



Napata collage

Medicine program

Community medicine Department

Batch 3

**Students' Perception of Educational Environment Using DREEM
in Napata Medical College 2021-2022.**

**A Thesis Submitted in Partial Fulfillment of The Requirements
for The MBBS Degree**

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Abstract

Background: A lot of challenges are facing the medical student in his university path to acquire the knowledge and skill that qualifies him/her to be a safe doctor. This study was conducted to assess the medical education environment from students' perception in Napata medical college, Sudan.

Objective:

To assess the medical education environment from students' perception.

Methodology: This was a observational descriptive cross-sectional facility based study conducted in Napata medical college using the DREEM (Dundee Ready Educational Environment Measure) questionnaire. Data was analyzed using SPSS V 28.

Results: This study included 335 students (44% males and 56% females), with a mean age of 21 ± 4 years. Overall, learning environment in Napata medical collage was perceived as more positive than negative (54%). With the most problematic area being Students' social self-perceptions (46%), and Students' perception of teachers (47%), while they perceived learning, academics, and atmosphere as could be improved. males showed better perception of all DREEM components than females, and the third year students showed poor perception of all DREEM components compared to the other levels.

Conclusion: The study found that educational environment in Napata medical college is more positive than negative. However, problematic perceived areas were teachers and social environment. Males showed better perception than females, while the third year students showed the worst perception.

الخلاصة

الخلفية: هناك الكثير من التحديات التي تواجه طالب الطب في مسيرته الجامعية لاكتساب المعرفة والمهارة التي تؤهله ليكون طبيباً آمناً . أجريت هذه الدراسة لتقييم بيئة التعليم الطبي في كلية نبتة – السودان

الهدف: لتقييم بيئة التعليم الطبي من تصور الطلاب

المنهجية : كانت هذه الدراسة وصفية مقطعية عرضيه تم إجراؤه في كلية الطب في نبتة باستخدام استبيان DREEM (مقياس بيئة التعليم الجاهز في دندي)

تم تحليل البيانات باستخدام SPSS V 28

النتائج: اشتملت هذه الدراسة على 335 طالباً (44% ذكور و56% إناث) بمتوسط عمر 21 ± 4 سنوات . اعتبرت بيئة التعلم في الكاية الطبيه في نبتة اكثر ايجابيه من السلبيه (54%). مع كون المنطقه الاكثر اشكالية هي التصورات الذاتية الاجتماعيه للطلاب (46%) وتصور الطلاب للمعلمين (47%)، بينما كانوا يرون أن التعلم والأكاديميين والأجواء يمكن تحسينها . أظهر الذكور إدراكاً أفضل لجميع مكونات DREEM من الإناث ، وأظهر طلاب السنه الثالثه إدراكاً ضعيفاً لجميع مكونات DREEM مقارنة بالمستويات الأخرى.

الخلاصة :

توصلت المتصور الدراسة إلى أن البيئة التعليمية في كلية الطب بنبتة أكثر إيجابية من السلبية. ومع ذلك فإن المجالات إشكاليتها كانت المعلمين والبيئة الاجتماعية وأظهر الذكور تصوراً أفضل من الإناث ، بينما أظهر طلاب السنه الثالثه أسوأ إدراك.

Dedication

To every medical student who worked hard and stayed up alone along nights....dream for better future....overcome the impossible to reach to his dream

To everyone who lit a candle of his heart when the electrical power off and who made away from his soul strings when the bridges were closed on his face.

To everyone who is decided the circumstance will not discourage him from achieving success

To our colleagues who sacrificed their lives for us to live their dream... our medical martyrs..

To all martyrs of our glorious revolution.

Acknowledgement

The appreciation can't be expressed enough to our supportive families and our helpful colleagues.

We are very grateful to our supervisor

Dr. Hadeel Ahmed Al-hassan

For her continuous support and guidance.

Special thanks goes to all the teaching staff for their advice throughout our journey in medical school- Napata collage.

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Table of Abbreviation

Abbreviation	What is stand for
DREEM	Dundee Ready Education Environment Measure
SPL	Students' Perceptions of Learning
SPT	Students' Perceptions of Teachers
SASP	Students' Academic Self-Perceptions
SPA	Students' Perceptions of Atmosphere
SSSP	Students' Social Self-Perceptions
MEEM	Medical Education Environment Measure
PHEEM	Postgraduate Hospital Educational Environment Measure
STEEM	Surgical Theatre Educational Environment Measure
ATEEM	Anesthetic Theatre Educational Environment Measure
SPSS	Statistical Package for the Social Sciences

1. Introduction

1.1. Background:

1.1.1. Educational Environment:

Bloom described the educational or learning environment concept as “the conditions, external stimuli and forces which may be physical, social, as well intellectual forces which challenge on the individual and influence students’ learning outcomes” (1). The efficiency of the educational environment is evidence of a program's effectiveness. Sub-scales in the educational system are positive for academic achievement and educational program satisfaction (2–5). Students’ perceptions of the educational milieu can be a foundation for introducing amendments and thus optimizing the educational environment. Significant learning is positively correlated with the expectations of the learning environment that affect the learning experiences and outcomes of students. It dictates how, when and what students are learning (5,6). The educational climate can be evaluated and modified. Therefore, adequate methods and instruments must be used to evaluate it (7).

1.1.2. Student-based Learning:

The majority of basic pharmaceutical science courses include rote learning, in which students have no full understanding of the subject and rely on memorization. Students complete the curriculum with the assessments, including definitions, matches and other indicator types. There is little or no attention to which practical issues students may solve with their expertise. Long lectures and little interaction in conventional pharmacy education frequently deprives students of attention and low retention (8,9). However, there are various methods a student can engage that will allow them to learn at different rates of retention. Lectures, reading, audiovisuals and demonstrations are passive learning methods. In contrast, discussion groups, practice by doing and teaching others are active learning methods. The active participation in the learning process results in a higher retention of learning. When students are actively involved and collaborate with others, their retention rate dramatically increases (10–13). Therefore, it is best to design lessons and activities using active learning methods to ensure learners are actively

engaged in the learning process. Naturally, the student in a learner-centered environment has the responsibility for learning. None of the students or professors are able to make this step. But it is the faculty that is responsible for redesigning and operating the course so that students can conclude their educational contract. Instead of adjusting the students' inability to meet accepted goals, the faculty should follow through upon consequences (14).

