Effects of Perceived Learning on Student Engagement among Undergraduate Students

*Dr. Iram Muzzamil[1], Dr. Zunaira Muzzamil[2], Dr. Zufishan Muzzami[3], Zuraiz Muzzamil[4]

1. Assistant Professor, The University of Lahore
2. Bahria International Hospital Orchard
3. Akhtar Saeed Trust Hospital
4. Georgian National University, Georgia

Abstract

This study investigated how student involvement was affected by perceived learning. Data was gathered from 200 B.Ed. students at two universities, one private and one public, using questionnaires regarding their perceptions of their education and participation in different study activities. Regression analysis was used in the study to reveal the detailed relationships between these variables, which gave educators and organizations seeking to improve learning outcomes important new information. The findings offer useful strategies to boost student participation and create a vibrant community of research in learning environments. The findings indicate that perceived learning is a key predictor of student involvement, and the model is statistically significant, it is highly improbable that the observed relationship is the product of chance. As a result, this enhanced perception fosters greater engagement. Engaged students are not only more likely to attend classes regularly and participate, but they are also more likely to take initiative, think critically, and persist through challenges. Over time, this level of involvement contributes to better academic outcomes, such as higher grades, improved retention, and stronger performance on assessments. Moreover, it increases intrinsic motivation, meaning students begin to learn not just for external rewards like grades, but because they genuinely value and enjoy the learning process.

Keywords: Perceived learning Student Engagement, Academic Outcomes, Intrinsic Motivation

Introduction

Institutions of higher education, their component schools and departments, and individual academics have long been concerned with trying to ensure that students, once enrolled, remain and successfully complete their studies, and that they get as much out of them as they can. In today, it is more important than ever for educational institutions to draw in and keep students, as well as to fulfill and develop them and make sure they graduate to become successful, contributing members of society. Kuh (2003) suggests that a student's performance and development depend more on what they do while they are a student than on what they bring to college or where they study. All of this might be made possible if student engagement delivers up to its expectations. According to the research studies, social contact, engagement, planning, organization, course design, and instructor presence were all significant components of learning (Afzal & Rafiq, 2022). Therefore, if students are given the chance to engage with their teachers and one another, they will be more

satisfied with the course overall and have a more positive attitude toward what they have learned (Aldhilan & Rafiq, 2025).

Literature Review
The literature on the subject topic "Effects of Perceived Learning on Student Engagement among undergraduate students" is critically evaluated and synthesized in this review, which also identifies knowledge gaps and areas that require more research. In essence, it exhibits a deep comprehension of the level of knowledge in a field.

Perceived Learning
A student's subjective assessment of their own knowledge acquisition and learning, as opposed to an objective metric like grades, is known as perceived learning. In essence, it is a self-reported measurement of a student's perceived level of learning, which can be impacted by engagement, motivation, and self-efficacy. It is described as an individual's assessment of how their knowledge and comprehension are created (Aldhilan et al., 2025). It consists of the learner's thoughts and perspectives regarding the lessons learned. "Changes in the learner's perceptions of skill and knowledge levels before and after the learning experience" is how Alavi, Marakas, and Youngjin (2002) define perceived learning. To increase the quality of online courses in terms of elements like course design, delivery, and evaluation, and ultimately to improve students' learning experiences, it is critical for instructors to assess how students view their learning.

Positive Effect of Perceived Learning:
- Students are more motivated to learn and engage in class when they believe they are making progress and understanding the material.
- Research on student engagement shows that positive views of learning make students feel more involved and participate more in learning activities, such as going to class, finishing homework, and actively participating in discussions.
- Better academic success, as measured by grades and test scores, is frequently associated with higher levels of perceived learning.
- A student engagement study found that students who feel they are learning effectively are more likely to have good attitudes toward learning and to seek out further learning opportunities.

Negative Effect of Lack of Perceived Learning:
- Students may demotivate and become disengaged from the learning process if they perceive they are not learning or developing.
- If students believe their education is ineffective, they could be less likely to show up for class, engage in discussions, or finish their tasks.
- A lack of perceived learning can result in poorer test scores and grades, among other aspects of academic performance.
- Students who continuously have trouble perceiving what they are learning may grow to have a negative attitude about learning, which could affect how they learn in the future.

Elements Affecting Perceived Learning
I. An important element of successful teaching strategies is quality of instruction; students' perceptions of learning can be favorably impacted by concise explanations and pertinent examples.
II. The second is that students' perceptions of learning can be improved by taking well-organized and structured courses that assist them in understanding the subject matter and monitoring their progress.

