

## Nursing Students' Perception of their Educational Environment

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### Abstract

Introduction: Educational environment has a significant impact on nursing students. Aim: The study aimed to assess nursing students' perception of their educational environment at the Faculty of Nursing, Ain Shams University. Design: Descriptive study design was used. Setting: This study was conducted at Faculty of Nursing Ain Shams University. Subjects: Stratified proportionate random sample of 261 nursing students from all academic years were included in the study. Tool of data collection: Dundee Ready Educational Environment Measure (DREEM) was used to collect data for this study. Results: The study results revealed that, the total mean score of nursing students' perception of their educational environment was 137.68 out of 200 which indicates that the students' perception of the educational environment is more positive than negative. The mean scores of total students' perception subscales were 22.9±3.6/32 (71.6%) for students' academic self-perceptions, 19.5±3.3/28 (69.6%) for students' social self-perceptions, 30.6±4.4/44 (69.5%) for students' perceptions of teachers, 33.2±4.5/48 (69.2%) for students' perception of learning, and 31.2±4.8/48 (65%) for students' perception of atmosphere. There was a high statistical significance relation between total mean score perception of nursing students regarding their educational environment and their gender. Conclusion: All students perceived their learning environment "positively". However, a few problematic areas of educational environment require enhancement. Recommendation: Faculty members and courses administrators develop, implement and evaluate suitable plan for improving the weak areas to ensure a high-quality educational environment.

**Key words:** Educational Environment, Nursing Students' Perception.

### Introduction

Educational environment has a crucial role in enhancing nursing student's growth, competency, critical thinking, independency, sense of mental wellbeing and self-confidence (Rehman *et al.*, 2016). It develops essential skills among nursing students to address future challenges. Moreover, it leads to achievements, fun, and engagement in the students' during their learning journey.

There is a recognised association between positive educational environment and development of learning capabilities of students' performance and their satisfaction. Educational environment represents the climate within the classroom, department and even the institution. It includes: learner perspective regarding infrastructure, learning opportunities, faculty competency, faculty attitude, and their socialization with peers (Imanipour *et al.*, 2015).

Environment refers to the set up and design of the physical space, the relationships one has, as well as the resources and supports that are available (Beghetto and Kaufman, 2014). Educational environment have been viewed as social, spatial, and informational zones that may scaffold social construction of knowledge and growth towards autonomy (Velo so et al., 2014). Educational environment is not only limited to the environment of the classroom, wards, library or the school as a whole, but also includes the teacher-student relationship, co-operation among classmates, attitude of senior students (Bhosale, 2015). Moreover, It composed of four components: the physical space; psychosocial and interaction factors; the organizational culture, and teaching and learning components (Flott and Linden, 2015).

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The learning environment has a strong impact on students' learning experiences and outcomes; it dictates what, how and why students learn (Bakhshialiabad et al., 2015).

Furthermore, evidence from previous studies shows that students who perceive the educational climate favourably achieve higher academic success than those who perceive it negatively (Hamid et al., 2013). So, evaluating educational environment is vital in deciding the success or failure of any institution. A positive environment leads to achievements of students in learning. On the other hand, the negative one would impede their accomplishments (Jawaid et al., 2013).

The Dundee Ready Educational Environment Measure (DREEM) is a validated 50-items questionnaire, which is used to evaluate the educational environment (Roff and McAleer, 2015). The Dundee Ready Education Environment Measure (DREEM) has a proven high reliability and was applicable in different medical dental , and nursing fields ( Tomas et al., 2014). It has been used in many studies to assess the educational environment (Andalib et al., 2015; Bakhshi et al., 2014; Cocksedge and Taylor, 2013; Doshi et al., 2014).

### Significance of the study

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An educational environment that is not conducive to learning not only impedes learners' ability to acquire new knowledge, thus hindering their growth as professionals, but also adversely affects their social life and contribution in the community. The availability of a learner-friendly environment becomes even more essential in disciplines that are directly related to health care and patient interaction. An ideal and positive educational environment prepares students for professional life in the future. Educational environment is an important part in the curriculum that has been reported to be associated with student's satisfaction, academic achievement, effectiveness of learning and success. So, it is important to get feedback from the

undergraduate students on how they experience the educational environment. Also, assessment of student's perception on educational environment may help faculty to identify barriers and opportunities for improvement of learning experiences. That may be an effective steps can be taken towards improving the quality of educational services through appropriate planning in order to reach to excellent learning environment.

