

Efficacy of Educational Environment on Students Satisfaction at Embaba Technical Institute of Nursing

Asmaa Mohamed Abo Elnaga¹, Magda Abdel Sattar², Shiema Fathy Miky³

¹B.Sc. In Nursing, ²Professor of Community Health Nursing, ³Lecture of Community Health Nursing, Faculty of Nursing - Ain Shams University-Cairo-Egypt.

Abstract

Background: Educational environment and students' expectations support the student's action and encourage for social interaction, inside and outside the Institute that enhance interpersonal relationship with teachers and meet the Learning goals, **Aim:** The aim of this study was to assess the efficacy of educational environment on students' satisfaction at Embaba Technical Institute of Nursing. **Design:** A descriptive design was used. **Setting:** This study conducted at Embaba Technical Institute of Nursing. **Subjects:** Convenient sample used in this study .It was included (250) undergraduate nursing students in first grades from total number 500 newly nursing student at the academic year 2019-2020. **Tools of data collection:** Data of this study will be collected through five main parts as the following : Demographic data ,Nurses student knowledge and attitude and satisfaction toward educational environment questionnaire , International standard of the educational environment scale. . **Results:** the result reveals that there was positive highly correlation between students' knowledge and students' attitude, satisfaction and standard. **Conclusion:** there were more than half of nursing students were positive attitude toward total educational environment and more than half of nursing students satisfied with total educational environment. **Recommendations:** Nurse educators should be offered regular institute enhancement programs to maximize their learning skills and enhance the quality of their clinical learning experiences through wording of guideline for improvement and enhancement of learning during clinical practice.

Keywords: Educational environment, Students, Satisfaction.

Introduction:

Education sector is expanding very rapidly all over the world in recent years. Globalization and digital revolution have created a demand for new and varied disciplines in education. The cost of providing education has gone up manifold due to better teaching methodologies and learning instruments with rising inflation worldwide. The brisk increase in the number of institutions in higher education has led to an intense competition. Number of new institutions has been established and enrolment is also on the rise (Clark, C., & Ritter, 2018).

Challenges in healthcare are mirrored in challenges of healthcare education. A few of these are complexity in healthcare delivery, communication among team members, patient outcomes, prepared healthcare providers, and improved collaboration among the healthcare team. The educational challenges are complex

content with limited time to instruct, communication among team members, student outcomes, prepared healthcare educators, and demands for collaboration among the healthcare team. These challenges create an environment which demands that innovative solutions be implemented. The solutions must meet accreditation requirements and provide students, faculty, and programs the opportunity for positive student outcomes. Innovative solutions are required to meet enrollment demands as well as the current and future healthcare needs. Collaborative relationships within nursing practice and nursing education are essential in the preparation of future nurses (American Association of Colleges of Nursing, 2018).

Students can get information easily and instantly due to advancement in technology and globalization. In this competitive environment only, those institutions can excel which are providing quality education and constructive

environment to their students, since these factors can influence their choice of admission. Such factors can satisfy students to their institutions and can affect their decisions to attend, higher education institutions are focusing on identifying and satisfying the needs and expectations of their students. Such factors include student academic achievement, faculty performance, classroom environment, learning facilities and institution reputation. (Ahmad, Nidzam, Ainoor, 2017).

Educational environment in nursing involves both hands on and theoretical education. In addition, for nursing student's educational environment should encourage critical thinking and lifetime knowledge. Educational environment impact on students learning with various ways. Student perception about their educational environment, like hands on learning related to teacher supervision, learning attitudes of students, atmosphere of the school and weakness in learning impact on student's education positively and negatively. These factors help out students to achieve their goals efficiently. Educational environment and students' expectations support the student's action and encourage for social interaction, inside and outside the school that enhance interpersonal relationship with teachers and meet the learning goals (Mthimunye and Daniels, 2019).

Educational environment plays a very important role on student education. Good educational environment is the reflective of quality course (Sarwar and Tarique, 2016).

The classroom is a setting where students understand key concepts related to clinical practice. Classroom learning is influenced by teacher characteristics, written assignments, classroom environment, curriculum, and motivations. It is important for nursing students to enhance their knowledge and skills in classroom and clinical learning, which helps students care for patients in the clinical setting (Setati and Nkosi, 2017).

Significance of the study

Satisfaction affects all aspects of an individual's life, such as school achievement, job success, and social and professional development. It is an important academic construct in the process of teaching. It is recognized as unitary of the major factors in learning outcomes of students. Students with high satisfaction, participate enthusiastically in the learning process; they are more confident, active and motivated to learn, and perform better in the examination. Conversely, low satisfaction makes students avoid participate actively in learning, and remain silent and inactive. Hence, there is a close relationship between satisfaction and level of educational attainment of learners. This study has too important significance to provide accurate information to nursing institutes and administrators about the quality of the educational environment and satisfaction of the students (Kantek, Kazanci, 2014). Data from research could be used to make decisions for improving the learning environment to increase student's satisfaction and learning outcomes So, this study is an attempt to examine the efficacy of educational environment on student's satisfaction at Embaba technical institute of nursing.

Aim of the Study

This study aims at assessing the efficacy of educational environment on students satisfaction at Embaba Technical Institute of Nursing through:

- 1- Assessing educational environment
- 2- Assessing nurses student knowledge toward educational environment.
- 3- Assessing nurses student attitude toward educational environment
- 4- Assessing nurses student satisfaction toward educational environment.

Research Questions

- 1- Is educational environment at Embaba Technical Institute of Nursing congruent with international standard of educational environment?
- 2- What are the nurses student knowledge about educational environment satisfaction?

