The Role of Educational Environment of Pokhara University on Business Students' Outcomes

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Abstract

Background: The students' expectations, perceptions and evaluation impact the personal development. A sound education environment may help to improve higher education and build a good education system.

Objectives: The purpose of this cross-sectional survey study is to empirically investigate how Pokhara University's educational environment shapes business students' development and their outcomes. The study focuses on the role of academic environment, curriculum, resource availability and student outcome. Through this study, we aim to identify the antecedents of business students' outcomes.

Methods: Using sample of 298 business students from different constituent and affiliated colleges of Pokhara university, from selected programs MBA, BBA and BBA-BI, the hypothesized relationships were tested through correlation, regression and mediation analysis.

Results: Business students are positively impacted by the academic environment, availability of resources, curriculum, and quality of the educational system.

Conclusion: Despite the recognized significance of the educational environment in higher education institutions like Pokhara University, there remains a scarcity of studies examining the dynamics between educational practices, innovation and student outcomes. This study fills a crucial gap by being among the first to empirically investigate how the educational environment, including curriculum alignment, academic settings, resources, and student support, influences business students' outcomes. Additionally, it contributes to the existing literature by exploring the mediating roles of innovation and intellectual capital in this relationship.

Keywords: Business students, educational environment, Pokhara university, student support and outcomes

JEL Classification: I20, I23, I29

Introduction

The understanding of the students' expectations, perceptions and evaluation of their university education and its impact on their personal development can assist universities to improve which aspects of education system that can support students to develop their motivation, behavior and achievement (Ariffin et al, 2022). According to Gaulee (2014), many issues such as a lack of quality assurance and success, a shortage of educated workforce and political instability in the country has been resulted in inadequate standards in higher education. Students' views of the future and lifestyle choices that impact the development of their personalities are influenced by their university education (Yenen & Gözlü, 2003). The understanding of the students' expectations, perceptions and evaluation of their university education and its impact on their personal development can assist universities to improve which aspects of education system that can support students to develop their motivation, behavior and achievement (Ariffin et al. 2022).

Higher education in Nepal has undergone significant growth over the past decades, with an expanding number of universities and academic institutions offering a wide range of programs. In Nepal, currently there are altogether 13 universities, 1455 higher education campuses, among them 162 constituent (11.14 percent) campuses, 539 community (37.04 percent) campuses, and 754 private (51.82 percent). Despite this expansion, the higher education sector faces considerable obstacles, including but not limited to decline in student enrollment, high drop-out rate, outdated curricula, limited research capacity, poor infrastructure, and a mismatch between academic outputs and market needs (UGC, 2022). These challenges restrict the ability of graduates to fulfil the growing demands of industry and business sector, resulting to high unemployment rates among university graduates. With institutions expanding so quickly, questions have been raised concerning the caliber of education being provided.

Difficulties include outmoded curriculums with little industry relevance, inadequate facilities, and undertrained faculty. In order to guarantee that graduates possess the talents and abilities required to thrive in the workforce, it is imperative to address these concerns (UGC, 2022). In this context, it is imperative to empirically examine the factors affecting student outcomes in context of Nepali HEIs. Additionally, the high number of students opting for higher studies in foreign universities is a major challenge. According to Katel and Sapkota (2018) in the recent years brain drain from Nepal has increased, and it appears that it will continue to do so in the years to come. The trend of international students migrating for higher education is a significant concern for Nepal's educational institutions (MOFA, 2023). Hence, Nepalese HEIs should prioritize improving their academic environment to ensure better student outcomes.

Therefore, this study analyzes the influence of various aspects of the educational system on student development and outcomes in higher education institutions in Nepal. It aims to understand how the environment influences students' knowledge, skills, and attitudes, influencing their personal and professional growth. The research examines students' perceptions, expectations, and evaluations of university education to identify key areas contributing to their development. The study's significance lies in its potential to inform universities about improving aspects of the education system to support holistic development and enhance academic success. It also addresses issues like brain drain and international student migration, contributing to broader discourse on educational policies and practices in Nepal.

