



Investigating the impact of geographical environment on learning (case study of social science students)

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Abstract

The geographical environment and locations the place where learning takes shape and is one of the factors affecting learning. This article seeks to identify the various geographical environments and to determine the extent to which they affect students' learning.

Research Goal: The most important goal of this article is to find out how much the geographic environment affects students' learning.

Research question: What is the impact of the geographical environment on students' learning?

Possible answers to this question have been suggested by hypotheses the geographical environment and climatic factors do influence students' learning.

Methods: The method used in this article is a combination of primary and secondary research, collected from scholarly works of other researchers and of our own first hand research in the field. The statistical data in this research is comprised of students of Social Sciences Faculty of Shaheed. Pr. Rabbani Education University. The sample data includes 261.72 students.

Result: Research findings show that geographical factors such as weather, cold and heat, drought and humidity, forest and mountainous areas, neighborhood physical and housing conditions, high density or low population density, air pollution, monsoon winds, village housing architecture, access to nutrition, high latitude, distant proximity to temperature, cultural norms, religious restrictions and dozens of other factors above the human spirit has an influence on students' learning and teaching.

Keywords: geographical environment, learning and students

Introduction

Design and expression of the problem

Human beings are impressionable and their behavior and learning are influenced by geographical environments as well as hereditary factors. Geographical environments are a set of environments that are external to the living being and affect the behavior and learning of individuals. The geographical environment is considered to be the source of origin for functional, cognitive and behavioral environments. The geographical environment, while encompassing the whole of society, acts as an external environment for the individual. The functional environment is embedded within the geographic environment and forms a functional part of it. This environment affects human behavior and learning as an individual or group. The distinction between geographical and scientific environments is that the geographical environment is the same for all human beings, while the functional environment varies from person to person, from nation to nation and from class to class. It differs from one school to another. The kind of environment that is studied in human geography is the science environment. Studying the geographical environment and its effects on students' learning is one of the major issues in the science of behavioral geography and environmental psychology. One of the important questions in this regard is how the geographical environment can facilitate the learning of students? In what kind of geographic environment is

learning better? Given this notion, how does the geographical environment affect students' learning in response to the main question of this study? The effect of the geographical environment has priority. Learning refers to the changes that come from experience, which can be analyzed in a geographic environment. The problem that this research seeks to identify is the epistemic problem. On the other hand, neglecting the role of the geographical environment in the students' learning will make the learning environment not ready for the students and there will be no better learning.

Research Goal

The main goal of the research

Identify the impact of geographic environment on students' learning.

Sub-goals of the research

1. Identifying the physical environment and its effects on student learning
2. Understanding the geographical environment and its role in student learning
3. Getting the effect of climate factors on student learning.

Research questions

The main question of the research

What is the impact of the geographical environment on student learning?

Sub- questions of the research

1. What is the effect of the physical environment on students' learning?
2. To what extent is the impact of climate factors on student learning?

Hypotheses of the research

1. Physical environment seems to influence students' learning.
2. The geographical environment is likely to play an increasing role in student learning.
3. Climate factors may affect students' learning.

Background and literature theoretical foundations of research

Geographical factors

Geographic factors such as climate, cold and heat, dryness and humidity, forest or mountainous or plain and desert terrains, physical conditions of the neighborhood and housing, air pollution, noise pollution or the beauty and ugliness of any living environment Memory, in turn, affects students' learning (Jafarpor,1998).

Geographical environment

Geographical environment is a set of factors and geographical conditions that interact with each other to form the whole of the natural environment of a geographic location, and in accordance with the position and situation in which they are located, and the impacts they may have on? or on other factors. The natural environment and its activities are closely related to motivation. The more active the environment, the better in terms of temperature, humidity, wind, sunlight, and precipitation, and hence the better environment to meet the physical and mental needs of students, providing better intelligence and motivation for their learning and efficiency. A distractive environment can result in irreparable learning disabilities among students.

Safari *et al* (2008) ^[2] writes about the effects of geographical environment on people's learning: "In the meantime, individual characteristics need to be accurately identified in terms of geographical location."