- 3- What are the attitude of nurses student toward educational environment satisfaction?
- 4- What are the nurses student satisfaction toward educational environment?

Subjects and Methods:

The present study was aimed at assessing the efficacy of educational environment on student’s satisfaction at Embaba Technical Institute of Nursing, were designed under the following main four designs:

- I. Technical Design
- II. Operational Design
- III. Administrative Design
- IV. Statistical Design

I. Technical Design:

It included research design, study settings, subject and tools of data collection.

Research Design: A descriptive design was used to conduct this study.

Study Settings: This study was conducted at Embaba Technical Institute of Nursing, affiliated to technical education Giza Governorate. The institute consists of four building, each build consists of three floors, the nursing building contain twelve classrooms, head of nursing department room, six teachers’ rooms, four nursing skills lab, three computer labs, and six students’ toilets.

Subjects: Convenient sample used in this study,It was included (250) undergraduate nursing students in first grades from total number 500 newly nursing student at the academic year 2019-2020.

Tools of the study:

Data of this study will be collected through five main parts as the following:
Part I: Demographic data such as (age, sex, marital status, years of study and parents level of education).

Part II: Nurse’s student knowledge toward educational environment questionnaire. This tool aimed at to assess nurses student knowledge toward educational environment ,It developed by **Higgins, Hall,**

et al 2014), , it consisted of 41 items divided into three main dimensions are course information and Information about the educational environment and teaching staff, Knowledge about lectures and teaching aids, scoring system consisted of two-point likert scale the yes answer was scored (1) point and the no answer was scored (Zero) point as the following:

❖ **Scoring system of nurse’s student knowledge toward educational environment questionnaire**

Nurse’s student knowledge toward environmental scale	Scored percent educational
Poor	<50%.
Good	> 70%

Part III: Nurse’s student attitude toward educational environment questionnaire.

This tool developed by **(Pike, & Donnell, 2010)**, to assess nurses student attitude toward educational environment, it consisted of 22 items divided into three main dimensions, scoring system consisted of three-point likert he agree answer was scored (1) point and the neutral answer was scored (2) point, and the disagree answer was scored (3)as the following:

❖ **Scoring system of nurse’s student knowledge toward educational environment questionnaire**

Nurse’s student attitude toward environmental scale	Scored percent educational
Negative	>70%.
Average	50 - 70%.
Positive	< 70%

Part IV: Nurses student satisfaction toward educational environment questionnaire.

This tool developed by **(Chiu et al., 2007)**, **(Chen et al., 2008)**, to assess nurses student satisfaction toward educational environment, it consisted of 22 items divided into three main dimensions , scoring system consisted of three-point likert scale satisfied answer was scored (1) point , the neutral answer was scored (2), and dissatisfied answer was scored (3) point as the following:

❖ Scoring system of nurse’s student satisfaction toward educational environment questionnaire

Nurse’s student satisfaction toward educational environmental scale	Scored percent
Satisfied	>70%.
Neutral	50 - 70%.
Not satisfied	< 70%

Part V: International standard of the educational environment scale. This tool developed by (Jecklin, 2000), to assess educational environment at Embaba Technical Institute of Nursing, it consisted of 41 question divided into three main dimensions are learning and physical ,psychological environment , scoring system consisted of two-point likert scale the present answer was scored (1) point, and the not present answer was scored (2) point as the following:

❖ Scoring system of nurse’s student satisfaction toward educational environment questionnaire

International standard of the educational environment scale	Scored percent
Present	<70%.
Present Not	> 80%

Content and Face Validity: It was ascertained by a group of experts in community nursing (3). Their opinions elicited regarding the format, layout, consistency, accuracy and relevancy of the tools.

Reliability:

The pretest was carried out to test the reliability as the following:

Reliability of data collection tools

Cronbach's Alpha	No of Items	Data collection tools
Nurse’s student knowledge toward educational environment questionnaire	41	0.757
Nurse’s student attitude toward educational environment questionnaire.	22	0.798

Nurses student satisfaction toward educational environment questionnaire	22	0.852
Description international standard of the educational environment scale	41	0.847

II. Operational Designed:

It included operational design for this study consisted of four phases, namely preparatory phase, ethical considerations, pilot study, and fieldwork.

Preparatory Phase: This phase included reviewing of literature related to nursing students' knowledge, attitude, and satisfaction toward educational environment. This served to develop the study tools for data collection. During this phase, the researcher also visited the selected places to get acquainted with the personnel and the study settings. Development of the tools was under supervisors’ guidance and experts’ opinions were considered.

Ethical Considerations:

The research approval was obtained from the Faculty Ethical Committee before starting the study and the informed consent from the studied .

Pilot Study: The questionnaire sheets were given to twenty-five of first grade of nursing student they represent 10 % of study subjects who agree to participate in the study to determine the applicability of the study, the clarity and feasibility of questionnaire, as well as the time needed for filling the form.

Fieldwork: After securing the official permission from the directors of Embaba technical institute of health, The investigator will meet the directors of institutes before applying of the study to determine the suitable time to meet the study participants and explain the aim and objectives of the study, The investigator will ask the nursing students to fill out the knowledge, attitude and satisfaction sheets and observe institute educational environment check list. The investigator first met with the nursing students at

the previously mentioned settings, explained the purpose of the study after introducing himself. The investigator was collecting the data from the subjects at 3 days/ weeks. to collect data. The questionnaire for knowledge was filled by nursing students which take 5-10 minutes, the attitude scale was filled by nursing students in 10-15 minutes, satisfaction sheet was filled by nursing students in 10-15 minutes, while the observational checklist for assessing institute educational environment was filled by the investigator in 10-15 minutes.

