NURSING STUDENTS' PERCEPTION AND ASSOCIATED FACTORS TOWARDS THEIR EDUCATIONAL ENVIRONMENT IN GOVERNMENTAL UNIVERSITIES OF SOUTHWEST, ETHIOPIA

BY: MELESE WORKNEH (BSc. N.)

A RESEARCH PAPER SUBMITTED TO SCHOOL OF NURSING AND MIDWIFERY FACULTY OF HEALTH SCIENCES INSTITUTE OF HEALTH JIMMA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE REQUIREMENT FOR MASTER OF SCIENCE DEGREE IN ADULT HEALTH NURSING

JUNE, 2019

JIMMA, ETHIOPIA

Jimma University

Institute of Health

Faculty of Health Sciences

School of Nursing and Midwifery

Nursing students'perception and Associated factors towards their educational environment in governmental universities of Southwest, Ethiopia

BY

Melese Workneh (BSc. N.)

Advisors

Mr. TemamenTesfaye (BSc N., MSc N., Assistant Professor.)

Mr. Adugna Olani (BSc N., MSc N.)

JUNE, 2019

JIMMA, ETHIOPIA

Abstract

Background: *Due to many negative aspects of educational environment tudents have not well attaining their professional demands that affect their perception and qualities of nursing care delivered to the community. Thus, assessment of students' perception and associated factors towards educational environment is vital to forecast the value of teaching and learning systems.*
Objective: *The aim of this study was to assess nursing student's perception and factors affecting towards their educational environment in governmental universities of southwest, Ethiopia.*
Methods: *Institution based quantitative cross-sectional study design supplemented by in-depth interview method.Then validated Dundee Ready Educational Environment Measure (DREEM)was administered by Amharic and Afan Oromo version from April 9 to 23/2019 on 422 subjects. The data wasentered in to Epi data 3.1, exported to SPSS 23,analyzed using linear regression and Cronbach's alpha was 0.85 for all variables,the total DREEM mean scores, sub scores, SD, 95%C.I.were calculated and a P-value < 0.05 considered as statistically significant.*

Results: *Out of 422 subjects, 405 answered the questionnaire entirely which give a response rate of 96%. Overall mean perception of nursing students was 124.76/200(corresponding to 62.4%) which implies that, more positive than negative educational environment.The DREEM subscales mean scores shows that, students perception of learning 31.61(66%) i.e., more positive perception; perception of teachers 25.4(58%)i.e.,moving in the right direction;academic self perception 22.52(70.3%)i.e., more positive; perceptionof atmospheres 29.178(61%)i.e.,Positive attitudes;and social self perception16.08(57.4%)i.e.,not so bad. There was statistically a significant relationship with nursing student's perception and study years, academic status, gender, marital status, student's ability to remember, motivation to learn, satisfaction with learning process, student's support system and learning facilities.*

Conclusion and recommendation: *Nursing student's perception towards their educational environment was more positive than negative in south west governmental Universities of Ethiopia. To make the educational environment more attractive and an excellent, specific affecting factor should require close intervention, monitoring and evaluation.*

Key words: *Nursing students' perception, Educational Environment, Jimma University, Mettu University, Wolkite University, Mizan Tepi University*

Acknowledgements

Table of contents

Contents

List of figures

List of tables

Acronyms and Abbreviations

BSc. N.	Bachelor of Science in nursing
CI	Confidence interval
CCGPA	Current Cumulative Grade Point Average
DREEM	Dundee Ready Educational Environment Measure
EE	Educational Environment
ESDP	Education Sector Development Program
ID	Identification
IRB	Institutional Review Board
JU	Jimma University
KM	Kilometer
MeU	Mettu University
MoSHEE	Minister of science and Higher Education of Ethiopia
MTU	MizanTepi University
SASP	Students' Academic Self-Perception
SD	Standard deviations
SPA	Students' Perception of Atmosphere
SPL	Students' Perception of Learning
SPSS	Statistical Package for Social Science
SPT	Students' Perception of Teachers
SSSP	Students' Social Self-Perception
WU	Wolkite University

CHAPTERONE: INTRODUCTION

1.1.   Background information

Educational environment (EE) is defined as anything surrounds an educational institution which represents the climate within the classrooms, department and even the institution in general(1). It also includes: learner perspective regarding infrastructures, learning opportunities, faculty competencies, faculty attitudes, and their socialization with peers (2). It has a crucial role in enhancing nursing student's growth, competency, critical thinking, independency, sense of mental wellbeing and self-confidence (3). Educational environment is one of the important elements to students' academic 'success. Student satisfaction is a significant indicator of teaching and learning quality and is related to several outcomes (4). Educational environment is also mirrored as among the essential predictor's of nursing students' academic success and effective curriculum(5).

In Sub Saharan Africa more reforms needs to increase capacity of educators and mentors, responsiveness of curricula, strongly regulatory frameworks, and availability of infrastructures and resources. A study done on Nursing students' perceptions of their EE in Malaysia in 2013 shows that, massive investment by development partners resulting in positive development of nursing education within the institutions (6). In Ethiopia, the role of higher education should play a central position and the backbone of the country development efforts to eradicate poverty and improving the vision of quality and employability of universities graduates (7).

Nursing education is facing challenges related to the application of nursing knowledge in clinical environments. Many studies reveal that, nursing students represent the best means of identifying these challenges (8).Universities are responsible for the dissemination and transferring of knowledge, and providing specialized human resources (6). To sum up this study was conducted to assess nursing students' perception and factors affecting towards their EE in governmental universities of southwest Ethiopia. Then it serves to promote positive EE through recommending the responsible bodies on problematic areas were identified.

1.2.   Statement of the problem

Educational environment in nursing schools affects the quality and effectiveness of an education(9). In the World, the total score of DREEM ranged approximately between 45.0% indicating very bad EE and 69.5% indicting more positive than negatives EE (10, 11). In addition EE influences how, why and what students learn, which is vital in the success of the curriculum. The curriculum and students' perception towards it may also affect the quality of learning. The student's feedback in such system is essential for the success of the educational climate. While there may be cultural and other determinants of how individuals view different qualitative aspects of a given EE, perceived ratings accurately report their perceptions(10). Different qualitative studies have shown that, there is an inconsistency between perceptions of students during both class lectures and clinical attachments in hospital environments. It also appears unsupportive for their learning, mostly because of their teachers' behavior (12).

There is a recognized association between positive EE and development of learning capabilities of student's performance and satisfaction (13). Study conducted in Iranian Universities explain that, the stressing factors in clinical education by students' viewpoints was poor teaching methods, insufficient knowledge, incorrect evaluation methods, and lack of suitable clinical backgrounds as obstacles and limitations of EE. This criticism recommends that, changes in educational strategies are required within the institutions. Many studies proposed that, student-centered approaches need to be adopted to improve DREEM scores in nursing schools in order to strengthen student-teacher relationships and to provide constructive feedback to them(15,16).

As Ethiopia planned to become the middle-income economy by the year 2025, the focus of education policy should shift toward priority programs to address these remaining challenges. Changing attention to quality concerns and processes to translate more directly into better student learning which helps to change the schools into a genuine learning environments like: quality-focused school supervision, internal school leadership, increased student participation and school-community partnerships are among the priority focus (17).Therefore ongoing educational assessment of different scientific disciplines is vital, chiefly for medical sciences. Educational assessment helps to identify constraints and obstacles, and to solve problems and identify strengths and weaknesses. The results of such assessments allow positive aspects to be advocate and effective solutions for potential problems to be implemented (18).

To sum up while many studies were done in different countries in the world, currently little is known about nursing students perception and associated factors towards EE in Ethiopia in general and study areas in particular. Therefore this study was conducted to assess areas of concern in the current EE among nursing students in governmental Universities of southwest Ethiopia.

1.3. Significances of the study

Many studies were conducted on nursing students' throughout the world, but it does not well address a factor that affects nursing students' perception towards their EE only by quantitative study. Therefore this study was unique in that, it addressedstudents'perceptionbyqualitative and quantitative methods.The result of this study also provides a basis for helping students' to reflect on their perceptions and expectations of university study in order to gain more control over their learning and approach in a way that was capitalize on their chances of achievement. It also provide a basis for helping lecturers to reflect on their expectations of and about students', so that they could be better informed about ways in which they can facilitate student learning.

Additionally this study washelpful as a baseline for improvement in the curriculum, teaching and learning through continuous use of DREEM to monitor the progresses.It enhances the influence of positive factors towards their perception and minimizes the influence of negative factors towards their perception of EE.Additionally university administrators,Minister of science and Higher Education of Ethiopia(MoSHEE), Federal ministry of health (FMOH), stakeholders andnursing schools may usethe results forplanning and directing for appropriate measures to help them provide EE that maximize the chances that students will perceive more positiveand become success. Furthermore, many literatures reveal that, the instructors, students and curricula determine the quality of nursing education. So that, this result advances the quality of the delivered curriculum, instructors teaching styles or methods andcommunities could be better served with quality nursing care. Finally researchers who want to conduct further investigations in this current issue couldprofit from the result and may use the data as the secondary sources.

Generallyassessment of nursing students' perception and associated factors towards their educational environment were very vital for the success of quality teaching and learningand to make the curriculummore effective and nursing students'as a quality nursing careproviders to their communities at large and therefore this study was conducted by the researcher

CHAPTER TWO: LITRETURE REVIEW

2.1.   Literature review

Educational environment is an extremely essential part on students' learning and educational activities. Perception of EE influences students' learning and educational outcomes. Learning is located within a given environment and cannot be detach from the context in which it occurs. Many studies throughout the world show that, the total score of DREEM ranged approximately between 45.0% indicating very bad EE and 69.5% meaning more positive than negative EE. The differences was most likely due to universities establishment, with less experience in teaching and other intellectual activities (10,11). Different study reveals that, domains of DREEM scores were varied between schools, academic achievement, years of study and genders (19, 20).

⌗ Students' Perception of Learning (SPL)

Students' with higher academic achievement had more positive perceptions regarding their EE than low-achieving students'(22). A study done at Malaysia in 2017 in medical student's shows that, the overall DREEM score was about 126.78/200(63.4%) indicating an overall positive perception of EE among students. Students' perception of EE in all five Domains of DREEM were positive and not statistically significant differences (p> 0.05), but significant in students social self perception(SSSP) (P<0.05), (5). A study conducted at Shifa College of nursing in Pakistan in 2016 reveals that, the mean scores of students perception of learning(SPL) were about 30/48(62.5%), ('a more positive SPL')(7). Other Similar study conducted at University of Rafsanjani in Iran showthat, the highest mean score of SPL was 27.3out of the maximum score of 48, corresponding to 56.87% (6).

A cross-sectional study conducted at Indian medical school in January 2014 show that, an average mean score of SPL was 29.4/48 which indicate a more positive SPL (8). Another study done at Dammar University in Saudi Arabia in 2015 reveal that, students perceived a more positive approach for their learning which account 28.5 out of maximum score of 48, (14). Similar study done at Mansur University, Egypt in 2015 showsthat, almost all students agreed to a more positive approach regarding SPL(23). According to study done at Ethiopia in 2017 at Tikur Anbessa Medical Schoolof Addis Ababa University reveal that, the overall DREEM score of

medical students' perception was positive where 9 items scored <2, in which the students' identified problematic areas. Fournegative items scored <2 in which the student agreement with the statement. The remained 37 statements mean scores were between 2 and 3(13).

⬚ Students' Perception of Teachers (SPT)

According to study done at Malaysia in 2016 in medical students show that, the overall DREEM score was 126.78(63.4%) andfor the item "teachers are knowledgeable" mean score more than 3.00 that indicates strong item(5). A similar study conducted at Indian medical school in 2014 showthat,perception of course organizers moved in the right direction with average mean score of 26.86(61.04%),(8). According to similar study conducted at Dammar University of Saudi Arabia in 2015 reveal that, students perception of teachers (SPT) was 25.8(59%) indicates moving in the right direction and had a more positive students' perception of learning environment(SPL)(14).

Studies conducted in Zambia in 2017, 26.29(60%). Other similar study conducted at Mansur University of Egypt in 2015 show that, all students' agreed to a more positive approach regarding their learningthat indicate "moving in the right direction" and for their teachers, feeling more on the positive side.

⬚ Students' Academic Self-Perception (SASP)

A cross-sectional study conducted at Pakistan from December 2014 to October 2015 reveal that, the SASP was 21(66%) indicating feeling more on the positive side(7). Similar study conducted at IranianUniversity show that, the lowest mean score was for the Academic Self-perceptions which accounts about 20.31(63.4%, SD 4.51) (6).A very recentother similar study conductedat Sudan in 2018 show that, there was a significant difference between the mean overall scores with respect to academic performance. That is high achievers students' had more positive perception (overall mean DREEM score was 126(63%), SD=24.4) than low achieversstudents'102(51%, SD 26.25),whichindicate statistically asignificant association (p-value =0.029) (25).Other cross-sectional study conducted at Indian medical school in January 2014 show that, SASP was more on the positive side (Average mean score of 20.14(63%)(8). Similar study done at Dammar University Saudi Arabia in 2015 reveals that, there was a more positive attitude toward SASP which accounts 21.1(66%) (23). According to study done at Egypt in 2015 show that, students feeling more on the positive side for their academic self-perception, (15).

⌗ Students' Perception of Atmosphere (SPA)

A cross-sectional study conducted at Pakistan from December 2014 to October 2015 reveal that, Students' Perception of Atmosphere(SPA) was 29(64%) indicate a more positive attitude(7). Similar study conducted at Indian medical school in January 2014 show that, they had a more positive perception of atmosphere (Average mean score 29.07(60.5%) which indicate all groups of students' perceived their learning environment positively (8). A study done at Dammar University Saudi Arabia in 2015 reveals that, the atmosphere did not motivate them to learn and not a good support system for students' experiencing stress. Other similar study done at Mansur University of Egypt in 2015 show that, students was feeling "more on the positive sides" and for their learning atmosphere "a more positive attitude" (14).

⌗ Students' Social Self-Perception (SSSP)

A cross-sectional study conducted at Pakistan from December 2014 to October 2015 reveal that, Students' Social Self-Perception (SSSP) subscale score was 13(46.4%) corresponding to the educational environment being "not a nice place"(7). Similar study conducted at Indian medical school in 2014 shows that, SSSP was not too bad which is an average mean score of 17.02(61%)(8). A study done at Saudi Arabia in 2015 reveal that, their social self- perception as being not too bad which accounts about (15.7(56.07%)(14). According to study conducted at Mansur University of Egypt in 2015 show that, SSSP was "not too bad which counts about 10% of both pediatrics and maternity nursing students (15).

⌗ Factors associated with students' perception toward educational environments

The cross-sectional study conducted in 2014 at medical college of Saudi Arabia show that, there is a significant association between perception of learning environment and students' academic performance in the form of mean current cumulative grade point average (CCGPA). Perception of learning environment augmented from "Poor", to "Excellent", the mean CCGPA increased gradually (p=0.0006). Perception of learning environment as "More Positive than Negative" and "Excellent" as the mean CCGPA increased by 0.38 (95% CI: 0.19 up to 0.56) compared to "Poor", which is "Plenty of Problems on multivariable analysis"(26). Other study conducted on

nursing students' ofPakistan in 2016 reveal that, a more positive perceptions among female students than among male students (P<0.0001)(7).A qualitative study conducted on nursing Students of Iranian in 2015 suggested that, the curriculum needs to be revised, scientific possible, abilities must be sustain and principles and support criteria should determined for teaching (18).