Mehr, Mohammadi (2006) commented on the role of the geographical environment on students' learning: "It is difficult and perhaps incomplete to provide an environment that fosters talent development based on limited resources within the school. So what is expected of educational institutions is the management of the use of potential and high-quality educational resources and resources in society". Asara (2012) writes about the effects of geographical environment on students' learning: "Different climatic, cultural, habitat and customs types govern the different climates to a large extent in the emergence and modification of practices and practices it is a transition, So knowing the environment as one of the most important causes of change in all of human life matters, and no doubt in the science, development and progress of the sciences, finally knowing all about life has a valuable role to play".

"Various geographical factors affect the body, so these factors will be partly self-serving and consequently human morality. Geographical and environmental factors will always influence the ethics and will of the human being. It is therefore desirable that every person and society, who wishes to live a good and ethical life, increases their knowledge of the environment and considers issues such as

the founding of new cities, the architecture of the cities, the lifestyle and the related aspects. Learning is neither entirely inherited nor completely influenced by geographical environment but always by inherent factors and geographical environment of learning" (Condo, 2013). Kate Busher (1994) ^[4] writes about the impact of climatic conditions on human behavior and learning: "The temperatures those are most (40) yare or above most of the year are the people of this kind of loose, lazy, craggy region. So whatever the human being in the temperate and distant areas of life has a positive effect on all of their organs, and the human mind is in a state of stillness, such that areas are more prone to (20 to 40) degrees. Those societies that have seen earlier civilizations, such as Egypt, Mesopotamia, Greece, Sion and Jihon, have been influenced by climate and temperate widths that have affected the mind of the human spirit and physical activities of humans. The context is much more conducive to good learning in such environment".

"The natural and geographical environment of human beings and the region where humanity thrives, whether or not a series of human effects on the region, such as anger, accent, eating foods, facial expressions, skin color, clothing use, affect It puts on the human body and spirit. The cold regions and the tropical regions and temperate regions each create a sense of morality. Also, the mountainous or desert region and the seashore each affect the spirit of the human being, which results in good learning and teaching. Every region in the world has its own characteristics that make these types of human beings subject to their own adherence, and human beings have to obey the rulers who influence them"(Shakoui, 2013). Ibn Khaldun believed that "warlike tribes and warriors like the Mongols had their own climatic features". Ibn Khaldun raises an interesting debate about the existence of differences between urban and rural characteristics.

"Natural and social environments have a profound effect on human personality," he says. For this reason, the living environment and climatic conditions make the villagers fierce and militant and the townspeople calm and prosperous, because the townspeople are embedded in their comfort and beauty, and they are overwhelmed with beauty and luxury. Ibn Khaldun point of view of the townspeople and the tenants who have suggested that settlers are capable, energetic, and persistent people of the city, Ibn Khaldun argues that learning is better and better in rural areas". "Ethics, spirituality, learning and other attributes of people are affected by their climate and their geographical location, so he considers learning abilities as a direct consequence of climate appropriate and inappropriate. So, in general, Montesquieu has emphasized the influence of material conditions, such as climatic conditions on the evolution of a nation or nations, as well as on its rules and regulations"(Montesquieu, 1722).

Aristotle has also attributed the Greeks' prosperity and even their intellectual superiority to the temperate Greek climate (Shukoi, 2013).

Ibn Sina, a philosopher of the late fourth and early fifth centuries, has studied the environment in his book entitled (Law of Attribution) identifying environmental factors such as land and height, as well as specific properties for each region. He said: "The people of Manna are cowardly, and more relaxed people than the rest of the world, and the inhabitants of the cold and elevated areas are stronger than

the people in the hot areas. He also writes: "Dry areas and bare rock formations have introduced to their inhabitants dry temper, malice, selfishness, stubbornness and low sleep" (Nuqrakar *et al*, 2010)^[7].

These theories partly answer the main research question, but I think the use of the possibility theory as the theoretical framework of this research can well explain the role of the geographical environment on students' learning and the main questions and hypotheses. Research will provide a satisfying answer.