Review of Literature

Role of Educational Environment

Key academic contextual factors that affect student achievement include the quality of instruction, classroom climate, access to resources, and institutional support. Effective teaching approaches, characterized by

clear instruction, involvement, and feedback, considerably boost learning (York et al., 2019). A healthy classroom climate, where students feel inspired and encouraged, supports improved academic performance and participation. Access to resources such as libraries, technology, and extracurricular activities enriches the school experience and aids in holistic learning. Additionally, effective institutional assistance in terms of counseling, academic advising, and career services plays a key role in helping students towards reaching their academic and personal goals (Amesi 2018). These variables combine to produce a suitable learning environment that fosters student performance and well-being.

The educational environment is vital because it directly influences students' ability to study, develop critical thinking abilities, and attain their educational goals. A positive academic atmosphere generates motivation, engagement, and a sense of belonging, which are crucial for academic achievement. It provides the essential tools, support, and opportunity for students to explore their interests, collaborate with classmates, and receive direction from educators. Moreover, an inclusive and supportive atmosphere helps students build resilience, handle stress, and maintain mental well-being, all of which contribute to long-term success (Gkrimpizi et al., 2023). In essence, the academic environment impacts students' experiences, attitudes, and outcomes, making it a core factor in their educational journey.

Han and Rideout (2022) reveal that personal development, social support, course design, and university resources and opportunities are key factors influencing the quality of academic environment. According to Han and Rideout, the importance of leveraging institutional resources and course design to provide deep learning experiences, create meaningful communities, and provide opportunities for individual development are important factors for creating a conduice learning environment. It significantly influences student development, fostering a sense of belonging, engagement, and motivation. It promotes cognitive, intellectual, and social growth, influencing personal and professional growth. Academic success as inclusive of academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post college performance (York et al., 2019).

Student Development and Outcomes

In Higher Education Institutions (HEIs), especially for business students, the key aspects of student development and outcomes encompass a blend of academic proficiency, practical skills, and personal growth. Programs must align with current industry standards and trends. This involves regular updates to the syllabus and incorporating contemporary business practices and technologies (Pérez-Pérez et al., 2020; York et al., 2019). Encouraging students to engage in critical thinking, problem-solving, and data analysis is essential for their roles in the business world. Emphasis on both written and oral communication skills to ensure students can effectively convey ideas and information. Opportunities to work in teams and take on leadership roles to develop interpersonal and leadership skills. Instilling a sense of ethical behavior and social responsibility through coursework and extracurricular activities. Access to state-of-the-art facilities, libraries, and technology to support students' learning experiences (Dhungel et al., 2013; Johnson, 2011; Leithwood et al., 2004). By focusing on these key aspects, HEIs can ensure that business students are not only well-prepared academically but also equipped with the necessary skills and attributes to succeed in their professional and personal lives.

Role of University Educational System in Student Development and Outcomes

The role of universities in directing, administrating and facilitating students to achieve their objectives and

produce inner momentum to enable them to respond to challenges as professionals and learned beings, is of the utmost importance and a required ingredient to meet the cherished ends of an education system (Naz and Murad 2015). Gurung et al. (2023) found that graduates from business schools see university education as a foundation for knowledge and personal growth. They believe that academic courses provide relevant skills and knowledge for the job market, such as communication, critical thinking, and problem-solving. However, they also emphasize the importance of continuous learning and up skilling to stay relevant. They believe that practical experience through internships is equally crucial, as it helps apply theoretical knowledge in a practical setting.

A survey by Wang et al. (2021) from Chinese University found that instructor innovation positively impacts students' learning outcomes and satisfaction, while performance negatively affects it. Academic self-efficacy mediates this effect, suggesting ways to improve learning environments, particularly in cloud-based virtual classrooms. According to Seeber et al. (2019), Universities face challenges in crafting mission statements, balancing legitimacy and distinctiveness. The diversity and information available in a higher education system significantly impacts a university's ability to address expectations and strategic positioning in the symbolic space, affecting its overall effectiveness.

