The Relationship between Educational Climate and Nursing Students' Achievement in Nursing Schools at Dakahlia Governorate

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Abstract: **The integrated nursing educational environment remains to have a crucial influence on student achievement, behaviors, satisfaction and success. The aim of the study: To examine the relationship between educational climate and nursing students' achievement. Subject and Methods: Research design: Descriptive correlational design was used to achieve study objectives. Setting: This study was conducted in five female secondary nursing schools in Dakahlia Governorate. Subject: included all nurse students in different academic years in the five nursing schools (n = 463). Two tools were used for data collection, namely; Dundee Ready Educational Environment Measure and student achievement scale. The results revealed that the highest percentage of the nursing students in all nursing schools perceived the educational climate more positive than negative and slightly less than the half of the nursing students had a very good level of achievement (45.8%). Conclusion: There is no statistically significant relationship between educational climate as perceived by nursing students and their achievement levels. Recommendations: Conduct an orientation program for the teachers in nursing education should consist of a comprehensive overview of the curriculum, evaluation process as well as clinical teaching before they begin teaching. Use of the DREEM as a regular monitoring tool would permit timely interventions to remediate problematic areas, which translates into improved student perceptions of the educational experience.**

Keywords: **Achievement, Educational climate, Nurse student, Nursing school.**

1. INTRODUCTION

Instructive environment plays a significant part as a key component in advancing nursing students' learning, and basic considering capacities with a ensuing change in students' inspiration, competition, fulfillment, self-efficacy, and self-confidence **(Zengin et al., 2014)**. The instructive environment is where the teaching-learning handle takes put and incorporates the physical, mental, psychosocial, social, and motivational components that stipulate both understudies and teachers' interaction through the educating and learning handle **(Tokuda et al., 2010)**.

The educational climate is defined as the environment perceived via the students as well as by the teachers, this point of view is based on three important components: the physical, intellectual and emotional climate **(Hannah, 2013).** It includes norms, values, and expectations that support people feel social, emotional, and physical safety. When students, as well as parents, educators and community members, walk into school, they quickly begin to form judgments about the experience of living and working in that school **(Dagnew, 2014)**. Educational climate should be suitable and good as it has a direct link with society with a large percent. It has a direct effect on the personality of the students who are the backbones of the nation so it is important to maintain a healthy school climate **(Lawrence et al.,2012).**

A few analysts detailed a relationship between the learning environment and the results of students' clinical and scholastic accomplishment **(Pitt et al., 2012).** Academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Numerous factors affect the academic progress and learning

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performance of students: age, gender, school education, residential area students come from, medium of instruction in schools, tuition trends, daily study hours, accommodation and the socio-economic background of the parents or guardians **(Ali et al, 2013).**

The approaching benefits of a well-structured instructive environment incorporate; expanded students' certainty, duty, information, abilities, learning openings, and hones. On the other hand, the unfavorable impacts include; push, scholastic disappointment or dropout, and the improvement of undesirable behaviors and demeanors **(Youssef, et al, 2013**).

Understudies play a major part within the teaching-learning handle by assessing their educational environment, and this can be considered a critical pointer of the viability and palatable instructive results accomplishment. Hence, it is basic for nursing teachers and analysts to depend on a substantial apparatus to evaluate the students' recognition of their instructive situations **(Al-Naggar et al., 2014).**

Significance of the study:

Since the coordinates nursing instructive environment remains to have a pivotal impact on the understudy accomplishment, behaviors, fulfillment and victory, which requires, the got to get a point by point input from nursing understudies with respect to both their clinical and scholastic encounters,

In arrange to supply a useful direct for vital arranging, asset utilization as well as remedial activities of contrarily seen students' concerns for future scholastic change. Numerous sorts of investigate primarily emphasized on the clinical environment and understudy recognitions without examining the relationship between their discernments and scholastic results **(Berntsen and Bjork (2010); Soemantri et al., 2010).** The current think about inspected the relationship between instructive climate and nursing students' accomplishment in schools of nursing.