Environmental algebra

Environmental algebra is a theory in which environmental factors, especially those of the natural environment, dominate activities, decisions, patterns of life, and human behavior and impose their conditions on the population at large. From an environmental algebraic perspective, human functions cannot be free. Rather, the Kurds' actions are limited by foreign forces, and their actions are determined. These external forces may be environmental, economic, cultural, and historical factors (Shukui, 2013, 234).

The determinists of the school of determinism believe in the decisiveness and decisive influence of the geographical environment on learning. The algebraic approach considers the relationship between environment and behavior as excellent (Nuqrakar *et al*, 2006)^[7].

One of the pioneers of environmental algebraic theory in the geography of science is Frederick Rutzel who put forward his theory in his book (Geography of Anthropology). He believed that geographical conditions determine specific human behaviors, activities and traits. Rutzel searched for these geographical conditions in a variety of climates, soil quality, and other natural factors, and in fact accepted social and cultural development with respect to natural factors that strongly influenced Rutzel's views of well-known geographers such as Ellen Churchill Sampel, Huntigine Elements Affects (Shukui, 2013, 236).

Natural environment

"The natural and geographical environment of human beings and the region where humanity thrives, whether or not a series of human effects on the region, such as anger, accent, eating foods, facial expressions, skin color, clothing use, affect It puts on the human body and spirit. The cold regions and the tropical regions and temperate regions each create a sense of morality. Also, the mountainous or desert region and the seashore each affect the spirit of the human being, which results in good learning and teaching. Every region in the world has its own characteristics that make these kinds of human beings subject to their own adherence, and human beings have to obey the rulers who influence them" (Shukui, 2013).

Material and Methods

Research Methods: The method used in this article is a combination of primary and secondary research, collected from scholarly works of other researchers and of our own first hand research in the field.

Research type: This research is a descriptive survey, in terms of purpose, in terms of methodology. The library and field studies approach is explained in a descriptive manner.

Research Field: Since the subject of the present study is to

investigate the impact of the geographical environment on students' learning, the social science research field of Shaheed. Pr. Rabbani Education University has been interpreted and explained by the case study approach of the students of social sciences.

Statistical population: The statistical population of this study in the field is social science students. The number of students in the Department of Geography, (236) in the Department of History, (303) and the number of students in the Department of Sociology, (280) constitutes the total population of the study (819).

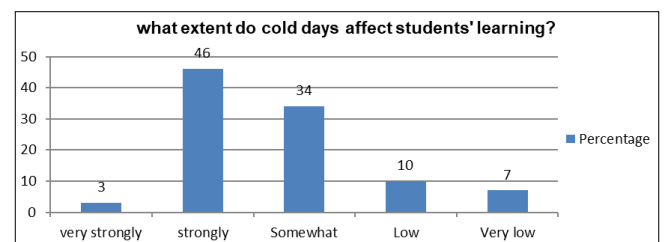
Sampling method and sample population: The sample of this study is 819 students in the social science faculty using Cochran's formula (261.72). Hand-held sample volume was prepared using the systematic random sampling method.

Data gathering tools: The data collection tool in this research is Scholarly publications and distribution of questionnaires to social science faculty students.

Results

The findings of the research indicate that when posed the question, "to what extent does the geographical environment affect students' learning?" 46% of respondents stated very high, 44% stated high and 10% stated somewhat. The survey findings indicate that, among the respondents, when posed the question, "to what extent do geographical conditions affect students' behavior?" 50% stated very high, 10% high, 7% somewhat and 33% low. In this regard, 60% of geographical conditions affect students' learning. Therefore, it can be stated that geographical conditions are one of the factors influencing students' behavior and learning.

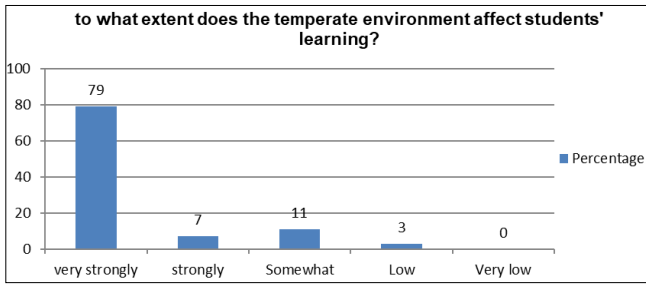
Research findings show that climate is 72%, university and classroom physical environment 86%, classroom environment 58%, sunlight 62%, warm days 63%, mountainous geographical environment 85% and temperate climate 49% above learning. Students are influential.