The tracing study conducted by Tracer Study Team on School of Business, Pokhara University (2018), reveals that the school's programs provide a strong academic foundation and employability skills, fostering personal and professional development. Graduates are mostly employed or pursuing further studies, with a significant proportion working in the public sector, particularly in financial services.

The school's programs contribute to the personal and professional needs of its graduates. Educating students in business and management subjects requires careful consideration, as academic performance may not translate into effective work (Lawson et al. 2011). The study mentioned that Universities play a crucial role in developing graduate attributes and responsiveness to the changing business environment. Including practical experiences and ongoing practice enhances the transition from learner to professional practitioner.

This study mainly is based on concepts of academic environment used by in the University Life Quality Scale by Yılmaz (2019). Yilmaz mentioned 7 subscales and 56 items of higher education quality such subscales are Perceived Academic Quality, Perceived Physical Facilities Quality, Perceived Administrative Quality, Social Integration, Personal Development, Satisfaction and Loyalty. In order to investigate the relationship between student results, student development, and educational system dimensions, this research provides an integrated model based on these well-known theoretical viewpoints.

Educational Environment and Student Development

As per Oyira et a. (2016) educational environment comprising of academic environment, resources availability, student support and curriculum. A study by Paudel (2021) higher educational institutions' academic performance is influenced by research, publication, research activity, dissemination of knowledge, innovation, interactive learning, and capacity building. Also, organizational leadership plays a crucial role in managing technological infrastructure. Faculty members' practices in academic activities, such as research, conferences, workshops, and seminars, contribute to these dimensions. Innovative ideas and concepts generate new knowledge. Alyahyan and Düştegör (2020) revealed that factors such as market-based curriculum, effective pedagogy for curriculum delivery, access to learning resources and support services are instrumental to student achievement. Nyamupangedengu (2017) explores students' expectations for

their educational experience, highlighting the importance of transparency in teaching, access to materials, assessment expectations, well-prepared lectures, content explanation, sufficient notes, visual aids, effective communication regarding due dates, test information, and locations.

Factors related to academic environment like teacher skills, pedagogy, conducive learning environment as essential for student achievement (Oyira et al., 2016). If students are provided with sound academic environment than their performance, skills and employability prospects increases. (Han and Rideout 2022). Based on these, the following hypothesis is developed.

H_{1a}: Academic Environment has significant and positive impact on student's outcomes.

The access and quality of teaching and learning resources available to students often determine their academic achievements (Nyamupangedengu, 2017). Hence, HEIs should focus on making their libraries resourceful. Digitalization has further expanded the resources that can be made accessible to the students. The resource theory of pedagogy suggests that a combination of physical facilities, human resources, and fiscal resources can enhance student learning (Greenberg 1999). This theory emphasizes the importance of bringing together adequate resources in one place, such as laboratories, libraries, and audiovisual aids, to facilitate student learning and development. Based on these theories and explanation the following hypothesis is developed.

H_{1b}: Resources Availability has significant and positive impact on student's outcomes.

Student Support and its impact on student's outcomes

Han and Rideout (2022) highlights the importance of support for HEI students, including career counseling, skills development, physical amenities, health services etc. to be crucial enablers to create conducive learning. The services aid in capacity development of the students and facilitates their learning (Greenberg 1999). Based on these literatures following hypothesis developed.

H_{1c}: Student Support has a significant and positive impact on student's outcomes.

Curriculum and student's outcomes

Curriculum, which covers the subjects taught, the pedagogical methodologies adopted, and the materials offered, has a key role in shaping students' educational experiences and achievements (Scott & Davis, 2015; Divaris et al., 2008). A curriculum that is meticulously crafted to include a balance of core knowledge, skills development, and experiential learning opportunities is likely to enhance students' cognitive abilities, foster a deeper understanding of subject matter, and keep students motivated and interested in their studies. Conversely, a curriculum that lacks coherence, relevance, or adaptability may result in weaker academic achievement, fewer levels of student involvement, and inadequate preparation for future educational or employment challenges (Annala et al., 2015; Hicks, 2018). Based on theoretical considerations and available empirical data, the following hypothesis developed.

H_{1c}: Curriculum has significant and positive impact on student's outcomes.

