Problems Faced by Undergraduates in the Learning Environment: Some Evidences from a Sri Lanka University[1]

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Abstract

Even though, universities are considered as excellent centres for education, some students are unable to gain its full benefits due to various reasons. One of the decisive factors is the way of learning environment is organized. This paper attempts to analyze the contributing factors of university learning environment on undergraduates' problems. Although class-rooms related factors as well as outside factors are included in the learning environment, this paper discusses mainly about contributing factors outside the classroom. Both qualitative and quantitative data were collected from a sample of 466 students of the University of Sri Jayewardenepura. A questionnaire survey was mainly used for primary data collection. Data were descriptively analysed using elementary statistics. The study found that the majority of students faced education institutional related problems, particularly accommodation, food and nutrition, medium of instructions, library facilities, financial assistance, and teacher student relationship.

Keywords: Learning Environment ; Students' Problems ; Undergraduates ; University Education

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Introduction

Education is one of basic needs and in turn a right of all human beings. Even though universities are considered as excellent centres for education, some students are unable to gain its full benefits due to various reasons (Furneaux, 1961). Several educationists and sociologists pointed out that various student problems severely affect their learning process (De Silva, 1977; Athukorala, 1995; Ballantine, 1997; Jayasena & Nastasi, 1997; Arline & Regina, 2004). In addition, some local and overseas studies have shown that there are many common factors causing students in institutions of higher education to be distressed and performing poorly or dropping out without completion of courses.

Students' own characteristics and personal factors, peers, family, education institutions and society have been identified as the common and frequent reasons for the problems (De Silva, 1977; Ballantine, 1997; Senadeera, 1997; Palianiappan, 2007). Personal characteristics commonly reported in literature include hardiness which refers to the ability to withstand a reasonable amount of stress and resiliency (Kashubeck & Christensen, 1992; Pallniappan, 2007). Further, a research carried out in a national university in Sri Lanka, revealed that the highest percentage of students have been facing psychological, economic and social problems (Athukorale, 1995). in the circumstances it is clear that university students come across various problems during their studies.

Consequences of all problems such as social, economic, cultural and education can affect student's mentality and may persist for long period eventually be converted into psychological problems. Mostly, psychological problems cannot be easily identified. There are evidences of students' attempts to commit suicide in Sri Lankan universities (Karunarathna,1992). According to Karunarathna (1992) if students have proper social and mental discipline at their educational institutions, they would enhance skills to face challenges easily and find better solutions to problems. For that, a purposeful and conscious attempt by each stakeholder is needed to establish a strong foundation for proper learning atmosphere in universities throughout the whole academic period of a student. If issues are identified clearly, it is possible to solve them early so as to minimize the adverse outcomes. For this purpose, the manner that the learning environment is organized is a decisive factor.

The general objective of this paper is to analyze the contributing factors in the university learning environment focusing on the factors that are outside the classroom.

Empirical Evidence for Learning Environment

Several negative incidents can be identified relating to the university education in Sri Lanka during the recent past. For instance, it was difficult to ensure continuation of functions in some universities due to various issues. Quality of graduates and the relevance of the degree programs are being questioned. Marketability of graduates, unemployment and long waiting time for graduation are often in discussion in higher education forums.

According to the perceptions of university lecturers, financial difficulties, shortage of academic staff and lack of communication between students and teachers are important factors handicapping students from fully enjoying the benefits of university education (Nandakumar,1992). Moreover, insufficient knowledge of English was reckoned to be a serious difficulty that hampered students from getting the best out of their university education (De Silva,1977). The tendency to memorise lecture notes rather than to read and comprehend, the lack of practical skills and analytical skills are also problems faced by the students (Central Bank of Sri Lanka, 2000). Inadequacy of students' general knowledge, experience and maturity amplify the problem. As a whole, it seems that the "university environment related issues" ultimately hinder the objective of education.

