

## Original Research

### To evaluate the perception of educational environment between GNM and B.sc. (nursing) students: A competitive study

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#### ABSTRACT:

**Aim:** To compare the perception of educational environment between GNM and B.sc. (nursing) students. **Methods:** This study included 200 students studying in B.Sc. nursing 1st year, 2nd year, 3rd year, and 4th year and GNM 1st year, 2nd year, and 3rd year at Desh Bhagat University School of Nursing, Mandi Gobindarh, Nursing students who were present during institutional study hours, and Students who were willing to participate in the study. Students enrolled in ANM (Auxiliary - Nursing Midwifery), Post Basic (B.Sc.) Nursing, and M.Sc. Nursing at Mandi Gobindgarh University School of Nursing were excluded from the research. **Results:** The data revealed that the mean score ( $35.22 \pm 3.22$ ) of perception of learning was the highest, followed by the mean score ( $31.24 \pm 2.98$ ) of perception of teachers, the mean score ( $27.54 \pm 2.78$ ) of academic self perception, the mean score ( $34.16 \pm 2.54$ ) of perception of atmosphere, and the mean score ( $18.47 \pm 1.87$ ) of social self perception. The data revealed that the mean score ( $33.12 \pm 3.33$ ) of perception of learning was higher, followed by the mean score ( $29.67 \pm 3.17$ ) of perception of teacher, the mean score ( $25.37 \pm 2.58$ ) of academic self perception, and the mean score ( $32.22 \pm 3.11$ ) of perception of atmosphere, with the lowest mean score ( $17.88 \pm 1.86$ ) of social self perception. **Conclusion:** Since a student's perception of their learning environment has a significant impact on their motivation and success, getting frequent input from them about how they see it is essential.

**Keywords:** Perception, educational environment GNM, B.sc.

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#### INTRODUCTION

The educational environment is critical in deciding whether a school will succeed or fail. Students are exposed to a new atmosphere the moment they join the institution. A favourable atmosphere fosters success, pleasure, and interest in learning, while a bad one stifles their progress. A medical school's educational environment is both a "manifestation of the curriculum" and a "determinant of the behaviour of the medical school's students and professors." As a result, it is one of the most essential factors influencing the success of an effective curriculum since the educational environment reflects the curriculum's quality.<sup>1</sup>

Medical practitioners' professional growth is heavily influenced by the characteristics of the setting in which they learn or practise. The educational environment consists of social, cultural, and psychological components, as well as physical

surrounds. Students' perceptions of their learning environment are also influenced by their new student orientation. There is a link between effective orientation programmes and a favourable attitude toward learning. A friendly, supporting, and demanding educational atmosphere is often regarded as a necessary precondition for successful learning. I contends that student contentment, performance, and success are influenced by views of the educational environment (the "climate").

The importance of the educational environment has been acknowledged as critical for good learning. The physical classroom, the content, the instructors, and the other students are all contexts that influence student learning. All of these factors influence how pupils learn.<sup>2</sup> According to recent studies, the educational environment has a substantial impact on a student's behaviour, academic growth, and overall sense of well-being when participating in a learning

programme. Changing the physical form of a classroom is another technique to change the atmosphere and impact students' perspective.<sup>3</sup> According to Rogayah et al, self-perceptions of learning, self-perceptions of instructors, academic self-perceptions, self-perceptions of atmosphere, and social self perceptions are presently regarded as significant areas that compose the educational environment of medical schools. Competitive, dictatorial, stressful, or threatening situations may demotivate pupils and reduce their participation in the learning process. Nursing students may be more engaged in collaborative, collegial, and supportive environments, and this increased engagement may lead to higher clinical training readiness.<sup>4</sup> Medical curriculum innovation and rising diversity of the student population on medical courses have increased acknowledgement of the need and necessity to examine the educational environment of medical schools.<sup>5</sup>

It is emphasised that measuring students' perceptions is critical since it influences performance and learning quality.<sup>2</sup> Happy learning outcomes tend to be associated with a positive learning environment. It is necessary to improve the learning environment by recognising its flaws. Since a result, greater emphasis should be placed on student views in order to enhance the educational environment, as perceptions are positively connected with learning results, learning strategy, and attitude toward studying.