Other study carried out in 2018 at Pakistan show that, first year nursing students' attain significant highest scores in all sub-scales compared to the rest (p<0.0001). Students age 20 years and less had more positive perceptions than students over 20 years (p<0.0001) (27). Other similar study conducted at Karachi university in 2018 show that, first year nursing students' had more positive perception toward their EE as compared to second, third and fourth year nursing students'. Similar trends have been observed in past medical and nursing schools studies that DREEM score turn down as the school years increased(28),(6). Instructors, nursing students' and environment are three major environmental factors of nursing curriculum implementation. Nursing curriculum is not always clear; it can also exist secretly in the form of a hidden curriculum. Professional promotion, personal characteristics, instructor's behavior and feedback were the main influencing factors on learning through the concealed curriculum in undergraduate baccalaureate nursing students(30).

A study conducted at Goteborg University of Sweden show that, nursing students' intrinsic motivation factors clarifies for their degree of motivation. It shows the need of accepting the students' condition and their need of tutorial support. Also the institutes of the program need to be developed in collaboration with the students' to matchcontent in courses and the students' different degree of motivation during their academic years(31).

In conclusion many studies reported that, there area subjective findings were resulted due to studies conducted only through the self-administered (quantitative studies) (22). Thus to assessstrongly about the concept of educational environment very well, conducting both qualitative and quantitative methods of data collection werecompletelyimportant. Therefore this study was conducted through both qualitative and quantitative methods to identifynursing students'perception and associated factors towards their educational environment amonggovernmental universities in southwest of Ethiopia.

2.2. Conceptual frame work

This conceptual framework was adapted from different relevant literatures related to factors affecting student's perception towards their EE to assess the relationship between predictors and criterion variable. It also represents a set of interrelated concepts that represents the association and so that it was specified the directions for this study (5), (6), (25).

Socio-demographic variables

► Gender
► Year of study
► Residence
► University

Curriculum related factors

► Contents of the curriculum
► Implementation strategies

Organizational related factors

► Availability of Infrastructures

Student's perception towards educational environment

Instructors related factors

► Knowledge and skills
► Teaching methods
► Evaluation methods
► Behaviors

Students related factors

► Academic performance
► learning motivation
► Satisfaction

Figure 1: Conceptual framework show association between dependent and independent variables among regular nursing students in south west governmental Universities of Ethiopia, April, 2019

CHAPTER THREE: OBJECTIVES

3.1. General objective

❖ The aim of this study was to assess regular nursing students' perception and associated factors towards their educational environment in governmental universities of southwest Ethiopia, 2019.

3.2. Specific objectives

❖ To determine level of nursing students'perception towards their educational environments in governmental universities of southwest Ethiopia, 2019.

❖ To identify factors affecting nursing students'perception towards their educational environments in governmental universities of southwest Ethiopia, 2019.

CHAPTER FOUR: METHODS AND MATERIALS

4.1. Study area and period

This study was conducted at Jimma University (JU), Mettu University (MeU), Wolkite University (WU) and Mizan-TepiUniversity (MTU) from April 9 to 23/2019. All of the study Universities was located in Southwest of Ethiopia.

Jimma University is one of the first generation and the second leading university in the country located about 352kms southwest of Ethiopiain Oromia region, Jimma Zone, Jimma town. It recognized as the leading national university, as ranked first by the FMoE for many successive years from 2009 onwards. JU was established in 1952 and Institute of Health Sciences in 1983.The number of regular nursing students in JU during data collection period was about 340 (***JU official web site.***

Mettu University is one of a third generation governmental educational institution located about 600 kms south west of Addis Ababa in Oromia region, Ilu Ababora Zone,Mettu town. It was established in 2012. The university encompasses five faculties, one institute of adult education, and one college which is college of Agriculture located in Bedele town at about 126kms away from Mettu Town. The number of regular nursing students in MeU during data collection period was about **234(*MeU official web site*).**

Mizan-Tepi University is one of the higher governmental educational institutions in Ethiopia, which found in south nation, nationalities and peoples region. It is located at Mizan-Teferi, where the main campus is, and Tepi town 565kms & 578kms respectively at south west of Addis Ababa. The University started teaching and learning in 2006 on 52 hectares of land to each of both campuses. The number of regular nursing students in MTU during data collection period was about **369(*MTU official web site*).**

Wolkite University is one of the higher governmental educational institution located about 170kms South West of Addis Ababa on the way to Jimma town. It is situated at Gubrie sub-city, about 15km away from Wolkite town of the Gubrie through Butajira road. It was established in 2012 on total coverage of about 246 hectares of land. The University composed of three campuses which includes Gubrie Campus (Main Campus), Wolkite Campus, Butajira Campus.

The number of regular nursing students in WU during data collection period was about 230(***WU official web site).*** Generally total number of under graduate regular nursing students'in all of the study areas from year one to four during the time of this study for the academic year 2018/2019 was about **1173**.

4.2. Study design

Institution based cross sectional study design was conducted through quantitative and qualitative methods of data collection.

4.3. Population

4.3.1. Source Population
All undergraduate nursing students in JU, MeU, WU and MTU were included

4.3.2. Study population
Quantitative: Sampled nursing students in JU, MTU, MeU, and WU

Qualitative: Nursing students in JU, MTU, MeU and WU who are year III-IV where included in study.

4.3.3. Study Units
Nursing Students who were actually participated in the study

Eligibility criteria

Inclusion criteria
All undergraduate regular nursing Students ranging from year I-IV for the quantitative and year III-IV for the qualitative that avails during the time of data collection were included in the study.

Exclusion criteria
The sick students and students who are involuntary to participate were excluded.

4.4. Sample size determination

For quantitative: The sample size was calculated by considering the expected proportion of nursing student's perception towards their EE of 50%,95 % confidence Interval(CI), 5% margin of error and 10% non-response rate.

Accordingly $\frac{(Z\alpha/2)^2 P\,(1-P)}{d^2}$

$ni = \frac{(1.96)^2\,0.5(1-0.5)}{0.05^2}$ = 384.16

ni = 384.16*10% = **422**

Where: ni = Sample size required

$Z\alpha/2^2$= 95 % confidence level $(1.96)^2$

P = Proportion of students perception (50%)

d = Desired precision (5%)

Accordingly the final sample size was **422** undergraduate regular nursing students.

For qualitative: The total number of in-depth interview was determined by the level of data saturation and a minimum of eight in-depth interviews were conducted.

4.5. Sampling technique

Quantitative: The study participants were by default stratified to their respective governmental University and by study year in southwest of Ethiopia. Then, to assure representativeness, the sample size was proportionally allocated to each university and year of study. Then number of students allocated for each batch was selected by simple random sampling technique from sampling frame *(figure2)*.
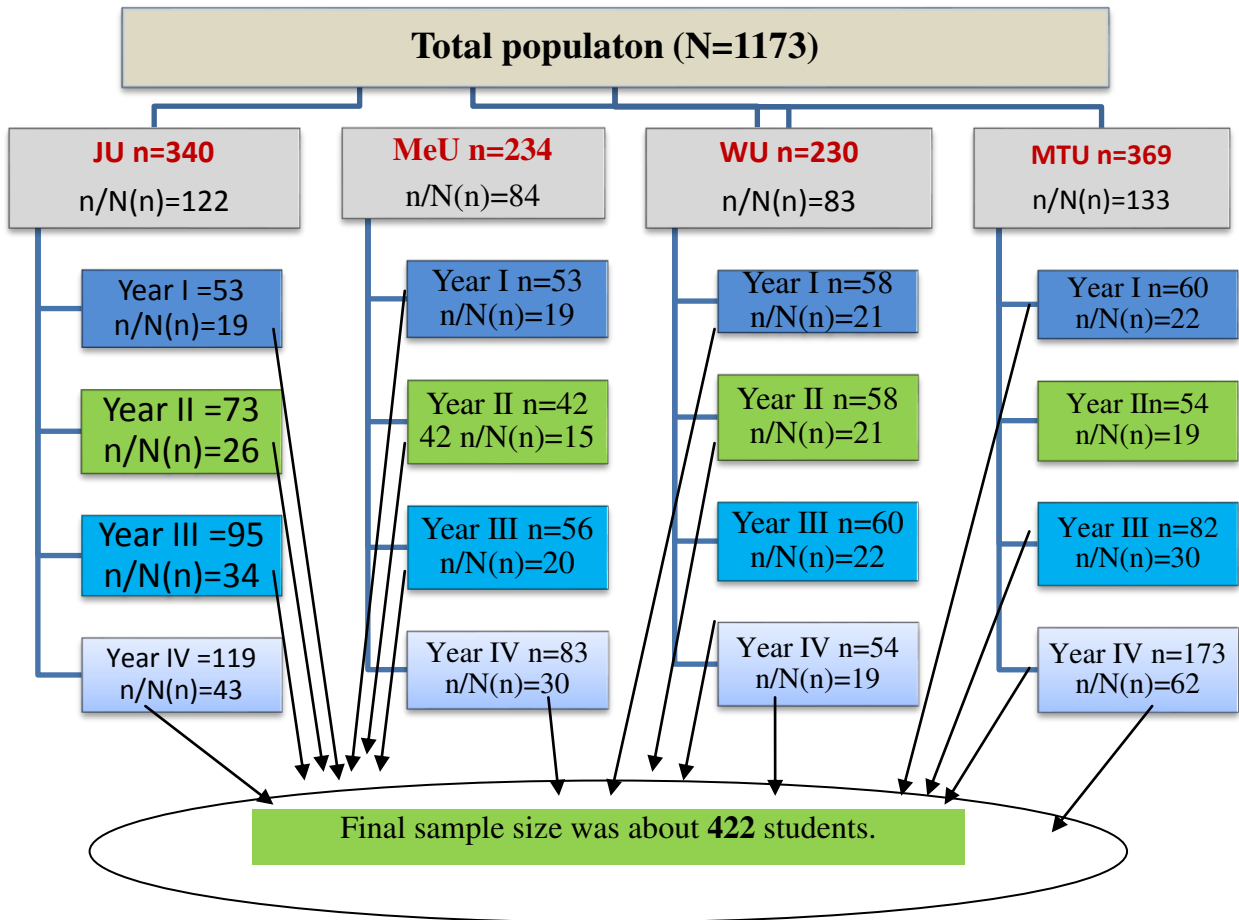
Figure 2: Sampling procedure for quantitative data collection, among regular nursing students in south west governmental Universities of Ethiopia, April, 2019

For qualitative: In-depth interview participants were purposively selected with the help of members of students' council in each campus.Throughout the whole interview data was collected based on specified criteria. Key informants who had relevancy with the study topic were selected through Students who were thought to be informative, familiarization and recommendation from students. These students could be students involved in various clubs and extracurricular activities,Senior students (year III-IV), academically medium scorers, students' who able to share their unique slice of reality or who knows nursing EE very well and voluntary were included in the interview.

4.6.   Data collection methods and procedures

For quantitative: For the questionnaire survey, data collectors who had previous experience in data collection with four bachelors of Science (B.Sc.) in nursing were recruited. Principal investigator was also act as a supervisors and facilitators during data collection. Members of the student council and the student deans were involved in the facilitation of data collection. A two days theoretical and practical training on questionnaire administration and data collection was given to data collectors. The training was given by principal investigator. Besides a guideline on administering questionnaire and data collection procedures was prepared and given to data collectors and facilitators. In addition study participants took their seat randomly to avoid side talks and discussions among friends and to keep the confidentiality of the participants.

For qualitative: Trained in-depth interviewers were recruited to conduct in-depth interviews. Male in-depth interviews facilitators conducted interviews among male interviews participants. Female in-depth interviews facilitators facilitated interview among female interview participants. Silent and comfortable rooms were selected for In-depth interview. Then semi-structured open ended questionnaire was carried outthrough Amharic and Afan Oromo Languages. Tape recorder was also used to record in-depth interviews lasts for 30 minutes each.

4.7.   Measurements (Study variables)

Independent/predictor variables
- Socio-demographic variables:

  - University
  - Age
  - Gender
  - Year of study
  - Residence

- Organizational related factors

  - Infrastructures(availabilities of teaching materials)

- Instructors related factors

  - Knowledge and skills

- ✓ Teaching methods
- ✓ Evaluation methods
- ✓ Behaviors

➢ Student related factors

- ✓ Academic performance
- ✓ learning motivation
- ✓ Satisfaction

➢ Curriculum related factors

- ✓ Contents of the curriculum
- ✓ Implementation strategies

Dependent/ criterion variable
➢ Nursing Students perception towards educational environments

4.8. Data collection instruments/tools

For quantitative: The DREEM instrument first developed at the University of Dundee and currently provides and achieves its validation as international, standard "diagnostic inventory for measuring the quality of EE were used (32), (33), (34). This tool composed of 50 statements consisting of five subscales. Students' Perception of Learning (SPL) – 12 items and maximum score of 48, Students' Perception of Teachers (SPT) – 11 items and maximum score of 44, Students' Academic Self-Perception (SASP) – 8 items and maximum score of 32, Students' Perception of Atmosphere(SPA) – 12 itemsand maximum score of 48, and students' Social Self-Perception (SSSP) –7 items and maximum score of 28. The total score for all subscales are 200. However, a negative item was scored in reverse for the analysis, so that the higher the score, the more negative perception. There are 9 out of 50 negative statements which include: 4, 8, 9, 17, 25, 35, 39, 48 and 50, and scored as 4 for strongly disagree(SD), 3 for disagree(D), 2 for unsure, 1 for agree(A), and 0 for strongly agree(SA).

The guidelines for interpreting the overall DREEM scores includes: 0-50 = very poor EE; 51-100 = EE with many problems; 101- 150 = more positive than negative EE; and 151-200 = excellent EE. A single item with a mean score of 3.5 or more were viewed as a true positive points(excellent), mean score 2-3 were interpreted as the future(characteristics) of EE and mean score of ≤ 2 indicates bad (problem areas) that should be examined more closely or needs attention

(12). Age was categorized according to WHO age classification(15-19, 20-24, 25-29, $\geq$30) Academic achievements (CCGPA) were measured through 2-2.49, 2.50-2.99, 3.00-3.49, 3.50-4.00 and calculated by dividing the total points earned during the semesters attended at the university by the total number of credit hours of those semesters *(Table1)*, (19).

Table1: Interpretation systems of DREEM sub-scores among regular nursing students in south west governmental Universities of Ethiopia, April, 2019

Scores	Interpretation guides
Over all DREEM Interpretations(200)	
0-50	Very bad
51-100	Fraught with problems
101-150	*More positive than negative*
151-200	Excellent
Students Perception toward Learning(48)	
1– 12	Very poor
13 – 24	Teaching is viewed negatively
25 – 36	*A more positive perception*
37 – 48	Learning highly effective
Students Perception of teachers(SPT), (44)	
0– 11	Bad
12-22	In need of revision
23 – 33	*Moving in the right direction*
34 – 44	Course organization model
Students Academic Self-perception(SASP) (32)	
0-8	Feeling of total failure
9-16	Many negative aspects
17-24	*Tending to more positive*
25-32	Reliable
Students Perception of atmospheres(SPA),(48)	
0-12	Poor environment
13-24	There are aspects that need changes
25-36	*More positive attitudes*
37-48	A good overall perception
Students Social Self-perception(SSSP), (28)	
0-7	Inadequate
8-14	Not a nice place
15-21	*Not so bad*
22-28	Very good
	Individual/single items score
$\geq$3.5	Excellent item
2-3	*Future of educational environments*
$\leq$2	Bad(problematic areas)

For qualitative: Goal-directed semi-structured open-ended guiding questionnaire developed from relevant literatures was employed through key informant interviews lasts for about 30 minutes each *(Table 14)*. All of the interviews were recorded, transcribed and translated accurately.

4.9. Data Processing and Analysis

For quantitative: The template of Epi-data version 3:1 was developed and the collected data was coded and entered using this statistical package. Then, data was exported to SPSSversion 23 for analysis. Descriptive statistics and numerical variables were used by means and standard deviations (SD). Categorical variables were presented in the form of frequencies and percentages. Multivariable linear regression was calculated and P-values <0.05 were considered as statistically significant. The results were summarized using tables, figures and presented with narrative descriptions.

