Relationship Between Learning Environment and Students' Satisfaction at Faculty of Nursing In Port Said University

Prof. Dr. Gehan Mohammed Ahmed; Dr. Fathya Abdelrazek Afify;
Noha Taha El-Hosini Taha

Assistant professor of nursing administration , Faculty of Nursing, Helwan University; Lecturer of Nursing Administration, Faculty of Nursing, Suez canal University University; BSC Nursing, Faculty of Nursing, Port Said University

ABSTRACT

Learning environment is one of the critical components of the learning experience and student satisfaction also considered a core element of higher education institutions. The aim of the present research is to study the relationship between learning environment and student satisfaction among nursing students in Port Said University .A descriptive study was utilized in 2012 with a sample (133) of students in third and fourth academic year. Data were collected by two questionnaire sheets, one for assess learning environment and other for determining level of satisfaction by student satisfaction inventory (SSI). Results revealed that learning environment and student satisfaction scored a moderate level according to the student's perception. In conclusion, there is a significant relationship between learning environment and student satisfaction. Therefore, it is recommended that faculty should increase facilities that create appropriate learning environment. In addition, it takes needed measured toward increase level of satisfaction among their students.

Key Words: *Learning Environment, Student Satisfaction*

INTRODUCTION

The quality of teaching and learning environment in university campus is continuing notional concern. The environment is considered as the complex set of physical, geographic, biological, social, cultural and political condition that surrounds an individual and determines his form and nature of survival. So, learning environment at a campus of higher education is the aggregate of all external conditions and factors influencing the life and nurturing of university students *(Armanix Botturil, 2005).* Hence assessing the learning environment is of vital importance.

Each student is an individual possessing a variety of knowledge, skills, values, beliefs and needs that will help form the nursing professional that the nursing student wishes to become. It is important for administers to meet the needs of these students by establishing professional relationships that are positive and empowering in nature, ultimately providing students with a learning environment that supports their personal and professional goals *(Diane & Judith , 2009).*

Students learn most effectively in environments that facilitate learning by encouraging, supporting and making them feel they are part of the team *(Papp, 2003).* If the environment is un practicable, unstructured and over whelming, students can be left with feelings of vulnerability and anxiety.

According to the world changes and globalization, higher education has customer-oriented to the students. "Because of the positive relationships between student satisfaction and institutional characteristics such as student retention and graduation rates, many universities have incorporate some measure of satisfaction in their marketing campaigns, recruitment initiatives, and planning process. "As a measure of the college experience, student satisfaction is an important indicator for colleges and universities" *(Elliott, 2002).*

Satisfaction is defined as the psychological state, which results from confirmation or disconfirmations of expectations with reality *(Liu & Wany, 2007).* Student's Satisfaction is recognized to be an important mean to assess institutional success and effectiveness to meet the changing demands of the students and the community in the eta of close account ability, rapid technological, economical and social changes.

The concept of student satisfaction has attracted much attention in recent years and become one of the major goals of all educational institutions. A key motivation for the

growing emphasis on student satisfaction is that higher student satisfaction can lead to a stronger competitive position resulting in attracting new students and maintaining the existing ones. The satisfaction of the students strongly depends on the efforts regarding the quality of the services provided *(Temizer & Turkyilmaz, 2012).*

Studies point out that certain facts exert positive and significant influences on student satisfaction. These factors include background characteristics, participation in the external community, access to and use of college facilities and services. Faculty style of instructions, academic and social integration, learning activities, course quality and use fullness of education. *(Elliot & Shin, 2002).*

Significant of the Study:

The learning environment is one of the main components in the valuating of any medical education program (*Bassaw et al., 2003*). There is a growing recognition of the importance of the educational climate or environment in underpinning effective students' learning. Students' perception of the environment within which they study has been shown to have a significant impact on their behavior, academic progress and a sense of wellbeing (*Till, 2005*).

Also, student satisfaction has become a major challenge for the universities and it has been recognized that student satisfaction is the major source of competitive advantage and this satisfaction, also leads towards student retention attraction for new students and positive word of mouth communication, as well (*Arambe & Hall, 2009*).
In addition to, student satisfaction is of compelling interest to college and universities as they seek to continually improve the learning environment for students, meet the expectations of their constituent groups and legislative bodies and demonstrate their institutional effectiveness.

Accordingly, it is so important to study the learning environment and how it is related to students' satisfaction that it is one of targets of quality assurance and accreditation in higher education.