III. Administrative Design:

An official letter from the faculty of nursing dean will be delivered to the director of the intended study setting. A full explanation about the aim of the study will be explored student's consent will be obtained to carry out this study.

IV. Statistical Analysis:

Data collected from the studied sample was revised, coded and entered using Personal Computer (PC). Computerized data entry and Statistical analysis were fulfilled using the Statistical Package for Social Sciences (SPSS) version 22. Data were presented using descriptive statistics in the form of frequencies, percentages. Chi-square test (X^2) was used for comparisons between qualitative variables. Spearman correlation measures the strength and direction of association between three ranked variables.

Results:

Table (1): shows that 56% of studied nursing student their age ranged between 17-<20 with mean 19.51 ± 7.19 years. 60.8% of studied nursing were female and 74% were single. Regarding educational level, 70% of them were secondary education.

Figure (1): Demonstrates that 48.8% of students had average knowledge toward educational environment, while, 30.4% of them had poor knowledge and 20.8% had good knowledge.

Figure (2): Demonstrates that 54% of students had positive attitude toward educational environment, while, 46% of them had negative attitude.

Figure (3): Demonstrates that 56.8% of students had satisfied about educational environment, while, 43.2% of them had unsatisfactory.

Figure (4): shows that 42.4% of students had moderate standard of educational environment. While, 32% of them had high level and 25.6% of them had low level.

Table (2): Reveals that there was highly significant relation between educational level, educational level of mother, educational level of father and total knowledge at p value <0.01. While, there was slight significant relation with age, years of study and monthly income at p value <0.05. But there was no relation with marital status at p value >0.05.

Table (3): Reveals that there was highly significant relation between educational level, gender, years of study and total satisfaction at p value <0.01. While, there was slight significant relation with age, educational level of mother & father at p value <0.05. But there was no relation with marital status at p value >0.05.

Table (4): Shows that there was positive highly correlation between students' knowledge and students' attitude, satisfaction and standard at p value <0.01. Also, there was positive highly correlation between students' attitude and students' satisfaction and standard at p value <0.01

Table (1): Distribution of the studied nursing students according to their demographic characteristics (n=250).

Items	N	%
Age (year)		
< 17	45	18
17-<20	140	56
>20	65	26
Mean SD	19.51 ± 7.19	
Gender		
Male	98	39.2
Female	152	60.8
Marital status		
Single	185	74
Engaged	45	18
Married	17	6.8
Widow	1	0.4
Divorced	2	0.8
Educational level		
General Secondary	175	70
Secondary Nursing	65	26
Other Little (transfer from other colleges)	10	4
Years of study before joining the Institute		
11 years	68	27.2
12 years	150	60
12 years or more	32	12.8

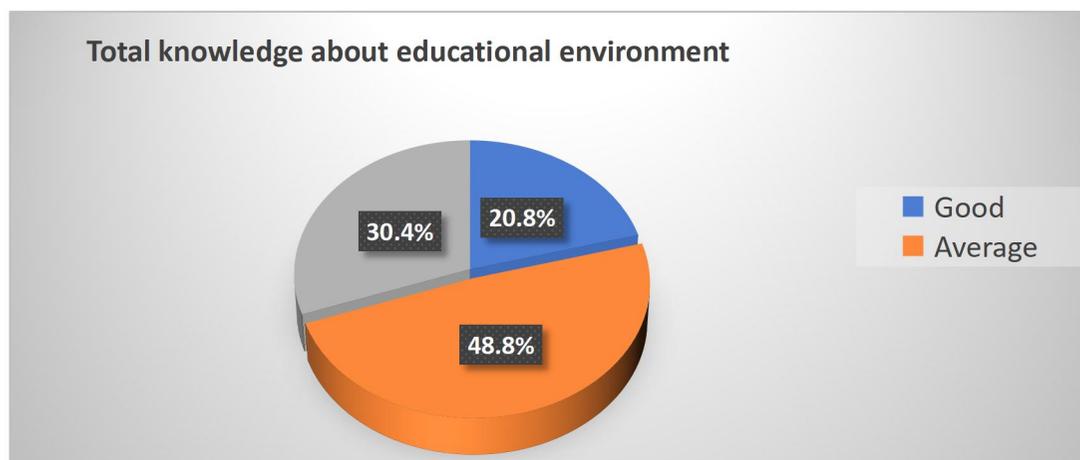


Figure (1): Percentage distribution of the studied students according to their total knowledge about educational environment (n=250).

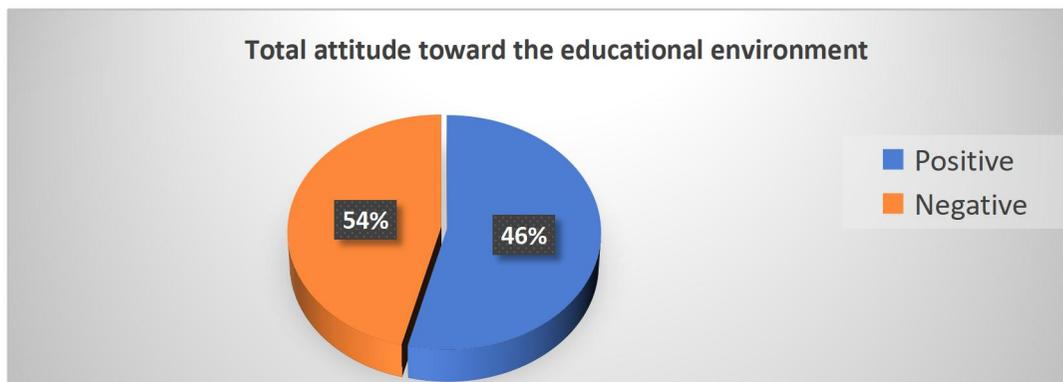


Figure (2): Percentage distribution of the studied students according to their total attitude toward the educational environment (n=250).