For qualitative: All of the interviews were accurately recorded, transcribed, translated, and then analyzed using the conventional content analysis approach. Accordingly each text was read again and again carefully in order to advance a common understanding of the vital statements. Then, meaning units about participants' experiences of nursing education, its problems and challenges existent in the interview text was determined. The meaning units' was abstracted through summarizing and labeled as codes. The respondents' speeches and secret concepts were used for coding, and then the codes were compared for matches and differences. Accordingly, classification of codes was carried out. Finally the findings were integrated and compared with quantitative findings.

4.10. Data Quality Control

To ensure quality of data, two days training were given for data collectors and supervisors; pre-test of data collection tools was done on 5 %(21) subjects within five days prior to the actual data collection on regular nursing students of Wollega University. Then the data was checked for any ambiguity, Cronbach's alpha were 0.85 for all items to measure reliability within the responses and to check correlation of predictor's with total scores of outcome variables.Participants are well informed to seat randomly to avoid communication with other students. Finally data clean up and cross-checking was done after the actual data collection before the analysis.

4.11. Operational definitions and definition of terms

Perception: The experiences of nursing students that influence the way they are thinks and act in their educational environments and computed by over all DREEM mean score, sub-score and single item mean score.

Positive perception: DREEM mean score more than100 out of 200 and sub-score and single item score of more than half.

Positive than negative perception: Over all DREEM mean score in between101-150 out of maximum scores of 200.

Negative perception: is defined as the students over all DREEM mean scores of <100 out of the maximum score of 200, and or mean subscales<halforindividual item<2.

Educational environment: Also called educational climate is defined as anything surrounds an educational institution which represents the climate within the classroom, department, faculty & even the institution.

Curricullum Content: is the totality of what is to be taught in a school system or components of teaching and learning situation refers to the important facts, principles and concepts to be taught.

Curricullum implementation strategies: is the mechanism by wich the planned or officially designed course of study is translated by the teachers into syllabuses, schemes of work and lessons to be delivered to students.

Academic performance: is defined by students' reporting of past semester CGPA/GPA and their expected GPA for the current semester.

Learning motivation: is an internal drive that activates learning behavior and gives it direction.

Instructors' behavior: defined as an action, interaction and communication of teachers with their students, the **teaching** methodology, knowledge of the subject matter etc.

Satisfaction: is the act of fulfilling a need, desire, or appetite, or feeling gained from such fulfillment.

Saturation: Is the point at which no new information is appearing.

4.12. Ethical clearance

Ethical clearance was taken from Ethical Institutional Review Board (IRB) of Jimma University, faculty of Health Science. Then it was submitted to JU, MeU, WU and MTU. Similarly a formal approval from nursing schools/departments was taken and secured before proceeding to data collection. Then a Written consent was taken from each study participants to ensure confidentiality of the questionnaires were anonymous. Then explanation about the aim of the study, anonymity and confidentiality was given. Throughout feeling questionnaire, participants were asked for their voluntary participation, and set free to withdraw themselves at any time and also asked for agreements for their voices to be recorded during interviews.

4.13. Dissemination plan

The results of this study can be presented to JU, MeU, WU and MTU, then will communicate to the faculties, school/departments and students themselves. Then it will be submitted to administrators and other stake holders or concerned bodies. Finally the manuscript of the document will be sent for international journal for evaluation and publication.

CHAPTER FIVE: RESULTS

Out of 422 subjects, 405 were participated in the study that gives a response rate of 96%. In addition an in-depth interview was done on eight students who were able to share their unique slice of reality or knows their educational environment very well.

I. Demographic characteristics of the respondents

This study shows that, 122(30.1%) were from Mizan-Tepi University, 117(28.9%) from Jimma University. Majorities of the respondents was Oromo 172 (42.5%) followed by Amhara 107(26.4%). Regarding year of study 144(35.5%) year IV and 100(25%) were year III students. Females were 204(50.4%) and males 201(49.6%) and 356(87.9%) were age 20-24 and the mean age (22.13± 2.128). Majorities were single 373(92.1%) and 26(6.4%) married. Regarding CCGPA 156(38.5%) were between 3.50-4.00 and 127(31.4%) between 3.00-3.49. Majorities livein the campus 384(94.8%) and 328(81.0%) attended in governmental high schools *(Table2).*

Table2: Socio-demographic characteristics of regular nursing students in governmental Universities of southwest Ethiopia, April 2019(n=405)

Items	Values	Frequencies	Percent (%)
University	JU(n=122)	117	28.9
	MTU(n=133)	122	30.1
	MeU(n=84)	84	20.7
	WU(n=83)	82	20.2
Ethnicity	Oromo	172	42.5
	Amhara	107	26.4
	Tigrie	15	3.7
	Gurage	40	9.9
	Kefa	55	13.6
	Others	16	4.0
Year of study	Year I	66	16.3
	Year II	82	20.2
	Year III	105	25.9
	Year IV	152	37.5
Gender	Female	204	50.4

	Male	201	49.6
	15-19 years	18	4.4
	20-24 years	356	87.9
Age of the respondents	25-29 Years	26	6.4
	>30	5	1.2
	Total	405	100.0
	Minimum-18	Maximum=36	Mean=22.13
Marital status	Single	373	92.1
	Married	26	6.4
	Separated	3	0.7
	Divorced	2	0.5
	Widowed	1	0.2
CCGPA	2-2-49	48	11.9
	2.50-2.99	74	18.3
	3.00-3.49	127	31.4
	3.50-4.00	156	38.5
Residences	In the campus	384	94.8
	Outside the campus	21	5.2
High school attendance	Governmental	328	81.0
	Non-governmental	77	19.0

II. Nursing Student's perception toward their educational environments

Students' Perception of Learning (SPL)

The Students' Perception of Learning(SPL) domains contains 12 items and maximum scores of 48, the meanscore of the domain in this study was 31.6which indicates a more positive perception toward their learning environments. The in-depth interview findings were also supports this results, i.e.,a24 years old fourth year male participants saidthat, *"frequent electric power interruption, inadequate instructional materials,Challenges with block courses"* were among the main factors affecting learning process in the study area" *(Participants 2).*

For the statements*"the teaching is student-cantered''* mean score were (1.52±1.660) and the statement "the teaching is often interesting mean score (2.10±1.246) that indicates problematic

areasand should needs immediate intervention.This negative two statements wassupported by many interview results, i.e. *"few instructors were not using student centered learning approach in teaching", "lack of instructional materials", and "unethical behaviors of teachers"(**Participants 2-8**).*The rest of statements were ranges from minimum mean score of (2.52±1.024) which means that, a characteristics of many EE and maximum of (3.09±0.893) which is a future of EE or a good learning environments*(**Table 3**)*; thisfindings were also comparable with many interview findings in that,*"only few participants were perceived their learning environments negatively,i.e., "many studentswere using their time effectively" and "many have sufficient skills''(**Participants 2- 8**)*.

Table 3: Students' Perception of Learning (SPL) among regular nursing students in south west governmental Universities of Ethiopia, April, 2019 (n=405)

SN	Items	Mean	SD
1.	I am encouraged to participate during teaching sessions	3.09	0.893
7.	The teaching is often interesting	2.10	1.246
13.	The teaching is student-cantered	1.52	1.660
16.	The teaching methods helps to develop my competence	2.73	1.085
20.	The teachings well-focused	2.71	0.992
22.	The teaching helps to develop my confidence	2.84	1.023
24.	The teaching time is put to good use	2.75	0.973
25.	The teaching over-emphasizes factual/truthful learning	2.84	0.984
38.	I'm clear about learning objectives of the course	2.91	0.930
44.	The teaching encourages me to be an active learner	2.75	1.043
47.	Long term learning is emphasized over short term learning	2.64	1.024
48.	The teaching is too teacher-centered	2.73	1.096
	Total mean score and SD	31.61	0.204
	Students' Perception of Learning Maximum score	48	

Students' Perception of Teachers (SPT)

TheStudents' Perception of Teachers (SPT)domain composed of 11 items and maximum score of 44, the mean score of the domain in this study was 25.4 which indicates moving in the right directions (many students have a positive perceptions toward their teachers.

For the statement*"The students irritate the teachers'',scored (1.01±1.164), and "The teachers get angry in the class"* scored (1.34±1.71), which shows students rejected this negative statements i.e.student's perception toward their teachers were good or positive.

The interview findings wereconvergence with this findings in that, "A 24 years old third year participants saidthat,*"manyinstructors were ethical,they have a goodbehaviors, not dictator andfair in grading, good communication skills with their students(**Participants 8)**.*"The remaining statements in this domain werescored between (2.42±1.131) and (2.82±0.983) that indicates thecharacteristics of educational environments (the environment is good *(table4)*.

The qualitativefindings were also similarin that, manyinterview participants said that*"majorities ofinstructors have enough skills of the subject matter, respecting and well communicatedwith their students"* they also have enough knowledge; but, very few instructors were authoritarian", "did not *gives a clear examples" (**Participants 2, 3, 4, 8)**. This result directs that, students have positive or a good perception toward their instructors but, there are some areas that needs be improved to advance a more positive perception of students toward their teachers.Many participants also reported that, *"There were a few instructors which not have adequate knowledge and especially skills of the subject matter, unethical behaviors, and not well communicate with their students" (**Participant 2-8)**.

Table 4: Students' Perception of Teachers (SPT) among regular nursing students in South west governmental Universities of Ethiopia, April 2019 (n=405)

SN	Items	Mean	SD
2.	The teachers are knowledgeable	2.82	0.983
6.	The teachers are patient with patients	2.42	1.131
8.	The teachers ridicule the students	2.62	1.201
9.	The teachers are authoritarian(dictator, rigid)	2.26	1.278
18.	Teachers have good communication skills with patients	2.60	1.030
29.	The teachers are good to provide feedback to students	2.59	1.017
32.	The teachers provide constructive criticism here	2.49	1.026
37.	The teachers gives a clear examples	2.67	0.986
39	The teachers get angry in class	1.34	1.171
40.	The teachers are well-prepared for their classes	2.58	1.070
50.	The students irritate the teachers	1.01	1.164
Total mean score and SD		25.4	0.098
Students' Perception of Teachers Maximum score		44	

Students' Academic Self-Perception (SASP)

TheStudents' Academic Self-Perception (SASP)was composed of 8 items and maximum score of 32 and mean score is 22.5.For thestatement "I am confident about my passing this year" scored mean (3.18±0.965) which indicate true positive points which means students have a good perception for their academic achievements. The remaining seven items ranges from (2.21±1.144) for the statements"I am able to memorize all I need"and maximum of (2.93±0.965) and statements"Learning strategies worked for me before continue to work for me now" this indicates the behaviors of EE that is positive*(table 5)*.The interview result also supported this finding in that, A 24 years old fourth year male participant reported that,"many students are facing challenges to remember with block courses, nursing curriculum could be revised and could be changed to semester based*(participant 2)*. Other a 21 years old female participants said that, "it is difficult to remember after examination in block courses"*(participant 3)*.Similarly a 33 years old male participants said that, "Ineffective time utilization, substances use, and poor reading habits in some students affect student's academic effectiveness"*(participant 1, 4)*. Totally these seven items could need to be improved.

Table 5: Students' Academic Self-Perception (SASP) among regular nursing students in South west governmental Universities of Ethiopia, April 2019 (n=405)

SN	Items	Mean	SD
5.	Learning strategies which worked for me before continue to work for me now	2.93	0.965
10.	I am confident about my passing this year	3.18	0.901
21.	I feel I am being well prepared for my profession	2.97	0.941
26.	Last year's work has been a good preparation for this year's work	2.86	1.018
27.	I am able to memorize all I need	2.21	1.144
31.	I have learned a lot about empathy in my profession	2.78	0.986
41.	My problem solving skills are being well developed here	2.84	0.957
45.	Much of what I have to learn seems relevant to a career in healthcare	2.75	1.052
Total mean score and SD		22.52	0.075
Students' Academic Self-Perception Maximum score		32	

Students' Perception of Atmosphere (SPA, 12 items)

The Students' Perception of Atmosphere (SPA) domains scored mean score was 29.17out of maximum score of 48. The lowest score were for the statement "The enjoyment outweighs the stress of the course", (1.38±1.059) which indicated that problematic areas that should need to be investigatemore closelyand could need to be improved."This school is well timetabled", "The atmosphere motivates me as a learner","The atmosphere is relaxed during lectures", (2.42±1.182), (2.44±1.071), and (2.46±1.122) receptively which means future of EE.Item 35 "I find the experience disappointing" scored (2.47±1.111) which shows students where agreed with negative statements and should be closely monitored. The rest seven items ranges from (2.49±1.059)-(2.66±1.059), which are a futures of EE *(Table 6)*. The interview findings were also similar in that, some participants said"there isfew students whojoined nursing profession without their interest, inadequate infrastructural facilities like electric power, lecture classes, water supply etc..,

insufficient instructional materials like LCD, white board marker, internet access, time etc.., and lack of skills in few instructors, and inadequate follow up in hospital" were the main factors that affects learning atmospheres *(Participant 1-8)*. Generally there are some areascould be improved.

Table 6: Students' Perception of Atmosphere (SPA) amongregular nursing students among regular nursing students in South west governmental Universities of Ethiopia April 2019(n=405)

SN	Items	Mean	SD
11.	The atmosphere is relaxed during the ward teaching	2.50	1.168
12.	This school is well timetabled	2.42	1.182
17.	Cheating is a problem in this school	2.56	1.231
23.	The atmosphere is relaxed during lectures	2.46	1.122
30.	There are opportunities for me to develop interpersonal skills	2.66	1.059
33.	I feel comfortable in class socially	2.60	1.073
34.	The atmosphere is relaxed during seminars/tutorials	2.49	1.059
35.	I find the experience disappointing	2.47	1.111
36.	I am able to concentrate well	2.61	1.039
42.	The enjoyment outweighs the stress of the course	1.38	1.059
43.	The atmosphere motivates me as a learner	2.44	1.071
49.	I feel able to ask the questions I want	2.58	1.146
Total mean score and SD		29.17	0.060
Students' Perception of Atmosphere Maximum score		48	

Students' Social Self-Perception (SSSP)

In the Students' Social Self-Perception (SSSP) subscale which contains 7 items and maximum scores of 28 andmean16.08, this means that not too bad EE. For the item number 3 "There is a good support system for students who get stressed",item 46 "My accommodation is nice" scored (1.28±1.029), and (1.64±1.333) receptively and should be examined more closely as it is problematic areas.The rest five items where between 2.40-2.99 indicates future of educational environments*(Table 7)*. The interview findings also supported this findings in that, a 21 years old female participants said"the accommodation is not clean and far from lecture classes", Other 33

years old male participants said , "No accommodation for students in hospitals", "lack of peer study in some students", "few students have poor social life". Generally this result shows not too bad SSSP and should be improved.

Table 7: Students' Social Self-Perception (SSSP) among regular nursing students in south west governmental Universities of Ethiopia, April 2019 (n=405)

SN	Items	Mean	SD
3.	There is a good support system for students who get stressed	1.28	1.029
4.	I am too tired to enjoy the course	2.48	1.185
14.	I am rarely +uninterested on this course	2.44	1.175
15.	I have good friends in this school	2.95	1.066
19.	My social life is good	2.89	1.132
28.	I rarely feel alone	2.40	1.222
46.	My accommodation is nice	1.64	1.333
Total mean score and SD		16.08	0.101
Students' Social Self-Perception Maximum score		28	

Statements of negative scores (9 items)

Out of 50 items 9 are negative that scored in reverse includes item 50 "The students irritate the teachers","The teachers get angry in class", scored (1.01±1.164), (1.34±1.171) receptively, which shows problematic areas that could need to be closely followed and corrected because many students are agreed with the statements i.e., few students where irritating their teachers, and few teachers get angry in the classes. According to this finding many students reported that"teaching is over-emphasizes truthful learning(2.84±0.984),", "teaching is too teacher-centered(2.78±1.096)", "teachers are ridiculing the students(2.62±1.201)", "Cheating is a problem in the school(2.56±1.231", "students are too tired to enjoy the courses(2.48±1.1850)", "students experiences where disappointing(2.47±1.111)", and"teachers are authoritarian(2.26±1.278)"which indicated that,a problematic areas that could be investigatedand intervene *(Table 8)*.