De Silva (1977) and Ranathunga (2007) explain that students enter the university with eager hopes of a bright future, leading to a prosperous life endowed with social status and economic stability. However, students in most of the disciplines become hopeless when they realize that securing suitable employment is a difficult task. The consequences of such problems affect students' mentality. For instance, there are evidences that some students face personal difficulties such as depression, frustration and anxiety (De Silva, 1977; Athukorale, 1992; Senadeera, 1999). In addition, inability to read books written in English, lack of recreation and other essential facilities in universities, poor staff-student relationship cause poor performance, dropouts and the threat of unemployment are some of the severe issues (De Silva, 1977). Further, the academic issues are based on the delivery methods and evaluations as well (Silva,

1992). Universities are shouldering a massive academic burden with extremely limited resources in some degree programs. In this situation, delays and lapses in teaching learning and evaluation processes are inevitable. At the same time, communication failures also lead to severe isolation of students from the university (Silva, 1992). Thus, students are facing issues with regard to 'social desirability' and 'self-efficacy'.

Marasinghe (1992) highlighted that the system has failed to identify the complexities of multifaceted problems confronted by students upon their entry into a totally different socio-cultural setting in universities. Accordingly, students' welfare has been continuously questioned. Within this context, it seems that students have to undergo various problems relating to their learning due to unfavourable environment. As a result of some particular incidents, a bad image has been developing about university students in society and subsequently, graduates are rejected by some employers. At times, university students are seen as a burden to families and to society rather than a valuable resource.

Some scholars revealed that lack of English knowledge of students is a serious difficulty which hampered students from getting the best out of their university education (Diyasena et al.,1983). Further, lack of general knowledge, experience, maturity, lack of practical skills and analytical ability as well as ill-equipped teaching, classroom environment, financial difficulties, poor residential facilities and lack of communication between students and teachers have been identified as main factors handicapping students from fully enjoying the benefits of university education (Ariyawansa & Perera, 2005). Similar findings are available in studies of De Silva (1977), Ranawaka (1983) and Senadeera (1999) in order to address problem of English language competence, changes have been adopted in classroom environment such as teaching learning methods and medium of instruction. However, this study argues that the environment outside to the classroom such as library, welfare and Information Technology (IT) access are similarly or more important than the classroom environment.

Not only local university students but foreign university students also face various problems continuously for several decades. Furneaux (1961) has identified 10 causes that affect university students making them difficult to complete their studies such as inabil-

ity to work in university environment, lack of continuous effort, lack of perseverance, lack of talents, lack of interest, unavailability of a good home environment, incompatibility of interests vis-a-vis talents and abilities, neurotic and psychotic disorders and poor health. All these problems directly or indirectly associated with students' learning skills.

Theoretical Views

Above mentioned practical obstacles in learning have been substantiated by theoretical point of views as well. The Functionalists describe the educational system as an integral and interrelated part of the whole social system which carries out certain necessary functions for the survival of society. Functional theorists such as Parsons (1961) identified educational institute as a place of transmitting of parts of the culture necessary to perform successfully in the adult world. He further pointed out that institutes provide transition from warm, protective, accepting environment to the competitive, performance oriented atmosphere of the world of work.

Interaction theory draws its attention to study individuals and how they act within a society. This theory focuses on individuals and show how they form interpretations of the world around them. Using this approach, Ballantine (1997) pointed out that sociologists of education attempt to understand the interactions between groups-peers, teacher-student, teacher-principal on students' attitudes and achievements, on students' values, self concepts and their effect on aspirations, and on socio economic status as it relates to student achievements.

Using Maslow's need hierarchy, some writers have well described that the needs from the lowest level to the highest and shows how each need ought to be met before the next higher need and thereby it is emphasized that the lowest level of needs i.e. physical needs, are highly important because without fulfilling them an individual cannot go ahead (Arnold & Feldman, 1986). Therefore, it is necessary to provide basic needs for better learning at the university. As Maslow mentioned, without having sufficient basic needs, university students cannot achieve higher education goals.

University Learning Environment

As it is very clearly presented by some researchers referred to in the above paragraphs, students' problems relate directly or indirectly with the learning environment outside the classroom in most of practical situations. Even according to the philosophical views, it is clear that, learning environment outside the classroom is decisive for students' problem. Accordingly, the phenomenon of "university learning environment" is a very complex one. It can be considered as the whole university system. At the same time, it is a major factor that determines the learning atmosphere.

Figure 1 illustrates the main variables of students' problems. It shows that the learning atmosphere ultimately causes the students' problems. Learning atmosphere depends on three factors, namely university environment, family context and personal qualities. Among these factors, this paper discusses factors related to the university environment only, as mentioned earlier.