Aim of the study:

The aim of this study was to examine the relationship between perception of nurse students toward educational climate and their academic achievement

Research Questions:

1 :what are the nurse students' perceptions of the educational climate?

2 :what are the achievement grades of nurse students?'

3 :Is there a relationship between the perception of nurse students toward educational climate and their academic achievement?

2. SUBJECTS AND METHODS

Research design :

A descriptive correlational design was used to achieve this study.

Study Setting:

This study was conducted in five female secondary nursing schools in Dakahlia Governorate, were selected through a systematic random sample of 16 female nursing school in Dakahlia Governorate based on geographical **place Study Subjects**:

The subject of this study included all nurse students in the different academic years in the five nursing schools the total number was (n ⁼463).

Tools of data collection:

In order to fulfill the objectives of the study three tools were used to collect the data:

TOOL (I): Dundee Ready Educational Environment Measure (DREEM): It was developed by Roff et al, (1997) to assess the opinion of nurse students toward the educational climate. It consists of two parts:

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Part I: Personal characteristics of the nursing students to collect data about the name, age, the academic year of the students, and name of the school .

Part: Dundee Ready Educational Environment Measure (DREEM). It consists of 50 items, grouped under five domains of student's self-perceptions regarding Learning (12 items), teachers (11 items), students' academic self-perceptions (8 items) students' perceptions of the atmosphere (12 items) and students' social self-perceptions (7 items).

Scoring system:

The responses of the statements were measured by using a four-point Likert scale with 4 = strongly agree, 3 =agree, 2=unsure, and 1= disagree.

Total DREEM Scores

. If the score range from 0–50 the climate considered very poor

If the score range from 51-100 the climate considered plenty of problems.

If the score range from 101-150 the climate considered more positive than negative.

If the score range from 151-200 the climate considered excellent.

TOOL (II): Students achievement scale: It was developed by the researcher, based on nurse students final score. The form contains a student name and grade. The students score ranging from excellent to fail, according to the nursing school grade :

Scoring system: the student achievement levels considered

Excellent if the score range from 85% to 100% .

Very good if the score range from 75% to less than 85% .

Good if the score range from 60% to less than 75% .

Acceptable if the score range from 60% to less than 65% .

Fail if the score of less than 60% .

Content Validity and Reliability:

The Dundee prepared instructive environment degree was interpreted into Arabic and presented to jury individuals. Legitimacy was set up by five specialists; three right hand teacher of nursing organization, one partner teacher of gynecology and obstetrics wellbeing nursing from staff of nursing, Mansoura college and one collaborator teacher of nursing organization from workforce of nursing, Zagazig college. Specialists were asked to precise their conclusions and comments on the devices and give any recommendations for increases or exclusions of things. Concurring to their suppositions, minor recommended modifications were done and the ultimate shape was arranged. The unwavering quality of the device of information collection measured through evaluating its inside consistency which utilized Cronbach's Alpha test result was 0.889 for Dundee Prepared Instructive Environment Degree.

Fieldwork:

The data has been collected through 2 months, throughout the period from the beginning of March until the end of April 2017 by visiting each school to collect data three days per week during the study day at the break between lectures. The Dundee Ready Educational Environment Measure was distributed to the nurse students, filled and collected on the same day about 30 scales are collected each day. In each class, the researcher explains the aim of the study and components of the tools to nurse students and assure them that their responses will be confidential and will be used only for the research purpose, and taken their oral consent. Students filled in the forms by themselves in the presence of the researcher to answer any questions that students might have about the tool and ensure the objectivity of the responses and to check that all items were answered. The time needed to fill the forms was 20-30 minutes. Students' achievement grades were filled by the researcher at the end of the academic year according to the policy of the nursing schools, each school takes one week to collect the data.

Pilot study:

A pilot study was carried after the development of the tools before starting the actual data collection. The pilot study aimed to confirm, understand clarity of the tool. In addition, to estimate the time of filling the tool, the pilot study was conducted one week before collecting the data. It was carried about 10% (46) of nursing students. The sample selected randomly and necessary modifications include clarification, rewording few items were made and results of pilot sample were excluded from the results.