Table 8: Statements of the negative scores DREEM among regular nursing students in south west governmental Universities of Ethiopia, April 2019(n=405)

SN	Items	Mean	SD
4.	I am too tired to enjoy the course	2.48	1.185
8	The teachers ridicule the students	2.62	1.201
9	The teachers are authoritarian	2.26	1.278
17	Cheating is a problem in this school	2.56	1.231
25.	The teaching over-emphasizes factual learning	2.84	0.984
35.	I find the experience disappointing	2.47	1.111
39	The teachers get angry in class	1.34	1.171
48.	The teaching is too teacher-centered	2.73	1.096
50.	The students irritate the teachers	1.01	1.164

Over all nursing students' perception towards their educational environment

Out of the overall 50 DREEM questions of 5 point likert scale, the mean perception of nursing students for this study was 124.76/200 (62.4%) which showed a more positive perception toward their EE.The average mean score of all statements were 2.4 which is the characteristics of EE.There was no any significant variation regarding Students' perceptions of the five domains of DREEM. For SPL mean score of 31.61/48 which showsa more positive perceptiontoward their EE, For SPT 25.4/44 which meansmoving in the right direction, For SASP 22.52/32 indicatefeeling more on positive sides, SPA 29.17/48 which indicatea more positive atmosphere, SSSP 16.08/28 meaningthe EE where not too bad *(Table 9)*.

The descriptive analysis shows that, out of the DREEM 50 items, 4 statements mean scoreswere <2 which imply that, students' was indentified a more problematic area that needs close intervention. Two negative items scored <2 which means students agreed with the statements. Only 2 statements scored >2 and the rest of 42 statements scored between 2-2.95*(Table 3-7)*.

Table 9: Over all student's perception toward their educational environments among regular nursing students in south west governmental Universities of Ethiopia, April 2019(n=405)

Domains	Number of items	Maximum DREEM scores	Mean	Percent (%)	SD	Interpretations
SPL	12	48	31.61	66%	0.204	A more positive perception
SPT	11	44	25.4	58%	0.098	Moving in the right direction
SASP	8	32	22.52	70.3%	0.075	Feeling more on positive sides
SPA	12	48	29.17	61%	0.060	A more positive atmosphere
SSSP	7	28	16.08	57.4%	0.101	Not too bad
Total	50	200	124.76	62.4%	*0.056*	*More positive than negative*

Assumptions checked during conducting linear regression

To make linear regression to give a valid result, the data was checked by all the six assumptions and fits for the analysis. Accordingly: - the variables were continuous; the Durbin Watson statistics was 1.758 that is between1.5 up to 2.5 which means independence of observation.
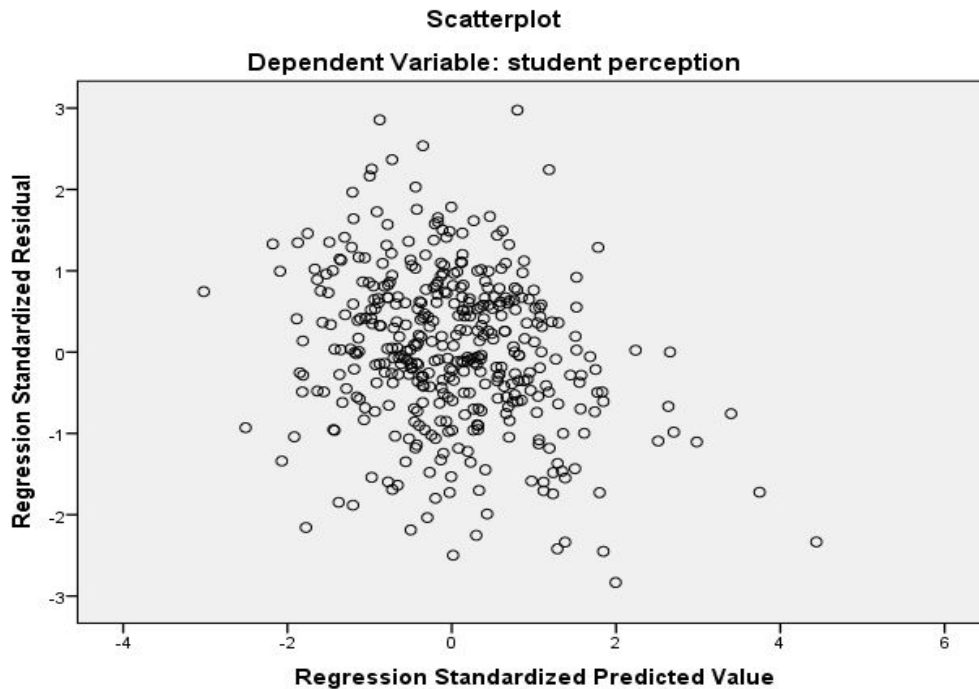
Figure 3: Scatter plot shows the relationship between the outcome and predictor variables among regular nursing students, in south west governmental Universities of Ethiopia, April 2019(n=405)

This scatter plot shows that, there was a linear relationship between the two variables and no significant outliers as vertically observed the points of regression line. The data was also shows homo-sedasticity which means that, there is no pattern in scatter plot, as the variances along the line of best fit remain similar as we moved along the line *(Figure 5)*.

Histogram

Dependent Variable: student perception

Mean = 0.03
Std. Dev. = 0.958
N = 405
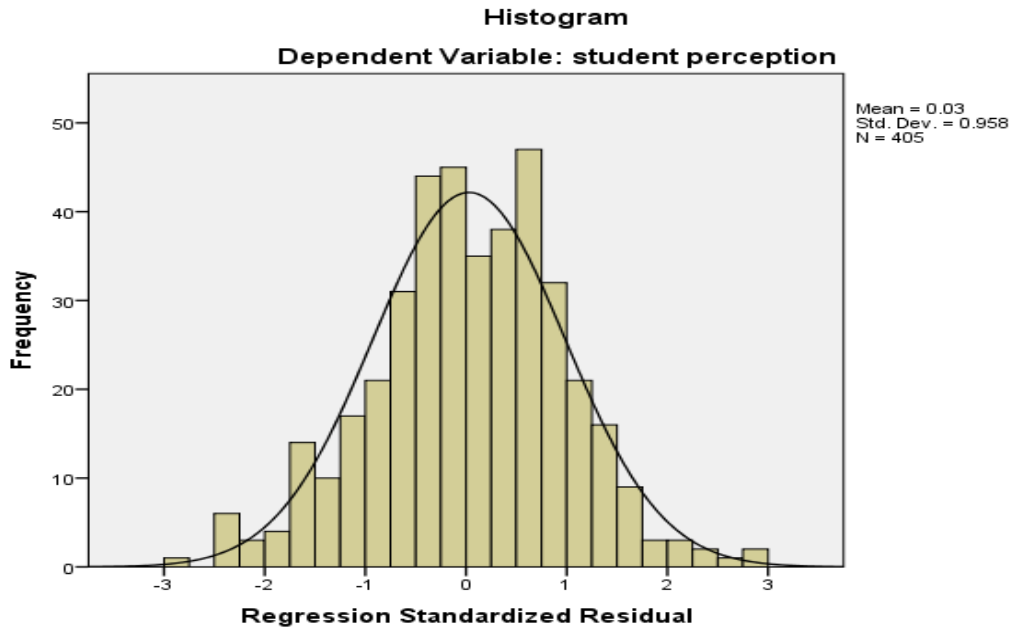
Figure 4: Histogram that show distribution of the data among regular nursing students in south west governmental Universities of Ethiopia, April 2019 (n=405)

The residuals of the regression line were also checked and approximately normally distributed using a histogram with a superimposed normal curve *(Figure 6)*.

Normal P-P Plot of student perception
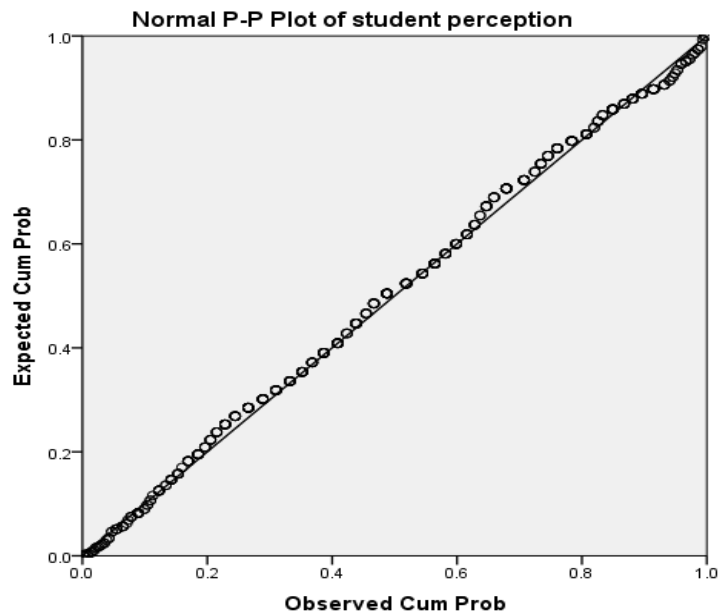
Figure5: The P-P Plot shows linearity of dependent and independent variables among regular nursing students in south west governmental Universities of Ethiopia, April 2019 (n=405)

The P-P Plot shows that, there is linear relationship between the two variables (all values fall between (-1 up to +1).

The simple linear regression analysis values of less than 0.25 were considered as the candidate for multivariable regression analysis to predict the outcome variables. The correlation coefficients shows that there is linear relationship between the two variables (all values fall between (-1 up to +1), and R^2 shows, 0.336 which indicates 33.6% of the variations in nursing students perception can be explained by the models containing all of the independent variables used in this study. It also means that, 66.4% of the variation is still not explained; therefore additional other independent variables could improve the fit of this R^2 model. Almost all of the variance inflation factors (VIF) were close to one except for variable age is >10 so that, the variable removed. The ANOVA shows the regression model predicts the dependent variable significantly well and $p < 0.0005$, which is <0.05 and the overall regression model was statistically significantly predicts the outcome variable.

Factors affecting nursing student's perception towards their educational environments

The current study show that, there wasstatistically a significant relationship between students perception and year of study (P-value<0.05).As year of study decreases nursing students perception toward their EE were increasesby12.002 timesfor first year (95%CI :(5.812-18.191) and9.241 times for second year (95%CI: 3.652- 14.831) and6.616 times for third year (95%CI :(1.648- 11.585) than fourth year students. These also meaning that, student's perception were decreases dramatically as years of study increases. There was a negative significant relationship between perception and gender; Being a male nursing students were associated with -5.633 times decrease in perception toward EE than female nursing students (95%CI: (-9.767up to -1.500).As the number of married students increases by one unit, perception towards their EE were decreased by -11.401 than single students (95%CI:(-19.829 upto -2.973) (P-value=0.008).

Asthe students current cumulative grade point average (CCGPA) between 2.5-2.9decreases by one unit, there was a-3.040 times reduction in perception toward their EE than students who have CCGPA in between 3.00-4.00(95%CI:(-5.824 up to -.255) and (P-value=0.032); and also by-2.300 reduction in perceptionfor students who have CCGPA between 3.0-3.49 (95%CI:(-3.847 up to -.753) than Students who have CCGPA of 3.5-4.00, (P-value=0.004).As the students ability tomemorizingthings increases by one unit, there were a 6.032 times increasein perception toward their EEthan students who have a poor memory (95%CI: 1.943-10.121)and (P-value <0.004).Theinterview finding werealso comparable with this findings in that, a 21 years old third year female participants said that, *"some students were poor in memory after they have taken examination in block courses", and few were even they did not have short term memory"(**Participant 3**).*

This study also reveals that, asthe student's motivation to learn new thingsfrom their instructors reduced by one unit, their perception towards EE were decreased by -6.098 times than highly motivated students, (P-value=0.021)and (95%CI:(-11.285 up to -.912).As the students satisfaction with teaching and learning processdecreases by one unit,there is reduction in students perception toward EE by-6.915, than increase instudents satisfaction (P-value=0.003), (95%CI:-11.440 up to -2.390).This findings were also supported by the qualitative results in that, a 33 years old third year male participants clarified that, *"many students were not motivated to study and they are using different substances for study"**Participant 4**).*

This study also reported that, there is statistically a positive significant relation between student's perception and adequacy of learning facilities (P-value=0.001). As the teaching and learning facilities increases by one unit, student'sperception towards their EE were also increased by 7.501 than decrease in learning facilities (95%CI: 3.164 up to 11.837).

The qualitative findings were comparable with this results as many participants reported that,*"learning facilities in this universities were poor", "there is no adequate instructional materials in the university like LCD, lecture classes, electric power interruption, poor internet access and infrastructural facilities like electric power interruption"* **(Participant2-8)**.

Similarly there were statistically a positive significant association between student's support system and perceptions (P-value 0.004).As support system for stressed students increases by one unit, there was an increase in student's perception toward their EE by6.347, (95%CI:(2.014 up to 10.680)*(Table 10)*. The qualitative results were in line with this results in that, all most all of the participants said that,*" there is no adequate supports for students during clinical practices", "few instructors were unethical who undermining their students, and others were over emphasizing factual learning, a very few instructors have not either skills nor a good behaviors",(Participant1-8)*.Generally this study was identified factors that affects nursing students perception towards their EE; so it gives a directions for targeted interventions.

Table 10: Factors associated with nursing student's perception toward their EE, among regular nursing students in South west governmental Universities of Ethiopia, April 2019(n=405)

SN	Variables		95.0 %CI for B	P-Value
1.	Year of study	Year I	12.002(5.812 to18.191)	.000
		Year II	9.241(3.652 to14.831)	.001
		Year III	6.616(1.648 to11.585)	.009
		Year IV	1	
2.	Gender	Male)	-5.633(-9.767 to-1.500)	.008
		Female	1	
	Marital statusSingle		1	
		Married	-11.401(-19.829 to-2.973)	.008
		Separated	-2.696(-14.077 to-14.077)	.642
		Divorced	-2.999(-12.032to6.033)	.514
		Widowed	3.481(-6.210to13.172)	.480

3.	CCGPA	2-2.49	-3.771(-10.399 to2.856)	.264
		2.5-2.9	-3.040(-5.824 to-.255)	.032
		3.0-3.49	-2.300(-3.847 to-.753)	.004
		3.50-4.00	1	
4.	Able to remember all things as you need		6.032(1.943 to10.121)	.004
	No		1	
5.	Motivate to learn new things from teachers		-6.098(-11.285to912)	.021
	Yes		1	
6.	Satisfied with teaching and learning process		-6.915(-11.440to2.390)	.003
	Yes		1	
7.	Learning facilities adequate for teaching		7.501 (3.164 to 11.837)	.001
	Yes			
8.	There is a good support system for stressed students		6.347 (2.014 to10.680)	.004
	No		1	

CHAPTER SIX: DISCUSSIONS

Assessmentof nursingstudents' perception towards their educational environment at the nursing schools helps educators and staffs in measuring the quality of learning that occurs within this vital place. The aim of this study was to examine Ethiopian southwest governmental nursing students' perception and factors affecting towards their EE. Many studies throughout the world reported that, the total score of DREEM was rangedapproximately between 45.0% up to 69.5 % (10,11).