Population and Study Field

This study analysed the university students' problems and the university learning environment empirically and descriptively by using a sample of undergraduates from the University of Sri Jayewardenepura. The study population consists to full time internal students of the University enrolled for the third year of their degree programs.

Selection of the Sample

A total of 1,000 students were randomly selected proportionately to the students enrolled in each faculty; 400 from Faculty of Management Studies and Commerce, 300 from Faculty of Humanities and Social Sciences, 150 from Faculty of Science and 150 from Faculty of Medicine There were 824, 548, 286 and 158 students enrolled for the 3rd year in these faculties respectively for the academic year 2007. Of the 1000 questionnaires distributed, only 466 completed questionnaires were received from all faculties; 157, from the Faculty of Humanities and Social Sciences, 235 from the Faculty of Management Studies and Commerce, 39 from the Faculty of Science and 35 from the Faculty of Medicine.

Figure 1 : Variables that Affect on Students' Problems
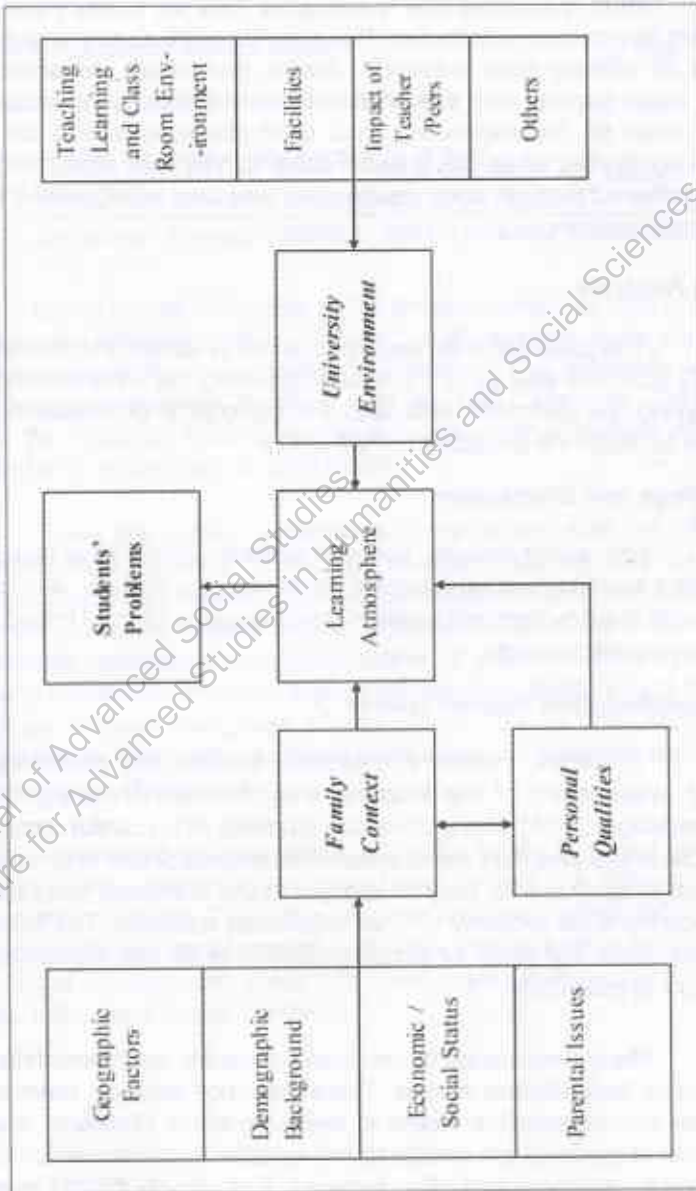
Source: Compiled by the author

Data Collection Techniques

Both qualitative and quantitative data via primary and secondary sources were collected. The questionnaire survey was mainly used for primary data collection. Books, periodicals, research articles, news papers, web sites and records of the relevant institutions were used for the secondary data. Brief discussions with students were conducted while the questionnaire survey was done. Information gathered through such discussions was also incorporated in the relevant sections.

Data Analysis

The collected data were presented in tables and charts. The SPSS software was used for data processing. By synthesizing and analyzing the gathered data with theory, critical discussions were made to reach the objectives of the study.

Findings and Discussion

This study reveals some important contributing factors of learning environment on students' problems, particularly, in connection with the environment outside the classroom of the University of Sri Jayewardenepura.