1.2 Problem statement:

A lot of challenges are facing the medical student in his university path to acquire the knowledge and skill that qualifies him/her to be a safe doctor. Starting from the recent flips in the different aspects in the country to the increasing economic burden on both citizens and institutions, and the students and the Nepta Medical college is not an exception (11). Once enrollment, students are put facing the system without taking into considerations how they feel about the whole educational experience, and the lack of mentorship and feedback systems has widened the gap between them and the faculty administration. The medical educational environment has a lot of drawbacks from facilities to how the curriculum is structured, and the amount of stress both physical and mental facing students as a result of information bombardment and the crowd of schedule.

1.3 Justification:

Since they are the core of the educational process, and the major benefactor of its product it is very important that their perception of the educational environment is to be reflected and analyzed for better outcomes that pour directly into their favor. Also, the educational environment has a very big role that cannot be overlooked in the educational process and it can directly affect the outcomes of learning positively or negatively. From this standpoint, it's very necessary for research to be conducted and outcomes to be used for interventions that serves the best interest of the educational process so it meets its goals being "graduating good safe doctors". (12)

1.4 Study objectives

1.4.1 General objective:

To assess the medical education environment from students' perception.

1.4.2 Specific objectives:

1. To assess students' perception of learning.
2. To assess students' perception of teachers.
3. To assess students' academic self-perceptions.
4. To assess students' perception of Atmosphere (Environmen).
5. To assess students' social self-perceptions.
6. To compare between preclinical and clinical students.

2. Literature Review:

DREEM:

The DREEM (Dundee Ready Education Environment Measure) is designed to assess the educational environment in universities and was recently recommended as the best instrument for that purpose. It was designed specifically for medical schools and other health care professions to assess the educational Atmosphere (Environmen) (7). It was developed by a group of Delphi faculty from international health and medical schools and then evaluated for validation by students in several countries. There are other instruments, including the precursor to DREEM, MEEM (Medical Education Environment Measure) and other subsequent tools designed to assess the education environment in particular postgraduate medical settings: the PHEEM (Postgraduate Hospital Educational Environment Measure), STEEM (Surgical Theatre Educational Environment Measure) and ATEEM (Anesthetic Theatre Educational Environment Measure) (15). This measure has been used to compare students' perception of the educational environment in different types of applied curricula; for example, in a study conducted in UAE that's published in 2011, results have shown positive in the group that has been introduced to the student-centered curriculum than that undergoing the traditional discipline-based curriculum (16). Knowledge of the opinions of students on the learning environment will help recognize the strengths and shortcomings of the education climate, which can be changed to enhance the learning environment in a targeted way. The knowledge collected from this inventory will subsequently be augmented by quality data via centered group discussions and interviews to introduce strategies to improve the education environment (17).

The DREEM was used in several ways to assess different aspect according to research purposes in both undergraduate and postgraduate levels. Some used it for mere assessment of the educational environment (18), others used it for comparison purposes between different groups and different conditions (16) and some used it for evaluation purposes. A study used dream to compare between students' expected environment upon enrollment versus reality afterwards (19).it is found that it has been used in 20 countries, including: Australia, Brazil, Canada, Chile, China, India, Iran, Ireland, Japan, Kuwait, Malaysia, Nepal, Nigeria, Saudi Arabia, Singapore, Sri Lanka, Sweden, Turkey, the UK and the West Indies. It has been translated into at least eight languages (Arabic, Chinese, Japanese, Persian, Portuguese, Spanish, Swedish, Turkish) for evaluation purposes (15).

Similar studies:

A study at t Alzaiem Alazhari University in 2010 aimed to assess the medical educational environment. The study concluded that the score of the medical school clinical environment was just less than average. Care for stressed student's needs to be strengthened. Ward teaching needs to be made more attractive. Social perceptions are to be promoted (20).

Another was conducted at University of Bahri in 2018, Overall DREEM average score of 125.2997/200 is perceived. concluding that stakeholders and administration must revise the whole educational environment at the with special efforts needed for curriculum revision, faculty development, mentoring, and other skills development (21).

Another study in the medical school in University of Khartoum to assess and compare the students' perceptions to the educational environment during the academic year 2016/2017. The overall mean (SD) DREEM score in this study is 130 (34.2), which indicates more positive educational environment than negative. Likewise, students' perception for teachers, Students' academic self-perception, Students' perception of Atmosphere (Environmen) and Students' social self-perception. However, students' perception for learning shows negative indicator. Students' female gender have significantly higher mean (SD) overall DREEM score than male students [136 (31.5) Vs. 129 (35.5); P= 0.008], respectively (17).

In Thailand, Hongkan et al. found that student perception on educational environment was 'more positive than negative,' with the mean total DREEM score of 131.1 (SD=17.4). Similar findings were observed in all subscales. Sex and years of study was associated with certain DREEM subscales (23).

In Iran, Aghamolaei et al. Students' perceptions of learning, students' perceptions of teachers, students' academic self-perceptions, students' perceptions of Atmosphere (Environmen), students' social self-perceptions and total DREEM score were 21.2/48, 24.2/44, 15.8/32, 23.8/48, 14.5/28 and 99.6/200, respectively. There was no significant difference between male and female students in educational environment subscales (18).

3. Methodology

3.1. Study design:

This was an observational descriptive cross-sectional facility based study

3.2. Study area:

The study was conducted in Napata medical college.

3.3. Study population:

Targeted population were all medical students across current batches.

3.4. Sampling:

3.4.1 Sample size

Sample size was calculated online with a confidence interval of 95% and each batch was sampled according to the proportion of its students to the targeted population. Napata Medical college contains 724 medical students

According to the formula

$$n = \frac{N}{1 + N(D)^2}$$

Where:

n= desired sample size

N= total population (724)

D= desired precision = (04)²

335 students participated this study.