The student is unquestionably the most important stakeholder in every higher education institution. According to Dange JK, Nagaraja, student enrollment, happiness, and retention are significant characteristics that impact everyone's success and reputation, especially in the highly competitive climate that exists in the higher education industry. The educational environment, as seen by students, is the soul and spirit of the medical school curriculum, and it is linked to their accomplishments, contentment, and success. A conducive atmosphere has a large and favourable influence on students' learning, academic success, and well-being.<sup>6</sup>

A learning environment's key components include not just student-teacher communication and activities, but also suitable physical structures and services that reflect curriculum quality, teaching and learning, and support for student outcomes as practitioners. Many colleges employ a collaborative approach to determining students' requirements, recognising them as the primary stakeholders in their own education. As a result, students' impressions of the learning environment should be investigated. A systematic approach to learning environment design may result in excellent results for graduates.<sup>7</sup>

Bloom defined educational or learning environment as "the settings, external stimuli, and forces that may be physical, social, or intellectual factors that challenge the person and impact students' learning results." A good or effective learning environment is more than

just a teacher's strong communication skills, expertise, credibility, and readiness, all of which contribute to teaching quality. An ideal academic environment is one that best prepares students for their future professional lives and contributes to their personal and psychosomatic development, as well as their social well-being.<sup>8</sup>

## METHODS AND MATERIALS

After obtaining ethical approval from the institution, the research was carried out at the department of nursing at Desh Bhagat University School of Nursing, Mandi Gobindgarh. This study included 200 students studying in B.Sc. nursing 1st year, 2nd year, 3rd year, and 4th year and GNM 1st year, 2nd year, and 3rd year at Desh Bhagat University School of Nursing, Mandi Gobindgarh, Nursing students who were present during institutional study hours, and Students who were willing to participate in the study. Students enrolled in ANM (Auxiliary -Nursing Midwifery), Post Basic (B.Sc.) Nursing, and M.Sc. Nursing at Mandi Gobindgarh University School of Nursing were excluded from the research.

## METHODOLOGY

The scientists described the study's goal and obtained written permission from each responder. Subjects were promised that their replies would be kept private and used only for research purposes. Each responder spent 25-30 minutes filling out the data collecting instrument. So, in all, the researcher spent an average of 35-40 minutes collecting data. The acquired data was to be processed, tabulated, and analysed based on the research goals using descriptive statistics such as percentage, mean, and standard deviation, as well as inferential statistics such as one sample test mean and two sample test mean. The exams were designed to compare demographic characteristics and perceptions within the educational environment.

The research investigates nursing students' perceptions of learning, professors' perceptions of students, academic self perception, environment perception, and social self perception. This research aided in assessing nursing students' perceptions of the educational environment at nursing colleges.

## RESULTS

Table 1 shows the demographic characteristics of GNM and B.Sc.(N) students. Out of 100 subjects in B.Sc.(N), the majority (48%) of students were in the age group 20-21 years, the remainder (29%) were in the age group more than 21 years, and the remainder (23%) were in the age group 18-19 years, whereas in GNM, the majority (41%) of students were in the age group 20-21 years, the remainder (35%) were in the age group more than 21 years, and the remainder (24%) were in the age group 18-19 years. Out of 200 students enrolled in GNM and B.Sc.(N), 89 (44.5%) were between the ages of 20 and 21, 64 (32.0%) were

between the ages of 21 and 24, and 47 (23.5%) were between the ages of 18 and 19.

In B.Sc. (N), 88 percent of subjects were female and 12 percent were male, but in GNM, 79 percent of subjects were female and 21 percent were male. In both the B.Sc. (N) and GNM Nursing programmes, 167 (83.5%) of the 200 participants were female, while 33 (16.5%) were male.

Out of 100 subjects in B.Sc. (N), the majority (99%) were never married and one percent were married, whereas in GNM, the majority (95%) were never married and five percent were married. Out of 200 subjects in both B.Sc.(N) and GNM Nursing, 194 (97.0 percent) were married, while 6 (3.0 percent) were never married.

Among 100 B.Sc. (N) students, 35% lived in the city and 65% lived in the country, while 34% lived in the city and 66% lived in the country in GNM. Out of 200 subjects in both B.Sc. (N) and GNM Nursing, 131 (65.5 percent) were from the rural area, while 69 (34.5 percent) were from the urban area.

Out of 100 subjects in B.Sc. (N), the majority (71%) belonged to a nuclear family and the remainder (29%) belonged to a joint family, whereas in GNM, the majority (70%) belonged to a nuclear family and the remainder (30%) belonged to a joint family. Out of 200 subjects in both B.Sc. (N) and GNM Nursing, the majority 141 (70.5 percent) lived in a nuclear family, while 61 (30.5 percent) lived in a joint family.