Ethical consideration and Administration:

The research approval was obtained from the Scientific Research Ethical Committee in the Faculty of Nursing at Mansoura University prior to the study. Official permission was obtained from the responsible administrator of the schools at the ministry of health to conduct this study and another permission was taken from each school's director to be aware of the aim of the research.

Statistical Analysis:

Information passage and factual examination were done utilizing the Measurable Bundle for Social Science (SPSS), adaptation 16.0. Information were displayed in tables and figure utilizing expressive insights within the shape of frequencies and rates for subjective factors, and implies and standard deviations for quantitative factors. Chi-square ($\chi 2$) test was utilized to test the affiliation between factors. The F esteem of the ANOVA test was calculated. Factual centrality was considered at p-value <0.05 whereas, a p-value of <0.001 shows a profoundly critical result.

3. RESULTS

Table (1) shows the personal characteristics of nurse students in the study settings. It's clear from the table that the highest percentage of nurse students were in the age group range from 15 -17 years old in Belqas, Gamesa, Senbelaween, Met Ghamer and Meniat Elnasr schools (67.8%, 53.6%, 62.8%, 67.8% & 67.8 %, respectively).

Table (2) shows levels of educational climate domains as perceived by the nurse students. It's clear from the table the highest percentage of nursing students in all nursing schools perceived the educational climate more positive than negative with statistically significant differences ($_\chi 2 = 39.18$ and $P = 0.000$).

Table (3) shows the achievement levels of nursing students. It's clear from the table near from the half of the nursing students had a very good level of achievement (45.8%), while the lowest percentage of the nursing students had an acceptable level of achievement (1.5%).

Table (4) shows the academic achievement levels of nursing students in the study settings. It's clear from the table there is no statistically significant difference between achievement levels of nursing students in the different nursing schools ($_\chi 2 = 3. 73$ & $p = . 88$). The highest percentage of nurse students had a very good level of achievement in all nursing schools except more than half of the nurse students in Meniat Elnasr had an excellent level (48.9 %, 41.8 %, 60.5 %, 50% & 58.6%, respectively).

Table (5) appears the connection between nurture students' accomplishment levels and their individual characteristics. It's clear from the table there's a factually noteworthy distinction between students' accomplishment and their age and scholastic year ($_\chi 2 = 120.63$, 124.90, & $P = 0.000$ & 0.000, separately).

Table (6) shows the relationship between the educational climate as perceived by nurse students and their personal characteristics. It's clear from the table that there is a highly statistically significant difference between educational climate as perceived by nursing students and their age and the academic year ($_\chi 2 = 13. 90$, 28.71, $P = 0. 001$ & $0. 000$, respectively).(

Table (7) shows a relation between educational climate and nurse students' academic achievement levels as perceived by nurse students in the study setting. It's clear from the table that there is no statistically significant relationship between educational climate as perceived by nursing students and their achievement levels ($_\chi 2 = 12.94$, $P = 0.11$).

4. DISCUSSION

The nursing instructive environment gives a significant impact on understudy behaviors, fulfillment, and accomplishment. Nursing instruction is comprised of two complementary components: hypothetical preparing and viable preparing (Nabolsia et al.,2012). Hence, it is pivotal to get comprehensive input from nursing understudies with respect to both their clinical and scholastic encounters. In any case, the instructive environment is challenged by various stresses, arrangements, and hones inside the classroom and/ or clinical settings (Shalaby and Al-Dilh2015) In this manner, the current consider pointed to look at the relationship between instructive climate and nursing students' accomplishment.

Three questions were answered in the present study. The first question was what are the nurse students' perceptions of the educational school climate? The second was what are the nurse students' achievement grades? And the third was is there a relationship between perception of nurse students regarding educational climate and their achievement grade？ To answer the study questions, light ought to be coordinated to sociodemographic characteristics of the studied groups.

The findings of the present study indicated that all nursing students in the different nursing schools were female and the highest percentages of nursing students were in the age group range from fifteen to seventeen years old with the mean age of 17 years. It may due to the nursing occupation is feminists and they consider that the studying of nursing is an opportunity and occupation after graduation match with the female rather than male, also girls more willing than men to study in nursing, this gives the explanation for this result.