**Aim of the study**

Assess perception of nursing students' regarding their educational environment.

**Research question**

What is the perception of of nursing students' regarding their educational environment?

**Subjects and Methods**

**Research design:** Descriptive design was utilized to achieve the aim of this study.

**Setting:** The study was carried out at Faculty of Nursing, Ain Shams University.

**Study subjects:** Stratified proportionate random sample which include 261 nursing students from all academic years was used in the study. The sample size was calculated using the following equation: "n = [DEFF\*Np(1-p)]/ [(d2/Z21-α/2\*(N-1)+p\*(1-p)]". It is shown in the following table (1).

**Data collection tool:**

The data were collected using a self-administered questionnaire sheets that include two sections as following: The first section was intended to collect data related to student's socio-demographic characteristics such as age, gender, academic years, etc. The second part consisted of the Dundee Ready Education Environment Measure (DREEM) questionnaire developed by (Roff et al., 1997) . It was used to measure perception of undergraduate nursing

Academic years	No of nursing students	Sample	%
1 <sup>st</sup> year	197	62	23.8
2 <sup>nd</sup> year	222	70	26.9
3 <sup>rd</sup> year	211	67	25.6
4 <sup>th</sup> year	195	62	23.7
<b>Total</b>	<b>825</b>	<b>261</b>	<b>100.0</b>

students about their educational environment. It was composed of fifty items, and classified into five major domains : students' perception of learning domain (SPoL): 12 items; students' perception of the teacher domain (SPoT): 11 items, students' academic self-perception domain (SASP): 8 items; students' perception of atmosphere domain (SPoA):12 items; and students' social self-perception domain (SSSP): 7 items.

**Scoring system:**

The responses are scored on a 5-point Likert scale as: 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Uncertain (U), 1 for Disagree (D) and 0 for Strongly Disagree (SD). However, nine of the 50 items (numbers 4, 8, 9, 17, 25, 35, 39, 48 and 50) are negative statements and should be scored 0 for SA, 1 for A, 2 for U, 3 for D and 4 for SD. Item scores count towards an overall environment score as well as one of five domains. The overall DREEM score is out of 200 while the domains scores are 48, 44, 32, 48 and 28 for SPoL, SPoT, SASP, SPoA and SSSP respectively. An approximate guide for interpreting overall scores indicated that a score of 0 – 50 indicates “very poor”, 51–100 indicates “plenty of problems, 101 to 150 is “more positive than negative,” while 151 – 200 indicates “excellent. Mean total scores for all domains were interpreted according to the practical guide to using the DREEM developed by (McAleer and Roff, 2001). It is shown in table (2). This questionnaire can be used to find out more specific strengths and weaknesses inside the educational environment by exploring responses to individual items as

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following: score more than 3 suggests a true positive point in an educational environment; scores range from 2-3 suggest area receptive to improvement; while scores less than 2 is an indicator of a problematic area in an educational environment.

**Table (2):** The practical guide to using the DREEM.

Total score	Students' perception of teachers	Students' academic self-perceptions
- 0-50 Very poor - 51-100 Plenty of problems - 101-150 More positive than negative - 151-200 Excellent	- 0-11 Abysmal - 12-22 In need of some retraining - 23-33 Moving in the right direction - 34-44 Model teachers	- 0-8 Feelings of total failure - 9-16 Many negative aspects - 17-24 Feeling more on the positive side - 25-32 Confident
Students' perception of learning	Students' social self-perceptions	Students' perception of atmosphere
- 0-12 Very Poor - 13-24 Teaching is viewed negatively - 25-36 A more positive perception - 37-48 Teaching highly thought of	- 0-7 Miserable - 8-14 Not a nice place - 15-21 Not too bad - 22-28 Very good socially	- 0-12 A terrible environment - 13-24 There are many issues which need changing - 25-36 A more positive atmosphere - 37-48 A good feeling overall

### Tool validity

Tool was validated by jury group consists of 5 experts in nursing field. Experts involved one professor of Medical Surgical Nursing at Ain Shams University, three assistant professors working at Benha University specialists in Community Health Nursing, and one assistant professor of Nursing

Administration at Ain Shams University. Jury group reviewed the tool to judge its clarity, comprehensiveness and accuracy.