The current study showsa total score of DREEM was124.76/200 (corresponding to 62.4% of the maximum scores)that indicate more positive than negative EE according to Miles S, (2012) and Yusoff MSB, (2012).The result is comparable to the studies conducted in Malaysia (126.78/200) in 2016and Pakistan (119/200)in 2016,India 125.24(62.6%)in 2014 and South Africa 119.3(59.3%)in 2017,(5,7).This similarities might be due to Ethiopia were adopting different educational strategies as planned to become one of the middle income economic countries by 2025(17). It might also be due to lower technological expectation in Ethiopia that over inflate their perception values and higher technological expectation in Malaysia, India and Pakistan that under estimate their level of perception values.

This result were higher than study conducted in Iran in 2013 (114.3/200) and in 2016 (103.54/200) andKuwait University in 2015 (108.7(54.3%).These variations might be due to as Ethiopia were one of the developing countries;may be a low level of technological expectationby students in the study areas which over estimate the results. This study was also higher than similar study conducted in Ethiopia in 2017 at Tikur Anbessa Medical school of Addis Ababa University,110(55%). This variation mightbe due to differences in the nature of medical students and nursing student's perception(13,21).

For the SPL mean score was 31.61/48(66%) which indicate a more positive perception which implies that a good learning environment. This result is comparable with study conducted at Pakistan in 2016, mean score 30/48, Indian medical school in 2014 (29.4/48), but higher than study conducted at Saudi Arabia in 2015, (28.5/48), Ethiopia in 2017 at Tikur Anbessa Medical school of Addis Ababa University27.4(57.0%),(8,14,13). This variation might be due to lower technological expectation in Ethiopia and higher in the others countries) and differences in nursing and medical students perception in Ethiopia.

The result forstudents' perception of learning (SPT) showsthat, 25.4/44(58%) which means moving in the right direction which implies that, students have a good or positive perception for their instructors).This result was similar with study conducted at India in 2014, 26.86/44(61.04%), Saudi Arabia in 2015,25.8/44(57%), and Ethiopia in 2017 24.8%/44(56.3%).This similarities might be due to instructors in this study area were dramatically changed to become a model to their students(5, 8, 13).

For students academic self perception (SASP) 22.52/32(70.3%)which indicatesthat feeling more on positive sides which means students were a good academic self perception.This result were comparative with study conducted atIran20.3/32(63.4%), Pakistan in 201421/32(66%),India in 201420.14/32(63%), and Saudi Arabia 21.1/32(66%)(8).

Regardingstudents' perception of atmospheres (SPA)showsthat, 29.17/48(61%) which indicate a more positive atmosphere which implies that, EE was good for students.This result were also comparable with study conducted at Pakistan 29/48(60.4%) in 2014, India 29.07/48(60.5%), in 2014, but higher than study conducted at Ethiopia in 2017, 24.1/48(50.2%), (8).The students social self perception (SSSP)was16.08/28(57.4%)which means that, the EE where not too bad (this implies that nursing students' social self perception was neither good nor bad) and thus, itneeds careful and immediate interventions. This finding were also comparable with study conducted at India in 2014, 17.02/28(61%), Saudi Arabia in 2015, 15.7/28(56.07%)(5, 8).

The current study also shows that, there was statistically a significant relationship between students' academic status in the form of CCGPA;This result was similar with a cross-sectional study conducted in Saudi Arabia in 2014, Sudan in 2018, Students'perception augmented from poor to excellent, as mean CCGPA increases, students' perception also increases(25, 26).This study also shows that, there was a significant relationship between perception and marital status (P-value<0.05).This result were comparable with study conducted in Iran in 2013 and 2016,(P = 0.01),and Pakistan in 2016 revealed that, more positive perceptions among female students than among male students(P<0.0001) (7).The in-depth interview finding were comparable with a qualitative study conducted at Iran in 2015 on nursing Students(18,30).Majorities of the participants were reported that, "the curriculum needs to be revisedbecause many students were facing challenges with block courses",Nursing curriculum is not properly implemented, and some instructors did not follow the curriculum.

This study shows that, statistically a significant relationship between perception and year of study, as study year increase students perception toward their EE were decreased (P-value=0.005). This were comparable with study conducted at Pakistan in 2018 and Karachi in 2018 that showsfirst year nursing students attain a significant highest scores in all sub-scales compared to the rest (p<0.0001). It is also comparable with study conducted in Iran in 2013 anda cross-sectional study done at India in 2016. Students studying preclinical subjects had significantly more positive perceptions of their EE than students from clinical subjects(6, 28,29).

There was statistically significant relationship betweenperception and students motivation to learn. A 33 years old third year male participants said that, *"students were not well motivated during hospital practices and during peer study; using substances to motivate their study habit, they are not using their time effectively"* ***(Participant 4).*** This finding was similar with a qualitative study conductedat Goteborg University of Sweden in that, nursing students' intrinsic motivation factors illuminate for their degree of motivation. Therefore it needsto accepting the students' need for tutorial support(31).

This studyalso shows that, there was statistically significant relationship between learning facilities and students' perception (P=0.001); the qualitative findings also similar with this findings. Manyin-depth interview participants' reported that, *"there was inadequate instructional materials, inadequate skill lab equipments and materials and other different infrastructures in most universities"* ***(Participant 2, 3, 4 7, 8).***

CHAPTER SEVEN: CONCLUSIONS AND RECOMMENDATIONS

7.1. Conclusions

The overall level of nursing student's perception towards their EE in Southwest governmental Universitiesof Ethiopia was *more positive than negative* or good which is comparable to other programs studied using the DREEM inventory in Addis Ababa and throughout the world.The subscales showed that, SPL 66 %(*a more positive perception*), SPT 58 %(*Moving in the right direction*), SASP 70.3% (*feeling more on positive sides*), SPA 61 %(*more positive atmosphere*) and SSSP 57.4 %(*Not too bad*).This study was reported many factors that affects nursing students' perception: Year of study, CCGPA , gender, marital status, students' ability to remembering things, motivation to learn, satisfaction with teaching and learning processes, students' support system and adequacy of learning facilities, (P-value<0.05) for all. The interview results were also supported many of these findings.

This findings provides the direction for many improvements, Strategies such as adopting student-centered approaches of learning, monitoringcurriculum implementation strategies, accessing different instructional materials, skill lab equipments, and infrastructures,strengthening student-teacher relationship, being responsive,providing good supports to students' who get stressed and who have educational needs, providing skill gap at entry level for newly staffed instructors, providing skill gap for staffed instructors who has in need, changing negative behaviors of instructors, using accessible practical teaching hospitals, changing misunderstanding of peoples' towards nursing profession, providing constructive feedback to students, and creating a comfortable, welcoming, and helpful atmosphere canadvance the perception of students towards their EE in this study area.

Strength and Limitations

Strength: The data were collected by both quantitative and qualitative methods

Limitations: Respondents' bias might be introduced

7.2. Recommendations

To makea more supportive excellent EE in the study area, all of the concerned body could forward their undeserved contributions for designing and implementing targeted interventions.

Minister of science and Higher Education of Ethiopia (MoSHEE)

➢ Regularly conduct quality based University teaching and learning supervision
➢ Availing or addressing unmates needs of different teaching aids and infrastructures.

South west governmentalUniversities

➢ Develop strategies to provide good support system for students, accessing teaching aids, skill lab equipments, materials and other infrastructures.
➢ Regular monitoring and evaluationofcurriculum implementation strategies, providingcapacity building for newly staffed teachersat entry level and for the staffed teachers in need.

Nursing schools/departments and health faculties

➢ Influence the policies to avail teaching aids and regularly use validated DREEM tools to monitorpositive enhancementof EE by using the current result as a base line.
➢ Usingstudents' feedback as an input, monitor instructors' behavior, sortingteachers in need of skill gapand facilitating tutorials for low achiever students.

Instructors

➢ Regularly update their knowledge and skills, preparevery well during lecturing, and practicing, communicate well with their students, evaluating students fairly, adopting student centered learning approach, actingethically, closely practicing and monitoring their students in clinical practices.

Nursing students

➢ Studying regularly, well communicate with their instructors, learn from each others, love and respect their profession, use their time effectively and avoid using different substances.

Researchers: Include newly addressed variables if they attracted to conduct furtherly.

REFERENCES

1. Konseling B, Kesuksesan D, Basri B, Kesuksesan Belajar D, Stain B, Siwo Metro J. 1 File. Vol. 11, Jurnal Tarbawiyah. 2014.

2. Othman M, Rukban A, Khalil MS, Al-Zalabani A. Learning environment in medical schools adopting different educational strategies. Educ Res Rev. 2010;5(3):126–9.

3. Imanipour M, Sadooghiasl A, Ghiyasvandian S, Haghani H. Evaluating the educational environment of a nursing school by using the DREEM inventory. Glob J Health Sci. Canadian Center of Science and Education; 2015;7(4):211.

4. Rehman R, Ghias K, Fatima SS, Hussain M, Alam F. Students' perception of educational environment at aga khan university medical college, Karachi, Pakistan. Pakistan J Med Sci. 2016;32(3):720–4.

5. Arzuman H., Hasan Maziz MN., Elsersi MM., et. al Preclinical medical students' perception about their educational environment based on DREEM at a Private University, Malaysia; Bangladesh Journal of Medical Science Vol. 16 No. 04 October'2017.

6. Bakhshi H, Azari F, Bakhshaliabad M. Nursing students' perceptions of their educational environment based on DREEM model in an Iranian university. Malaysian J Med Sci. 2013;20(4):55–62.

7. Victor G, Ishtiaq M, Parveen S. Nursing students perception of their educational environment in the bachelors programs of Shifa College of Nursing, Pakistan. J Educ Eval Health Prof. 2016;13:43.

8. Pai PG, Menezes V, Srikanth AMS, Shenoy JP. Medical students' perception of their educational environment. J Clin diagnostic Res JCDR. JCDR Research & Publications Private Limited; 2014;8(1):103.

9. Rafiei H. Nursing And Midwifery Students Perception Of Educational Environment: A Cross Sectional Study In Iran. IOSR J Nurs Heal Sci. 2016;

10. Ivana Ivančič, Ivo Fabijanić. Structural Development of Oxford Advanced Learners' Dictionary. J Lit Art Stud. 2017;7(5).

11. Rhee JA, Park JH, Park KH, Ahn YJ, Kim JH, Suh DJ, et al. Students' perception of the educational environment of medical schools in Korea: findings from a nationwide survey. Korean J Med Educ. 2015;27(2):117–30.

12. M S. Clinical Students' initial reports of the educatonal climate in a single medical school. Med Educ. 2004;38:659–69.

13. Al-Qahtani MF. Associations between approaches to study, the learning environment, and academic achievement. J Taibah Univ Med Sci. Elsevier; 2015;10(1):56–65.

14. Abusaad, FEL. Mohamed, HES. El-Gilany A. Nursing students ' perceptions of the educational learning environment in pediatric and maternity courses using DREEM questionnaire. J Educ Pract [Internet]. 2015;6(29):26–32. Available from: https://iiste.org/Journals/index.php/JEP/article/view/26668

15. Abera A. The Nature of Educational Environment for Medical Students in Tikur Anbessa Medical School. 2017;4(5):122–35.

16. Abusaad FES, Mohamed HE-S, El-Gilany A-H. Nursing Students' Perceptions of the Educational Learning Environment in Pediatric and Maternity Courses Using DREEM Questionnaire. J Educ Pract. 2015;6(29):26–32.

17. Education M of. Education Sector Development Program IV Program Action Plan / PAP. 2010;

18. Kermansaravi F, Navidian A, Yaghoubinia F. Nursing students' views of nursing education quality: a qualitative study. Glob J Health Sci. Canadian Center of Science and Education; 2015;7(2):351.

19. Al-Abdulrazzaq D, Al-Halabi B, Marwan Y, Dawas A, Karim J, Sadeq H. The educational environment of the undergraduate medical curriculum at Kuwait University. Adv Med Educ Pract. 2015;297.

20. Al Ayed IH, Sheik SA. Assessment of the educational environment at the College of Medicine of King Saud University, Riyadh. 2008;

21. Oshvandi K. Comparison of nursing and midwifery students ' perceptions of the educational environment Comparison of nursing and midwifery students ' perceptions of the educational environment A- Chronic Disease (Home Care) Research center of Hamadan University of M. 2016;(November).

22. DoShi D, Reddy BS, Karunakar P, DeShPanDe K. Evaluating student's perceptions of the learning environment in an Indian dental school. J Clin diagnostic Res JCDR. JCDR Research & Publications Private Limited; 2014;8(11):ZC39.

23. Abusaad FES, Mohamed HE-S, El-Gilany A-H. Nursing Students' Perceptions of the Educational Learning Environment in Pediatric and Maternity Courses Using DREEM Questionnaire. J Educ Pract. ERIC; 2015;6(29):26–32.

24. Cerón MC, Garbarini AI, Parro JF. Comparison of the perception of the educational atmosphere by nursing students in a Chilean university. Nurse Educ Today. Elsevier; 2016;36:452–6.

25. Ahmed Y, Taha MH, Al-Neel S, Gaffar AM. Students' perception of the learning environment and its relation to their study year and performance in Sudan. Int J Med Educ. IJME; 2018;9:145.

26. Nouh T, Anil S, Alanazi A, Al-Shehri W, Alfaisal N, Alfaris B, et al. Assessing correlation between students' perception of the learning environment and their academic performance. JPMA. 2016;66(12):1616–20.

27. Farooq S, Rehman R, Dias JM, Hussain M. Perceptions of nursing students of educational environment at a private undergraduate School of Nursing in Karachi. J Pak Med Assoc. 2018;68(2):216.

28. Barcelo JM. Medical laboratory science and nursing students' perception of the academic learning environment at a Philippine university using the Dundee Ready Education Environment Measure. J Educ Eval Health Prof. 2016;13:33.

29. Patil AA, Chaudhari VL. Students' perception of the educational environment in medical college: a study based on DREEM questionnaire. Korean J Med Educ. Korean Society of Medical Education; 2016;28(3):281.

30. Karimi, Z., Ashktorab, T., Mohamedi, E., Abedi H. Influential factors on learning through the hidden curriculum in the perspective of undergraduate baccalaureate nursing students. J Adv Med Educ Prof [Internet]. 2014;22(22):53–7. Available from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4235555/pdf/jamp-2-53.pdf

31. Nilsson KEL, Stomberg MIW. Nursing students motivation toward their studies–a survey study. BMC Nurs. BioMed Central; 2008;7(1):6.

32. Yusoff MSB. The Dundee ready educational environment measure: a confirmatory factor analysis in a sample of Malaysian medical students. Int J Humanit Soc Sci. 2012;2(16):313–21.

33. Miles S, Swift L, Leinster SJ. The Dundee Ready Education Environment Measure (DREEM): A review of its adoption and use. Med Teach. 2012;34(9).

34. Miles S, Swift L, Leinster SJ. The Dundee Ready Education Environment Measure (DREEM): a review of its adoption and use. Med Teach. Taylor & Francis; 2012;34(9):e620–34.

ANNEXES

Annex one: In-depth interview Transcription

In-depth interview Transcription interparated to English among regular nursing students in south west governmental Universities of Ethiopia, 2019

Participant one: *Background*: Age 23, year four, gender male, Wolkite University

Teaching and learning in this university is affected by: students who join other health in different university did not gating fields they preferred, nursing curriculum and its implementation is good but theory is very vast for example medical surgical nursing but practices what we implements where too narrow for example frequently we are doing wound care, medication administration, teachers are not demonstrating the skills in the hospitals during ward attachments. All most instructors are good behaviors, knowledge.

Different teaching materials in this university like LCD, white board, and other materials are adequate. But there are no enough classes. Students are not satisfied with their achievements after study and exam results as a result they are detached from study and start to use different substances; for the future its better if students are studying very well and they will learn from their experiences. Most of the time instructors are equal with students during practice, but its better if they have exposed to practice more and its better if more skillful instructors are assigned in the practical area because it make easy to understand. Finally it is better to change the attitudes of peoples toward nursing profession, because peoples are undermining nursing profession.