Accommodation Related Issues

University student's residential facilities are considered as basic requirement of the learning environment (University Grants Commission, 2004). Many university students in Sri Lanka come from remote areas and they need accommodation facilities in or near the university so that they may fit easily into the university environment and concentrate properly on their education activities. The following figures show the need of accommodation of all universities of the country in year 2004.

Many universities do not have adequate accommodation facilities for their student intakes. Therefore, such students have to find private accommodation closer to their university. However, a larger number of students are unable to find suitable accommodation due to economic problems and other reasons. Rathnapala (2001) revealed that even if students find boarding places or hostels, their life at those places are not comfortable.

Table 1: Students Accommodation of All Universities - 2004

Total student population	60,000
Eligible for residential accommodation	32,000
Provided with accommodation of eligible number	17,000
Balance eligible for accommodation of 25% of total student population	15,000

Source : Sri Lanka University Statistics, 2004. University Grants Commission, 2004

By 2004, the University of Sri Jayewardenepura had a total student population of 7,956. Of them 3,596 students were eligible to receive university accommodation. However, The university could provide accommodation facilities only for 1,967 students. Table 2 shows the statistics relating to the accommodation facilities of the respondents of the study in 2007/2008.

There are some malpractices in connection with the official accommodation facilities. This study revealed that not only current students but some recently passed out students also are occupying in the university hostels without permission. More male students use hostels unofficially than girls. Some of them are employed or following courses or involved in political activities. Even though boys' rooms are smaller than those of girls, about 10 - 12 male students live in a single room with four beds while about 7 - 8 female students share a room with six beds.

This raised the occupancy ratio of a room. Negative consequences of this situation have to be faced by both the university as well as the students. The university has to bear higher water and electricity bills and maintenance cost while students have to depend on minimal facilities with great difficulties particularly in using bathrooms, toilets and hostel canteens.

Table 2: Residential Place of Students

Residence	Faculty							
	Arts		Management		Science		Medicine	
	No of the Students	Percentage	No of the Students	Percentage	No of the Students	Percentage	No of the Students	Percentage
No Reply	0	0	01	0.4	0	0	0	0
Home	13	8.2	73	31.0	18	45.9	17	48.5
Hostel	98	62.7	73	31.0	11	27.1	0	0
Private Boarding	33	20.9	80	34.3	08	21.6	16	45.5
Relative's Place	10	6.3	07	2.9	01	2.7	02	6.0
Other	03	1.9	01	0.4	01	2.7	0	0
Total	**157**	**100.0**	**235**	**100.0**	**39**	**100.0**	**35**	**100.0**

Source: Compiled by the author based on survey data 2007/2008

The discussions with the students reveal that they gain the following benefits by living in hostels;

a) Students have to pay only a nominal fee as Rs.500.00 per annum

b) As the hostels are located within the university premises or very close to the university, students do not need to spend for traveling, they can save time, reduce fatigue, safety is higher, facilities for relaxation and recreations are available.

c) University is situated in a good location where it is easy to fulfill many needs and wants such as main roads, shops, banks, institutions etc.

d) Students do not feel loneliness and can get help soon when needed.

e) Familiarity with the environment is high.

f) Better academic environment.

g) More companionship among various students.

Even though the university took steps to minimize the students' illegal occupations in hostels, they failed as the legal occupants help their colleagues sharing the limited resources because of the feeling of cooperation, social integration and more strongly due to practices, customs, norms and values of the so-called "university hostel sub-culture".

Food and Nutrition

Theoretically, for a healthy physical and mental life, people need nutritious and well balanced meals. However, generally the majority of university students cannot take enough food for three meals per day due to economic hardships (Rathnapala, 2001). Figure 2 illustrates the respondents' satisfaction on food.