In B.Sc. (N), (29%) of subjects were hostlers and (71%) of subjects were day scholars, whereas in GNM, (06%) of subjects were hostlers and (94%) of subjects were day scholars. Out of 200 subjects in both B.Sc.(N) and GNM Nursing, 165 (82.5 percent) were day scholars, while 35 (17.5 percent) were holsters. As a result, it can be concluded that the majority of subjects in both GNM and B.Sc. (N) were

females, unmarried, living in rural areas, belonging to nuclear families, in their second year, and were day scholars.

Table 2 depicts B.Sc. (N) students' perceptions of the educational environment. The data revealed that the mean score (35.22±3.22) of perception of learning was the highest, followed by the mean score (31.24±2.98) of perception of teachers, the mean score (27.54±2.78) of academic self perception, the mean score (34.16±2.54) of perception of atmosphere, and the mean score (18.47±1.87) of social self perception.

As a result, among B.Sc. (N) students, perception of learning was more favourable than perception of other aspects of educational environment.

Table 3 depicts GNM students' perceptions on the educational environment. The data revealed that the mean score (33.12±3.33) of perception of learning was higher, followed by the mean score (29.67±3.17) of perception of teacher, the mean score (25.37±2.58) of academic self perception, and the mean score (32.22±3.11) of perception of atmosphere, with the lowest mean score (17.88±1.86) of social self perception.

As a result, it may be concluded that GNM students' perceptions of learning were more favourable when compared to other aspects of the educational environment.

Thus, it may be stated that B.Sc. (N) students had a more favourable perspective of learning. Furthermore, when compared to GNM students, B.Sc. (N) students were more confident in their perception of teachers, had a more positive attitude toward academic self perception, and their social self perception was not too bad, whereas both GNM and B.Sc. (N) students had a positive attitude toward perception of atmosphere.

**Table 1: Demographic parameter**

| Demographic parameter             | B.Sc. (N)<br>N = 100<br>(%) | GNM<br>N=100<br>(%) | Total<br>f (%) |
|-----------------------------------|-----------------------------|---------------------|----------------|
| <b>Age ( in year)</b>             |                             |                     |                |
| a) 18-19                          | 23                          | 24                  | 047(23.5%)     |
| b) 20-21                          | 48                          | 41                  | 089(44.5%)     |
| c) >21                            | 29                          | 35                  | 064(32.0%)     |
| <b>Gender</b>                     |                             |                     |                |
| a)Male                            | 12                          | 21                  | 033 (16.5%)    |
| b)Female                          | 88                          | 79                  | 167 (83.5%)    |
| <b>Marital Status</b>             |                             |                     |                |
| a)Married                         | 01                          | 05                  | 006 (03.0%)    |
| b)Unmarried                       | 99                          | 95                  | 194 (97.0%)    |
| <b>Residential Area</b>           |                             |                     |                |
| a)Urban                           | 35                          | 36                  | 071(35.5%)     |
| b)Rural                           | 65                          | 64                  | 129(64.5%)     |
| <b>Type of Family</b>             |                             |                     |                |
| a)Joint                           | 29                          | 30                  | 059(29.5%)     |
| b)Nuclear                         | 71                          | 70                  | 141(70.5%)     |
| <b>Professional Qualification</b> |                             |                     |                |
|                                   | 24                          | 30                  | 054 (27%)      |

|                     |    |    |             |
|---------------------|----|----|-------------|
| a)1st year          | 30 | 35 | 065 (32.5%) |
| b)2nd year          | 23 | 35 | 058 (29%)   |
| c)3rd year          | 23 | 00 | 023 (11.5%) |
| d)4th year          |    |    |             |
| <b>Present Stay</b> |    |    |             |
| a)Hostler           | 29 | 06 | 035(38.5%)  |
| b)Dayscholar        | 71 | 94 | 165(61.5%)  |

**Table 2: Perception of educational environment among B.Sc. (N) students**

| Subscales                | Max Score  | Mean                |
|--------------------------|------------|---------------------|
| Perception of learning   | 49         | 35.22±3.22          |
| Perception of teachers   | 45         | 31.24±2.98          |
| Academic Self Perception | 30         | 27.54±2.78          |
| Perception of atmosphere | 47         | 34.16±2.54          |
| Social Self Perception   | 29         | 18.47±1.87          |
| <b>Total</b>             | <b>200</b> | <b>146.63±13.39</b> |