Student Development and student's Outcomes

Student development encompasses a range of programs and activities aimed at fostering personal, social, and academic growth. When educational institutions prioritize student development through mentorship programs, leadership opportunities, skill-building workshops, and holistic support services, students are

better equipped to navigate academic challenges and personal growth (Nilson, 2016; Allan 1996; Broido & Schreiber, 2016). These initiatives promote self-efficacy, time management, and interpersonal skills, which are critical for academic success and future career readiness ((Ibrahim & Sarirete, 2010; Wilson et al., 2011; Aamodt & Hovdhaugen,2008; Namaki et al., 2019). Therefore, it can be hypothesized that a robust focus on student development positively correlates with higher academic achievement and increased retention rates. Accordingly, the following hypothesis is proposed in context to student's development and outcomes:

H_2: Student developments have significant and positive impact on student's outcomes.

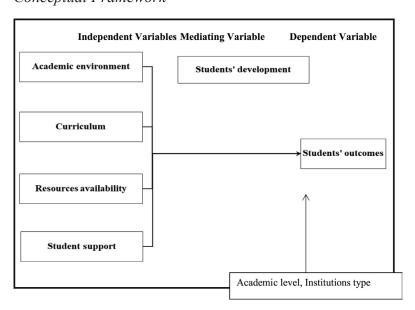**Student development as a mediator in role of education environment on student development**

A supportive educational environment provides the resources, support mechanisms, and good interactions necessary for supporting student development (York et al., 2019; Pérez-Pérez et. al., 2020; Upadhyay et al., 2013). This atmosphere, defined by outstanding instruction, access to learning materials, and institutional support, gives chances for personal and academic improvement (Johnson, 2011). As students engage in development activities—such as mentorship, leadership programs, and skill-building workshops—they acquire crucial abilities and confidence that directly improve their academic achievement and overall outcomes (Leithwood et al., 2004; Lizzio et al., 2002; Pascarella, 1980). Therefore, it is predicted that student development functions as a mediating element, transforming the benefits of a supportive educational environment into tangible gains in student outcomes, including academic achievement, retention rates, and personal satisfaction.

The following hypothesis is drawn in the context of development and outcomes of students over education system:

H3: Student development mediates the relationship between educational system quality and student outcomes

Based on the above literature, we present the following conceptual framework to examine the role of Pokhara University's education system in Business students' outcomes.

Figure 1

Conceptual Framework

Source: Based on a literature review made by researchers.

Materials and Methods

Study Area

The research is based on primary sources of data. We collected the primary data through structured questionnaires. The structured questionnaires have been developed and administered to the students involved in different business programs offered by Pokhara University. MBA, BBA and BBA-BI are selected for the constituent and affiliation comparison. The study area concerns business constituent or colleges which are affiliated by Pokhara University. The researchers have selected 298 students from various colleges studying in Pokhara University as a purposive sampling technique.

Data Collection Techniques

We used a quantitative approach to investigate student outcomes at Pokhara University in Nepal. It employs a relationship-directed approach to examine the impact of curriculum, academic environment, resource availability, and student support on student outcomes. With the help of statistical tools, the data is analyzed and interpreted. This research has the limitation of confining the study within the MBA, BBA and BBA-BI with 298 sample sizes of students involved in Pokhara University.

Data Analysis Methods

The study uses a multiple regression model to predict students' outcomes based on four independent variables: Academic Environment, Resources Availability, Curriculum, and Student Support. The model is represented as $SO = a + b_1 AE + b_2 RA + b_3 C + b_4 SS + \mu$. Correlation analysis is conducted to examine the relationships between the independent variables and the students' outcomes. The study uses Baron and Kenny's mediation analysis framework to investigate the effect of students' development on the relationship between education system quality (X1) and students' outcomes (Y). The approach involves assessing the direct impact of X1 on Y, examining the relationship between X1 and students' development, and integrating both in a regression equation to predict Y. The beta coefficient (β_2) indicates whether students' development mediates the association.

Result and Discussion

Instrumentation

The study employed validated scales for the measurement of abstract concepts. The description of scales and sources is presented in the following table. Initially, 6 indicators were included in the model.