These findings were an agreement with a study Carried out at Faculty of Nursing, Benha university by **Abdullah (2014)** who assess the effect of time management educational program for nursing students on their productivity and found that the highest percentages of the nursing students were female. Again, these findings go in line with a study in Faculty of Nursing, Zagazig university by **Ibhraim** who found that almost all of the student nurses were female. On the other hand the findings of the present study disagreement with a study of **Idon et al (2015)** who found that the highest percentages of the nursing students were male.

The discoveries of the current consider appeared that the most noteworthy rate of nursing understudies in all nursing schools had more positive than the negative level of discernment toward their instructive climate which passes on the message that the scholastic institution succeeded to impact the students' mindfulness of the effect of the instructive environment on their future scholarly advancement. This may be due to all understudies are uncovered to the same educational program, scholastic necessities and instructing strategies along with the similitude of their culture. This demonstrated an environment exceedingly conducive to learning, imaginative educational program, expecting to show more student-centered educational program, clinical instructors' are neighborly and are supportive in learning, and accept that school bolster and students' inspiration to memorize are variables that moreover impact the positive recognition and tend to appear more fulfillment with their instructive situations.

The finding of the current study is in agreement with the study conducted at Iranian by **Aghamolaei & Fazel (2010)** who assess the Medical students' perceptions of the educational environment at a Medical Sciences University and found the educational environment was perceived as more positive than negative among students.

Also, the study conducted at KSA by **Sayed and El said (2012)**   who identify the perceptions of students toward the educational environment and found that the highest percentage of nurse students had more positive than the negative level of perception toward their educational climate. Again the study carried out in   Iranian by **Hamid et al** who assesses the nursing students' perceptions of their educational environment based on the DREEM model in an Iranian university and found that the highest percentage of nurse students had more positive than the negative level of perception toward their educational climate. In this respect,   the previous study conducted at Iranian by **Bakhshi et al. (2014)** who assess the students' perceptions of the educational climate.

The environment in an Iranian Therapeutic School and found that the understudies seen the instructive environment more positive than negative. As well, a think about conducted at Pakistan by **Sundus et al.(2014)** who survey the recognition of restorative understudies toward their therapeutic, instructive environment-expected versus real recognitions and found that the instructive environment seen more positive than negative by understudies. Once more the ponder carried out by **Payne**

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& Glaspie (2014) who detailed that the understudies seen their scholastic institution as more positive than the negative instructive environment.

On the same line, the study carried out in Nigeria by **Idon et al** who assesses the nurse students' perceptions of the dental education environment using the DREEM inventory and indicates a "more positive than negative" perception of the environment. As well as the study conducted at King Saud Bin Abdul-Aziz University by **Shalaby& Aljezani (2019)** who explore the relationship between the perceived educational environment and academic achievement among critical care student nurses and found that most students perceived their educational environment is more positive than negative.

The discoveries of the current think about appeared that somewhat less than the half of the nursing understudies had an awfully great level of accomplishment, whereas the most reduced rate of the nursing understudies had an satisfactory level of accomplishment in all nursing schools. These discoveries may be related to that the understudies stood up to with a few troubles in examining nursing courses in English whereas their to begin with dialect was Arabic. Whereas this result was in difference with the discoveries of **Dube & Mlotshwa (2018)** who found that the most noteworthy rate of nurture understudies had an normal level of accomplishment. Moreover the consider of **Salari et al (2018**) who found that students' normal scholastic accomplishment.

The finding of the present study showed that there is a statistical significant difference between students' achievement and their age and year-level of enrollment, the nurse students in the third year and had aged more than 17 years had a very good level of achievement. Increasing age comes with strains and responsibilities which could affect academic performance positively. While the increase in age and year-level of enrollment can be said to increase understanding of concepts, it can also bring out the decline in grasping of concept, as well as, they become more familiar with an abbreviation and terminology that used in medical and nursing courses

These results were in agreement with **Jabor et al (2011)** who assess the influence of age and gender on the students' achievement and found that there is a statistical significant difference between students' achievement and their age. Also the study of **Chidiebere et al (2016)** who found that there is a statistically significant difference between students' achievement and their age and year-level of enrollment.