III. Peer and instructor engagement opportunities can offer insightful criticism and encouragement, which can enhance students' perceptions of their learning.

IV. a pleasant learning atmosphere can be created by an instructor who is encouraging and involved, which will motivate students to actively participate and believe that learning is beneficial.

V. A study on the relationship between self-efficacy and learning found that students' perceptions of learning can be greatly influenced by their conviction in their capacity to learn and achieve in a course.

Student Engagement

There is no universal definition of student engagement, although all stakeholders participating in the learning process students, faculty, and the institution have contributed to paying close attention to it from a variety of perspectives (Tight, 2020; Wimpenny and Savin-Baden, 2013; Wilson et al., 2020). Engagement is crucial because it serves as a behavioral pathway that enables students' motivational processes impact their learning and growth in the future. Student achievement and subsequently school completion are predicted by engagement. The fact that teachers, as practitioners, depend on engagement as an indicator of their students' underlying motivation throughout learning makes it even more significant. Engagement is crucial because it exposes underlying motivation and predicts significant outcomes related to current learning development (Rafiq et al., 2024).

Studies of Perceived Learning affects Students' engagement

The significance of the Effects of Perceived Learning on Student Engagement among undergraduate students is highlighted by critically evaluating the benefits and drawbacks of numerous research studies. A study by Taylor et al. (2014) emphasized how important intrinsic motivation is for academic success. Other studies of high school and college students in Canada and Sweden were conducted after this meta-analysis by Taylor et al., who demonstrated that, after adjusting for baseline achievement, intrinsic drive was consistently linked to improved performance. Similarly, research by Froiland and Worrell (2016) shown that intrinsic motivation influence student engagement, which in turn predicted higher achievement (GPA). These findings held significant when analyses were restricted to Latino and African American students.

Gray and DiLoreto (2016) conducted a study on the effects of perceived learning, student satisfaction, and student engagement in learning settings. According to this study, perceived student learning and course structure are significantly correlated. Their results demonstrated that instructor attendance had a statistically significant impact on perceived student learning, but that student engagement had no statistically significant influence on student pleasure.

Research Questions

1. What are the effects of perceived learning on student engagement on undergraduate students?
2. What learning outcomes do students perceive they have achieved in university?

Research Methodology

The research study design is quantitative in nature, using a survey approach to gather data taken from B.Ed. program participants. Regression analysis was used to assess the quantitative data that was gathered. It is a statistical technique for analyzing how one or more independent variables relate to a dependent variable. Prediction along with understanding of these interactions are made possible by its assistance in identifying the relationship between changes in the independent factors and changes in the dependent variable.
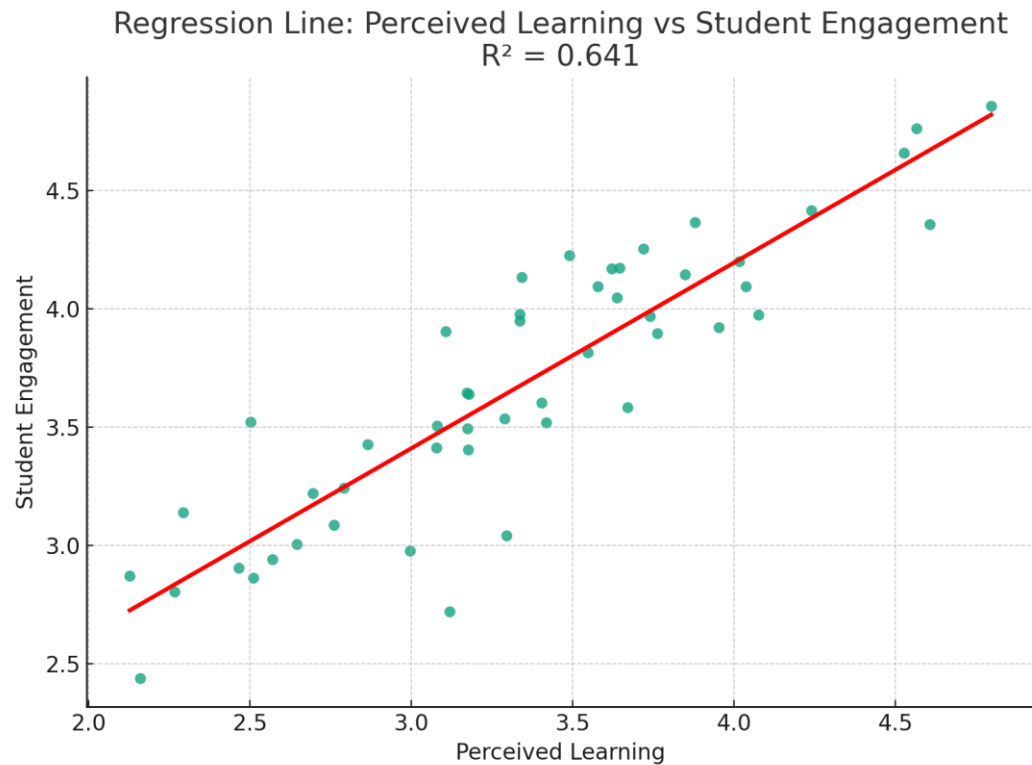
Data Analysis and Interpretation