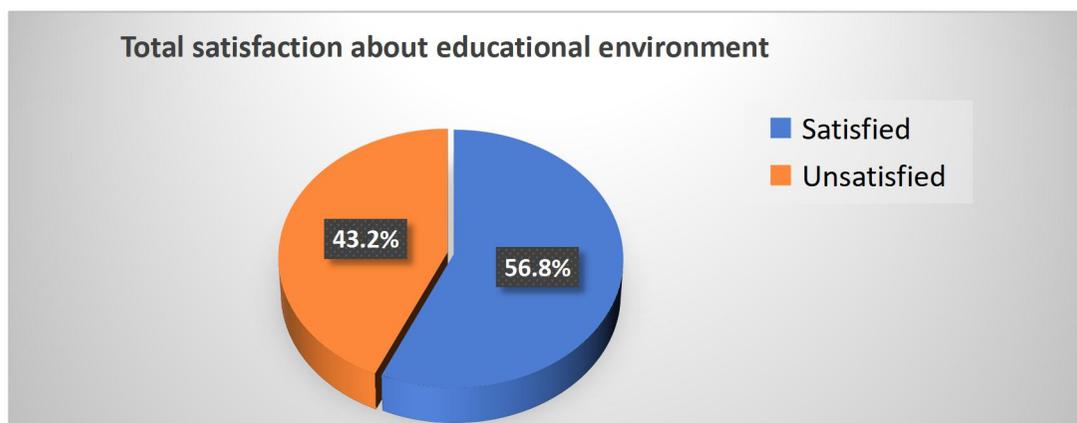


Figure (3): Percentage distribution of the studied students according to their total satisfaction about the educational environment (n=250).

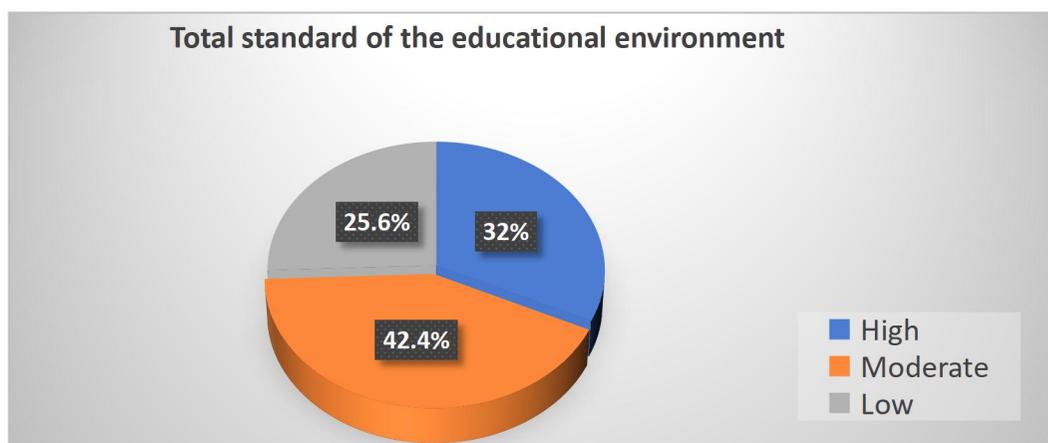


Figure (4): Percentage distribution of the studied students according to the total standard of the educational environment (n=250).

Table (2): Relation between demographic characteristics of the studied students and their total knowledge about educational environment (n=250).

Items		Total knowledge						X ²	P-Value
		Good (n=52)		Average (n=122)		Poor (n=76)			
		N	%	N	%	N	%		
Age (year)	≤ 17	5	9.6	15	12.3	25	32.9	13.35	0.02*
	17-<20	20	38.5	80	65.6	40	52.6		
	≥20	27	51.9	27	22.1	11	14.5		
Marital status	Single	45	86.5	90	73.8	50	65.8	7.270	0.125
	Engaged	3	5.8	20	16.4	22	28.9		
	Married	4	7.7	10	8.2	3	4		
	Widow	0	0.0	1	.8	0	0.0		
	Divorced	0	0.0	1	.8	1	1.3		
Gender	Male	20	38.5	42	34.4	36	47.4	6.293	0.134
	Female	32	61.5	80	65.6	40	52.6		
Educational level	Secondary	46	88.5	100	82	29	38.2	31.01	.000**
	Secondary Nursing	4	7.7	18	14.7	43	56.6		
	Other Little	2	3.8	4	3.3	4	5.2		
Years of study before joining the Institute	11 years	10	19.2	22	18.1	36	47.4	15.28	0.014*
	12 years	18	34.6	94	77	38	50		
	12 years or more	24	46.2	6	4.9	2	2.6		
Monthly income	Sufficient	32	61.5	40	32.8	10	13.2	17.14	0.01*
	Insufficient	20	38.5	82	67.2	66	86.8		
Educational level of mother	Not reading & writing	1	1.9	3	2.5	21	27.6	28.89	.002**
	Reading & writing	2	3.8	15	12.3	15	19.7		
	Primary	7	13.5	23	18.9	25	32.9		
	Secondary/Diploma	12	23.1	75	61.5	15	19.7		
	University	24	46.2	6	4.9	0	0.0		
Educational level of father	Post-University	6	11.5	0	0.0	0	0.0	25.69	.001**
	Not reading & writing	2	3.8	2	1.6	18	23.7		
	Reading & writing	3	5.8	5	4.1	30	39.4		
	Primary	5	9.6	25	20.5	12	15.8		
	Secondary/Diploma	28	53.8	70	57.4	12	15.8		
	University	7	13.5	18	14.7	3	4		
	Post-University	7	13.5	2	1.6	1	1.3		

*significant at p < 0.05. **highly significant at p < 0.01.