Table 1

Measurement Scales

Concept/ Construct	Items	No. of Items	Source
Academic Environment	Teachers Administration And Staffs Technological Resources Academic Pattern Evaluation Pattern Course Material	6	(Yılmaz 2019)
Resources Availability	Course materials Library excess Online resources Classroom Management	7	(Yılmaz 2019)
Students Support	Counseling services Career guidance Academic support ECA Internship Job placements	6	(Yılmaz 2019)
Curriculum	Content coverage Knowledge development Skill development Student's expectations	5	(Yılmaz 2019)
Students Development	Logical and Analytical thinking capacity Knowledge development Teamwork development Transformation Attitude	5	(Yılmaz 2019)
Students Outcomes	Knowledge development Target achievement Employability Skill development Personal development	5	(Yılmaz 2019)

Mean Scores, Correlations and Analysis of Relationships

Table 2

Mean Scores and Standard Deviation of Scale Items

	Statements	Mean	Std. Deviation
Academic Environment	Teachers and support staff (e.g. tutors) are polite and courteous.	3.58	0.92
	Teachers have extensive knowledge of their subjects.	3.57	1.03
	The college/school offers up-to-date technological resources (computers, software, etc.).	3.00	1.11
	Administration staffs are sympatric and reassuring when helping students.	3.43	1.01
	The college's assessment methods effectively evaluate my understanding of the course material.	3.16	1.04
	Overall, the academic environment in my school/college is satisfactory	3.32	1.08
Academic Resources	The course materials (e.g. handouts, textbooks) are useful.	3.41	1.13
	The library has an extensive collection available (e.g. books, periodicals).	3.15	1.12
	Our educational institution's online tools sufficiently meet students' learning demands.	2.91	1.07
	Class rooms are comfortable (e.g. lights, seats).	3.49	1.05
	Class rooms have quality equipment (e.g. overhead projector, boards, and audio-visual facilities).	3.33	1.09
	The campus has excellent facilities (e.g. parking, accommodation, and cafe)	3.34	1.17
	Overall, the quality of the physical environment in classroom and college is excellent.	3.40	0.96
Student's Support	The school/college provides effective counseling services.	2.73	1.04
	The college provides effective career guidance.	2.73	1.15
	The college provides effective academic advising.	2.87	1.13
	The college offers a variety of extracurricular activities and events.	3.04	1.18
	The college offers effective support for internships and job placements.	2.93	1.19
	The quality of my school/college could be considered superior.	2.96	1.10

Curriculum	The curriculum covers advanced topics.	2.78	1.08
	The curriculum enhances knowledge and skills in the relevant domain.	3.04	1.08
	The curriculum enables students to apply their knowledge in real-life situations.	2.95	1.10
	Employability is given weightage in the design and development of the curriculum.	2.89	1.07
	The curriculum meets overall expectations.	2.88	1.05
Student's Personal Development	I have developed my analytical and logical thinking.	3.26	0.97
	I have gained some transferable knowledge.	3.24	1.14
	I have developed a personal code of values and ethics.	3.53	0.97
	I have developed the ability to function as a member of a team.	3.54	1.02
	College challenges made me more dedicated, adaptable, positive, and motivated.	3.36	1.06
Students' Outcomes	The program has personally transformed me.	3.02	1.04
	The program has enabled me to meet my career goals.	3.09	1.08
	I am now more employable and competitive in the employment market.	3.09	1.07
	The program has enhanced my employability prospects.	3.18	1.08
	Overall, the program at my school/college has prepared me for achieving my career goals.	3.21	1.06

The table summarizes the overall mean values, which provide a complete insight into the perceptions of different critical variables among Pokhara University business students. With a large sample size of n=298, the study, "The Role of Pokhara University's Educational Environment on Business Students' Outcomes," reveals a generally positive evaluation of the academic environment, resource availability, student support services, curriculum, student personal development, student outcomes, and overall satisfaction. The mean values, which range from 2.88 to 3.38, show a moderate to high level of agreement among students in these domains. Students specifically describe positive personal development experiences, a favorable perception of the academic atmosphere and curriculum, and overall satisfaction with the learning experience.