3.4.2 Sampling technique:

Stratified sampling was used

3.5. Study variable:

Dependant Variables:

- Age

- Gender
- Level

Independent Variables:

Questionnaire: The study used the DREEM pre-designed, validated questionnaire. The DREEM (Dundee Ready Educational Environment Measure) includes 50 questions requiring a response using a 5-Point Likert-type scale ranging from strongly agree to strongly disagree. The scores for each item were computed as follows: 4 for strongly agree, 3 for agree, 2 for unsure, 1 for disagree and 0 for strongly disagree. The scores for statements relating to negative attributes were computed in the reverse order. The 50-item inventory will be divided into 5 subscales: a) Students' Perceptions of Learning (SPL) -12 items; maximum score is 48. b) Students' Perceptions of Teachers (SPT) -11 items; maximum score is 44. c) Students' Academic Self-Perceptions (SASP) - 8 items; maximum score is 32. d) Students' Perceptions of Atmosphere (Environment) (SPA) -12 items; maximum score is 48. e) Students' Social Self-Perceptions (SSSP) -7 items; maximum score is 28. The maximum score of 200 would correspond to a perfect educational environment; A score less than 50 indicates a very-poor learning environment, a score of 51- 100 indicates a considerable number of problems, a score of 101-150 is 'more positive than negative'; a score greater than 151 indicates an excellent learning environment (22).

3.6. Data collection:

The questionnaire was administered to the students as a google form. Consent was obtained prior to administration.

3.7. Data analysis:

Data was cleaned and entered into Microsoft excel data sheet and was analyzed using SPSS version 28 software. Categorical data was represented in the form of frequencies and proportions. Continuous data was represented as mean and standard deviation. ANOVA test was used to assess significance for continuous data. P value (Probability that the result is true) of <0.05 was considered as statistically significant after assuming all the rules of statistical tests and level of confidence. Microsoft Excel and word were used to obtain various types of graphs such as bar diagram. Data was represented after

analysis in form of uni-variable tables, cross tabulation (bi variable tables), figures and narrative illustration.

4. Results

Table 1: Demographic characteristics of Napata Medical Collage students (n=335).

	Mean± SD
Age	21± 4
Gender	
Male	146 (44%)
Female	189 (56%)

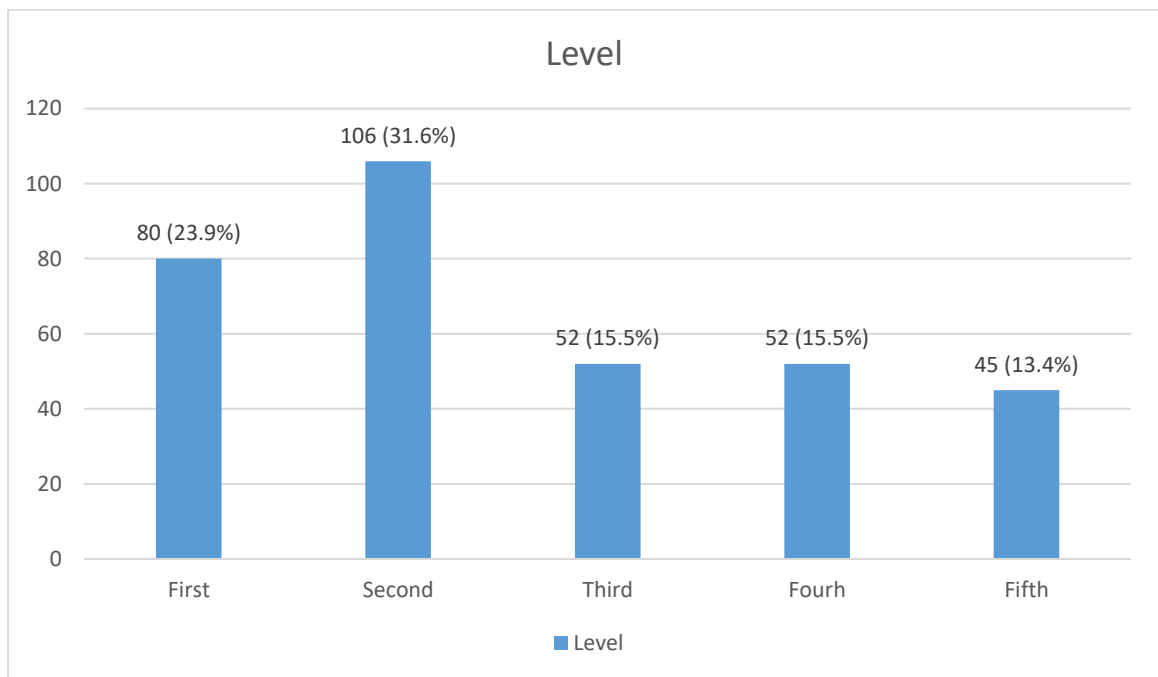


Figure 1: Educational Level of Napata Medical Collage students (n=335).