Table (3): Relation between demographic characteristics of the studied students and their total satisfaction about educational environment (n=250).

Items		Total satisfaction				X2	P-Value
		Satisfied (n=142)		Unsatisfied (n=108)			
		N	%	N	%		
Age (year)	≤ 17	15	10.6	30	27.8	13.98	0.02*
	17-<20	90	63.4	50	46.3		
	≥20	37	26	28	25.9		
Marital status	Single	108	76.1	77	71.3	7.687	0.116
	Engaged	27	19	18	16.7		
	Married	6	4.2	11	10.2		
	Widow	1	.7	0	0.0		
	Divorced	0	0.0	2	1.8		
Gender	Male	15	10.6	83	76.9	25.91	.003**
	Female	127	89.4	25	23.1		
Educational level	Secondary	112	78.9	63	58.3	28.52	.000**
	Secondary Nursing	24	16.9	41	38		
	Other Little	6	4.2	4	3.7		
Years of study before joining the Institute	11 years	20	14.1	48	44.4	26.99	.002**
	12 years	96	67.6	54	50		
	12 years or more	26	18.3	6	5.6		
Monthly income	Sufficient	75	52.8	7	6.5	16.94	0.021*
	Insufficient	67	47.2	101	93.5		
Educational level of mother	Not reading & writing	3	2.1	22	20.4	19.20	0.01*
	Reading & writing	5	3.5	27	25		
	Primary	25	17.6	30	27.8		
	Secondary/Diploma	80	56.3	22	20.4		
	University	24	16.9	6	5.6		
Educational level of father	Not reading & writing	2	1.4	20	18.5	18.33	0.01*
	Reading & writing	8	5.6	30	27.8		
	Primary	24	16.9	18	16.7		
	Secondary/Diploma	80	56.3	30	27.8		
	University	20	14.1	8	7.4		
	Post-University	8	5.6	2	1.8		

Table (4): Correlation between the student's knowledge about educational environment, total attitude, total satisfaction and total standard.

Items	Student's knowledge	Student's attitude	Student's satisfaction
Student's knowledge			
Student's attitude	r = 0.351 p = .000**		
Student's satisfaction	r = 0.340 P = .000**	r = 0.388 p = .000**	
Student's standard	r = 0.331 P = 0.001**	r = 0.416 P = .000**	r = 0.327 P = .001**

(*) Statistically significant at $p < 0.05$ -- (**) highly significant at $p < 0.01$

Discussion:

Hence, the aim of this study was to assess the efficacy of educational environment on students' satisfaction at Embaba Technical Institute of Nursing, through assessing

educational environment, assessing nurse students' knowledge, attitude and satisfaction toward educational environment at Embaba Technical Institute of Nursing. Results of this study revealed that one third of standards had

high level while more than two fifth of standards had moderate level, but, slightly more than one quarter of standards had low level were reported. Furthermore, there was slightly less than half of nursing students had average level of knowledge while, slightly more than one fifth of them had good knowledge about educational environment Meanwhile, less than one third of them poor knowledge about educational environment. While, there were more than half of nursing students were positive attitude toward total educational environment and more than half of nursing students satisfied with total educational environment.

However in disagreement with this result, **Hakim (2012)** identified that the majority of students were little satisfied from their educational branches. In this regard **Zakaria & Gheith, (2015)** in their study concluded that graduate students not satisfied about educational environment.

Regarding to the “**Student’s knowledge toward educational environment**” in relation to course information the present study displayed that about two third of students reported courses didn’t have clear objectives. Similar findings were reported by **Zakaria & Gheith (2015)** which found students not meet the most learning goals.

This result could be attributed to educational subject which students study was not clearly organized, in addition to that, the instructor sometimes does not have the ability to fully summarize the lesson or touch on more than one topic in the same lecture

In this regards **Clarke & Taffe (2014)** stressed that learning materials should be sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons who are competent in their fields. Furthermore, **Middleton & Perks (2014)** emphasized that a simple but very effective strategy to make learning meaningful is to communicate clear learning objectives to students. Too often students don’t have a clear understanding of the objectives of a learning task. As result, this lack of clarity makes it very difficult for students to understand what success looks like.

This result inconsistent with **Badran et al.,(2018)** who reported that the student’s 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. On the other hand, **Riaz et al., (2018)** reported, the overall scores of the program and that of years 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.

According to the present study findings for “**total knowledge about educational environment**” there was slightly less than half of nursing students had average level of knowledge while, slightly more than one fifth of them had good knowledge about educational environment Meanwhile, less than one third of them poor knowledgeable about educational environment. The results indicate that there is need for further enhancement in educational environment for more effective learning

In this regard **Sharkawy et al, (2013)** found total score of perception about educational environment it was found that more than two thirds of nursing students at Assiut, Sohag, and Qena had poor level of perception, nearly one third had satisfactory level and only (1.5%) of the students perceive their educational environment is good. Also, all groups of the studied nursing students perceived the learning environment negatively.