### Tool reliability:

Reliability of tool was estimated by using the cronbach's alpha test the result was 0.87.

### Pilot study:

A pilot study was conducted on 10% of study subjects 27 students from different academic years who were later excluded from the main study subjects to assess and evaluate the clarity of the language, the applicability of the research tool and to estimate the time needed to collect data. The tool was finalized based on the results of the pilot study.

### Field work:

Data was collected from the first week of April to the fourth week of May 2017. The researchers organized the field work with faculty staff members who were responsible for teaching at this time according to time table for each academic year; the researchers obtained oral approval from the students about preferred and available time for data collection after explaining the aim of the study. After lectures, the researchers met the students in groups and introduced themselves to the students; explained the purpose and nature of the study and ensure confidentiality of data. Oral approval for participation was obtained. After that, the questionnaire forms were distributed to students and they were asked to complete it by selecting only one response that reflects the actual situation in their educational environment. The questionnaire took about (15-20) minuets. Finally, the researchers thanked the students and teaching staff for their cooperation.

**Ethical considerations:**

At the initial interview, each student and teaching staff member were informed about the purpose and nature of the study, and the researchers emphasized that participation would be voluntary; hence every student had the right to participate or refuse to be participate in the work, and they were informed about the right to withdraw at any time without giving any reasons, and without consequences. The approval for participation was taken orally. In addition, the confidentiality of any obtained data was assured, explained and also printed in the questionnaire as follows: "collected information will be used only for the purpose of the study without referring to the personnel's

participation through anonymity of the subjects that will be assured by the coding of all data".

**Statistical analysis:**

The statistical analysis of data was done by using computer software for excel program and statistical package for social science SPSS version 16. Data were presented using descriptive statistics in the form of frequencies and percentages for categorical data. Continuous variables were summarized as means and standard deviations (SD), and the independent T. Test, one way analysis of variance ANOVA (F) was used, to identify the significance between domains a significant level value was set at  $\leq 0.05$ .

**Results**

**Table (3):** Socio-demographic characteristics of nursing students in the study (n=261).

Parameter	n	%
<b>Gender</b>		
• Male	76	29.1
• Female	185	70.9
<b>Marital status</b>		
• Single	242	92.7
• Married	19	7.3
<b>Age</b>		
• Less than or equal 20	175	67.0
• More than 20	86	33.0
<b>Academic years</b>		
• First	62	23.8
• Second year	70	26.7
• Third year	67	25.7
• Fourth year	62	23.8
<b>Residence</b>		
• Urban	174	66.7
• Rural	87	33.3

**Table (3),** illustrated that above two third of studied students were females, majority of them were single, two third of them were less than or equal 20 years old, and resided in urban areas. The second academic year had the highest representation.

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**Table (4):** Relation between nurse students perception scores regarding their educational environment and their gender (n =261).

Domains of educational environment	Male Mean±SD	Female Mean±SD	T test	P value
Students' Perception of Learning (max = 48)	33.60±4.4	33.71±4.7	0.159	.394
Students' Perceptions of Teachers (max = 44)	30.66±4.5	31.10±4.8	0.622	.254
Students' Academic Self-Perceptions (max = 32)	22.96±3.6	23.19±4.0	0.423	.099
Students' Perceptions of Atmosphere (max = 48)	31.41±4.4	32.18±5.7	1.046	.000
Students' Social Self-Perceptions (max = 28)	19.55±3.4	20.52±3.2	1.901	.704
<b>Total Perception (max = 200)</b>	<b>138.18±15.6</b>	<b>140.69±19.1</b>	<b>1.003</b>	<b>.007</b>

**Table (4):** revealed that, female nursing students had the highest mean score perception than male students. There were highly statistically significance relation between nurse students' perceptions of atmosphere & total mean score perception and their gender, in which p value=0.00.

**Table (5):** Relation between nurse students perception scores regarding their educational environment and their academic years (n =261).