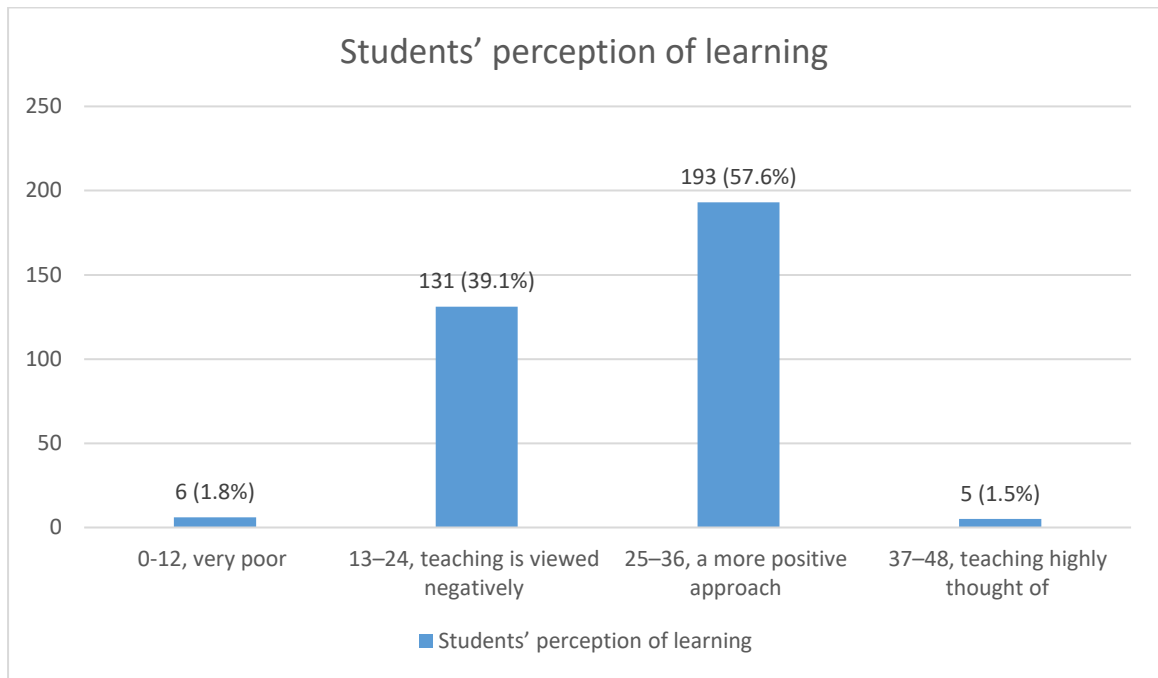


Figure 2: Student’s perception of learning of Napata Medical Collage students (n=335).

Table 2: Student's perception of learning of Napata Medical Collage students (n=335).

Question	Frequency	Mean± SD	Meaning
I am encouraged to participate in teaching session	670	2± 1.5	Could be improved
The teaching is often stimulating	837.5	2.5± 1.2	Could be improved
The teaching is student's centered	837.5	2.5± 1.3	Could be improved
The teaching helps to develop my competence	469	1.4± 1.3	Problematic
The teaching is well focused	837.5	2.5± 1.2	Could be improved
The teaching helps to develop my confidence	904.5	2.7± 1.3	Could be improved
The teaching time is put to good use	770.5	2.3± 1.3	Could be improved
The teaching over emphasizes factual learning	469	1.4± 1.3	Problematic
I am clear about the learning objectives of the course	435.5	1.3± 1.3	Problematic
The teaching encourages me to be an active learner	871	2.6± 1.3	Could be improved
Long term learning is emphasized over short-term learning	837.5	2.5± 1.3	Could be improved

the teaching is too teacher centered	770.5	2.3± 1.3	Could be improved
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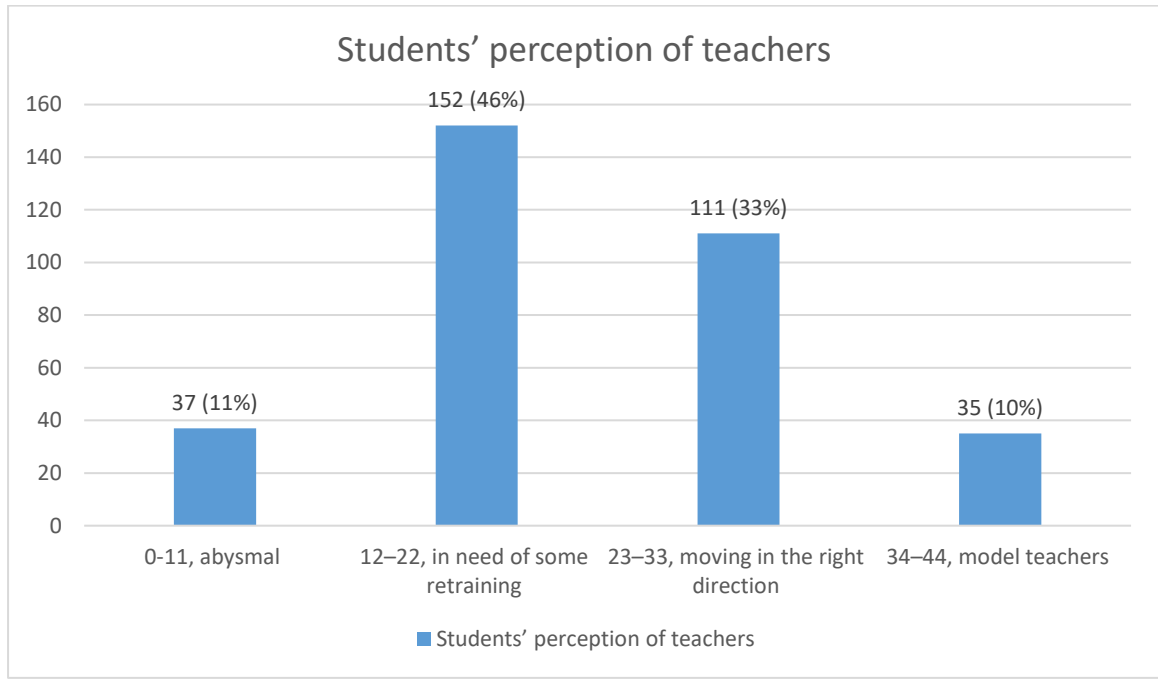


Figure 3: Student's perception of teachers of Napata Medical Collage students (n=335).

Table 3: Student's perception of teachers of Napata Medical Collage students (n=335).