Participant Two: *Background*: Age 24, year four, gender male, Mettu University

Teaching and learning in this university is affected by: there is frequent interruption of electric power and available classes are not adequate. The nursing curriculum should be revised because courses we have taking where block, after examination we did not able to remember regarding the subject matter; Therefore it's better if it will changed to year based/semester based. Instructors have good behaviors but there is also few instructors which have unethical behaviors and who undermining students, money instructors have excellent knowledge but there is also instructors who holds masters degree but their knowledge and skills are bellow first degree and even bellow diploma and certificate, there is also instructors that his/her knowledge is under his/her students

and totally about 20% instructors did not fit as university instructors, money teachers are staffed directly from the university they have studied as a result they did not have enough skills for teaching, teachers who have staffed from different hospitals and health centers where they are full of knowledge and skills in   teaching. Teachers are somewhat fair in grading. Regarding the infrastructures generally good, there are also enough teaching materials, but frequent interruption of electric power, inadequacy of lecture classes where the main problem in this university. Some students are not using their time properly, others have no good relation with their instructors, and others have not studying with academically active students. Instructors have not teaching the skills and closely supervising in the hospitals.

Hospital staff members are sociable and good for students, but hospitals are always overcrowded by students make difficult to easily follow some nursing procedures. I will recommend nursing department to revise nursing curriculum by reducing courses like sociology, psychology are not related to health, health education courses are also full of redundancy and its better if nursing courses are semester based. Health faculty should be follow the department activities and have active communication with university.

Participant Three: *Background*: Age 21, year three, gender female, Mettu University

Teaching and learning in this university is affected by: Mainly female dorms are far from classes and takes about 20minutes, some teachers are not punctual, when the power is turned off there is no generators or any other mechanism used to substitute the electric power.

The curriculum we have following is semester based and have longer exposure time for study, but we prefer if the rest of the block courses are changed to semester based. About > 60% of instructors are experienced with both theory and practice this helped students more, but the rests of teachers are not well experienced and needs additional training especially for on skill area for practice. Mainly accessibility or shortage of water supply, our dorms are hygienically low; toilets smell is also sensible around dorms. Different buildings are going deeper to the land due to unknown reason, lack of adequate water supply, dorms and lecture halls are too far from each other. Mainly improper utilization of time, using different unnecessary things for study is the main reason for student's satisfaction. Teachers are not always there during practical situation, it is also better if the university uses nearer hospitals for practice, but there is enough financial

payment for food and shelter during practice makes us to give attention on practice. Finally I will recommend the university to focus more on skills by filling the demonstration with the necessary equipments and materials, using nearby hospitals to, experienced instructors also needed to be staffed, uninterrupted electric power supply also needed to make lectures more conducive.

Participant four: *Background*: Age 33, year three, gender male, Wolkite University

Teaching and learning in this university is affected by: Current situation like political instability, interruption of electric power during study, lack of coordination from students, lack of adequate reading facilities may initiate students to west their time. Regarding the curriculum it needs chronological revision, because most courses which very important where given at early semesters/years hence many students are facing difficulties to memorize. Actually students are expected to develop knowledge from their instructors but it is not because some instructors are not fair in grading and testing, some instructors have not adequate skills of the subject matter. Regarding infrastructures generally good, there are also enough teaching materials, but frequent interruption of electric power, inadequacy of lecture classes where the main problem in this university.

There is students who utilize different substances, viewing films, inability of some students to learn from the experiences from senior students, students who did not read well and blindly ready for cheating, students who are unnecessarily wasting their time did not satisfied with their results. The hospitals are very crowded by students who come from different universities, there is lack of houses in the hospitals during practical attachments, students and instructors have poor relationship due to students are living outside the hospital by rents, instructors should play a vital role to make the relationship between students and patients. Finally I will recommend nursing department to develop more strategies to build students skills and knowledge.

Participant five: *Background*: Age 21, year three, gender Female, Jimma University

Teaching and learning in this university is affected by: there is inadequacy of lecture classes, inadequate demonstration materials, there is also instructors who did not have adequate skills of the subject matter as a result students are de-motivated to study and there is also subsequent problem in student evaluation. Regarding nursing curriculum in our university problematic because credit hours we have taking where reduced without any reason, many courses are block

but students are facing challenges to remember the courses they took in block, therefore it is better to change all courses to semester based, due reduced credit hours exams and different courses overlapped. Some instructors have teaching negligently; they not have adequate skills of the subject matter, most instructors are evaluating students subjectively regardless of the curriculum and if we try to communicate about the results they did not responsive to students and during that time problem will be created, few instructors are wants to decide everything by themselves, some instructors are knowledgeable, skillful and treating their students patiently, but there is also instructors which not have either of knowledge teaching or good behaviors or responsive to students teaching.

Regarding infrastructures lecture classes are too small in number and few in number because we are 90 in number but the classes doesn't enough for more than 30 students, frequent interruption of electric power especially around library of health science, LCD and dividers are also few in numbers, even though if there is classes we are wasting our time to wait LCD. Missing to scoring high grade where first students related problems in addition to teachers related causes, as I told you before the courses we have taking were block and block courses needs time but students are wasting their time on different recreational activities and this may push them to score low grade and they will not satisfied with that courses and finally they will be discharged from the school.

There is no equipments and materials in nursing demonstration, there is enough support during hospital practice for instance students who went to the hospital for practice on may 27 may not start practice for many days, no one can be looking us once we went for practice therefore teachers should facilitate and provides care for students as we are studying health for human beings, continuous follow up during practice also Very important because instructors may not stay there during practice with us. Finally I will recommend nursing department to revise nursing curriculum, to fill demonstration equipments and materials to avoid assume during procedures because we are going to apply on human beings, university should also focus on different infrastructures like electric power, LCD etc..

Participant six: *Background*: Age 24, year four, gender Female, Jimma University

Teaching and learning in this university is affected by: Nursing department did not have clear schedule at least things will be implemented during semester and everything is posted within very

few days without gap, Many times wasting conditions encountered us like classes did not have LCD and we are also wasting our time for searching LCD. Regarding curriculum we are experienced that whenever there is new department head there is new curriculum, which subjective, this demoralize students, it also inactivate teaching and learning process, it is better if the university have uniform curriculum and better if newly comer department head avoid to use their own curriculum.

In this university actually there is well experienced, and good behavior instructors, likewise there is also very few new instructors that did not have a knowledge and skills of the subject matter and the others are degree or master holders but their teaching did not shows their status, there is also teachers that have unexpected behavior from them, other few teachers are even academically lower than their students, regarding evaluation few instructors are preparing examination by downloading from different website regardless of what they teach, while the rests are limited to what they have included in handouts, class discussion and assignments.

Finally I will recommend the department to revise the steps of course delivery for example it is better to take ethics courses at first year, research methodology and other related fields around the last year, in other universities only health officer and medicine students are remaining in the campus during summer season, but this under estimated nursing profession therefore I will recommend that nursing students and all other health science students to remain in the campus through the year, also better to prepare modules helps to prepare students for external examination, it is better if courses are added and focuses more on practice than theory.

Participant seven: *Background*: Age 23, year four, gender Female, Mizan Tepi University

Teaching and learning in this university is affected by: Many times classes did not have LCD and we are also wasting our time for searching LCD. Regarding nursing curriculum actually it is good but it does not implemented practically,and many instructors did not following the objectives of the courses rather they are mixing other topic they are interested on it, this discourage students, it also inactivate teaching and learning process, it is better if the university have continuous monitoring and evaluation of curriculum implementation strategies.

In this university actually there is well experienced, and good behavior instructors in our departments, but there is also very few new instructors that did not have a knowledge and

especially skills of the subject matter and the others master holders but their teaching did not shows their status, there is also teachers that have unexpected behavior from them, other few teachers are even academically lower than their students, regarding evaluation few teachers are evaluating students subjectively, others are preparing examination by downloading from different website, while the rests are limited to what they have included in handouts, class discussion and assignments. Finally I will recommend the university to monitor the implementation strategies of the curriculum, it is also better for students if far practical hospitals are excluded, it is also better if there is skillful and well experienced teachers are assigned for courses related to skills and for hospital practices, it is also better if courses are added and focuses more on practice than theory.

Participant eight: **Background**: Age 24, year four, gender Male, Mettu University

In this university teaching and learning where affected by: first there is inaccessibility of the internet facility, interruption of electric power, lack of adequate teaching materials like LCD, lecture hall, white board marker, demonstration materials, lack of skillful instructors because many teachers are fresh man, even difficult to differentiate them from their students, lack of continuous follow up during practical attachments, bad and unethical behaviors from some instructors which is especially very difficult for female students. Regarding nursing curriculum actually it is good but it does not implemented practically, and many instructors did not following the objectives of the courses rather they are mixing other topic they are interested on it, this discourage students, it also inactivates teaching and learning process, it is better if the university have continuous monitoring and evaluation of curriculum implementation strategies especially at department level.

Regarding instructors many of them are dictators, they did have enough skills of the subject matter, others are well experienced, evaluation methods of many instructors are full of subjectivity, and others are very rigid, while others downloading the exam question from the internet that even they did not answer by themselves they are asked back. Regarding the infrastructures, lecture halls are few in number, and the available hall did not have electric power, once the electric powers are interrupted no one can looking it, our dorms have not adequate water supply and dirty, our sitting chair in the classes are always dusty, there is few number of LCD and other teaching materials.

There is no adequate equipments and materials in skill lab, during hospital practice we are wasting our time by waiting the bus, and derivers did not respect the students during practical attachments. Finally I will recommend the nursing departments to monitor the implementation strategies of the curriculum; the faculties should follow the departments and even the instructors that did not have enough knowledge, skills, and have unethical and bad behaviors, the university should activate the policies regarding the curriculum and bad behaviors of the instructors, and should be fill the demonstration equipments and materials, also by changing the attitudes of the derivers.

Annex two: In-depth Interview Translation

In-depth interview translation among regular nursing students of southwest governmental Universities of Ethiopia, April 2019

One of 23 years old fourth year nursing students from Wolkite University says that, most students who joined nursing profession where regardless of their preferences and affects teaching and learning process. Nursing curriculum and its implementation strategies where good but few courses are more of theory than practice; In addition he reports that teacher are good behaviors, knowledge, but many of them have not enough skills, they did not closely follow and demonstrating students during hospital practices, and recommends that if skillful teachers will assigned in practices. Instructional materials where enough except lecture classes are mismatch with number of available batches. Most students did not use their time properly and subsequently demotivated to study due to exam failure. Finally he said that, many people where undermining nursing profession and affects many students to join nursing profession *(Participant 1).*

Similarly a 24 yearsold fourth year male nursing students from the Mettu University reports that, interruption of electric power, insufficiency of different instructional materials where mainly affects teaching and learning process. Many students are facing challenges to remember with block courses; therefore nursing curriculum could be revised and will be changed to semester based.Teachers have good behaviors except there is very few unethical and who undermining students, many instructors have excellent knowledge but there is instructors who holds masters degree but their knowledge and skills where under their status and their students becausethey are staffed directly from the university before practical exposure. Generally about 20% instructors did not fit as university lecturers. He also reports many instructors where fair in grading, there are good infrastructural facilities except frequent interruption of electric power, lack of lecture classes.   Few students are ineffective to use their time and poor communication skills with instructors. Finally he recommends the nursing departments to revise the curriculum; electric power supply could be modified *(Participant 2)*.

Other a 21 years old third year female nursing students from the same University says that, females accommodation are too far from lecture classes, some teachers where not punctual, nursing curriculum should be revised because difficult to remember after examination in block courses, the accommodation and toilets where not clean, no substitution during electric power interruption, many buildings are not properly constructed and even difficult to move around, poor water supply and other hygienic facility. She also reported that about 40% of instructors have lack with skills which needs extra training, many students are using different substances for study, Instructors did not practicing students even they not stay there during practice this motivates many students, and some hospitals are too far from the university. There were adequate tuition fee in this university. Generally she recommended the nursing department to revise the curriculum, to focus more on skills, fill different equipments and materials in skill laboratory, to staff experienced instructors, the university should be closely follow the teaching and learning processes*(Participant 3)*.

A 33 years old third year male participants from Wolkite University reported that, politics, electric power interruption and electric power interruption are mainly affects teaching and learning processes, nursing curriculum could be revised, few instructors where not fair in grading, some instructors have not enough skills and demotivates students to study. He also says there are good infrastructures except the interruption of electric power, inadequacy of lecture classes. Ineffective utilization of time, using substances, and poor reading habits in some students; the hospitals are very crowded with students; there is no accommodation for students in hospitals which create communication gap between teacher and students. Finally he recommends nursing departments to use different strategies to develop student's knowledge and skills *(Participant 4)*.

Similarly a 19 years old third year female participants from JU says that, there are inadequate instructional materials like LCD, white board marker, lecture classes, demonstration equipments and materials, nursing curriculum should be revised; very few instructors have not skills of the subject matter and not fair in grading. He also says there where good infrastructural facilities, there is inadequate follow up from some instructors in hospital practices. Finally she recommends the university to fill all the necessary instructional materials and nursing departments to closely follow the skills of instructors, to revise the curriculum and monitoring its implementation strategies *(Participant 5)*.

Other a 24 years old fourth year female participants from JU says that, many times nursing department is not scheduled, inadequate instructional materials like LCD. The curriculum implementation strategies where not uniform, which demotivate students to study, many instructors have very good behaviors, knowledge and skills but very few instructors have unexpected behaviors, not have a knowledge and skills of the subject matter even they are first degree or master holders but their knowledge and skills where breach and even under their students. Few instructors are preparing examination from the internet. Finally she recommends nursing departments to revise the implementation steps of the curriculum to prepare modules helps to prepare students for external examination, to focus more on practice, nursing students to stay in the campus throughout year the year like health officer students and medicine students *(Participant 6)*.

A 23 years old fourth year female participants from Mizan Tepi University says that, there is no enough instructional materials like LCD, curriculum content is good but there is implementation problem. She also reports that many instructors have good knowledge and skills but very few instructors did not have adequate knowledge and skills of the subject matter even they are below their students, additionally there are inadequate infrastructural facilities in this university especially road, internet access, few instructors are subjective in grading, hospitals are highly overcrowded with students but instructors are closely practicing students. Finally she recommends the university closely monitoring curriculum implementation strategies, to address all infrastructures, to exclude far and overcrowded hospital for practice, to assign skillful instructors for practice etc *(Participant 7)*.

A 24 years old fourth year male participants from Mettu University says that, there are inadequate instructional materials like internet access, LCD, lecture hall, skill lab equipments, white board markers, infrastructures like electric power. Additionally he says nursing curriculum is good but few teachers did not follow the objective of the courses, many instructors are not skillful as they are fresh man, others are dictator, not fair in grading, poor communication skills with students, they are preparing examination from internet. He also reports that there are infrastructures needs to modify like electric power supply, water supply, lecture classes etc...Finally he recommends nursing departments to revise the curriculum, closely following the skills of instructors, the university should fill all the raised instructional facilities and infrastructures *(Participant 8)*.

ANNEX three: English version questionnaires

Consent form

Dear Student my name is *Melese Workneh.* I am here on behalf of Jimma University institute of health faculty of health science school of nursing and midwifery. I am doing this study for the partial fulfillment of the requirement for a Master's of Science in Adult health Nursing. The objective of this study is to asses nursing student's perception and factors affecting towards their educational environments among governmental Universities of Southwest Ethiopia, 2019.

Your cooperation and honest participation in this study will provide me accurate results and real status of your educational environments. It also helps to make an intervention. Hence I request you to participate honorably. Don't write your name and identification number in this form. Your responses to my questions are identified only by number, never by your name or identification and all information's that you give me will be kept confidential. You may skip any question that you prefer not to answer, but I would appreciate your cooperation if you answer all in all. You may also ask to clarify if there is/are difficult question/s to understand.