Domains of educational environment	Academic years				test	P value
	First year	Second year	Third year	Fourth year		
	Mean±SD	Mean±SD	Mean±SD	Mean±SD		
Students' Perception of Learning (max = 48)	38.33±3.65	32.69±4.10	32.33±3.53	34.30±5.00	12.43	.000
Students' Perceptions of Teachers (max = 44)	34.62±3.73	29.39±3.79	29.09±4.10	32.50±4.81	15.42	.000
Students' Academic Self-Perceptions (max = 32)	24.05±4.03	21.85±3.38	22.55±3.78	24.20±3.57	5.51	.001
Students' Perceptions of Atmosphere (max = 48)	36.38±5.43	29.92±3.95	29.72±3.43	33.54±5.02	20.46	.000
Students' Social Self-Perceptions (max = 28)	22.67±1.95	18.66±2.89	18.31±3.23	21.44±3.13	21.70	.000
<b>Total Perception (max = 200)</b>	<b>156.05±10.57</b>	<b>132.52±13.82</b>	<b>132.00±13.67</b>	<b>145.99±16.77</b>	<b>24.29</b>	<b>.000</b>

**Table (5):** showed that, the nurse students in first and fourth academic years had the highest perception of educational environment, as well, there were highly statistical significance relations between total mean score perception of the nurse students and their academic years in which p value ≤ 0. 01.

**Table (6):** Means scores distribution of students' perception of learning domain among nursing students (n =261).

Items (max. score/item=4)	Mean	Std. Deviation
<b>Students' Perception of Learning</b>		
I am encouraged to participate during teaching sessions	3.16	.707
The teaching is often stimulating	2.98	.754
The teaching is student centered	2.60	1.01
The teaching helps to develop my competence	3.11	.786
The teaching is well focused	2.95	.931
I feel I am being well prepared for my profession	2.67	1.10
The teaching time is put to good use	3.00	.924
The teaching over emphasizes factual learning	2.23	1.23
I am clear about the learning objectives of the course	3.01	.801
The teaching encourages me to be an active learner	2.93	.867
Long term learning is emphasized over short term learning	3.08	.864
The teaching is too teacher centered	1.54	1.09
<b>Total (out of 48)</b>	<b>33.2</b>	<b>4.5</b>

**Table (6):** showed that the total mean score of the students' perception of learning domain , the perception was (33.2±4.5), that result mean more positive perception of educational environment , while there is a problematic area in the learning environment as the students reflected that the teaching is too teacher centered (mean score is1.54±1.09).

**Table (7):** Means scores distribution of students' perception of teachers domain among nursing students (n =261).

<b>Students' Perception of Teachers</b>		
Items (max. score/item=4)	Mean	Std. Deviation
The faculty members are knowledgeable	3.36	.729
The faculty members espouse a patient centered approach to consulting	2.96	.883
The faculty members ridicule the students	1.98	1.24
The faculty members are authoritarian	2.03	1.15
The faculty members have good communication skills with patients	3.07	.846
The faculty members are good at providing feedback to students	3.25	.736
The faculty members provide constructive criticism here	3.15	.790
The faculty members give clear examples	3.08	.708
The faculty members get angry in teaching sessions	1.83	1.23
The faculty members are well prepared for their teaching sessions	3.15	.719
I feel able to ask the questions I want	2.84	.924
<b>Total (out of 44)</b>	<b>30.6</b>	<b>4.4</b>

**Table (7):** indicated that students' perception of teachers was moving in the right direction (30.6±4.4). Moreover , the faculty members are knowledgeable, and the faculty members are good at providing feedback to students had the highest mean score, while there is a problematic area at the faculty members get angry in teaching sessions.

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**Table (8):** Means scores distribution of students' academic self-perception subscales among nursing students (n =261).

<b>Students' Academic Self-Perception</b>		
<b>Items (max. score/item=4)</b>	<b>Mean</b>	<b>Std. Deviation</b>
Learning strategies which worked for me before continue to work for me now	2.78	.884
I am confident about my passing this year	2.85	.928
The teaching helps to develop my confidence	3.02	.784
Last year's work has been a good preparation for this year's work	2.75	.856
I am able to memorize all I need	2.31	.960
I have learnt a lot about empathy in my profession	3.14	.744
My problem-solving skills are being well developed here	2.89	.848
Much of what I have to learn seems relevant to a career in healthcare	3.23	.808
<b>Total (out of 32)</b>	<b>22.9</b>	<b>3.6</b>

**Table (8):** clarified that, the mean score of students' academic self-perceptions was(22.9±3.6), the result indicated that students were feeling more on the positive side.