Figure 2: Students' Satisfaction on Food
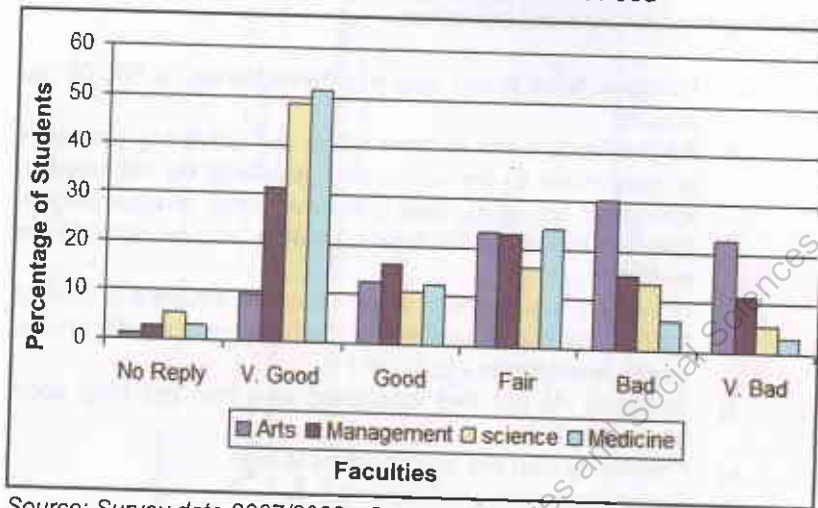
Source: Survey data 2007/2008 - Compiled by the author

As shown in Figure 2, unsatisfactory quality of food is a major problem for many students. It is severe among the students who are staying in the university hostels particularly in Arts and Management Faculties. More than 50% i.e. 79 students of Arts students and 26% i.e 71 students of Management students stated that their food is bad or very bad. However, when compared this situation with Medical students, they are in good condition as only 9% i.e. 3 students of them reported their food is bad or very bad. However, around 60% i.e. 21 and 23 students of students in Medical as well as Science faculties who are coming from their own homes do not have problems with their food.

However, the condition of the majority of Arts and Management students is not at a satisfactory level as a higher percentage of them are in lower income families and therefore the possible option for accommodation of these students is the university hostel or cheap private boarding places with minimum facilities. On the other hand, cooking is prohibited in the university hostels. Even though students can buy food and tea at an affordable price, many students say such foods are below the standard quality. Marasinghe's findings (1992) are also similar to the findings of this study as he indicates the quality of the meals provided by the canteens was not at a satisfactory level.

The main issues pointed out by the students relating to the food provided by hostels and university canteens are related to the following;

a) Cleanliness
b) Varieties of food
c) Taste of food
d) Quality and freshness of food
e) Cooking and edibility conditions
f) Quantity of a plate of food
g) Canteen food related illness such as nausea, vomiting, loose motion etc
h) Lack of food for late comers
i) Availability of food on holidays

Another finding is that as students are compelled to go home every weekend due to shortcomings in accommodation and meals, their studies are adversely affected. Specially, time and the fatigue of traveling reduce the time for studies. Such students are frequently compelled to change their mentality from university environment to home environment. Therefore, it breaks their concentration on studies. They have to sacrifice their time on family affairs. These weekend home visitors tend to avoid lectures on Fridays and Mondays as a habit.

Reduction of the time spent at the university particularly as full time students is not a good sign. University students' education cannot be limited only to the lectures and examinations. They have to update knowledge, develop necessary skills, and cultivate favorable attitudes as well. Many negative consequences of frequently home visits were also recognized by the study through discussions with the students. Figure 3 summarizes the consequences which are mostly negative.

Figure 3: Consequences of Going Home Frequently

Source: Compiled by the author

Medium of Education

Need for English language competence has been empha-sized in recent decades, particularly due to the impact of globaliza-tion and the current socio economic changes in the world. Within this situation, Sri Lankan universities have to adapt to the social needs by converting the medium of instruction into English. Even though many faculties of universities follow it there are various obstacles.

According to the sample of this study, Medical faculty is to-tally functioned in English medium, while faculties of Management and Science use both languages i.e. Sinhala and English as their mediums of instruction. Arts faculty is the only one, which has not started any courses in English medium yet.

A large number of students who are following courses in Eng-lish medium are facing difficulties due to lack of English proficiency. Majority of them cannot understand their lectures, read text books and research articles, in order to improve and update the subject knowledge. As a result, they are unable to get higher grades from ex-

aminations while some have to repeat subjects. Therefore, it could be identified clearly that the lack of English knowledge as a major reason of reducing the students' interest in studies. Some students said,

> *We feel to give up the course because of the difficulties we have to face with lack of knowledge in English language.*

Further, most of Arts students do not know even basics of English language. Every year a higher percentage of Arts students fail in English examination which is compulsory to obtain the degree.

Arts students show the least capacity in English language compared to other students. The main reason for that is a majority of them come from rural areas where there are no facilities available to improve their English language skills. Hence, some students' socio, cultural and geographic background do not motivate them to learn, use and improve English language.