Figure:1 Plot presents the impact of perceived learning on student engagement

Regression Analysis Table

Variable	Unstd. Coeff (B)	Std. Error	Beta	t	Sig.
(Constant)	1.210	0.385	–	3.14	0.003
Perceived Learning	0.742	0.072	0.801	10.31	0.000

The very low p-value (< 0.001) and the large t-value ($t = 10.31$) strengthen that the perceived learning is a significant indicator of student engagement. The outcome of this research supports educational theories which emphasize the importance that relevant and meaningful learning experiences are to encouraging students to become involved actively. Practically, improving students' perspectives of their own learning through specific learning goals, helpful criticism, and reflection exercises may boost their motivation, involvement, and emotional commitment to their academic path. All things considered, the findings demonstrate how important perceived learning is in determining student engagement and provide insightful information for teachers looking to enhance classroom dynamics and learning results.

Model Summary Table

R	R²	Adjusted R²	F (df),	p-value
0.801	0.641	0.635	$F (1, 48) = 106.3$,	$p < 0.001$

In accordance with the model's R-squared value of 0.641, which indicates that perceived learning represents 64.1% of the variance in student engagement and it has strong perceived learning. According to the unstandardized regression coefficient (B = 0.742, p < 0.001), student engagement increased by approximately 0.74 units for every unit increase in perceived learning. This positive correlation suggests that students are more willing to participate in class activities, discussions, and general academic engagement if they believe they are learning effectively. The model's multiple predictors are taken into consideration by the adjusted R2 value of 0.635, which also demonstrates that even after adjusting for potentially overfitting, the explanatory power is still high. Additionally, the model is statistically significant, and perceived learning is a major predictor of student engagement, as indicated by the very significant F-statistic (F (1, 48) = 106.3) with a p-value less than 0.001. This indicates that it is extremely unlikely that the observed association is the result of chance. Overall, the results show that students are far more likely to be involved in their studies if they believe they are learning well. This demonstrates how important it is to change how learning experiences are viewed to increase overall student engagement, which can result in better academic performance and motivation.

Discussion

This study investigated how undergraduate student involvement has been impacted by perceived learning. The results of the regression analysis demonstrated that students' engagement in the institution was positively and significantly predicted by their perception of learning. These findings are consistent with those of Eom et al. (2006), who found that there is a statistically significant correlation between students' perceptions of their learning and their levels of engagement and satisfaction. According to the study's findings, students' engagement with Gray and DiLoreto's (2016) research is improved by the perceived relevance of learning. They showed a strong correlation between students' participation and their perception of their learning. Their results demonstrated that educator presence had a statistically significant impact on perceived student learning, but that student engagement had no statistically significant influence on student pleasure. Given the chance to engage with their teachers and peers, students are more likely to be satisfied with the course overall and to have a more positive attitude toward what they have learned. Undergraduate students are more likely to demonstrate a higher level of emotional and behavioral engagement when they are convinced that they are learning something valuable or relevant throughout their academic careers. This engagement demonstrates various forms, such as actively participating in classroom discussions, collaborating with peers, completing assignments thoroughly, or being motivated to study independently. The strong correlation (R = 0.801) supports the idea that this perceived effectiveness of learning has a direct, powerful influence on how involved and committed students are to their academic activities.