AIM OF STUDY:

Study the relationship between learning environment and student satisfaction among nursing students in Port Said University.

Research Questions:

- What is the opinion of nursing students in Port Said University about learning vironment?

- What is the level of students' satisfaction among nursing students in Port Said University?

- Is there a relationship between learning environment and student satisfaction among nursing student in Port Said University?

SUBJECT AND METHODS:

Subjects and methods for this study *will* portrayed under four main designs follow:

I) Technical Designs

II) Operational Design

III) Administrative Design

IV) Statistical Design

(I): TECHNICAL DESIGN

The technical design for this study included the research design, setting, subjects of the study and tools of data collection.

Research Design:

The design for this study is a descriptive correlational design study that is used to find out the relationship between learning environment and student satisfaction among nursing student.

Study Setting:

The Study was conducted at faculty of nursing, Port Said University in Port Said. It was established in 1991, as a high institute of nursing. It adopted international approached of education, which is problem based learning (PBL). Community based learning and self-learning. The teaching staff composed of 1 professor, 4 assistant professor, 45 lecturers, 50 assistant lecturers and 17 demonstrator. Regarding to the nursing curricula the first year student are studying fundamentals of nursing in term and medical surgical of nursing (1)in the other term Also the second year students are

studying medical surgical of nursing (2) in term and medical surgical of nursing (3) and emergency nursing in other term .

The third year students are studying pediatric nursing and obstetric nursing each curriculum in a term. Finally, the forth years students are studying pediatric nursing and administration in a term and community health nursing in the other.

Study Subjects:

The subjects of this study are included all nursing students at third and fourth academic year. The total sample of this study is 133 students: 1st Students in third year (51), 2nd students in fourth year (82)

TOOLS OF DATA COLLECTION:

Data for this study is collected through using two tools. They are learning environment Questionnaire and student satisfaction inventory.

TOOL (I): Learning Environment Questionnaire

It consistes of two parts:

Part (1)

   This part is included personal characteristics such as age, sex and academic year.

Part (2):

   This part is, learning environment nursing students opinionative adopted from Abd El Razik (2008). This tool is purposed to assess the learning environment consisted of 87 statements grouped items, namely: Classroom environment (9 items), curriculum (8 item), clinical environment (14 item), hospital environment (9 item), student evaluation (7 item), teacher student relationship (15 item), student relationship (7 item), and College service (18 items). The responses are measured along four points Likert Scale ranging from 4 = "strongly agree" to 1 = "strongly disagree"

Scoring System:

   The responses are measured along four points Likert Scale ranging from 4 = "strongly agree" to 1 = "strongly disagree". These scores are converted into a percentage score. The subject was considered poor if the percentage scores less than

50%, fair if the percentage score between 50-65 and good if the percentage score 65 or above .

TOOL (II): Surdents Satisfaction Inventory (SSI)

It purposes to measure the level of student satisfaction, It consistes of 45 statements It grouped to nine items namely which are: Academic Advising Effectiveness (4 item) campus climate (8 items), campus life (5 items), campus support services (8 items), instructional Effectiveness (7 items), recruitment and financial, aid Effectiveness (5 items), registration effectiveness (4 items), safety and security (4 items), and student centeredness (4 items). The responses will be measured along 7 points Likert Scale ranging from very satisfied to dissatisfied, the inventory published by Noel-Levitz (2008).

Scoring System :

The responses were measured along 7 points Likert Scale ran aging from very satisfied to dissatisfied. These scores were converted into a percentage score. The subject was considered dissatisfied if the percentage scores less than 50%, neutral if the percentage score between 50-65 and satisfied if the percentage score 65 or more.

(II): OPERATIONAL DESIGN

Operational design includes three stages; namely preparatory stage, pilot study and field work.

1. **Preparatory Stage:**

The intended tools of data collection were revised by researcher and got supervisor's approval.

2. **Pilot Study**

A pilot study was carried out on 10% of the total sample to test the applicability of tools before starting data selection and estimated the time needed to complete questionnaire, and they were excluded from the entire sample of research work to assure stability of the answers. The completion of tool is 20-30 minutes for each tool.

3. Field Work

The data were collected from all nursing students at third and fourth academic year, after and before students were approached in class room and break time. Self-instruction questionnaire was used to collect the data related to learning environment, needed instruction were given before the distribution of this questionnaire.