Even though the university has taken several steps to improve their English knowledge, many such steps have not been successful. Students revealed that there is no English speaking culture even in faculties where lectures are conducted in English medium. Lecturers particularly highlighted that most of the students even in the medical faculty cannot write answers well in English. Some students write answers in both Sinhala and English. In that way, students who do not have a sound English knowledge cannot express their ideas properly and critically in examinations. Particularly, in third and fourth years, it is expected to evaluate students' analytical thinking and application of theory through their answers.

In addition, when considering the unemployment problem of graduates from the employers' point of view, lack of English proficiency is highlighted as a major barrier to find a job (Ariyawansa & Perera, 2005). Employers seek good communication skills with a commanding knowledge of English along with other skills. Therefore, English is a highly important factor which influences to create various problems relating to education, social and personal life. Figure 4 presents the relationship between lack of English proficiency and quality of graduates.

Figure 4: Wider Implications of Poor English Proficiency
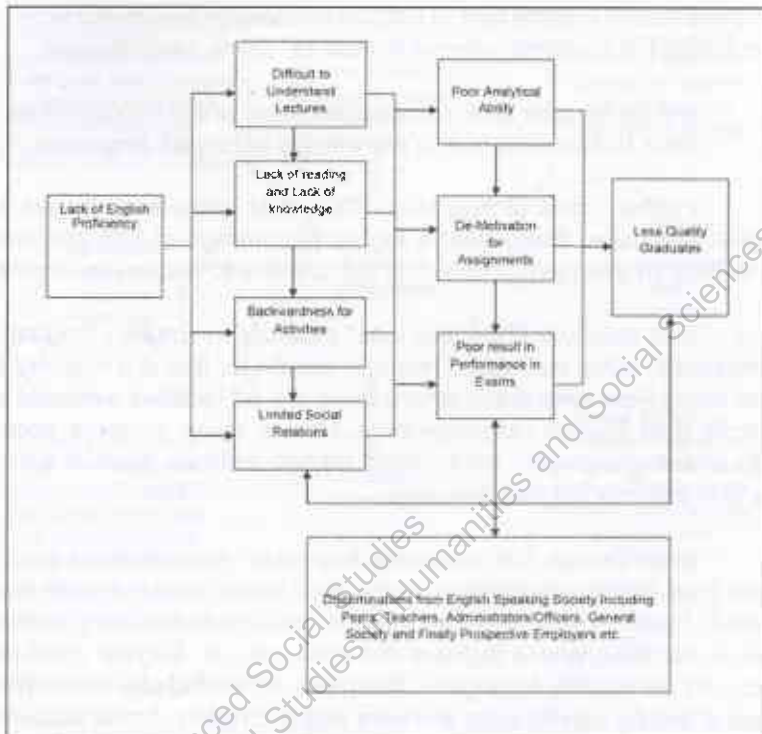
Source: Compiled by the author

Library Facilities

A university means a place where the knowledge is generated, gathered and disseminated. A library is the place which facilitates such functions. In addition to the main library, Medical students have separate library while many departments in University of Sri Jayewardenepura have mini libraries or resource centers. However, as Perera (2001) and Withanage (2001) pointed out, only a handful of university community frequently use library to enhance and get updated their subject knowledge.

The findings of the study also revealed that the majority of university students do not use the library. As Perera (2001) and Withanage (2001) highlighted, the main reason is that most books are in English medium and due to lack of English knowledge of stu-

dents as well as lecturers they do not tend to use the library. This study found that there are some problems in using of library such as the following:

a) A larger number of books available in the main library are old more than two three decades.
b) Books are kept without the order of subject names.
c) Almost all books are unclean and full of dust.
d) Missing some pages, important maps, and information etc in books and periodicals.

Many latest and important books are only for reference. But students have lack of opportunities to use them being in the library. Some latest and important books are only in the catalogue as lecturers borrow them and keep with them for a long time. No enough time to use library as students are busy in attending lectures and preparing assignments. Due to the semester system, students in all faculties have higher workload to complete within a semester. As limited space in study room a higher number of students cannot get a place in the main library during the examination period.

Information Technology Skills

Competence in Information Technology (IT) is expected from university students as they have to use IT frequently as an essential tool of their learning. IT skills help to enhance students' subject knowledge and their analytical skills.