**Table (9):** Means scores distribution of students' perception of atmosphere subscales among nursing students (n =261).

<b>Students' Perception of Atmosphere</b>		
<b>Items (max. score/item=4)</b>	<b>Mean</b>	<b>Std. Deviation</b>
The atmosphere is relaxed during consultation teaching	2.46	1.16
This course is well timetabled	2.05	1.01
Cheating is a problem on this course	2.48	.768
The atmosphere is relaxed during lectures	2.87	.760
There are opportunities for me to develop interpersonal skills	2.85	.699
I feel comfortable in teaching sessions socially	2.87	.915
The atmosphere is relaxed during seminars / tutorials	2.84	.754
I find the experience disappointing	2.58	.840
I am able to concentrate well	3.03	.746
The enjoyment outweighs the stress of the course	2.92	.846
The atmosphere motivates me as a learner	2.76	.952
The students irritate the faculty members	1.49	1.10
<b>Total (out of 48)</b>	<b>31.2</b>	<b>4.8</b>

**Table (9):** displayed that the total mean score of the students' perception of atmosphere was more positive (31.2±4.8), while there is problematic area in students' perceptions of atmosphere in item such as the students reflected that the students irritate the faculty members (mean score is 1.49±1.10).

**Table (10):** Means scores distribution of students' social self-perception subscales among nursing students (n =261).

<b>Students' Social Self-perception</b>		
<b>Items (max. score/item=4)</b>	<b>Mean</b>	<b>Std. Deviation</b>
There is a good support system for students who get stressed	2.22	1.14
I am too tired to enjoy the course	2.58	.863
I am rarely bored on this course	2.79	1.07
I have good friends on this course	3.25	.693
My social life is good	2.90	.902
I seldom feel lonely	2.82	.698
My accommodation is pleasant	3.01	.837
<b>Total (out of 28)</b>	<b>19.5</b>	<b>3.3</b>

**Table (11):** Total means score of nurse students' perception regarding their educational environment

<b>Domains of educational environment</b>	<b>Mean</b>	<b>Std. Deviation</b>
Students' Perception of Learning Total (out of 48)	33.2	4.5
Students' Perception of Teachers Total (out of 44)	30.6	4.4
Students' Academic Self-Perception Total (out of 32)	22.9	3.6
Students' Perception of Atmosphere Total (out of 48)	31.2	4.8
Students' Social Self-Perception Total (out of 28)	19.5	3.3
<b>Total Perception (out of 200)</b>	<b>137.68</b>	<b>16.334</b>

**Table (11):** showed that the total mean score of nursing students' perception were more positive than negative ( $137.68 \pm 16.334$ ) and the highest mean score was the students' academic self-perceptions domain (71.6% of the maximum score), while the lowest mean score was students' perceptions of atmosphere domain (65% of the maximum score).

## **Discussion**

Educational environment is one of the major factors that play a major role in shaping the future of the undergraduate students. Experience in nursing school can influence a student's knowledge, attitude, and practicing pattern in later years of life (Ashok and Laxman, 2016).

The present study finding showed regard to the gender there were highly statistically significant differences observed among females and males for the total mean score perception of nursing students' of their educational environment, where female students' perception of the educational

environment is more positive than in males, this result may be due to better interpersonal abilities among females as compared with males. Similarly, *Youssef et al., (2013)* demonstrated a statistically significant difference by gender where female students' perception of the educational environment is also more positive than that of males. On the contrary, the study by *Sideris et al., (2016)* who demonstrated that male medical students had better perception than female students and his study did not show any statistically significant differences between males and females for the total scores.