In disagreement with current finding, a study conducted by **Al Nozha & Fadel (2017); Sunkad (2015)** found that majority of nursing students perceived the learning environment as being more positive than negative. More positive responses were observed among regular nursing students than by their nursing bridging counterparts. Moreover, **Badran et al., (2018) ; Sayed, & El-Sayed, (2012)** reported that All students perceived their learning environment "positively"

Regarding to “**nursing students total attitude toward the educational environment**”, the present study showed that two third of students were positive attitude

toward teaching staff. Meanwhile, more than half of students were positive attitude toward educational environment and services provided by the institute. Hence, more than half of nursing students were positive attitude toward total educational environment

On the same line another study carried out by **Molinab et al., (2019)** denoted that assessment of the nursing students' attitudes towards educational environment possibly is the best predictor. On the same line **Stiglic et al (2017)** stressed that attitude of student is pivotal, and nurse educators need to know to be aware of the possible impacts of the students' attitude towards learning. Attitudes involve the creation of evaluations to which good or bad qualities of a topic/organization or person are attached. Therefore, attitudes facilitate the adaption of an individual to an environment and drive behavior

Regarding to the student nurses **"satisfaction with the educational environment"** the present study findings indicated only less than one fifth of study sample were **dissatisfied with the item** educational course meets the needs of education, On the same line another study carried out by **Antohe et al., (2016)** denoted that the students' utter satisfaction with their clinical placements reached a high level. However in disagreement with this result, **El Ansari, (2017)** identified students were less satisfied with the interest in the study subjects. Similar finding was reported by **Hakim (2013); Siadat et al., (2005)** reported that the majority of students were little satisfied from their educational branches.

Furthermore, In relation to **"total standard of the educational environment"** the present study displayed that one third of standards had high level while more than two fifth of standards had moderate level, furthermore, slightly more than one quarter of standards had low level

In congruent with finding of the present study **Salmani and Amirian (2005)** showed that majority of nursing students believed that the quality of their CLE was moderate. Moreover, **Zakaria & Gheith, (2015)** reported that From observation of clinical learning environment standards which actually met in

clinical area, the most of the standards are either partially met or not met.

This result may be due to the technical institute need to more commented with educational environment standards.

In this regard **David & Doris, (2009)** highlighted the supportive learning climate is a critical element of human resource development. Institutions of higher education should measure their educational quality in order to function efficiently and effectively in a highly competitive environment. Furthermore, **Harris, & Nimmo, (2013)** emphasized that Creating a positive learning environment for all staff and students therefore enables practitioners to be effective and deliver high quality education

Regarding to **Relation between nursing students with total knowledge about educational environment** there was highly significant relation between nursing students' educational level, educational level of mother and educational level of father with total knowledge about educational environment , while, there was slight significant relation with age, years of study and monthly income. But there was no relation between marital status and Gender with total knowledge about educational environment.

The study finding is respected by the **El-Gilany, et al., (2017); Montazeri et al., (2012)** who showed that The mean scores of total scale and its five subscales do not vary with student's sex. The lack of any significant differences between female and male students suggests that perceived factors such as curriculum, structure, focus and goals are not different for females and males. However, In disagreement with current finding, a study conducted by **Sharkawy et al., (2013); Al-Naggar et al., (2014);** reported that there was Differences in the total DREEM scores and mean scores for sub-domains between male and female students, In the same concern a study by **Mthimunye & Daniels, (2019)** who mentioned that female students were more positive about their educational environment compared to their male counterparts

Regarding to **relation of nursing student total attitude toward educational environment** there was highly significant relation between

nursing students' educational level, gender, years of study with total satisfaction of nursing student, while, there was slight significant relation with age and monthly income, but there was no relation with marital status, educational level of mother & father with total satisfaction of nursing student

Foregoing present study finding supported by **El-Gilany, et al., (2017)** who emphasized that, *Participation in students' educational environmental attitude was associated with significantly higher mean total score with years of study.* On the same line the study carried out by **Morrell & Lederman, (2010)** denoted that although a statistically significant relationship did exist between students' attitudes toward school and toward classroom science, the relationship had no practical meaning. Females were slightly more positive about school than males. No gender differences were found with respect to classroom attitudes. Fifth graders held significantly more positive attitudes toward science than upper-grade students. None of the other variables was found to have any practical relationship to either of the attitudes.

Regarding to **Relation of nursing students' total satisfaction with educational environment** there was highly significant relation between nursing students' educational level, gender, years of study with total satisfaction. While, there was slight significant relation with age, educational level of mother & father. But there was no relation with marital status and total satisfaction with educational environment

Similar finding was reported by **Ansari (2002)** reported that the findings suggested that participants with a diploma in nursing had higher satisfaction levels than the participants with a baccalaureate degree in nursing (BSN). In addition, the older participants had higher satisfaction levels than the traditional students who were less than 21 years old. In the same concern a study by **Ahmed, et al.,(2015)** who mentioned that there was positive correlational between learning environment and student satisfaction at faculty of nursing in port said.

Regarding to **Relation between nursing students and their total standards about educational environment** there was highly significant relation between nursing students' educational level, educational level of mother, educational level of father and total standards of educational environment, while, there was slight significant relation with age, gender and monthly income, but there was no relation with marital status and educational environment

On the same line the study carried out by **Zakaria, & Gheith, (2015)** denoted that the developed clinical learning environment standards considered as the essential part of learning process which can affect learning outcomes of nursing students. Nursing, Mansoura University this was more supported by **Lewis et al., (2020)** who reported that measuring the effectiveness of LE will enhance the quality of education and improve students' knowledge and skills.