The time needed to fill the first questionnaire was 15 minute whereas structured interview with students groups was used to collect the data related to student satisfaction .The time needed to fill this questionnaire was 20-30 minute. The researcher remained with students until questionnaires were completed to ensure objectivity of the responses and to check that all items were answered. Data collection period extended for February to May 2012.

(III): <u>ADMINISTRATIVE DESIGN</u>

Permission through formal agreement of the faculty of nursing is obtained to carry out the study, and then the aim of the study is explained to nursing students included in this study after taking their permission to participate. In addition to assure nursing students about confidentiality of the gathered information and it is only for the purpose of the research.

(IV): <u>STATISTICAL DESIGN</u>

Data entry is carried out using SPSS 16.0 Statistical software package. Quality control was done at the stages of coding and data entry. Data is represented using Descriptive Statistics in the form of numbers and percentages for qualitative variables, and ranges, means, T-test, Z-test and standard deviations in addition r-rest is used to assess the relationship among variables. Whenever using suitable tables and graphs. Statistical significance is considered at p- value <0.05.

<u>RESULTS</u>

Table (1) shows personal characteristics of the nursing student at faculty of nursing in Port Said. It was found that most of them (66.2%) aged from 21 to 23 years old with mean age (20.9 ± 0.8). In addition to most of them (60.9%) are female. Also the highest percentage of students (58.6) were living in dorms. In addition to the highest percent age of students (61.7) were in forth academic year.

Table (2) describes the desire of joining to nursing faculty, it is found that 62.4% have personal desire to join to nursing faculty and 77.4% have family member working in nursing profession, whereas 78.2% perceived that the nursing image is negative among the community. On the other hand, 93.2% of nursing students have different aims for join to NG faculty. The highest percentage of them have the aim of travel abroad 74.2 and (72.6%) to have a university degree Compared to the aims of marriage and the postgraduate studied scored the least percentage (0.8%) among nursing students.

Table (3) shows total learning environment among nursing students at faculty of nursing in Port Said. It was found that relation between students and their colleagues and their staff scored the highest mean (71.3±11.9, 69.5±10.5) respectfully highest percentage in good (69.2% ، 68.4%) where as practical training in hospital scored the lowest mean (54.9 ± 14.3) and the most low factor (36.8%). However, faculty activities and service scored the highest percentage (55.6%) as moderate response.

Table (4) shows total student satisfaction among nursing students at faculty of nursing in Port Said. It was found that Instructional effectiveness scored the highest mean (61.3±20.7) respectfully the highest percentage in high (46.6%) followed by academic advising effectiveness and safety and security (60.6 ± 25.7 ، 60.1 ± 21.8) whereas registration effectiveness the least factor (45.9) in low . However campus life scored the lowest mean (52.2 ± 19.1) and highest percentage (33.9%) in moderate.

Table (5) shows correlational between student satisfaction and learning environment-Nursing students at faculty of Nursing in Port Said. It is Found that all factors of students satisfaction have a significant positive relationship with all factor of the learning environment expect practical training in hospital. It is the only learning environment factor who has significant negative relationship with learning environment as a student satisfaction factors. Totally, there is a significant positive correlational between student satisfaction and learning environment.

Table (1): Personal characteristics of the nursing students at faculty of nursing in Port Said

Personal characteristics	No.	%
Age (years)		
19-	41	30.8
21-	88	66.2
23-<25	4	3.0
Min-Max	19-23	
Mean±SD	20.9±0.8	
Gender		
Male	52	39.1
Female	81	60.9
Residence		
Outside dorms	55	41.4
In dorms	78	58.6
Academic year		
Third	51	38.3
Forth	82	61.7
Number of family members		
Min-Max	0-9	
Mean±SD	3.8±2.8	

Table (2): The desire of joining to nursing faculty.

Items	No.	%
Personal desire		
Yes	83	62.4
No	50	37.6
Family members work in nursing profession		
Yes	30	22.6
No	103	77.4
Have aim for joining Nursing G faculty after finish the faculty		
Yes	124	93.2
No	9	6.8
Aims :		
To have university degree	90	72.6
To have a good social condition	73	58.9
Chance to make money	80	64.5
Chance to travel abroad	92	74.2
Marriage	1	0.8
Helping others	5	4.0
Change attitude of people about nursing	5	4.0
Postgraduate studied	1	0.8
Community appreciation of nursing profession		
Positive	29	21.8
Negative	104	78.2

Table (3): Total learning environment among nursing students at faculty of nursing in Port Said.