Table 3

Associations among Education System Factors and Student Achievement

Variables	Mean	Sd.	SO	AE	RA	SS	C
SO	3.12	0.91	1				
AE	3.34	0.85	0.549**	1			
RA	3.27	0.82	0.572**	0.688**	1		
SS	2.88	0.93	0.575**	0.627**	0.610**	1	
C	2.91	0.92	0.722**	0.604**	0.563**	0.662**	1

**. Correlation is significant at the 0.01 level (2-tailed).*

Note: *AE = Academic Environment, RA = Resource Availability, C= Curriculum, SD= Students Development, SO= Student Outcomes*

Table 4

Factors Affecting Students Outcomes: Output of Multiple Regression Model

Predictor	β	SE β	T	p
Constant	0.488	-0.157	3.108	0.002
AE	0.049	-0.063	0.781	0.435
RA	0.217**	-0.063	3.451	0.001
SS	0.071	-0.056	1.268	0.206
C	0.535**	-0.054	9.828	0.000
R^2	0.566			
Adjusted R^2	0.560			
F(4, 293)	95.641			

*** and * means the coefficient is significant at 1% and 5% level of significance respectively*

Note: *AE = Academic Environment, RA = Resource Availability, C= Curriculum, SD= Students Development*

First, when all predictor variables are zero, the expected value of the students' outcomes is represented by the constant term of 0.488. Even in the absence of the factors taken into consideration, there is a considerable baseline contribution to students' outcomes, according to the statistically significant coefficient (t = 3.108, p = 0.002).

Resource availability (RA) is the predictor variable that has the most impact (β = 0.217, t = 3.451, p = 0.001), indicating that better resource availability has a beneficial impact on students' outcomes. This supports the idea that having access to resources both academic and physical has a big impact on academic success.

Curriculum (C) also shows strong predictive power (β = 0.535, t = 9.828, p = 0.000), suggesting a strong positive correlation between the caliber and applicability of the curriculum and the results of the pupils. This emphasizes how crucial a well-crafted and effective curriculum is in influencing kids' academic success.

However, in this model, there are no statistically significant effects (p > 0.05) of the academic environment (AE) or student supports (SS) on the outcomes of the students. This implies that differences in the learning environment and the resources available to students might not be reliable indicators of overall academic success within the parameters of this study.

Finally, The Multiple regression line explained as:

SO=0.4888+0.049AE+0.317RA+0.071SS+0.535C+μ

The study reveals that a significant baseline impact on students' outcomes is evident when all predictor

variables are zero. Resource availability (RA) is a significant predictor, with a beta coefficient of 0.317, indicating that improved access to both academic and physical resources positively influence students' outcomes. Curriculum (C) also demonstrates strong predictive power, emphasizing the importance of a well-crafted and effective curriculum in shaping students' academic success. However, the academic environment (AE) and student supports (SS) do not show statistically significant effects on students' outcomes, suggesting that differences in the learning environment and support provided may not be reliable indicators of overall academic success. The multiple regression model suggests that resource availability and curriculum quality play significant roles in influencing students' outcomes, emphasizing the need for investment in resources and the development of a robust curriculum to enhance students' academic success in the Pokhara University business program.

Table 5

Mediation Analysis Results

	Model I	Model II	Model III
	$(Y = a + \beta_1 X_1)$	$(M = a + \beta_1 X_1)$	$(Y = a + \beta_1 X_1 + \beta_2 M)$
Constant	0.018	0.398*	0.078
Educational System (X)	1.010**	0.972*	1.155*
Student Development (M)	-	-	-1.50*
R^2	0.762	0.798	0.766
F-Stat	949.72**	1171.198*	483.899*

Note: *The dependent variable (Y) is student outcome, Mediation variable (M) is student development, and independent variable (X) is educational system quality*

*** and * means the coefficient is significant at 1% and 5% level of significance respectively. The values in parentheses are standard errors.*

According to the analysis developer, the Mediator must significantly influence the dependent variable in third equation. Here, the independent variable and mediator are entered as predictors. The table shows that the mediator has significant to dependent variable in the equation. The calculation shows that all the conditions show that the result supports mediation analysis.