The study results answered the research question about congruent of educational environment at Embaba Technical Institute of Nursing with international standard of educational environment the current study pointed that one third of standards had high level while more than two fifth of standards had moderate level, but, slightly more than one quarter of standards had low level were reported, furthermore, there was highly significant relation between nursing students' educational level, educational level of mother, educational level of father and total standards of educational environment, while, there was slight significant relation with age, gender and monthly income, but there was no relation with marital status and educational environment, in addition to that there was positive highly correlation between students' satisfaction and Student 's standard of educational environment

The study results answered the research question related nurses student knowledge about educational environment there was slightly less than half of nursing students had average level of knowledge while, slightly more than one fifth of them had good knowledge about educational environment. Meanwhile, less than one third of them poor knowledge about educational environment. Moreover, there was

highly significant relation between nursing students' educational level, educational level of mother and educational level of father with total knowledge about educational environment, while, there was slight significant relation with age, years of study and monthly income. But there was no relation between marital status and Gender with total knowledge about educational environment, in addition to that, there was positive highly correlation between students' knowledge and students' attitude, satisfaction and standard of educational environment.

The study results answered the research question related attitude of nurses student toward educational environment there were more than half of nursing students were positive attitude toward total educational environment. Moreover, there was highly significant relation between nursing students' educational level, gender, years of study with total satisfaction of nursing student, while, there was slight significant relation with age and monthly income, but there was no relation with marital status, educational level of mother & father with total satisfaction of nursing student Also, there was positive highly correlation between students' attitude and students' satisfaction, knowledge and educational standards.

The study results answered the research question related the nurses student satisfaction toward educational environment there was more than half of nursing students satisfied with total educational environment. Moreover, there was highly significant relation between nursing students' educational level, gender, years of study with total satisfaction, while, there was slight significant relation with age, educational level of mother & father. But there was no relation with marital status and total satisfaction with educational environment Also, there was positive highly correlation between students' satisfaction and students' attitude, knowledge and standards of educational environment.

Conclusion:

In conclusion, the study finding indicates that one third of standards had high level while more than two fifth of standards had moderate level, but, slightly more than one

quarter of standards had low level were reported. Furthermore, there was slightly less than half of nursing students had average level of knowledge while, slightly more than one fifth of them had good knowledge about educational environment Meanwhile, less than one third of them poor knowledge about educational environment. While, there were more than half of nursing students were positive attitude toward total educational environment and more than half of nursing students satisfied with total educational environment. we might visualize useful implication from this study for nursing students. The results of this study will be useful for students and institutes to recognize the present situation and work to improve it.

Recommendations:

- Nurse educators should be offered regular institute enhancement programs to maximize their learning skills and enhance the quality of their clinical learning experiences through wording of guideline for improvement and enhancement of learning during clinical practice.
- Develop and implement effective strategies police and plans that, support and enhance institute development and increase student satisfaction.
- Nursing institutes and nursing educators should pay special attention to the issues and take assertive action to overcome the learning obstacles in order to create a desirable clinical climate.

References:

- Ahmad C, Nidzam C, Ainoor SS, Lee Abdullah MFN (2017):** Teacher Student Interactions, Learning Commitment, Learning Environment and Their Relationship with Student Learning Comfort. *J. Turk. Sci. Edu. (TUSED)*, 14(1).
- Ahmed, G., Afify.A & Taha, S., (2015):** Relationship between learning environment and students' satisfaction at of nursing in port said university, port said scientific journal of nursing,
- Al Nozha, O., & Fadel, H., (2017):** Student perception of the educational environment in regular and bridging nursing programs in Saudi Arabia using the Dundee Ready Educational Environment Measure, original article, *Ann Saudi Med* 2017; 37(3): 225-231