The present study demonstrated that there were highly statistically significant differences between the total mean scores perception of nurse students and their academic years. The result revealed that the total mean score perception of nursing students of educational environment are 156.05, 132.52, 132.00, 145.99 out of a total score of 200 for first, second, third and fourth year respectively. The researchers noted a trend for reduced scores in the senior years. It was suggested that this trend as a result of the fact that students believed that they mentally tired of being a student and looking forward to leaving student life. The students' perception in the first year were high initially, there may be due to originality of joining a health service, this difference does not adhere to a similar pattern from year to year. It is evident that further investigation of each course separately, and perhaps individual items, are required to help explain these differences.

Similar with this finding, *Hamid et al. (2013)* who reported that there were significant differences between the mean scores perception of the whole domains of educational environment among freshman, senior, sophomore, and junior students. On the same line, result reported by *Farooq et al., (2018)* When comparing scores with respect to class year, it was found that 1st year nursing students attained the significant highest score in all aspects ( $p < 0.05$ ) while the least scores were received by 3rd year students. On the other hand, *Riaz et al., (2018)* reported, the overall scores of the program and that of years 1(124.5), 2 (135) and 3 (114.5) indicated students' perceptions of the educational environment as "more positive than negative." However final year students perceived the educational environment as having "plenty of problems.

The total mean scores perception of nursing students regarding their total

educational environment indicates that students' perceptions were a more positive for all academic years except at first year the score indicate excellent. While, students' perception of learning teaching interpreted as the highly thought of for the first year and a more positive perception for other academic years. In relation to their perception of the teachers were moving in the right direction, but at first year interpreted as there was a model teachers. Their academic self-perception was found to be feeling more on the positive side for all academic years. Their perception of the atmosphere was that "a more positive atmosphere", and the students' social self-perception was "not too bad" for all academic years except at first year the score mean very good socially.

The scores for all five domains of the first year was better, indicating positive perceptions regarding all domains of educational environment. Reduction in scores in the other academic years could be due to a number of reasons have been suggested for this tendency, including higher expectations, gradual loss of interest over time, and increased stress secondary to involvement in clinical activities. In line with this, *Bakhshialiabad et al., (2015)* reported that perceptions of learning of undergraduate medical sciences students were positive and that their perceptions of the teachers were moving in the right direction. Their academic self-perception was found to be more positive, their perception of the atmosphere was that "a more positive atmosphere" and the students' social self-perception were "not too bad".

In this study, five domains of educational environment were assessed by the DREEM questionnaire. The finding of the current study confirmed that the highest mean score was found in the domain of student's academic self-perceptions (71.6% of the maximum

score) and the lowest mean score was found in domain of students' perception of atmosphere (65% of the maximum score). So need to be addressed to make change and improvement. Similar findings were reported by *Bakhshi et al., (2014)* who found that the highest score was related to academic self-perception domain and the lowest score were related to atmosphere domain.

The first domain was students' perception of learning (SPoL). In this study, SPoL represent a more positive perception of students. The lowest score in this area belonged to the teaching is too teacher centered item. Currently, long-life learning is considered as an important outcome of education, therefore many strategies have been developed and implemented for promoting it. In recent decades, moving from teacher-centered to student-centered is one of these strategies. In contrast to this result, *Imanipour et al., (2015)* in Nursing and Midwifery School of Tehran University of Medical Sciences showed that SPoL represented negative perceptions of students from teaching and learning, and the lowest score in this area belonged to the 'emphasis on long-term learning' item. The score showed that long-term learning did not receive particular stress in this study setting.

Students' perception of teachers (SPoT) was the next domain. The findings showed students considered their teachers are moving in the right direction. The highest mean score was for the teachers are knowledgeable and the faculty members are good at providing feedback to students, while there is a problematic area at the faculty members get angry in teaching sessions. This result is expected because giving constructive feedback to student is a necessary task of teachers but faculty member should manage class effectively without angry. In line with this, *Ugusman et al., (2015)* reported that students' perception of teachers was moving in the right

direction. On accordance with this result *Rahman et al., (2015)*, who found that items such as teachers are knowledgeable, and the teachers are well prepared for their classes in the SPoT domain scored quite highly, and remaining items scored in the above-average range. This result shows that students are satisfied and able to adapt to the teaching style provided by the lecturers. While, *Atapattu (2015)* reported there were no problematic areas as well regarding the teaching. Although students perceived that the teachers are knowledgeable, some personal qualities such as being get angry in classes and their authoritative nature and teaching attributes such as communication skills and feedback provision need to be addressed in order to improve the students perception towards the teaching.

