A Cross-sectional Study of Learning Environment and Academic Success Amongst School Children in the Ranyah Region, Saudi Arabia

Hadwa Mohmmad Salam Al-Sharari

University College in Ranyah, TAIF University, Saudi Arabia
E-mail: moohd1972@hotmail.com

ABSTRACT The study investigates the impact of learning environments on academic success among primary school children in the Ranyah region, Saudi Arabia. A cross-sectional quantitative design was used with a sample of 385 students selected via simple random sampling. Data collection employed a structured questionnaire addressing socio-demographics, learning environment factors, and academic success. Statistical analyses, including Pearson's correlation and regression, were conducted using SPSS v28.0 (significance level $\alpha < 0.05$). Findings revealed significant positive correlations between academic success and classroom climate ($r = 0.45$), parental involvement ($r = 0.38$), and resource availability ($r = 0.52$). Learning environment scores averaged 3.75 (SD = 0.85), and academic success scores averaged 4.10 (SD = 0.72). These results highlight the importance of supportive school and home environments in enhancing student performance. The study underscores the need for interventions to improve learning conditions and equitable resource distribution while fostering parental engagement to enhance academic outcomes.