Question	Frequency	Mean± SD	Meaning
The course organizers are knowledgeable	837.5	2.5± 1.3	Could be improved
The course organizers espouse a patient centered approach to counseling	837.5	2.5± 1.2	Could be improved
The course organizers ridicule the students	435.5	1.3± 1.4	Problematic
The course organizers are authoritarian	469	1.4± 1.4	Problematic
The course organizers appear to have effective communication skills with patients	469	1.4± 1.3	Problematic
The course organizers are good at providing feedback to students	804	2.4± 1.3	Could be improved
The course organizers provide constructive criticism	703.5	2.1± 1.3	Could be improved
The course organizers give clear examples	837.5	2.5± 1.2	Could be improved
The course organizers get angry in teaching sessions	536	1.6± 1.4	Problematic
The course organizers are well prepared for their teaching session	804	2.4± 1.2	Problematic
The students irritate the course organizers	502.5	1.5± 1.3	Problematic

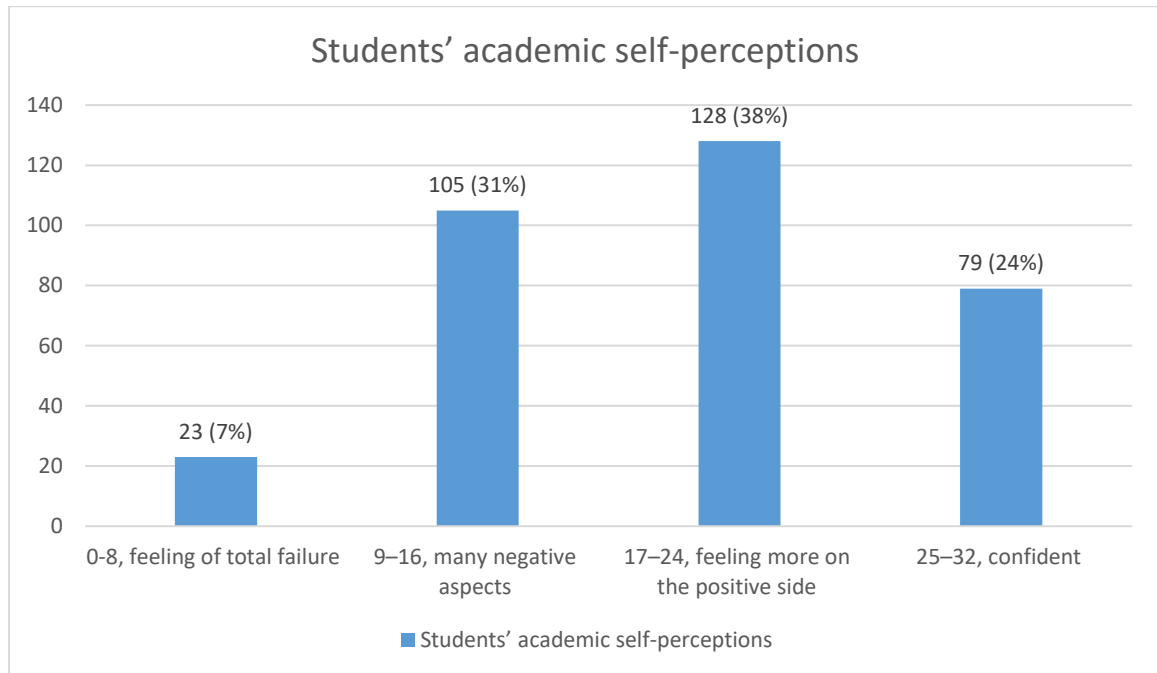


Figure 4: Student's academic self-perception of Napata Medical Collage students (n=335).

Table 4: Student's academic self-perception of Napata Medical Collage students (n=335).

Question	Frequency	Mean± SD	Meaning
Learning strategies that worked for me before continue to work for me now	670	2± 1.3	Could be improved
I am confident about passing this year	402	1.2± 1.3	Problematic
I feel I am being well prepared for my profession	837.5	2.5± 1.3	Could be improved
Last year's work has been a good preparation for this years' work	837.5	2.5± 1.3	Could be improved
I am able to memorize all I need	837.5	2.5± 1.3	Could be improved
I have learned a lot about empathy in my profession	938	2.8± 1.3	Could be improved
My problem-solving skills are being well developed	837.5	2.5± 1.3	Could be improved
Much of what I have to learn seems relevant to a career in healthcare	904.5	2.7± 1.3	Could be improved

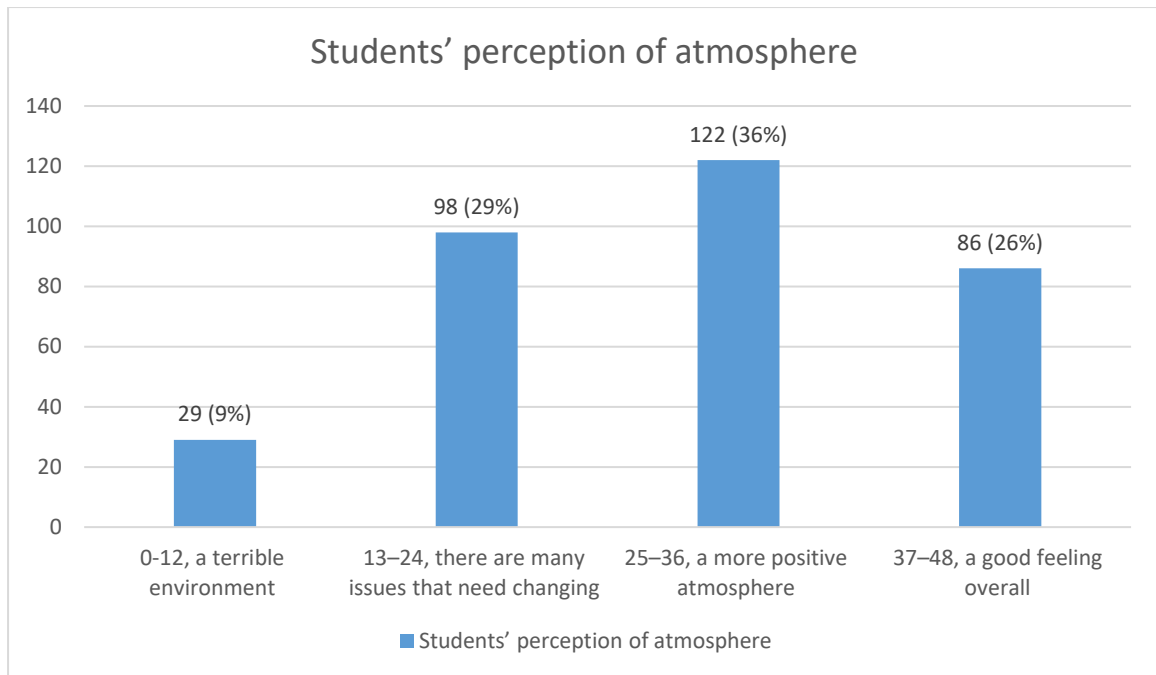


Figure 5: Student’s perception of Atmosphere (Environmen) of Napata Medical Collage students (n=335).