Conclusion

This study explores the critical role of enhancing perceived learning experiences in boosting overall student engagement, which can lead to improved academic outcomes and motivation. The phrase "perceived learning" refers to how students internally evaluate their own learning progress. If teaching methods, classroom environments, and course materials are designed in ways that make students feel they are gaining new knowledge or skills, their perception of learning improves (Rafiq et al., 2022). When institutions or educators focus on improving these perceptions, by providing clear learning objectives, timely feedback, engaging instructional methods, and real-world application opportunities that students are more likely to feel their efforts are yielding consequences. As a result, perceived learning can be a helpful indicator of how well a course engages students. Students' learning experiences can be enhanced by instructors improving the

quality of their courses in terms of design, delivery, and assessment by knowing the elements that affect how learning is viewed.

Recommendation

- Educators and educational institutions can create a more favorable learning environment that represents the various needs and preferences of students by recognizing and considering the impact of perceived learning. This will ultimately improve the quality of the educational experience.
- To improve course quality and the overall learning experience in an educational context, educators and instructional designers must assess how students perceive their learning.

References

Afzal, A., & Rafiq, S. (2022). Impact of Teachers' Instructional Techniques on Students' Involvement in Class: A Case Study. *UMT Education Review, 5*(2), 184-204. https://doi.org/10.32350/uer.52.10

Afzal, F., & Crawford, L. (2022). Student's perception of engagement in online project management education and its impact on performance: The mediating role of self-motivation. *Project Leadership and Society*, *3*, 100057.

Alavi, M., Marakas, G. M., & Yoo, Y. (2002). A comparative study of distributed learning environments on learning outcomes. *Information Systems Research*, *13*(4), 404-415.

Aldhilan, D., & Rafiq, S. (2025). Transforming Early Childhood Education in Saudi Arabia: AI's Impact on Emotional Recognition and Personalized Learning. *International Journal of Evaluation and Research in Education (IJERE), 14* (4), 2473-2486. https://doi.org/10.11591/ijere.v14i4.32660

Aldhilan, D., Rafiq, S., & Afzal, A. (2025). Saudi Arabian preschool teachers' perceptions, positive and negative experiences of play-based robotics activities. *Cogent Education*, *12*(1), 2516375. https://doi.org/10.1080/2331186X.2025.2516375

Alizadeh, M. (2024). Exploring engagement and perceived learning outcomes in an immersive flipped learning context. *arXiv preprint arXiv:2409.12674*.

Eom, S. B., & Ashill, N. (2016). The determinants of students perceived learning outcomes and satisfaction in university online education: An update. *Decision sciences journal of innovative education*, *14*(2), 185-215.

Fredericksen, E., Pickett, A., Shea, P., Pelz, W., & Swan, K. (2000). Student satisfaction and perceived learning with on-line courses: Principles and examples from the SUNY learning network [Online]. Retrieved June 30, 2002.

Gasiewski, J. A., Eagan, M. K., Garcia, G. A., Hurtado, S., & Chang, M. J. (2012). From gatekeeping to engagement: A multi-contextual, mixed method study of student academic engagement in introductory STEM courses. *Research in higher education*, *53*(2), 229-261.

Gray, J. A., & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *International Journal of Educational Leadership Preparation*, *11*(1), n1.

KUH, G. D. (2003). The value of educationally purposeful out-of-class experiences. *Involvement in campus activities and the retention of first-year college students*, 19-34.

Martin, F., Wang, C., & Sadaf, A. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. The Internet and Higher Education, 37, 52-65.

Rafiq, S., Afzal, A., & Kamran, F. (2022). Impact of School Environment on Students' Academic Achievements at the University Level. *VFAST Transactions on Education and Social Sciences 10*(4), 19-30. https://doi.org/10.21015/vtess.v10i4.1216

Rafiq, S., Iqbal, S., & Afzal, A. (2024). The Impact of Digital Tools and Online Learning Platforms on Higher Education Learning Outcomes. *Al-Mahdi Research Journal (MRJ)*, *5*(4), 359-369. https://ojs.mrj.com.pk/index.php/MRJ/article/view/342

Tight, M. (2020). Student retention and engagement in higher education. *Journal of further and Higher Education*, *44*(5), 689-704.

Wilson, D. M., Summers, L., & Wright, J. (2020). Faculty support and student engagement in undergraduate engineering. Journal of Research in Innovative Teaching & Learning, 13(1), 83-101.

Wimpenny, K., & Savin-Baden, M. (2013). Alienation, agency and authenticity: A synthesis of the literature on student engagement. *Teaching in Higher Education*, *18*(3), 311-326.