Scales	Score						
	Mean±SD	Poor (Less than 50%)		Moderate (50-<65%)		Good (65% or more)	
		No.	%	No.	%	No.	%
Learning environment assessment							
Physical environment	63.8±11.1	13	9.8	48	36.1	72	54.1
Educational curricula	62.4±11.4	19	14.3	44	33.1	70	52.6
Laboratories	64.8±11.2	14	10.5	45	33.8	74	55.6
Practical training in hospital	54.9±14.3	49	36.8	56	42.1	28	21.1
Evaluation of students	63.1±12.9	17	12.8	57	42.9	59	44.4
Relation between student and staff	69.5±10.3	4	3.0	37	27.8	92	69.2
Relation between student and their colleagues	71.3±11.9	5	3.8	37	27.8	91	68.4
Faculty activities and services	56.4±12.7	32	24.1	74	55.6	27	20.3
Total score	*62.9±8.1*	*8*	*6.0*	*67*	*50.4*	*58*	*43.6*

Table (4): Total student satisfaction among nursing students at faculty of nursing in Port Said.

Scales	Score						
	Mean± SD	Dissatisfied (Less than 50%)		Neutral (50-<65%)		Satisfied (65% or more)	
Student Satisfaction Inventory (SSI)		No.	%	No.	%	No.	%
Academic Advising Effectiveness Scale	60.6±25.7	48	36.1	29	21.8	56	42.1
Campus climate Scale	55.9±18.9	45	33.8	42	31.6	46	34.6
Campus Life Scale	52.2±19.1	55	41.4	45	33.8	33	24.8
Campus service Scale	58.5±20.2	48	36.1	31	23.3	54	40.6
Instructional effectiveness Scale	61.3±20.7	38	28.6	33	24.8	62	46.6
Recruitment and financial Aid Effectiveness	58.1±19.7	42	31.6	39	29.3	52	39.1
Registration Effectiveness Scale	53.1±19.4	61	45.9	33	24.8	39	29.3
Safety and Security	60.1±21.8	40	30.1	36	27.1	57	42.9
Student Centeredness scale	54.9±18.4	49	36.8	44	33.1	40	30.1
Total score	**57.5±17.6**	**43**	**32.3**	**44**	**33.1**	**46**	**34.6**

Table (5): Correlational between student satisfaction and learning environment nursing students at faculty of nursing in Port Said.

Student Satisfaction Inventory (SSI)	Learning Environment Assessment								
	Physical environment	Educational curricula	Laboratories	Practical training in hospital	Evaluation of students	Relation between student and staff	between student and their	Faculty activities and services	*Total score*
	r	r	r	r	r	r	r	r	r
Academic Advising Effectiveness Scale	0.294**	0.407**	0.491**	-0.141	0.436**	0.439***	0.31**	0.67*	0.48***
Campus climate Scale	0.447**	0.314**	0.512**	0.006	0.31**	0.395***	0.317**	0.355*	0.499***
Campus Life Scale	0.388**	0.356**	0.428**	-0.056	0.328**	0.336**	0.286**	0.344*	0.434***
Campus service Scale	0.4***	0.499**	0.596**	0.01	0.428**	0.501***	0.331**	0.467*	0.599***
Instructional effectiveness Scale	0.409**	0.499*	0.595**	-0.066	0.451**	0.467***	0.34***	0.459*	0.584***
Recruitment and financial Aid Effectiveness	0.365**	0.358*	0.514**	0.071	0.383**	0.468**	0.254**	0.449*	0.55***
Registration Effectiveness Scale	0.254*	0.256*	0.388**	0.251*	0.291**	0.264**	0.206**	0.24*	0.418***
Safety and Security	0.368**	0.371*	0.47**	0.005	0.432**	0.391**	0.275**	0.346*	0.487***
Student Centeredness scale	0.402**	0.252*	0.466**	0.086	0.227**	0.338**	0.258**	0.367*	0.474***
Total score	0.428**	0.455**	0.602**	0.008	0.433**	0.471***	0.337**	0.45*	0.593***

DISCUSSION

Learning environment is one of the critical component of learning experience. Delivering an effective, stimulating and high quality learning experience for students is central part of every university mission that its achievement is crucial to the success the institution. *(Donald, 1996).* So, The current study is conduct to assess the relationship between learning environment and student satisfaction among nursing student in Port Said University.

The result of the present study showed that about three fifth of nursing students are female and two third of them aged from 21 to 23 years old and about three fifth were living in dorms.