Do you agree to participate in this study?   1. Yes _____   2. No _____

<p align="right">Thank you in advance for your cooperation!</p>

Dear Student

This questionnaire has three parts. The first one contains your background information, and the second DREEM inventory model contain five subscale used to measure your perception toward educational environments (EE) and third contains factors affecting your perception towards EE. No need to write your name or identification (ID) on this questionnaire. Thus please be honest and choice your answer by circling one of the alternatives that shows your answer.

Section -I- Socio-demographic characteristics

Table1: Questionnaire used to collect Socio-demographic characteristicsamong regular nursing students of south west of Ethiopia, April, 2019(n=405)

S.N	Variables	Possible answer	
1.1	University?	[1] Jimma University	[2] Mizan Tepi University
		[3] Mettu University	[4] Wolkite University
1.2	Year of study?	[1] Year –I BSc. N	[2] Year-II BSc. N
		[3] Year-III BSc. N	[2] Year-IV BSc. N
1.3	Where do you live?	[1] In the campus	[2] Outside the campus
1.4	Where you attended high school studies?	[1] Governmental school [2] Non-governmental or Private school	
1.5	Gender?	[1] Female [2] Male	
1.6	How old are you?	Age in years) _____	
1.7	What is your Marital status?	[1] Single [2] Married [3] Separated [4] Divorced [5]Widowed	
1.8	What is your Ethnicity?	1. Oromo 2. Amhara 3. Tigre 4. Gurage 5. Kefa 6. Other specify_____	
1.9	What is your Current CGPA?	[1] 2-2.49 [2]2.50-2.99 [3] 3.00-3.49 [4] 3.50-4.00	

Answer the following section using the responses provided abbreviation response in full

Keys: - Strongly Agree **(SA) =4**,

       Agree **(A) =3,**

       Unsure, **(N) =2**

       Disagree **(D) =1,**

       Strongly Disagree **(SD) = 0**

Table 2: DREEM questionnaire used to assess student's perception toward their EEamong regular nursing students of south west of Ethiopia, April, 2019(n=405)

I.   Students' Perception of Learning (SPL, 12 items)

S.N	Statements	SA	A	N	D	SD
1.	I am encouraged to participate during teaching sessions					
7.	The teaching is often interesting					
13.	The teaching is student-cantered					
16.	The teaching methods helps to develop my competence					
20.	The teachings well-focused					
22.	The teaching helps to develop my confidence					
24.	The teaching time is put to good use					
25.	The teaching over-emphasizes factual/truthful learning					
38.	I'm clear about learning objectives of the course					
44.	The teaching encourages me to be an active learner					
47.	Long term learning is emphasized over short term learning					
48.	The teaching is too teacher-centered					

II.   Students' Perception of Teachers (SPT, 11 items)

S.N	Statements	SA	A	N	D	SD
2.	The teachers are knowledgeable					
6.	The teachers are patient with patients					
8.	The teachers ridicule the students					
9.	The teachers are authoritarian					
18.	Teachers have good communication skills with patients					
29.	The teachers are good to provide feedback to students					
32.	The teachers provide constructive criticism here					
37.	The teachers gives a clear examples					
39	The teachers get angry in class					
40.	The teachers are well-prepared for their classes					
50.	The students irritate the teachers					

III.   Students' Academic Self-Perception (SASP, 8 items)

S.N	Statements	SA	A	N	D	SD
5.	Learning strategies which worked for me before continue to work for me now					
10.	I am confident about my passing this year					
21.	I feel I am being well prepared for my profession					
26.	Last year's work has been a good preparation for this year's work					
27.	I am able to memorize all I need					
31.	I have learned a lot about empathy in my profession					
41.	My problem solving skills are being well developed here					
45.	Much of what I have to learn seems relevant to a career in healthcare					

IV.   Students' Perception of Atmosphere (SPA, (12 items)

S.N	Statements	SA	A	N	D	SD
11.	The atmosphere is relaxed during the ward teaching					
12.	This school is well timetabled					
17.	Cheating is a problem in this school					
23.	The atmosphere is relaxed during lectures					
30.	There are opportunities for me to develop interpersonal skills					
33.	I feel comfortable in class socially					
34.	The atmosphere is relaxed during seminars/tutorials					
35.	I find the experience disappointing					
36.	I am able to concentrate well					
42.	The enjoyment outweighs the stress of the course					
43.	The atmosphere motivates me as a learner					
49.	I feel able to ask the questions I want					

V.   Students' Social Self-Perception (SSSP, 7 items)

S.N	Statements	SA	A	N	D	SD
3.	There is a good support system for students who get stressed					
4.	I am too tired to enjoy the course					
14.	I am rarely +uninterested on this course					
15.	I have good friends in this school					
19.	My social life is good					
28.	I rarely feel alone					
46.	My accommodation is nice					

Section VI: Questionnaire Used to assess factors affecting students perception

Table 3: Questionnaire used to assess factors affecting nursing student's perceptionamong regular nursing students of south west of Ethiopia, April, 2019(n=405)

SN	Student Related Factors	Answer	
1.1	Are happy with studying nursing profession?		
1.2	Do you able to remember all things as you need?	1. [Yes]	2. [No]
1.3	Are you passed the next semester?	1. [Yes]	2. [No
1.4	Did you want to learn new things from your instructors all the time?	1. [Yes]	2. [No
1.5	Do you satisfied with your teaching and learning?	1. [Yes]	2. [No
2	**Organizational related factors**		
2.1	The learning facility provided by this University is it adequate for teaching and learning process (, class room, library, skill lab, practice area, blackboard/white board), cafeteria, etc..?	1. [Yes]	2. [No]
2.2	The universities have a good support system for students who get stressed?	1. [Yes]	2. [No]
2.3	The environment is relaxed during lectures (noise due to construction, class location, etc..?	1. [Yes]	2. [No]
2.4	The University/department is well time tabled?	1. [Yes]	2. [No]
3	**Curriculum related factors**		
3.1	The curriculum implementation strategy in this University is it appropriate?	1. [Yes]	2. [No]
3.2	Content of your curriculum is it appropriate for nursing profession?	1. [Yes]	2. [No]
4	**Instructors related factors**		
4.1	Do the instructors well communicate with students?	1. [Yes]	2. [No]
4.2	Do the teachers have a good knowledge of the subject matter?	1. [Yes]	2. [No]
4.3	Do the instructors have a good skill of the subject matter?	1. [Yes] 2. [No]	
4.4	Do the teachers fair in testing and grading?	1. [Yes]	2. [No]
4.5	Do the teacher flexible in approaches to teaching?	1. [Yes]	2. [No]
4.6	Do the teachers dictator?	1. [Yes]	2. [No]

Qualitative data collection tools

Semi-structured open-ended questions used for key informant interview to collect the data in detail about student'//s experiences of their educational environments.

Dear student, your participation in the interview and every aspect of this study is completely voluntarily and withdraw yourself from the study at any time as you want.

Table 4: Semi-structured open ended questionnaire used for qualitative data collection among regular nursing students of south west Ethiopia, April 2019(n=8)

SN	Open ended questionnaire
1	What are the factors affecting your teaching and learning process in this university?
2	How do you think about nursing curriculum and implementation strategy in your department? And what would you recommend making more conducive or educational?
3	How do you feel about your instructor's behaviors, knowledge and skill, teaching style, evaluation methods in this university?
4	What do you think about the infrastructures in this university?
5	What do you feel about student's personal factors that influence their academic performance and satisfaction and how they solve it?
6	How do you feel about your clinical practice learning environment?
7	What would you recommend the school/department, faculty and university to make nursing educational environment more attractive?

Annex four: Amharic version questionnaires

እዝል 1: የውሌስምምነት

ውድተማሪዎች ስሜ **መለስ ወርቅነህ** ይባላል. እኔ በጅማ ዩኒቨርስቲ የጤናሳይንስ ፋክልቲ ውስጥ በነርሲንግ ትምህርትቤት እገኛለሁ. በዶልትየጤናነርሶችውስጥየእንድመምህርየሳይንስመስፈርትበከፍልማሚላተይህንንጥናትእሰራለሁ. የዚህ ጥናት ዓላማ በ 2019በደቡብ ምዕራብ ኢትዮጵያ በሚገኙ የመንግስታዊ ዩኒቨርስቲዎች ለሚገኙ የትምህርት ተቋማት የሚያስተላልፈውን የነርሲንግ የተማሪዎች ውዝግብ እና ሁኔታዎችን ማመቻቸት ነው.

በዚህ ጥናት ውስጥ ትብብር እና ታማኝ ተሳታፊ እርስዎ ትከከለኛ የትምህርት ውጤቶችን እና የትምህርት ቦታዎቹን በትክከል እንድሰጠን ያደርጉልኛል. ጣልቃገብነትን ለመርዳት ይረዳል. ስለሆነም በአክብሮት እንዲሳተፉ እጠይቃለሁ. በዚህቅጽ ውስጥ ስምዎንና የመታወቂያ ቁጥርዎን አይጻፉ. ለጥያቄዎች የሚሰጧቸው መልሶች በስም ብቻ ለይተው, በስምዎ ወይም በምስጢርዎም, እና እርስዎ የሚሰጡት መረጃ ሁሉ በሚስጥር ይያዛል. መመለስ ላላመፈለግ የሚመርጡትን ማንኛውንም ጥያቄ መዝለል ይችሉ ይሆናል, ነገር ግን ሁሉንም መልስ ከሰጠዎት ትብበርዎን እወዳለሁ. በተጨማሪም ለመረዳት አስቸጋሪ የሆኑ ጥያቄዎች አሉ.

<div align="center">

በዚህ ጥናት ለመሳተፍ ይስማማሉ?   1. አዎ _____ 2 የለም _____

</div>

<div align="center">

ለትብብርዎ በቅድሚያ አመሰግናለሁ!

</div>

ሁለተኛ : -ጥያቄ

ውድተማሪዎች ይህ መጠይቅ ሦስት ክፍሎች አሉት. የመጀመሪያው የጀርባ መረጃዎን ይዟል, እና ሁለተኛው DREEM ከምችት ሞዴል ለትምህርት አካባቢዎች (EE) ያለዎትን ግምት ለመለካት ጥቅም ላይ የሚውሉ አምስት ክፍል አካላትን ያካታል, እና ሦስተኛው በ EE ላይ ያለዎት ግንዛቤ ላይ ተጽዕኖ የሚያሳርፉ ምክንያቶች አሉት. በዚህ መጠይቅ ላይ የኢርስዎን ስም ወይም መታወቂያ (ID) መጻፍ አያስፈልግም. ስለሆነም, ሐቀኛ ሁንና መልሱን መልሱን ከሚያሳዩት አማራጮች አንዱን በማጣመር መልስዎን ይመርጡ.

ክፍል-አንድ- የተሳታፊዎች ልዩ መለያባህርያት

ሠንጠረዥ 3-በ ጅማ፤ መቱ፤ ሚዛን ቲፒ እና ወልቂጢደቡብምዕራብኢትዮጵያውስጥየሚገኙመደበኛርሲንግተማሪዎች- ልዩ መለያዎች፤ መረጃዎች

ተ.ቁ			
1.1	ዩኒቨርሲቲ?	['1] ጅማዩኒቨርሲቲ	[2] ሚዛንቲፒዩኒቨርሲቲ
		[3] መቱዩኒቨርሲቲ	[4] ወልቂጠዩኒቨርሲቲ
1.2	የጥናትዓመት?	[1] ዓመት - I BSc. N [2] ዓመት-II BSC. N [3] ዓመት-IV BSc. N	
		[2] ዓመት-IV BSC. N	
1.3	የትነውየምትኖረው?	[1] በግቢውውስጥ	[2] ከካምፓሱውጪ
1.4	የሁለተኛደረጃትምህርቶችንየተከታተሉበትቦታ?	[1] የመንግሥትትምህርትቤት	[2] መንግስታዊያልሆነወይምየግልትምህርትቤት
1.5	ጾታ?	[1] ሴት	[2] ወንድ
1.6	ዕድሜያስንትዓመትነው?	ዕድሜውስጥ) _____	
1.7	የባለቤትነትትዎሁኔታምንድነው?	[1] ነጠላ መበለቶች	[2] አግብቷል [3] ተለያይቷል [4] ተፋታ [5]
1.8	የእርስዎየዘርጎጽታምንድነው?	1. ኦሮሞ 2. አማር 3. ትግሬ 4. ጉራጊ 5. ኬፋ 6. ሌላ _____
1.9	የእርስዎአሁንያለ CGPA ምንድነው?	[1] 2-2.49 [2] 2.50-2.99 [3] 3.00-3.49 [4] 3.50-4.00

ክፍል 2: የዲኤምኤፍመጠይቅ

የቀረበውንየስህተትምላሽምላሽሙሉውንመልስበመጠቀምቀጣዮንክፍልይመልሱ

ቁልፎች: -በታም እስማማለው (SA) = 4 ፤

እስማማለሁ (A) = 3

ያልተረጋገጠ, (N) = 2

አልስማማም (D) = 1 በከፍተኛሁኔታአልስማማም (SD) = 0

ሥንጠረዥ 4 DREEMተማሪዎችን አስተሳብ ለመገምገም የሚረጉ ቃለመጠይቆችበምራብ እት

I. የተማሪዎችየመማርግምት (SPL, 12 ክፍሎች)

ተ.ቁ	መግለጫዎች	SA	A	N	D	SD
1	በትምህርትየማስተማርከፍለጊዜዎችእንዲሳተፉተጋብዘዋል					
7	በትምህርትየማስተማርከፍለጊዜዎችእንዲሳተፉተጋብዘዋል					
13	ትምህርቱበዘውንጊዜየሚስብነው					
16	ትምህርቱየተማሪዎችንድጋፍያገኘነው					
20	የማስተማሪዘዴዎችእኔንብቃትለማሳደግይርዳሉ					
22	ትምህርቶቹበደንብያተኮሩነበሩ					
24	የማስተማሪጊዜበጥሩሁኔታጥቅምላይውሏል					
25	ትምህርቱእውነት / እውነትየሆነውንትምህርትእጽኖትይሰባል					
38	የኮርሱንዓላማዎችለመማርግልጽነው					
44	ትምህርቱገባሪተማሪእንድሆንያበረታታኛል					
47	የረጅምጊዜትምህርትበአጭርጊዜትምህርትላይያተኮረነው					
48	ትምህርት አሰጣጡ በመምህራኖች በጣም ያደላ ነዉን					

II. ተማሪዎችበመምህራኖችግንዛቤበተመለከተ (SPT, 11 ንጥሎች)

ተ.ቁ	መግለጫዎች	SA	A	N	D	SD
2	መምህራንእውቀትያላቸውናቸው					
6	መምህራንታካሚዎችንታግሠዋል					
8	መምህራንተማሪዎችኝይሳለቃሉ					

9	መምህራንፈላጭ (አምባገነን, ጠንካራ)
18	አስተማሪዎችከሕመመትኞችጋርጥሩግንኙነትያቸውችሎታዎችአላቸው
29	መምህራንለተማሪዎችግብረመልስለመስጠትጥሩናቸው
32	መምህራንንገገቢትንታኔንእዚህያቀርባሉ
37	መምህራንግልፅምሳሌዎችንይሰጣሉ
39	መምህራንለክፍልደረጃቸውበደንብተዘጋጅተዋል
40	ተማሪዎቹመምህራንንያበሳጫሉ