Table 5: Student's perception of Atmosphere (Environment) of Napata Medical Collage students (n=335).

Question	Frequency	Mean± SD	Meaning
The Atmosphere (Environment) is relaxed during teaching	804	2.4± 1.2	Could be improved
The course is well time tabled	703.5	2.1± 1.4	Could be improved
Cheating is a problem in this course	703.5	2.1± 1.5	Could be improved
The Atmosphere (Environment) is relaxed during lectures	536	1.6± 1.2	Problematic
There are opportunities for me to develop interpersonal skills	871	2.6± 1.2	Could be improved
I feel socially comfortable in teaching sessions	770.5	2.3± 1.3	Could be improved
The Atmosphere (Environment) is relaxed during seminars/tutorials	804	2.4± 1.2	Could be improved
I find the experience disappointing	904.5	2.7± 1.3	Could be improved
I am able to concentrate well	770.5	2.3± 1.2	Could be improved
The enjoyment outweighs the stress of studying medicine	737	2.2± 1.4	Could be improved
The Atmosphere (Environment) motivated me as a learner	770.5	2.3± 1.3	Could be improved
I feel able to ask the questions I want	770.5	2.3± 1.3	Could be improved

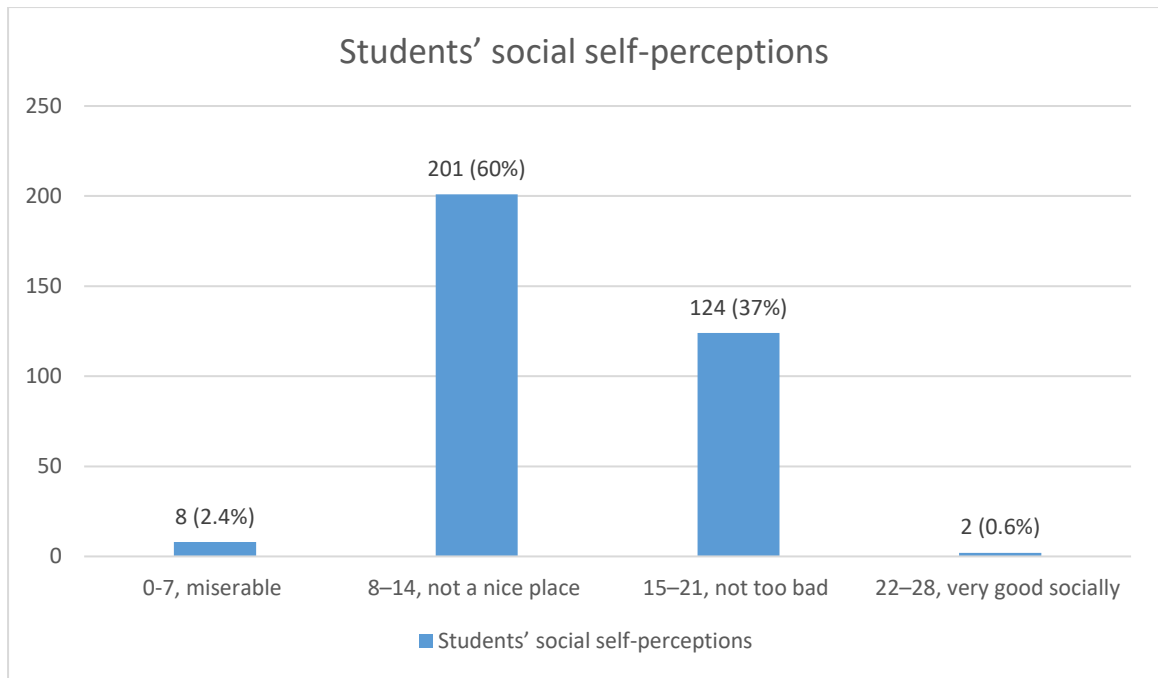


Figure 6: student's social self-perception of Napata Medical Collage students (n=335).

Table 6: Student's social self-perception of Napata Medical Collage students (n=335).

Question	Frequency	Mean± SD	Meaning
There is a good support system for students who get stressed	603	1.8± 1.4	Problematic
I am too tired to enjoy this course	603	1.8± 1.3	Problematic
I am rarely bored on this course	636.5	1.9± 1.3	Problematic
I have good friends in this course	904.5	2.7± 1.3	Could be improved
My social life is good	469	1.4± 1.3	Problematic
I seldom feel lonely	703.5	2.1± 1.4	Could be improved
My learning environment/ classroom is pleasant	569.5	1.7± 1.3	Problematic