Regarding the desire of joining to nursing faculty. It was showed that above three fifth of nursing students have personal desire for joining to nursing faculty. This may be as a result of the employment opportunities since they are automatically hired after graduation in nursing position. This result is congruent with ***Baykal et al. (2005); Bulut et al. (2010)*** who said that students choose nursing studies because they have opportunity to find a job easily.

In addition, the current study showed most of nursing students have no family member working in nursing. This is not congruent with ***El Shakawy & El Hadad (1991).*** Who found that the family member had a significant impact on the choice the nursing as a career. In addition to other studies that support the presence of family member, parents or even friends contribute to understanding nursing and hence improve the desire to join nursing profession ***(Rheaume et al., 2003; Laser et al., 2003; Beck, 2012).***

Concerning total learning environment among nursing students at faculty of nursing in Port Said, it was found that relation between students and their colleagues in addition to their staff scored the highest mean. This finding is supported by ***Hughes & Chen (2001)*** who said that the teacher - student relationship is one of the most powerful elements within the learning environment where as practical training in hospital scored the lowest mean percentage.

Concerning campus climate, it is found that the highest percentage of nursing students are not satisfied about that campus is safe and secure. In this regard, ***Strange & Benning (2001)*** proposed three conditions helping make a learning environment productive. They are the sense of security and inclusion, mechanisms for environment, and an experience of community. Also, this study revealed that one third of nursing student were not satisfied with that paid is worthwhile investment. In this regard, ***Demange et al. (2008); Kemnitz, (2010)*** argued that students are willing to pay more tuition for universities that are able to satisfy their need for the high quality of education and that equipped themselves with useful facilities that help to create a comfortable and conduction learning environment.

In addition the current study revealed that one third of students were not satisfied with campus is well maintained. As the learning environment needs to well-maintained climate, in an unhealthy climate students are less likely to adjust academically and are less likely to develop a sense of belonging on the campus ***(Hartad, 1999).***

In this regard, college costs and financial aids play a dramatic role in the college choices the students are negatively influenced by high tuition ***(McPreerson & Shapiro, 1998),*** but positively influenced by financial aids ***(Berkner & Vhavez, 1997).***

Regarding academic advising, it was found that nearly half of nursing student were satisfied that they receive ongoing feedback about their progress. This finding supported by chamberlain, ***Dison & Button (1998)*** who describe that feedback is intended to acknowledge the progress students have made towards achieving the learning outcomes. Good feedback is also constrictive and points students to ways in which they can improve their learning and achievement. Also, the current study revealed that on third of them were satisfied about that academic advisor is knowledgeable about their requirements. Whereas one third of the students were not satisfied that academic advisor is available when they need help. In this regard,

Creamer & Scott's (2000) Clearfield that effective advisor be knowledgeable enough to help students not only with curriculum and degree requirements but also with broader educational, career planning and personal growth.

In addition, this study showed that one third of the students were not satisfied that are made to feel welcome. This finding supported by *Hurtado (1997)* who argues that if the students feel that the university climate is welcoming, they are more likely to integrate successfully into the university. Also**, Elliot (2002)** said that extent to which students feel welcome and valued is anpredicators of student satisfaction.

Regarding total student satisfaction among nursing student at Faculty of nursing in Port Said. the current study showed that instructional effectiveness scored the highest mean percentage this regarded by *Elliot (2002)* who stated that instructional effectiveness as predictor of student satisfaction for traditional age students whereas compos life scored the lowest percentage.

Regard to correlational between learning environment and student satisfaction at faculty of nursing in Port said . It was found that there is positive correlational between learning environment and student satisfaction. This is agreement with *Van Hell et al (2009)* who stated that there is a significant relationship between students' perception of the learning environment and their satisfaction and success.

CONCLUSION:

Based on study findings, it can be concluded that:

Learning environment and student satisfaction scored higher mean percentage when the students have the desire of joining to nursing profession than students have not this desire with statistical significant difference. Relation between students and their colleagues in addition to their staff were the highest percentage whereas, practical training was the least percentage according to student perception of their learning environment. According to student satiation, the structional effectiveness was the highest mean percentage followed by academic advising effectiveness, safety, and security whereas registration effectiveness was the least factor.

RECOMMENDATIONS:

For creating a suitable learning environment through:

1. Institutions should pay special attention to raise the learning opportunities for students. Efforts should be made to induct, train and retain qualified and expert teachers for promoting the quality education;
2. Classroom facilities should be upgraded by using state of art technology.
3. Effective supervision by clinical teachers ion clinical environment is vital for students learning.
4. Crete a motivating learning environment and regularly assess instructional effectiveness.