Graph 1: shows that among respondents, when asked "to what extent do cold days affect students' learning?" 3% responded as very high, 46% high, 34% somewhat, 10% low and 7% very low. Respondents reported that cold weather had a negative effect on learning. Because cold weather is bad for the health. There should be a place for education that is moderately climate-friendly to make learning better. Among the respondents to this study, in response to how much learning is done in open environments? 41% responded very high, 27% high, 91% somewhat and 13% low. 68% of the respondents stated that learning takes place in open geographical environments.

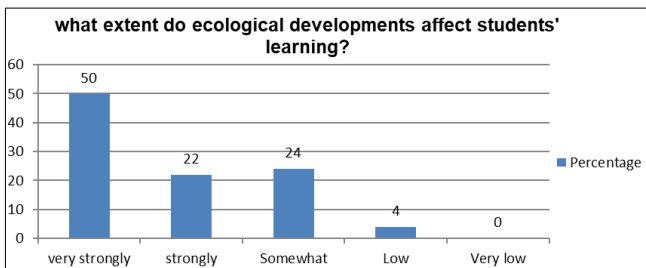
Research findings indicate that, among respondents, when posed the question, "to what extent is the impact of the natural environment on students' behavior?" 57% responded very strongly, 36% strongly, and 7% somewhat. 93% of the

respondents stated that the natural environment affects the behavior of the students. Research findings indicate that **70%** of geographical environment has different effects on students' learning, affecting teaching-learning.



Graph 2: The findings of the study indicate that among the respondents in this study, to what extent does the temperate environment affect students' learning? 79% were very high, 7% high, 11% somewhat and 3% low.

Research findings indicate that, 86% of the respondents stated that temperate environments affect students' learning, affecting teaching-learning. 71% of the respondents stated that the location of educational environments within the geographical reaches affects the learning of the pupils, affects the teaching-learning and 73% of the respondents said that the increase of the air pressure causes Impaired learning in students causes learning disorders.



Graph 3: shows research findings indicate that, 72% of the respondents stated that ecological changes have different effects on students' learning, affecting teaching-learning.

To answer the question, "what do you think is the most important geographic factor affecting your learning?" 60% of the respondents stated that the climate is moderate, the effects of environment and housing, the impacts of the university position, the radiance of the beauty of the university environment, the air pollution, the temperature, the width of the mounds, the distance from the equator, the compressibility. Life in cities has an impact on student learning.

Research findings show that geographical factors such as weather, cold and heat, drought and humidity, forest and mountainous areas, neighborhood physical and housing conditions, high density or low population density, Hua pollution, wind Monsoon winds, village housing architecture, eating everyday foods, high latitude, distant proximity to temperature, different cultures, religious restrictions and dozens of other factors above the human spirit and It also affects students' learning and teaching.

Discussion

Aristo has also attributed the Greeks' prosperity and even their intellectual superiority to the temperate Greek climate (Shukoi, 2013).

With this in mind, the researches findings show that a large number of respondents to climate influence believe that temperate environments affect student learning. 62% of respondents said that sunlight affects students' learning. In this section, the research findings are consistent with Aristotle's theory. Because he believes that temperate climate has an increasing role in human behavior and learning. Also, the temperate environments and temperate climates studied in this study are highly influenced by students' learning. Therefore, the effect of sunlight on students' learning is 62%.

Safari *et al.* (2008) [2] write about the effects of geographical environment on people's learning. In the meantime, individual characteristics need to be accurately identified in terms of geographical location".

On this basis, the findings of the study indicate that a large number of respondents believe in influence of the geographical environment on student learning. In this section, the research findings are in line with the findings of Safari *et al.* (2008) [2]. Because their findings also show that geographical environment has an increasing role on human behavior and mental functions and learning. Also, the geographical environment examined in this study brings out the geographical factors and conditions of the geographical environment, depending on the situation and the situation in the geographical location, students are highly influenced by learning.