- Al-Naggar RA, Abdulghani M, Osman MT, Al-Kubaisy W, Daher AM, Nor Aripin KN, (2014):** The Malaysia DREEM: perceptions of medical students about the learning environment in a medical school in Malaysia. *Adv Med Educ Pract.*;5:177–184
- American Association of Colleges of Nursing, (2018):** The Essentials of Baccalaureate Education for Professional Nursing Practice. (<http://www.aacn.nche.edu>)
- Ansari WE (2002):** Student nurse satisfaction levels with their courses: Part I – Effects of demographic variables. *Nurse Education Today* 22: 159- 170.
- Antohe, N., Riklikiene, O., Tichelaar, E., Saarikoski, E.,(2016):** Clinical education and training of student nurses in four moderately new Europe an Union countries: Assessment of students' satisfaction with the learning environment, *Nurse Education in Practice*, Elsevier Ltd. 17 (2016) 139e144 www.elsevier.com/nep
- Badran, F., Ibrahim, F., & Mohamed, H., (2018):** Nursing Students' Perception of their Educational Environment, *Egyptian Journal of Health Care*, 2018 EJHC Vol.9 No.3 Original Article, Egypt
- Chiu, C., Sun, S., Sun, P., & Ju, T. L. (2007, December).** An empirical analysis of the antecedents of Web-based learning continuance. *Computers and Education*, 49(4), 1224-1245
- Clark, C., & Ritter, K. (2018):** Policy to foster civility and support a healthy academic work environment. *Journal of Nursing Education*, 57, 325-331. doi:10.3928/01484834-20180522-02
- Clarke, L., & Taffe, S.,(2014):** Educating Literacy Teachers Online: Tools, Techniques, and Transformations, Teachers college, Columbia University, USA. PP. 65
- David, K., & Doris, Y.,(2009):** Development of a questionnaire for assessing students' perceptions of the teaching and learning environment and its use in quality assurance, *Learning Environ Res* 2009; 12(1):15-29 .
- El Ansari, W.,(2017):** Student nurse satisfaction levels with their courses: Part II - Effects of academic variables, *Nurse Education Today*, University of Gloucestershire , file:///C:/Users/me/ Videos/ Downloads/ ElAnsari 2002Student Satisfactionpart 2.pdf
- El-Gilany, A., El-Bastawesy,S., EL-sherbeny, E., Ibrahim, M., (2017):** Undergraduate nursing students' perceptions of educational environment: a national study in Egypt, *IOSR Journal of Nursing and Health Science (IOSR-JNHS)* e-ISSN: 2320–1959.p- ISSN: 2320–1940 Volume 6, Issue 6 Ver. IV. (Nov.-Dec .2017), PP 66-71
- Hakim, A. (2013):** Nursing students' satisfaction, Chronic Disease Care Research Center, Department of Nursing, Ahvaz Jundishapur, University of Medical Sciences, *International Journal of Nursing* 2(2), 2013, Ahvaz, Iran. Accessed on: 1.05pm 20/7/2020 available at :
- Harris, J., Nimmo, S., (2013):** Placement Learning in Community Nursing , A guide for students in, Elsevier , Ltd., China. Pp 234
- Higgins S, Hall E, Wall K, Woolner P, McCaughey C.** The impact of school environments: a literature review. The Centre for Learning and Teaching, School of Education, Communication and Language Science, University of Newcastle. Available from: <http://www.ncl.ac.uk/cflat/news/DCReport.pdf>. Accessed September 11, 2014.
- Jecklin K. (2000):** Evaluating the Student Clinical Learning Environment: Development and Validation of the SECEE Inventory.
- Kantek Fand., Kazanci G. (2014 Aug);.** An analysis of the satisfaction levels of nursing and midwifery students in a health college in Turkey. *Contemp Nurse*.42(1):36-44.
- Middleton, M., & Perks, K., (2014):** Motivation to Learn transforming classroom culture, Corwin, USA. PP108
- Molinab, M., Medinaa, I., & Hidalgo, P.,(2019):** Knowledge, skills and attitudes related to evidence-based practice among undergraduate nursing students: A survey at three universities in Colombia, Chile and Spain, *Nurse Education in Practice*, Elsevier Ltd. [Journal homepage: www.elsevier.com/locate/nepr](http://www.elsevier.com/locate/nepr)
- Montazeri H, Beigzadeh A, Shokoohi M, Bazrafshan A, Esmail M. (2012):** Perceptions od students and clinical instructors of academic learning environments at Yazd University of Medical Sciences. *Res Dev Med Educ*;1(2):65-70.
- Morrell,P., Lederman, N.,(2010):** Student's Attitudes Toward School and Classroom

- Science: Are They Independent Phenomena?, School Science and Mathematics 98(2):76 - 83
- Mthimunye , K & Daniels, F., (2019):** Student nurses' perceptions of their educational environment at a school of nursing in Western Cape province, South Africa: A cross-sectional study, Curationis , AOSIS, Curationisv.42(1); 2019, PMC6494914
- Pike, T. & Donnell, V. (2010).** The impact of clinical simulation on learner self-efficacy in preregistration nursing education. Nurse Education Today, 30, 405-410
- Riaz, Q., Sadaf, S.H., and Talpur, A. (2018):** Learning Environment: Students' Perceptions Using DREEM Inventory at an Optometry Institute in Pakistan. Optometric Education: 43(3): 1-11 . Accessed on: 6.05am 18/6/2020 available at :
- Salmani, N., and Amirian, H., (2005):** Comparison of nursing students and instructors view Azad University of Yazd on the status of clinical education environment. Strides in Development of Medical Education.;3(1):11 – 8.
- Sarwar S, Tarique S (2016):** Perception of educational environment: Does it impact academic performance of medical students? environment, 66(1210).
- Sayed, H., and El-Sayed, N., (2012):** Students' perceptions of the educational environment of the nursing program in Faculty of Applied Medical
- Setati CM, Nkosi ZZ (2017):** The perceptions of professional nurses on student mentorship in clinical areas: A study in Polokwane municipality hospitals, Limpopo province. health sa gesondheid, 22(1), 130-137.
- Sciences at Umm Al Qura University, KSA.] Journal of American Science 2012; 8(4): 69-75].(ISSN: 1545-1003). <http://www.americanscience.org>. 1 0
- Sharkawy, S., El-Houfey, A., & Hassan, A., (2013):** Students' perceptions of educational environment in the faculties of nursing at Assiut, Sohag and South Valley Universities. Ass Univ Bull Environ Res 2013;16(2):176.
- Siadat, A., Shams, B., homaie, R., & Gharibi, L., (2005):** Satisfaction of Students and Faculty Members of Graduate Studies from Educational Services Management at Isfahan University of Medical Sciences. Iranian Journal of Medical Education, 5(2), 100-107.
- Stiglic, G., Pajnkihar, M., & Vrbnjak D.,(2017):** Teaching and Learning in Nursing, Janeza Trdine, Croatia pp 50
- Sunkad, M., Javali, S., & Shivapur, Y and Wantamutte, A., (2015):** Health sciences students' perception of the educational environment of KLE University, India as Published online 2015 Jun 27.doi: Ready Educational Environment Measure (DREEM), Published online 2015 Jun 27.do., Journal of Educational Evaluation for Health Professions
- Zakaria, A., & Gheith, N.,(2015):** Measurement Of Effectiveness Of Clinical Learning Environment For Nursing Faculty Students At Mansoura University, Egypt. Nursing Administration Department, Nursing Faculty, Mansoura University, Egypt.