From three major analyses of mediations interpreting three models in one frame as follows:

With an R-squared of 0.762, Educational System Quality (X1) in Model I significantly predicts Students' Outcome (Y), suggesting that Educational System Quality accounts for a sizable amount of the variance in Students' Outcome.

Model II looks at the connection between students' development (M) and the quality of the educational system (X1). It demonstrates a strong correlation, indicating that the quality of the educational system affects students' development.

Model III introduces Students' Development (M) as a mediating variable. The fall in the coefficient for X1 indicates that the inclusion of Students' Development attenuates the direct effect of Educational System Quality on Students' Outcome.

The analysis points to a partial mediation scenario in which the relationship between the quality of the educational system and the outcomes of students is mediated by the development of the students.

All three of the models have large F-Statistics, suggesting that the models are generally useful. Understanding how students' development functions as a mediator in the relationship between the quality of the educational system and students' outcomes is made possible by mediation analysis.

Overall, the mediation analysis reveals a significant partial mediation effect between Educational System Quality (X1) and Students' Outcome (Y), suggesting that the relationship is not entirely direct but partially mediated by Students' Development (M). The relationship is significant in Model I, Model II, and Model III, but attenuates in Model III. The reduction in X1 coefficient in Model III and the significance of Students' Development (M) support the conclusion that a portion of the effect of Educational System Quality on Students' Outcome is channeled through Students' Development, indicating an indirect pathway. Thus, the mediation effect is established, and the type of mediation is identified as partial.

Table 6

Results of Hypotheses Test

Hypothesis	Statements	Accept/Reject
H_{1a}	Academic environment has positive impact on business students' outcomes.	Reject
H_{1b}	Resources availability has positive impact on business students' outcomes.	Accept
H_{1c}	Student support has positive impact on business students' outcomes.	Reject
H_{1d}	Curriculum has positive impact on business students' outcomes.	Accept
H_2	Student developments have significant and positive impact on student's outcomes.	Accept
H_3	Student development mediates the relationship between educational system quality and student outcomes.	Accept

The results of several hypotheses about the variables affecting the performance of business students are summarized in table. Firstly, the results of business students are positively impacted by the academic environment. The analysis's findings led to the rejection of Hypothesis 1, demonstrating that there is not enough data to back up the idea that the academic environment has a beneficial, direct influence on the outcomes of business students. This implies that, under the parameters of this study, differences in the academic environment may not be accurate markers of overall academic achievement.

The outcomes of business students are positively impacted by the availability of resources. The results validate Hypothesis 2, indicating that the availability of resources has a noteworthy positive influence on the performance of business students. This highlights the significance of resource availability in educational contexts by implying that improved access to academic and physical resources favorably improves students' academic progress. Based on the study results, hypothesis 3 is rejected, indicating that there is insufficient

data to substantiate a direct positive influence of the student support on the outcomes of business students. This suggests that, in the particular setting of this study, the general caliber of student support could not be a valid indicator of the success of business students.

The results of business students are positively impacted by the curriculum. The results support Hypothesis 4 and show that curriculum has a major positive influence on the performance of business students. This emphasizes how crucial a carefully designed and efficient curriculum is to determine how well students succeed academically in the business degree. Student outcomes and the quality of the educational system are positively correlated with student growth. Acceptance of Hypothesis 5 reveals a favorable correlation between student outcomes, the quality of the educational system, and student development. The findings support the idea that holistic student development favorably promotes academic achievement and career preparedness by indicating that students' entire growth—which includes their personal, intellectual, and professional development—is connected with better outcomes in the business program.

The purpose of this research was to investigate the influence of Pokhara University's educational environment in influencing the outcomes of business students, and the precise objectives were rigorously pursued in order to extract significant insights. The initial goal was to determine how Pokhara University's academic environment influences the growth of business students. The study revealed a diversified view of the academic environment, with certain aspects, such as interpersonal relationships and teacher expertise, obtaining high grades. However, the availability of technical resources and evaluation procedures was graded as moderate. This emphasizes the need for targeted adjustments in certain areas in order to foster a more helpful and rewarding academic environment.