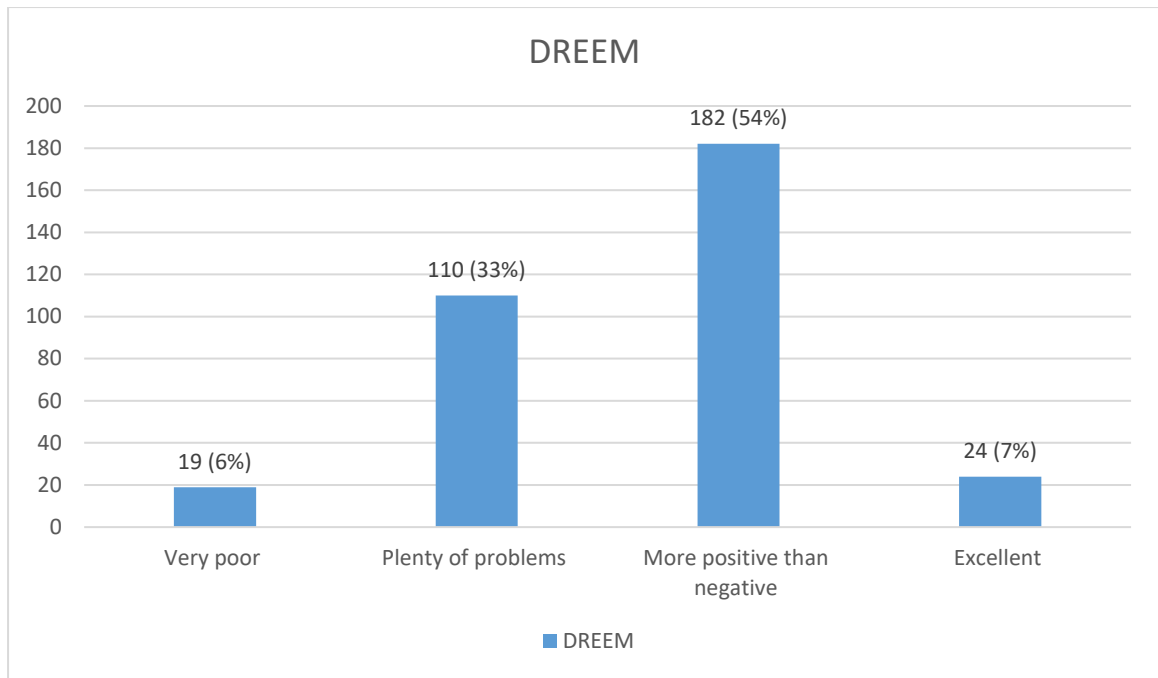


Figure 7: Overall learning environment perception of Napata Medical Collage students (n=335).

Table 7: DREEM score and subscales of Napata Medical Collage students (n=335).

	Mean± SD	Maximum possible	Percent
Students' perception of learning	26± 6	48	54%
Students' perception of teachers	21± 8	44	47%
Students' academic self-perceptions	18± 6	32	56%
Students' perception of Atmosphere (Environmen)	27± 9	48	56%
Students' social self-perceptions	13± 3	28	46%
DREEM	108± 31	200	54%

Table 8: Comparison of DREEM and subscales between males and females among Napata Medical Collage students (n=335).

		Mean± SD	p-value
SPL	Male	27± 6.6	0.02
	Female	25± 6.6	
SPT	Male	23± 9	0.01
	Female	20± 7.9	
ASP	Male	20± 6.7	0.004
	Female	17± 7	
SPA	Male	29± 9.2	0.01
	Female	26± 9.5	
SSSP	Male	14± 3.6	0.01
	Female	13± 3.5	
DREEM	Male	113± 32	0.005
	Female	104± 30	

P value >0.05 that's considered as statistically insignificant

P value ≤0.05 that's considered as statistically significant

Table 8: Comparison of DREEM and subscales between educational levels among Napata Medical Collage students (n=335).

		Mean± SD	p-value
SPL	First	26± 6.5	0.04
	Second	26± 6.7	
	Third	24± 6.7	
	Fourth	25± 6.7	
	Fifth	28± 5.8	
SPT	First	22± 7.8	0.2
	Second	22± 9	
	Third	19± 9	
	Fourth	21± 8.6	
	Fifth	22± 7.4	
ASP	First	20± 6.6	0.002
	Second	19± 6.7	
	Third	15± 7.8	
	Fourth	18± 7	
	Fifth	20± 5.6	
SPA	First	29± 9	0.02
	Second	27± 9	
	Third	24± 10	
	Fourth	26± 9.5	
	Fifth	30± 8.6	
SSSP	First	13± 3.6	0.3
	Second	14± 3.6	
	Third	13± 3.9	
	Fourth	13± 3.4	
	Fifth	13± 3.2	
DREEM	First	112± 29.5	0.03
	Second	109± 32	
	Third	97± 34.5	
	Fourth	104± 31.5	
	Fifth	113± 26	

5. Discussion

A lot of challenges are facing the medical student in his university path to acquire the knowledge and skill that qualifies him/her to be a safe doctor. This study was conducted to assess the medical education environment from students' perception in Napata medical college, Sudan.

This study included 335 students who were selected from all levels (44% males and 56% females), with a mean age of 21 ± 4 years. Overall, learning environment in Napata medical collage was perceived as more positive than negative 108 ± 31 (54%). The perception of Napata medical college students towards their learning environment seems inferior to national universities such as university of Bahri (21), and university of Khartoum (17) in which the DREEM scores were 125, and 130, nevertheless, all laying in the same area of needing improvement. Similarly, Hongkan et al. reported in Thailand that their students showed DREEM score of 131.1 (23). However, all were better than educational environment perception reported in Iran by Aghamolaei et al. as DREEM score was 99 (18).

Regarding DREEM subscales, students prominently perceived learning, academic self-perception, and Atmosphere (Environmen) as more positive than negative (Could be improved). However, defective areas were Students' perception of teachers (47%) and Students' social self-perceptions (46%). Teachers were perceived as in need of some retraining. Problematic areas perceived were that students perceived teachers as ridiculing, authoritarian, angry in sessions, and irritating, they also perceived teacher's communication, and preparedness as problematic. Moreover, students perceived the collage as not a nice place socially; plenty of areas were problematic, including support for stressed students, students felt too tired, bored, and perceived social life as less good, and not pleasant. This similar to the findings at Alzaiem Alazhari University in which social aspect was perceived as in a need to be improved (21).

Regarding the more positive subscales ; Students prominently perceived learning as more positive than negative (57.6%) ,However, problematic areas perceived were

competence helping by teaching, learning factuality, and the clearness of learning objectives .while Student's academic self-perception, they felt more in the positive side (38%) . The only problematic area was confidence in passing the year. Atmosphere (Environmen) was perceived as more positive (36%), the only problematic area was the unrelaxing nature of the Atmosphere (Environmen) during lectures.

Comparison between males and females revealed that, males showed better perception of all DREEM components than females. Similarly, In Thailand Hongkan et al. found that Sex was associated with certain DREEM subscales (23). However, this was contradicting to the findings in university of Khartoum, where students' female gender had significantly higher mean (SD) overall DREEM score than male students (17). On the other hand Aghamolaei et al reported that there was no significant difference between male and female students in educational environment subscales (18).