The university computer centre provides various services to the undergraduates for conducting regular courses, training programs and access to the internet. Apart from that, all faculties have own computer centers while many departments have minicomputer laboratories. However, Arts students have the least computer knowledge as they do not have sufficient facilities.

Lack of IT skills creates many problems not only for students' current academic activities but also for their future in various ways. The university as a higher education institution also has to face problems in improving quality and the relevance of the degree programs. As per the discussions, there are series of consequences of lack of IT skills ending with the level of achievements in learning. Figure 5 summarizes the various views and facts regarding this phenomenon.

Table 3: Satisfaction Levels of Information Technology Skills

Satisfaction Levels on Information Technology Skills	Arts		Faculty Management		Science		Medicine	
	Number of the Students	Percentage	Number of the Students	Percentage	Number of the Students	Percentage	Number of the Students	Percentage
No Reply	12	7.6	15	6.3	01	2.6	02	5.7
Highly	19	12.0	48	20.5	16	41.0	11	31.4
Adequate	30	19.6	59	25.1	06	15.4	06	17.1
Less	41	25.9	92	39.3	12	30.8	10	28.6
Not	36	22.8	18	7.5	02	5.1	04	11.4
Not at all	19	12.1	03	1.3	02	5.1	02	5.7
Total	157	100	235	100	39	100	35	100

Source: Compiled by the author based on Survey Data 2007/2008

Figure 5: Higher Performance through Information Technology Skills
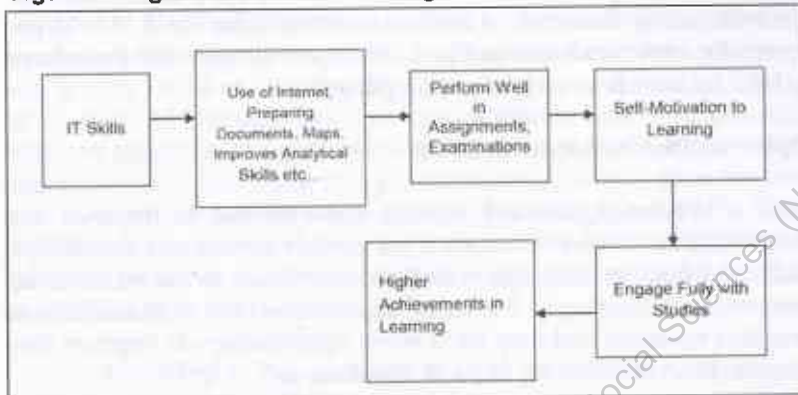
Source: Compiled by the author

University Premises

For better learning it is essential to have a calm, friendly, lively and well organized environment with necessary human and physical resources to motivate students for active learning in order to achieve higher educational goals. The study revealed that the majority of students prefer the university environment even though some of them have to face different types of problems. This free environment positively helps them to deal with their problems.

Hygienic Facilities

Hygienic facilities are essential to have a better life of human beings. However, university as a place where a large number of people are gathered together it is difficult to maintain hygienic facilities. The majority of students in all faculties revealed that they are not satisfied about the hygienic facilities such as toilets, bathrooms and cleaning of the surrounding area.

Financial Aid from the University

Over 90% of university students receive either Mahapola Scholarship or bursary as financial assistance, and a student receives Rs. 2500.00 per month for 10 months a year for their total academic period. A majority of students mentioned that financial aid they receive from the university is inadequate. Particularly, students

who are residing outside their homes cannot depend on such assistance totally. Generally, a student needs at least Rs. 5,000.00 per month for minimum expenses and, therefore, almost all of them have to take additional money from their parents.

Opportunities to Improve Skills

University provides various opportunities to improve students' talents so as to produce a full person with sound knowledge, skills and positive attitudes in order to contribute to the national development. According to the study, around one third of students in all faculties revealed that they have fewer opportunities to improve their talents. Main reasons for this are identified as:

a) Inadequate spaces, facilities and equipment
b) Lack of time because of higher workload
c) Reluctance of students and their backwardness
d) Lack of proper guidance and leadership
e) Negative attitudes etc..

Recreation and Relaxation

Universities all over the world not only give the formal education but also provide facilities for recreation and relaxation which are highly essential to maintain a healthy life. As a result of engaging in recreation and relaxation activities, students can reduce their mental pressure and stress created due to high workload. The study found around that one fourth of the students in every faculty does not engage in any entertainment activity.