Interestingly, the findings by Divaris et al. (2008) indicates that in order to effectively satisfy the different requirements of students, the academic environment must be regularly assessed, adjusted, and focused on the needs of the students. Also Letcher and Neves (2010), results the importance of cultivating self-confidence in students through a rich learning environment resonates with our study's emphasis on enhancing certain aspects of the academic environment to better support student growth. Both perspectives underscore the pivotal role of an effective educational experience in nurturing students' self-assurance and overall development.

The second goal was to determine the available resources in Pokhara University's business programs, as well as their impact on student development. The regression analysis showed that resource availability had an impact on students' personal development, outcomes, and satisfaction. Similarly, study by Greenwald, Hedges, and Laine (1996), conclusion of the meta-analysis is that school resources are systematically related to student achievement and that these relations are large enough to be educationally important. This underlines the interconnectivity of numerous aspects in the educational environment, highlighting the significance of a comprehensive strategy to increasing resource availability and learning circumstances.

The third objective was to examine the compatibility between the curriculum offered by Pokhara University's business programs and student outcomes. Relevant activities would have needed more negotiation because the goal and the development of ideas for the curriculum were not always shared, as Annala and Mäkinen (2017). Our study demonstrated a moderate level of agreement on the curriculum's covering of advanced themes, advancement of knowledge and abilities, and relevance to real-world circumstances. This argues that curriculum should be evaluated and adapted on a continuous basis to better meet the different demands

of business students. Hicks (2018) defined curriculum as a gaining momentum, with the potential to become a unifying influence on student offerings, with its future currency largely dependent on its utility.

The fourth objective sought to investigate the extent to which Pokhara University's student support services help to bridge the gap between students' outcomes and their growth. The study found that student support had a moderate impact on personal development, highlighting the importance of targeted efforts to improve the effectiveness of support services. Similarly, Amesi (2018) has similar result on availability of instructional resources and acquisition of entrepreneurial skills among Business Education students has a positive effect to good performance in examinations while poor performance has been blamed on inadequacies.

Conclusion and Suggestions

The study found no evidence supporting the hypothesis that the academic environment positively impacts business students' outcomes. However, better access to resources, both academic and physical, is associated with improved outcomes. The study also found no substantial evidence supporting the hypothesis that the education system positively impacts business students' outcomes. The results support the hypothesis that a well-crafted and effective curriculum leads to better results. The study also found a positive relationship between student development and educational system quality, suggesting that personal and academic development leads to better overall outcomes.

In conclusion, this study gives important insights into the educational environment at Pokhara University and its impact on business students. The findings highlight the importance of continuously evaluating and improving the curriculum, resources, and support services in order to establish an environment that maximizes student development and outcomes. The report adds to the larger discussion about educational quality and efficacy by making concrete recommendations for educators, administrators, and politicians looking to improve the overall educational experience for Pokhara University's business students.

Pokhara University should review and improve its curriculum to meet the changing needs of business students. This includes frequent updates, practical applications, and skill development. Collaboration with professionals and industry experts can provide valuable insights. A constant feedback structure can facilitate ongoing improvements. Investments in technical resources, assessment methods, faculty development programs, and student support services can enhance the learning environment. Providing extracurricular activities and internships can improve students' growth and employability. A holistic approach to education, involving interdisciplinary collaboration, is essential. A strong monitoring and evaluation system can continuously evaluate the success of the educational system. This holistic approach will position Pokhara University to provide an enriching and relevant educational experience.

This study explores the impact of various university settings on business students' performance. Future research could explore the effects of different settings, longitudinal studies, and longitudinal monitoring of students' progress. Further investigation into student support programs and the influence of cultural and geographic factors on learning settings and student outcomes is also suggested. The study also explores the impact of technological integration on business students' performance. However, limitations such as cross-sectional data, narrow geographic focus, and potential respondent biases need to be addressed. The study's limitations can be addressed through further research and improved techniques.

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