Regarding students' academic-self perception (SASP) domain, the findings showed the students' feeling more on the positive side in this domain. The findings showed no negative aspects in an educational environment which indicate student's perception of their academic achievements. This finding was in accordance with that of, *Sarhan and Amin (2016)* who reported that the subscales that reflected a positive educational environment was student's perceptions of their academic skills. The results thus support *Odole et al., (2014)* finding that students' academic self-perception was positive. This result was in disagreement with that of, *Imanipour et al., (2015)* who reported that students' academic self-perception showed many negative aspects.

According to students' perception of atmosphere (SPoA), the result showed a more positive atmosphere. This finding was similar to the study carried out by *Farooq et al., (2018)* who concluded that students' perceived "positive perception of atmosphere. Meanwhile, these findings were contradicted with that of *Imran et*

*al., (2015)* which found regarding students' perception of atmosphere, there are many issues that require change; the differences in studies results may be due to culture difference and educational setting.

Students' social self-perception (SSSP) were the final domain that was investigated in this study. Based on the score, SSSP was "not too bad". Items such as having good friends in this course, and students' accommodation was pleasant had the highest score indicates a fairly good social life for the students. The majority of items' mean scores were between two to three and this indicated that they could be enhanced such as students believed there is good support system for them when get stressed. From the researchers' point of view, providing strong support to students is one of the main responsibilities of educational systems, especially for vulnerable students. Some factors including entrance to an unfamiliar educational setting, having complex academic activities, can cause considerable stress among nursing students. Therefore, universities are responsible to create a supportive and caring educational environment (**Broadbent, et al., 2014**). These findings confirmed by **López et. al, (2018)** who found that perception of student was not too bad regarding their social self-perception. Also, **Altemani and Merghani (2017)**, who indicated that nurse student have good friends and pleasant accommodation got the highest scoers. On other side, these finding contradicted by **Ezeala and Moleki (2017)** who indicated that students' accommodation wasn't pleasant.

From the after mentioned results, the researchers found that the total mean scores perception of nursing students' regarding their educational environment at Faculty of Nursing, Ain Shams is highest. May be dissimilarity of the

educational systems has been caused these dissimilar findings as the faculty of nursing, Ain Shams University obtained accreditation and that mean the faculty created and sustains a learning environment that encourages teaching. The disparity of scores reported in different universities suggests that the educational environment is largely influenced by the curriculum adopted in that university. As such, higher DREEM scores indicate that curriculum development was based on modern education principles.

In general, The result of this research revealed that the total means score of studied nurse students' perception regarding their educational environment were more positive than negative. This results answer the research question. The results were in accord with scores of the study from Saudi Arabia by **Al Nozha and Fadel (2017)**, who found that the total mean scores perception among nursing students of the College of Nursing at Taibah University, Madinah more positive than negative. It's congruent with **Sunkad et al., (2015)** reported that, the total mean score perception of nursing students in India were more positive than negative. In harmony with, **Hongkan et al., (2018)** reported that The overall medical student perception on educational environment was 'more positive than negative.

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### Conclusion

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Even though the total perception score of nurse students was in the more positive than negative category, it was still lower than a supposedly 'excellent' educational environment. While the students identified a number of areas of the environment that are positive, particularly, there are areas in need of immediate attention such as the teaching is too teacher centered and faculty members ridicule the students. There is a

problematic area at the faculty members get angry in teaching sessions. It is essential for administrators to make a greater effort to create an appropriate educational environment in order to provide and maintain high quality learning environments for students.

### **Recommendation**

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Based on the study findings, researchers suggest that:

- Further and continuous assessment for educational environment to promote excellence in education.

- Counseling sessions and empathetic support system should be provided for students who get stressed.

-Training program for faculty staff about communication skills and active listening, managing stress in order to be prepared to interact with student effectively.

-Further studies on:

- ❖ Investigation of students' insights relating to unsatisfactory items of Dreem domains.
- ❖ Factors affect students' perception of atmosphere in educational environment through their academic course.

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