Mehr Mohammadi (2006) commented on the role of the geographical environment above students' learning: "It is difficult and perhaps incomplete to provide an environment that fosters talent development based on limited resources within the school. "So what is expected of educational institutions is the management of the use of potential and high-quality educational resources and resources in society". With this in mind, the research findings show that a large number of respondents believe in influencing the geographical environment of student learning. In this section, the findings of the study are consistent with those of Mehr Mohammadi. Because their findings also show that the geographical environment has an increasing role on human behavior and mental functions and learning. Also, the geographical environment examined in this study brings out the geographical factors and conditions of the geographical environment, depending on the situation in the geographical location, students are highly influenced by learning. 90% of the geographic environment affects students' learning. Therefore 77, it can be stated that geographical environments are one of the factors influencing students' learning.

Concerning the impact of geographical implications on potential changes in human behavior, Ziaei writes: "Each geographical region has distinct characteristics, the people of the tropical and warm regions are weak, the people of the cold north are strong, courageous, and In the face of sensitive aliens, mild and pleasant areas are key to human development".

In this regard, the findings of the study show that 71% of the respondents stated that the location of educational environments within the geographical reaches affects the learning of the students, affecting the teaching-learning. In this section, the research findings are in line with the findings of Ziaei's research. Because their findings also indicate that geographical implications have an increasing role on human behavior and learning.

Climatic conditions, including temperature, humidity, wind, rainfall, and climate elements, in this study have in some way impacted student learning. Therefore, it can be stated that climate is one of the factors influencing students' behavior and learning. Geographic environments, including mountainous, desert, temperate, rainy, and tropical environments, in this study, somehow influence students' learning. Therefore, it can be stated that geographical environment is one of the factors influencing students' behavior and learning. Climatic conditions, including temperature, humidity, wind, rainfall, and climate elements, in this study have in some way impacted on student learning. Therefore, it can be stated that climate is one of the factors influencing students' behavior and learning.

Concerning the influence of geographical factors on morality, Cavendy and Shaddell (2013) write: "Ecological scientists have proven that the geographical environment has positive and negative effects on all affairs of the human body. Areas where waterfalls, lush valleys, clear and clear waters, hillsides, various natural flowers, birds of various shapes, seaside and pleasant nature, commonly found in temperate regions, are of a geographical nature. "It has a positive impact on the human spirit and the inhabitants of these areas are good at learning and better than people who live in areas where most of the ice age or in very hot areas." Based on this, the research findings show that 60% of the respondents stated that, climate moderation, environmental and housing impacts, university position effects, university environment, sunlight radiance, air pollution, temperature, moderate widths, distance from the equator, compressive fit, life in cities, all have an effect on student learning. In this section, the research findings are in line with those of Cavendish and Shaddell. Because their findings also show that geographical factors influence human behavior and learning. Also, the geographical factors investigated in this study, in a way, affect students' learning in some way. Therefore, it can be stated that geographical factors are one of the factors influencing students' behavior and learning.

Conclusion

Factors such as humidity and elevation, climatic conditions, hot and cold environments that affect the body will also affect people's learning. In addition to the physical factors, there are many other variables that affect students' learning process and academic achievement. Climatic conditions and geographical environment have a very effective role on the human mind and spirit. Therefore, it has a direct effect on the power of memory for learning and teaching.

Physical education conditions are subordinate to water, air, environment, sound and other factors that are closely related to the learning situation of the students. Places in the geographical environment have various capabilities or limitations. Educational activities take place in schools; educational places are closely linked to very diverse geographical phenomena. Geographic location, climate, educational and recreational facilities, access to modern education literacy tools and dozens of other factors are heavily overshadowed.

Geographical factors such as atmospheric fall, temperature, topography, vegetation, are involved in students' educational activities. Extremely cold or overheated air takes away the power of thinking and creativity from humans. In arid and desert environments or in cold polar environments the construction of various economic, cultural and other spaces

is very difficult and costs a lot for governments Creativity and progress. Climate variability and differences in the amount of rainfall received at different latitudes and other factors play an important role in student education.

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