Teacher and Student Relationship

The Interaction Theory draws attention to study individuals and how they act within society. Accordingly, Education Sociologists attempt to understand the interactions between groups,peers, teacher, student, teacher, principal on students' attitudes and achievements, on students' values, self concepts and their effects on aspirations; and on socio-economic status as it relates to students' achievements (Ballantine, 1997).

The findings of this study shows that around 70% i.e. 25 students of Medical students have less or no relationship with their teachers while more than 50% i.e. 79 students of Arts students, nearly 50% i.e. 19 students of Science students and about 41% i.e. 96 students of Management students also have lack of relationship with their teachers. These findings are similar to that of Hettige (1995) who pointed out that there is a gap between university students and their teachers. However, these findings do not agree with De Silva (1977) as she states that there is much better relationship between staff and students in Medical and Science faculties of Sri Lankan universities than in the Arts faculties.

According to the students' point of view, the main barrier to build closer relationship with teachers is correlated with some characteristics of teachers' personality; teachers' pleasant appearance, kindness, preparation to help, teaching skills, subject knowledge, politeness, and the image of the lecturer established among the past students.

University Counseling Service

The main objective of establishing a counseling centre at the university is to deal with students' grievances, to identify their problems and help them to solve such problems in its primary stage. However, that objective does not seem be fulfilled due to several reasons. Some reasons are associated with students' weaknesses while others are related to the irresponsibility and inefficiency of counselors, academics and entire university system as a whole.

Out of total number of respondents, around one third about 52 students of Arts and Science students and one fourth about 59 students of Management students indicate that counseling center is not useful. From that, nearly one fourth about 10 students of Science students stated that it is not useful at all. This study found that the wrong beliefs, incorrect definitions and unawareness, ineffective and inefficiency of counseling centers discourage the students to get its service. Figure 7 shows why students are seeking help from the counseling centers.

Figure 7: Main Reasons for Seeking Helps from Counseling Centre
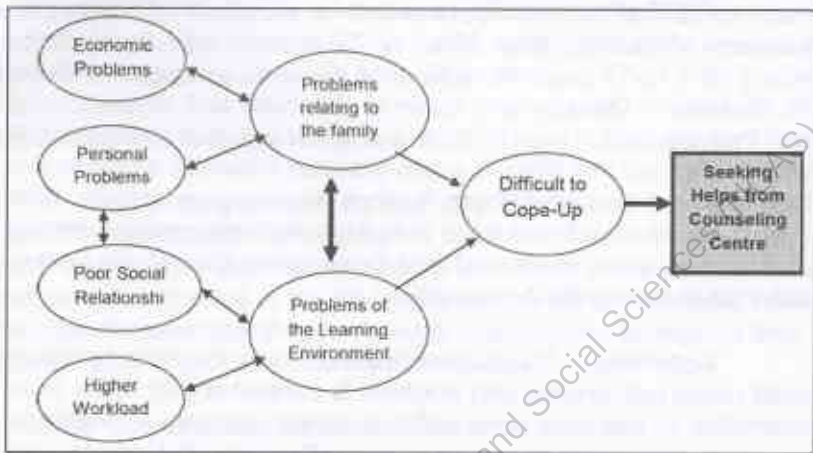
Source: Compiled by the author

The above Figure shows the complexity of the factors behind the difficulties in coping-up the problems faced by students.

Conclusions

This paper attempted to analyze contributing factors of university learning environment outside the classroom on undergraduates' problems. The study revealed that 48% of students face education institutional related problems particularly accommodation, food and nutrition, medium of instructions, library facilities, financial assistance and teacher student relationship.

The problem of inadequacy of accommodation facilities has been aggravated by illegal use of available accommodation by some students. Non-availability of quality food at affordable price persuades students to frequently visit their homes preventing them from full time studies. Arrangement of library facilities is needed to be more appealing and strategic. Lack of teacher- student relationship has negatively affected student development. This study also recognized that due to wrong beliefs, incorrect definitions, unawareness, ineffective and inefficiency of counseling center discourage the students to obtain its services. As a whole it seems that though the university has been taking considerable efforts to maintain a favorable environment for higher education, but there are certain obstacles to be tackled by students as well as the university authority.

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