**Table 3: Perception of educational environment among GNM students**

| Subscales                | Max Score  | Mean                |
|--------------------------|------------|---------------------|
| Perception of learning   | 49         | 33.12±3.33          |
| Perception of teachers   | 45         | 29.67±3.17          |
| Academic Self Perception | 30         | 25.37±2.58          |
| Perception of atmosphere | 47         | 32.22±3.11          |
| Social Self Perception   | 29         | 17.88±1.86          |
| <b>Total</b>             | <b>200</b> | <b>138.26±14.05</b> |

**Table 4: Comparison of Perception of educational environment among GNM and B.Sc. (N) students**

| Subscales                | Max Score  | B.Sc.               | GNM                 | t value     | p value     |
|--------------------------|------------|---------------------|---------------------|-------------|-------------|
|                          |            | Mean±SD             | Mean±SD             |             |             |
| Perception of learning   | 49         | 35.22±3.22          | 33.12±3.33          | 2.88        | 0.007       |
| Perception of teachers   | 45         | 31.24±2.98          | 29.67±3.17          | 2.91        | 0.005       |
| Academic Self Perception | 30         | 27.54±2.78          | 25.37±2.58          | 2.69        | 0.006       |
| Perception of atmosphere | 47         | 34.16±2.54          | 32.22±3.11          | 2.27        | 0.04        |
| Social Self Perception   | 29         | 18.47±1.87          | 17.88±1.86          | 1.74        | 0.08        |
| <b>Total</b>             | <b>200</b> | <b>146.63±13.39</b> | <b>138.26±14.05</b> | <b>2.56</b> | <b>0.01</b> |

## DISCUSSION

Continuous quality improvement is vital in the nursing faculty. The pupils' perceptions of their environmental learning must be given special consideration. Their viewpoint might be utilised to spark change and progress. It is also vital to assess the academic stress encountered by students in order to take efforts to reduce their stress level and enhance their performance.

Learning was seen as more favourable than other dimensions of the educational environment by both GNM and B.Sc. (N) students. When compared to GNM students, B.Sc. (N) students had a more favourable perception of the educational environment. B.Sc. (N) students had a more positive attitude toward learning. Furthermore, as compared to GNM students, B.Sc. (N) students were more confident in their view of professors, had a more positive attitude toward academic self perception, and had a less negative attitude toward social self perception. GNM and B.Sc. (N) students, on the other hand, exhibited a favourable attitude regarding perception of the environment. Similarly, in a research on students' perceptions,

Nadeem A et al (2014)<sup>9</sup> found that answers were more favourable in all areas, but sub scores of academic perception were greatest and those of social self-perception were lowest.

The current study's results were validated by Nahar N et al (2010)<sup>10</sup> in Bangladesh, who discovered that students' view of learning was positive (28/48), instructors' perception was going in the correct way, and students' academic self perception was favourable.

Students' perceptions of the climate were that many concerns needed to be addressed (24/48) and that the social self perception was not a pleasant place.

Similar to this research, favourable perceptions of the learning environment were seen in numerous previous studies done at Malaysian nursing institutions.<sup>11</sup> Similar findings were seen in investigations done by Arab<sup>12</sup>, Imanipour<sup>13</sup>, Bakshi<sup>14</sup>, and Victor<sup>15</sup>, who reported total DREEM scores of 103.54, 104.39, 114.3, and 119, respectively. A research done among Sri Lankan medical and nursing undergraduate students revealed a similar good opinion.<sup>16</sup> Similar investigations were mostly undertaken in medical

schools in India, Pakistan<sup>17</sup>, Malaysia<sup>18</sup>, Saudi Arabia<sup>19</sup>, Iran<sup>20</sup>, Egypt<sup>21</sup>, and Brazil<sup>22</sup>, and the results were consistent with the present research. In contrast to the current finding, a study conducted among nursing students in Egypt revealed a negative perception of their learning environment. At contrast to the current results, Al-Ayed<sup>23</sup> did a research in a medical college in Riyadh and obtained an overall DREEM score of 89.9. Aghamolaei<sup>24</sup> performed studies in Iranian medical colleges and found possible difficulties with overall DREEM scores of 99.6, 98. However, the researcher discovered no cases in which the impression of the learning environment was outstanding. Variance in the demographic and context investigated might explain the variation in scores.

## CONCLUSION

Since a student's perception of their learning environment has a significant impact on their motivation and success, getting frequent input from them about how they see it is essential. Thus, the study's results may be used to guide strategic planning and the allocation of institutional resources. Curricular content and teaching methods are now the primary intervention areas for improving our educational environment, along with student accommodations like classroom comforts and teacher behaviour with students. Other areas to focus on include the classroom, the learning environment, the support system, and the school's commitment to students.

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