Comparison between different levels revealed that, the third year students showed poor perception of all DREEM components compared to the other levels. Similar findings were observed by Hongkan et al. as years of study was associated with certain DREEM subscales (23). This can be explained by the academic pressure in certain years, and this is supported by the findings in the university of Bahri that suggest revision of the faculty curriculum(21).

Conclusion

The study found that educational environment in Napata medical college is more positive than negative. However, problematic perceived areas were teachers and social environment.

Males showed better perception than females, while the third year students showed the worst perception.

Recommendations

For the authority of Napata medical college it is important to take in consideration to improve the students perception of teachers and to establish a social system in the college that provide support to students such as mentoring program

For students, continuous researches in this this topic are needed regularly to follow the progression of student's perception to evaluate improvement and to identify problematic areas,in addition to creation of our own Questionnaire that fits the country's conditions and student's expectations

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Appendix: Questionnaire

Questionnaire

Section one:

Age.....

Gender: 1. Male 2. Female

Level of education

1. First
2. Second
3. Third
4. Fourth
5. Fifth

Section 2: DREEM

Rate the following statements from 0 to 4

		0	1	2	3	4
1	I am encouraged to participate in teaching sessions أنا مدعو للمشاركة في جلسات التدريس					
2	The teaching is often stimulating محفزًا غالبًا ما يكون التدريس					
3	The teaching is student's centered محور عملية التدريس يكون الطالب هو					
4	The teaching helps to develop my competence تساعد عملية التدريس في تطوير روح المنافسة لدي					
5	The teaching is well focused التدريس مركّز بشكل جيد					
6	The teaching helps to develop my confidence التدريس يساعد تنمية ثقتي بنفسي					
7	The teaching time is put to good use التدريس بشكل جيد يتم استخدام وقت					
8	The teaching over emphasizes factual learning يؤكد التدريس على التعلم الواقعي					
9	I am clear about the learning objectives of the course اهداف تعلم الكورس واضحة بالنسبة الي					
10	The teaching encourages me to be an active learner عملية التدريس تشجعني ع ان اكون متعلما نشطا					
11	Long term learning is emphasized over short-term learning يتم التأكيد على التعلم طويل المدى أكثر من التعلم قصير المدى					
12	the teaching is too teacher centered كبير التدريس يتمحور حول المعلم بشكل					
13	The course organizers are knowledgeable منظمو					

	الكورس على دراية كافيته بكل جوانب الكورس					
14	The course organizers espouse a patient centered approach to counseling يتبنى منظمو الكورس نهجًا يركز على المريض في تقديم المشورة					
15	The course organizers ridicule the students يسخر منظمو الكورس من الطلاب					
16	The course organizers are authoritarian منظمو الكورس سلطويون					
17	The course organizers appear to have effective communication skills with patients يبدو أن منظمي الكورسات لديهم مهارات تواصل فعالة مع المرضى					
18	The course organizers are good at providing feedback to students يُجيد منظمو الكورسات تقديم الملاحظات للطلاب					
19	The course organizers provide constructive criticism يقدم منظمو الكورسات النقد البناء					
20	The course organizers give clear examples يعطي منظمو الكورسات أمثلة واضحة					
21	The course organizers get angry in teaching sessions يغضب منظمو الكورسات في جلسات التدريس					
22	The course organizers are well prepared for their teaching session منظمي الكورسات على استعداد جيد لجلسة التدريس الخاصة بهم					
23	The students irritate the course organizers الطلاب يزعجون منظمي الكورسات					
24	Learning strategies that worked for me before continue to work for me now استراتيجيات التعلم التي عملت لي قبل أن تستمر في العمل معي الآن					
25	I am confident about passing this year أنا واثق من اجتياز هذا العام					

26	I feel I am being well prepared for my profession أشعر أنني مستعد جيدًا لمهنتي					
27	Last year's work has been a good preparation for this years' work كان عمل العام الماضي بمثابة إعداد جيد لعمل هذا العام					
28	I am able to memorize all I need أنا قادر على حفظ كل ما أحتاجه					
29	I have learned a lot about empathy in my profession لقد تعلمت الكثير عن التعاطف في مهنتي					
30	My problem-solving skills are being well developed يتم تطوير مهارات حل المشكلات بشكل جيد					
31	Much of what I have to learn seems relevant to a career in healthcare يبدو أن الكثير مما يجب أن أتعلمه وثيق الصلة بمهنة في مجال الرعاية الصحية					
32	The Atmosphere (Environmen) is relaxed during teaching الجو مريح أثناء التدريس					
33	The course is well time tabled الكورسات جيدة من حيث الجدول الزمني					
34	Cheating is a problem in this course الغش مشكلة في هذا الكورس					
35	The Atmosphere (Environmen) is relaxed during lectures الجو مريح أثناء المحاضرات					
36	There are opportunities for me to develop interpersonal skills هناك فرص بالنسبة لي لتطوير مهارات التعامل مع الآخرين					
37	I feel socially comfortable in teaching sessions أشعر براحة اجتماعية في جلسات التدريس					
38	The Atmosphere (Environmen) is relaxed during seminars/tutorials الجو مريح خلال الندوات /					

	الدروس						
39	I find the experience disappointing للآمال أجد التجربة مخيبة						
40	I am able to concentrate well جيد أنا قادر على التركيز بشكل						
41	The enjoyment outweighs the stress of studying المتعة تفوق ضغوط دراسة الطب medicine						
42	The Atmosphere (Environmen) motivated me as a learner لقد حفزني الجو بصفتي متعلماً						
43	I feel able to ask the questions I want على طرح الأسئلة التي أريدها أشعر أنني قادر						
44	There is a good support system for students who get stressed يوجد نظام دعم جيد للطلاب الذين يتعرضون للتوتر						
45	I am too tired to enjoy this course الاستمتاع بهذا الكورس أنا متعب جداً من						
46	I am rarely bored on this course هذا الكورس نادراً ما أشعر بالملل في						
47	I have good friends in this course في هذا الكورس لدي أصدقاء جيّدون						
48	My social life is good حياتي الاجتماعية جيدة						
49	I seldom feel lonely نادراً ما أشعر بالوحدة						
50	My learning environment/ classroom is pleasant بيئة التعلم / حجرة الدراسة ممتعة						