For increase level of student satisfaction:

1. Establish a climate that promote fairness and respect.
2. Communicate expectations clearly and provide students with timely feedback.

REFERENCES:

Armani, J. and Botturil L. (2005). A method for adaptive instructional design: Personalized learning environment, United Sates; P.p. 147-177.

Byer, J. (1999) Measuring the effects of students' perceptions of classroom social climate on academic self-concept. Paper presented to the annual meeting of the Louisian Education Research Association, New Orleans, LA

Demange, G., Fenge, R. and Uebelmesser, S. (2008). The provision of higher education in a global world analysis and policy implication. Economic studies, Vol. 54, P.p. 248 – 276.

Diane, M.B. and Judith, A.H. (2009). Teaching in nursing (ed).

Elliot, M. (2002). The clinical environment. A source of stress for undergraduate nurses. Australian Journal of Advanced Nursing, 20 (1): 34 – 38.

Elliott, K.M. (2003). Key determinants of student satisfaction, Journal of college student Retention, 4 (3).

Elliott, K.M. and Shine, D. (2002). Student satisfaction: An a Hernative approach to assessing this important concept. Journal of Higher Education policy and management 24 (2).

El-Sharkawy, F. and El-Haded, A. (1996). Factors affection students choice of nursing as a career in Egypt and Syria. The New Egyptian Journal of Medicine; 15 (4): 435 – 440.

Hart, G. and Rotem, A. (1995). The clinical learning environment nurses' perceptions of professional development in clinical setting, Nurse Education Today, Vol. 15, No 1.

Hughes, J.N. and Chen, Q. (2011),''Reciprocal effects of student teacher and student – peer relatedness: Effects on academic self efficacy. "Journal of Applied Developmental psychology, 32 (5).

Kemnitz, A. (2010). Educational Federalism and quality effects of tuition fees. Working paper No. 3193: Nunchen.

Papp, L., Markkanen, M. and von Bosdorff, M. (2003). Clinical environment as a learning environment student nurses, perceptions concerning clinical learning experience. Nurse Education today, P. 23, 262 – 268

Smith, P. and Apple, D.K. (1993). Overview of quality learning environment. Learner development: Establishing quality learning Environments.

Stranige, C.C. and Banning, J.H. (2001). Educating by design: creating campus-learning environments that work. San Francisco: Jossey – Bass.

الـعـلاقـة بـين الـبـيـئـة الـتـعـليـمـية ورضـا الـطـلاب فـي كـليـة الـتـمـريـض بـجـامـعـة بـورسـعـيد

أ.د / جيهان محمد احمد ـ د. فتحية عبد الرازق عفيقي، نهي طه الحسيني طة

أستاذ مساعد إدارة التمريض ـ كلية التمريض ـ جامعة حلوان، مدرس إدارة التمريض ـ كلية التمريض – جامعة قناة السويس، بكالوريوس تمريض ـ كلية التمريض- جامعة قناة السويس

الـخـــلاصـــة

البيئة التعليمية هى واحدة من المكونات الأساسية في جودة عملية التعلم ويعتبر رضا الطالب هو عنصر حيوي ومطلب أساسي فى المؤسسات التعليمية والهدف من الدراسة الحالية هى دراسة العلاقة بين البيئة التعليمية ورضا الطالب فى كلية التمريض بجامعة بورسعيد وقد أجريت دراسة وصفية ترابطية شارك فيها جميع طلاب الفرقة الثالثة والرابعة فى كلية التمريض وكان عددهم 133 طالبا وقد تم استخدام استبيانان الأول لقياس رأى الطالب مع البيئة التعليمية والثاني لقياس رضا الطلاب. وقد أظهرت النتائج أن البيئة التعليمية ومستوي الرضا لديهم سجلت مستوي متوسط وذلك من وجهه نظرهم. ونستخلص من الدراسة أن هناك علاقة بين البيئة التعليمية ورضا الطلاب ولذلك نوصى بزيادة التسهيلات والموارد نحو بناء بيئة تعليمية جيدة والعمل على زيادة الرضا بين الطلاب في الجامعات حيث ينعكس ذلك على جودة العملية التعليمية.

الكلمات المرشدة: البـيـئـة الـتـعـليـمـية، رضـا الـطـلاب.