Shockingly, in spite of the students' tall discernment of their instructive environment, somewhat less than the half of the nursing understudies had an awfully great level of accomplishment, the current ponder, discoveries uncovered no noteworthy relationship between students' recognition of instructive climate levels with their accomplishment levels. Which maybe due to nature and complexity level of nursing courses in both hypothetical and clinical parts which enveloped numerous assignments, tests, and exam, as well all stretch inciting components within the clinical settings as, advanced mechanical machines, new nursing staff, need of involvement, and complex critically or terminally sick patients. As well as, this may be due to other inborn components that may impact scholastic accomplishments, such as learning inspiration, ponder propensities, and examination execution.

Additionally, the have to be increment students' discernment of the by and large instructive environment to be more excellent rather than more positive than negative and to extend the impact of how much the understudies seen their instructive environment on their execution, results and scholarly fulfillment. Comparative to the discoveries of **Payne and Glaspie (2014)** who detailed no relationship between nursing understudies instructive environment discernment with their scholarly results. Too **Shalaby& Aljezani (2019)** Who appeared no factually noteworthy relationship between students' scholarly accomplishment and their instructive environment discernment. This result is incongruent with the ponder of **Khursheed and Baig (2014)** who detailed a direct relationship between students' discernments of the learning environment with their scholarly accomplishments. These discoveries are conflicting with the comes about of the past ponders of **Al-Qahtani (2015); Stop et al (2015); Kim et al (2016)** who found that t

5. CONCLUSION

The current study concluded that the nursing students in the school of Nursing perceived their educational climate as more positive than negative. A near from half of the nursing students had a very good level of achievement. In addition, there is no significant correlation between students' educational environment perception with their academic achievement.

6. RECOMMENDATION

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1. Conduct orientation program for the teachers in nursing education should consist of a comprehensive overview of the curriculum, evaluation process as well as clinical teaching before they begin teaching.

2. The proposed orientation program could comprise of a five-day workshop. The workshop should address the school's philosophy. Vision and a comprehensive overview of the curriculum contents, clinical teaching. assessment and feedback could be detailed and new teachers are given opportunities to practice during the workshop

3. Ongoing evaluation of learning environment should be emphasized to address any further correlation factors that may predispose to students' unsatisfactory academic achievement.

4. Improve teacher-studentnt interaction through mentorship or teacher, guardian programs, where the teacher can identify students who are in need of help and necessary measures can be taken to support them

5. The school administration should organize regular faculty development activities to address issues on academic dishonesty among students, helping students cope with difficulty in learning, improving schedules so students are kept informed and prepared for their learning activities.

6. The school administration should create a harmonious learning environment during students' clinical postings and providing strong student support facilities for counseling, sporting, and cultural activities on the campus .

7. Use of the DREEM as a regular monitoring tool would permit timely interventions to remediate problematic areas, which translates into improved student perceptions of the educational experience .

8. Formative evaluation of the nursing students to identify the weak areas of students' performance and take the corrective action.

Table (1): Personal characteristics of nurse students in study settings(n=463) .

Personal Characteristics	Nursing schools									
	Belqas (n=90)		Gamasa (n=110)		senbelaween (n=86)		Met Ghamr (n=90)		Meniat Elnasr (n=87)	
	No	%	No	%	No	%	No	%	No	%
Age (years)										
15-17	61	67.8	59	53.6	54	62.8	61	67.8	59	67.8
>17	29	32.2	51	46.4	32	37.2	29	32.2	28	32.2
Mean±SD	17.0 (0.82)		17.17(0.85)		17.0 (0.86)		19.97 (0.85)		16.92 (0.84)	
Academic year										
First year	30	33.3	32	29.1	28	32.6	31	34.4	29	33.3
Second year	30	33.3	48	43.6	29	33.7	30	33.3	30	43.5
Third year	30	33.3	30	27.3	29	33.7	29	32.2	28	32.2

Table (2): Levels of the educational climate as perceived by the nurse students in the study setting (n⁼ 463).

