students' learning is developed is through conceptual explanation as well as memorization, and many students use memorization strategies when taking tests (Biggs, 2011). The overall setting is supportive with decent facilities and management, but the approach to

teaching is mostly teacher-centred and the use of physical resources in teaching and learning is limited (Carney, 2022).

There is strong emphasis on discipline, for example in the form of explicit rules and institutional control, which helps keep order, consistency and focus in the lessons, but may also restrict the students' autonomy and opportunities for critical engagement. Positive relationships between teachers and students and peers, on the other hand, foster a positive culture and collaborative learning environment that promotes motivation and involvement. Recent studies emphasize the significance of appropriate disciplinary strategies and positive interpersonal dynamics in the school context for fostering student engagement, wellbeing and successful learning outcomes (Wentzel, 2012). In general, the results indicate that institution offers a structured and conducive academic environment; however, there is a need to move from a student-centered, inquiry-based, skill-oriented pedagogy to improve critical thinking, creativity and independent learning.

Recommendations

Based on the above findings related to the teaching–learning environment of the institute, it is recommended that the institute should focus on improving both physical and pedagogical conditions to improve the learning experiences of the students. Classroom environment should be improved by providing a proper ventilation, lighting, seating and basic instructional materials like multimedia, updated instructional materials. Student-centered and interactive learning methods such as group work, discussion and activity-based learning should be encouraged and promoted by teachers to enhance students' participation and understanding. Besides, teachers should be provided with continuous professional development to develop their pedagogical skills and enable them to learn about new pedagogical approaches. The administration should also put in place regular monitoring and feedback mechanisms to detect gaps in the teaching–learning process. Improper infrastructure, supportive leadership and active teacher–student interaction will make a great contribution to the overall education quality in the institute.

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