Educational climate levels	Nursing schools										$\chi 2$ P-value
	Belqas (n=90)		Gamasa (n=110)		senbelawee n (n=86)		Met Ghamr (n=90)		Meniat Elnasr (n=87)		
	No	%	No	%	No	%	No	%	No	%	
▪ Poor	0	0	0	0	0	0	0	0	0	0	39.18
▪ Plenty of problems	0	0.0	0	0.0	3	3.5	1	1.1	1	1.1	**0.000****
▪ More positive than	74	82.2	94	85.5	52	60.5	80	88.9	55	63.2	

negative											
▪ Excellent	16	17.8	16	14.5	31	36.0	9	10.0	31	35.6	

Table (3): Academic achievement levels of nursing students (n=463).

Achievement levels	No	%
Failed	21	4.5
Acceptable	7	**1.5**
Good	78	16.8
Very good	212	**45.8**
Excellent	145	31.3

Table (4): Academic achievement levels of nursing students in the study settings (n⁼463).

Achievement levels	Schools of nursing									
	Belqas (n=90)		Gamasa (n=110)		senbelaween (n=86)		Met Ghamr (n=90)		Meniat Elnasr (n=87)	
	No	%	No	%	No	%	No	%	No	%
Failed	4	4.4	13	11.8	2	2.3	0	0.0	2	2.3
Acceptable	0	0.0	4	3.6	1	1.2	2	2.2	0	0.0
Good	11	12.2	42	38.2	3	3.5	13	14.4	9	10.3
Very good	44	**48.9**	46	**41.8**	52	**60.5**	45	**50.0**	25	28.7
Excellent	31	34.4	5	4.5	28	32.6	30	33.3	51	**58.6**
χ^2 P*	**3.73**		**.88**							

Table (5): Relation between nurse students' achievement levels and their personal characteristics (n=463).

Characteristics	Students' achievement levels									
	Failed		Acceptable		Good		Very good		Excellent	
Age (years)	No	%	No	%	No	%	No	%	No	%
15-17	17	5.8	4	1.4	24	8.2	109	37.1	140	47.6
>17	4	2.4	3	1.8	54	32.0	103	60.9	5	3.0
χ^2 P	120.63 0.000**									
Academic year										
First year	16	10.7	3	2.0	12	8.0	50	33.3	69	46.0
Second year	1	0.6	4	2.4	20	12.0	69	41.3	73	43.7
Third year	4	2.7	0	0.0	46	31.5	93	63.	3	2.1
χ^2 P	124.90 0.000**									

Table (6): Relation between the educational climate as perceived by nursing students and their personal characteristics (n=463)

Levels of educational climate	Age (years)				χ^2 P*	Academic year						χ^2 P*
	15-17		>17			First year		Second year		Third year		
	No	%	No	%		No	%	No	%	No	%	
					13.90 0.001 **							28.71 0.000 **
Very poor	0	0	0	0		0	0	0	0	0	0	
Plenty of problems	2	40.0	3	60.0		2	40.0	0	0.0	3	60.0	

More positive than negative	211	59.4	144	40.6		123	34.6	108	30.4	124	34.9	
Excellent	81	78.6	22	21.4		25	24.3	59	57.3	19	18.4	

Table (7): Relation between the educational climate as perceived by nursing students and their academic achievement levels in the study setting (n=463).

Levels of educational climate	Students' achievement levels										χ^2 P
	Failed		Acceptable		Good		Very good		Excellent		
	No	%	No	%	No	%	No	%	No	%	
Very poor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	**12.94 0.11**
Plenty of problems	0	0.0	0	0.0	0	0.0	3	60.0	2	40.0	
More positive than negative	18	5.1	6	1.7	64	18.0	170	47.9	97	27.3	
Excellent	3	2.9	1	1.0	14	13.6	39	37.9	46	44.7	

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