III. የተማሪዎችስነዌቀትራስ-አስተሳሰብ (SASP, 8 ንጥሎች)

ተ.ቁ	መግለጫዎች	SA	A	N	D	SD
5	ከዚህበፊትለእነየተሠራማሳደጊያስልቶችእሁንለእነእየሠራሁነው					
10	በዚህዓመትስለለጅዎእርግጠኛነኝ					
21	ለሙያዬጥሩዝግጅትእያደረግሁእንደሆነይሰማኛል					
26	ያለፈዉዓመትስራለዚህዓመትሥራጥሩዝግጅትነው					
27	የሚያስፈልገኝንሁሉለማስታወስእችላለሁ					
31	በፀጋዬውስጥስለጋንጥነትብዙተምሬያለሁ					
41	የችግርመፈታትችሎታዬእዚህውስጥበደንብእየተገነባው					
45	አብዛኛዎቹየማሩትበጤናንኩበካቤስራውስጥነው					

III. የተማሪዎችየንብረት ሁኔታ አከባቢግምት (SPA, (12 ዕቃዎች)

ተ.ቁ	መግለጫዎች	SA	A	N	D	SD
11	በሆስፒታልትምህርትወቅትከባቢአየርናብዲል					
12	ይህትምህርትቤትጥሩኂዜሰንጠረዥአለዉ					
17	ፈተና ማጭበርበርበዚህትም / ቤትውስጥችግርነው					
23	በክፍለጊዜያትወቅትከባቢአየርዘናያለነው					
30	የአካልብቃትእንቅስቃሴዎችንለማዳበርእድሎችአሉ					
33	በክፍልውስጥበማህበራዊሁኔታይሰማኛል					
34.	በሴሚናር / ስልጠናዎችወቅትከባቢአየርናይላል					
35.	ያጋጠመኝሁኔታተስፋአስቆራጭሆኖአግኝቼዋለሁ					

ተ.ቁ	መግለጫዎች
36.	በደንብ ገ ተ ኮ ርጄ ት ላ ለ ሁ
42.	ደ ስ ታ ዉ የ ኮ ር ሱ ን ጭ ን ቀ ት የ ሚ ጨ ም ር ነ ው
43.	ከ ባ ቢ አ የ ር አ ኔ ን እ ን ደ ተ ለ ማ መ ደ ው
49.	የ ሚ ፈ ል ጓ ቸ ው ን ጥ ያ ቄ ዎ ች መ ጠ የ እ ት ላ ለ ሁ

V. የተማሪዎች ማህበራዊ ራስን የመረዳት (SSSP, 7 ንጥሎች)

ተ.ቁ	መግለጫዎች	SA	A	N	D	SD
3.	ዉ ጥ ረ ት ለ ሚ ፈ ጥ ሩ ተ ማ ሪ ዎ ች ጥ ሩ የ ድ ጋ ፍ ዘ ዴ አ ላ					
4.	በ እ ዉ ነ ቱ ለ መ ደ ሰ ት በ ጣ ም ደ ክ ሞ ኛ ል					
14.	በ ዚ ህ ኮ ር ስ ላ ይ እ ም ብ ዛ ም ፍ ላ ጎ ት የ ለ ኝ ም					
15.	በ ዚ ህ ት ም ህ ር ት ቤ ት ጥ ሩ ጓ ደ ኞ ች አ ሉ ኝ					
19.	ማ ን በ ራ ዊ ኖ ዬ ጥ ሩ ነ ዉ					
28.	ብ ቻ ዬ ን እ ን ደ ሆ ኩ ይ ሰ ማ ኛ ል					
46.	መ ጠ ለ ያ ዬ ጥ ሩ ነ ዉ					

ክፍል VI: መጠይቅ አ መ ለ ካ ከ ት ን የ ሚ ረ ዱ ጉ ዳ ዮ ች ን ለ መ ገ ም ገ ም ያ ገ ለ ግ ላ ል

ሥንጠረዥ 5: - የ ነ ር ሲ ን ግ ት ም ህ ር ት ን የ ሚ ጎ ዱ ለ ማ ጥ ና ት የ ሚ ረ ዱ ጥ ያ ቄ ዎ ች በ ደ ቡ ብ ም ዕ ራ ብ ኢ ት ዮ ጵ ያ, በ 2019(n=405)

ተ.ቁ	መግለጫዎች	[አዎ]	[የለም]
1.1	**የ ተ ማ ሪ ን ተ ዛ ማ ጅ ነ ት ያ ላ ቸ ው ን ም ክ ን ያ ቶ ች**		
1.2	የ ሚ ያ ስ ፈ ል ገ ዎ ት ን ነ ገ ሩ ሁ ሉ ን እ ን ደ ፈ ለ ጉ ት ማ ስ ታ ወ ስ ይ ች ላ ሉ?		
1.3	በ ሚ ቀ ጥ ለ ዉ ሴ ሚ ስ ተ ር ይ ል ፋ ሉ?		
1.4	ሁ ል ጊ ዜ ከ አ ስ ተ ማ ሪ ዎ ች ዋ አ ዲ ስ ነ ገ ሮ ች ን መ ማ ር ይ ፈ ል ጋ ሉ?		
1.5	በ ማ ስ ተ ማ ር እ ና በ መ ማ ር ያ ረ ክ ተ ዋ ል?		
2	**ከ ድ ር ጅ ታ ዊ ያ የ ኘ ነ ገ ሮ ች ጋ ር**		
2.1	ይ ህ ዩ ኒ ቨ ር ስ ቲ ያ ቀ ረ በ ው የ መ ማ ሪ ያ ማ አ ከ ል ለ ት ም ህ ር ት እ ና ለ ት ም ህ ር ት ሂ ት (በ ከ ፍ ል ዉ ስ ጥ, በ ቤ ተ መ ጻ ህ ፍ ት, ከ ህ ሎ ት ላ ብ ራ ቶ ሪ, የ መ ለ ማ መ ጃ ቦ ታ, ጥ ቁ ር ሰ ሌ ዳ / ነ ጭ ሰ ሌ ዳ), ካ ፈ ቴ ሪ ያ, ወ ዘ ተ … በ ቂ ነ ው ን?		
2.2	ለ ሚ ያ ስ ፈ ል ጋ ቸ ው ተ ማ ሪ ዎ ች ዩ ኒ ቨ ር ሲ ቲ ዎ ች ጥ ሩ የ ድ ጋ ፍ ስ ር ዓ ት አ ላ ቸ ው ን?		
2.3	በ ን ግ ግ ር ወ ቅ ት በ አ ካ ባ ቢ ው ዘ ና ብ ሷ ል (በ ግ ን ባ ታ, በ መ ማ ሪ ያ ቤ ታ, ወ ዘ ተ …)		
2.4	ዩ ኒ ቨ ር ሲ ቲ / መ ም ሪ ያ ው ብ ደ ን ብ ይ ቀ ር ባ ል ን?		
3	**የ ሥ ር ዓ ተ ት ም ህ ር ት ተ ያ የ ኘ ነ ገ ሮ ች**		
3.1	በ ዚ ህ ዩ ኒ ቨ ር ሲ ቲ ው ስ ጥ የ ሥ ር ዓ ተ ት ም ህ ር ት ት ግ በ ራ ስ ት ራ ቴ ጂ ተ ቢ ዊ ነ ው ን?		
3.2	የ ስ ር አ ተ ት ም ህ ር ቱ ይ ዘ ት ለ ነ ር ሲ ን ግ ሙ ያ ተ ገ ቢ ነ ው ን?		
4	**መ ማ ህ ራ ን የ ሚ ዘ መ ዱ ም ክ ን ያ ቶ ች**		

4.1	መምህራንከተማሪዎችጋርጥሩግንኙነትአላቸውን?
4.2	መምህራንስለጉዳዩትሩአውቀትአላቸውን?
4.3	መምህራኖቹስለጉዳዩትችሎታአላቸውን?
4.4	መምህራንበመፈተሽናበማጣራየውጤታቸውፍትሃዊይኖሆን?
4.5	አስተማሪው / ዋአስተማሪንለማስተማርአቀረቡንይለዋወጣል?
4.6	መምህራንእምባገነንናቸው?

የጥራትመረጃመሰብሰቢያቃለመጠይቆች ፤ መሣሪያዎች

ስለቁልፍትምህርትቤትአከባቢዎችየተማሪንተሞክሮዎችዝርዝርመረጃለመሰብሰብቁልፍመረጃሰጪዎለ-
መጠይቅየምንጠቀምባቸውከፈለየተዋቀሩከፍትጥያቄዎች.

ውድተማሪዎች,በቃለመጠይቁውስጥያለዎትተሳትፎእናበዚህጥናትውስጥያሎትንተሳትፎሙሉበሙሉበፈቃደኝነትእናእስዎን
በሚፈልጉበትጊዜበማውጣት ወይም ያለመሳፍ ትችላላቹ፤፤

ሥንጠረዥ 7-ለጥራትመረጃዎች-ከፈልየተዋቀረመጠይቅ

ተ.ቁ	መግለጫዎች
1	በዝህ ዩኒቨርሲቲ ዉስጥ የመማር ማስተማሩን ሂደት ይኖዳሉ ብለህ/ብለሽ የምታስበዉ/ቢዉ ምንነዉ?
2	ስለነርሲንግ ካሪኩለም እና ስለአፈፃጸሙ ሁኔታ እንዲሁም ወደፌት ምን እንዲስተካከል ትመከሪያለሽ/ለህ?
3	ስለመምህራኖች ባህሪ፤እዉቀት፤ልምድ፤የማስተማር ስልትቶችንና የመመዘኛ ሁኔታዎችን አስመልከቶ ምን ታስባለህ/ታሲቢያለሽ ?
4	ስለዝህ ዩኒቨርሲቲ መሰረተልማት ሁኔታ ምን ታስባለህ/ታሲቢያለሽ ?
5	የነርሲንግ ተማሪዎች በቂ ዉጢት እንዳያመጡና እንዳይደሰቱ የሚያደርጉ የተማሪቹ ራሳቸዉ መንስኤ ይሆናሉ ብለህ የምታስባቸዉ/ታሲቢያቸዉ ነገሮች ምንድናቸዉ ?
6	ስለሆስፒታል ፕራክቲስ ሁኔታ አስመልከቶ ም ታስባለህ/ታስቢያለሽ?
7	የነርሲንግን የመማር ማስተማር ሁኔታ በይበልጥ ምቹ ለማድረግ ለት/ት ክፍሉ፤ ለፋኩልቲዉ እንዲሁም ለዩኒቨርሲቲዉ ለወደፌት ምን እንዲለዋጡ ትመከሪያለሽ/ለል?

Annex five: Afan Oromo version questionnaires

Guca waliigaltee

Kabajamoo barattootaa maqaankoo Mallasee Warqinaan jedhama.Yuunivarsiitii jimmaatti kutaa barnoota fayyaatti kutaa barnoota narsiifi deessisuu bakka bu'een dhufe.Dear Qu'annaa kana kanin hojjedhu digrii lammataa ogummaa narsiitiin ebbifamuuf jecha dha.Kaayyoon qu'annaa kanaa yaada baratoota narsii yuuniivarsiitii mootummaa kibba lixa Itoophiyaatti naannoo barnoota jaraatti qabanif wantoota yaada jaraa irratti dhiibbaa qaban qu'achuu ta,a.

Gargaarsi keessaniif amanamummaan keessan qulqullina qu'annaa kanaatiif baayyee barbaachisaa dha.Furmaata laachuufis daran nifayyada. Kanaaf kaka,umsaan akka hirmaattan nin gaafadha.Maqaa keessaniis ta,e lakkoofsa eenyummaa keessanii barreessuu hin barbaachisu.Deebiin keessan baayyina lakkofsaatiin qofa adda ba,a garuu maqaa keessaniif lakkofsa eenyummaa keessaniitiin miti. Yaada isin kennitan hundisaa iccitiidhaan qabama. Gaafilee deebisuuf feedhii itti hingodhanne irra ce,uu nidandeessu garuu yoo gaaffiilee hunda deebiftan milkaa,ina qu,annaakanaatiif daran bu,aa guddaa waan qabuuf yoo deebiftan durseen isin galateeffadha. Gaaffileen isiniif ifa hintaane yoo jiraatee gaafachuu nidandeessu.

Qu,annaa kanarratti hirmaachuuf fedhii qabdaa ?   1. Eeyyee _____   2. Lakki _____

Duraandursee hirmaannaa keessaniif daran galatoomaa!

68

Kabajamoo barattootaa

Gaaffileen kun kutaa sadii qaba. Inni jalqabaa odeeffannoo keessani, inni lammataa immoo dunde ready educational environment inventory measure (DREEM) kan jedhamu innis ilaalcha ykn yaada isin haala baruufi barsiisuu keessanii madaaluuf kan tajaajilu dha. Inni sadaffaan wantoota yaada keessan irratti dhiibbaa geessisaa jiran adda baasuuf ykn madaaluuf kan tajaajilu dha. Maqaa keessanis ta,e lakkoofsa eenyummaa keessanii barreessuu hin barbaachisu.Kanaaf amanamummaan filannoo jiran keessaa deebii itti amantanitti maruun deebisaa.

Kutaa tokkoffaa- odeeffannoo hirmaattotaa

Gabatee 1: Gaaffilee odeeffannoo hirmaattota narsii kibba lixa yuuniivarsiitii Itoopyiyaa sassaabuuf tajaajilan bara 2019 (n=405)

S.N	Variables	Possible answer			
1.1	Yuuniivarsiitii?	[1] Yuuniivarsiitii Jimma	[2] Yuuniivarsiiti Mizaa n Teeppii		
		[3] Yuuniivarsiiti Mattuu	[4] Yuuniivarsiiti Walqixxee		
1.2	Waggaa barnootaa?	[1] Waggaa 1ffaa	[2] Waggaa 2ffaa		
		[3] Waggaa 3ffaa	[2] Waggaa 4ffaa		
1.3	Bakka jireenyaa?	[1] Mooraa Yuuniivarsiitii	[2] MYuuniivarsiitiin ala		
1.4	Where you attended high school studies?	[1] Dhaabbata Mootummaa [2] Dhaabbata miti mootummaa			
1.5	Saala?	[1] Dhalaa [2] Dhiira			
1.6	Umuriinkee meeqa?	Umuriikee waggaadhaan) _____			
1.7	Haalli gaa,ilakeetii nakkami?	[1] Kophaa [2] Heerumeera/fuudheera [3] Adda ba,eera [4] Hiikeera [5]Du,eera			
1.8	Gosa?	1. Oromoo 2. Amaaraa 3. Tigree			
		4. Guraagee 5. Kafaa 6. Kanbiraa_____			
1.9	Qabxiinkee yeroo ammaa meeqa	[1] 2-2.49 [2]2.50-2.99 [3] 3.00-3.49 [4] 3.50-4.00			

Kutaa lammaffaa: Gaaffiilee DREEM

Gaaffiilee harmaan gadii akkaataa gabajee/furtuu armaan gadiitiin guutaa ykn deebisaa

*Furtuu:-*Baayyeen ittiin waliingala **(SA) =4**, Ittiin waliingala **(A) =3,** Hinbeeku, **(N) =2**

  Ittiin waliingalu **(D) =1,** Baayyee ittiin waliingalu **(SD) = 0**

Gabatee 2: Gaaffiilee DREEM ilaalcha ykn yaada barattootni narsii kibba lixa yuuniivarsiitii Itoopyiyaa haala baruufi barsiisuu irratti qaban madaaluuf Kan tajaajilu dha. Students'

Yaada haala barnootaa (SPL, 12 items)

S.N	Statements	SA	A	N	D	SD
1.	Yeroo barnootaa akkan hirmaannaa godhu taasifameera					
7.	Haalli barnootaa kan nama kakaasudha					
13.	Haalli barnootaa barataa kan giddugaleessedha					
16.	Haalli baruuf barsiisu ofittti amanamummaa sitti horeeraa					
20.	Haalli baruuf barsiisu galma kan xiyyeeffatedhaa					
22.	Haalli barnootaa akka ofitti amanamtu sigodheeraa					
24.	Yeroon barnootaa haalaan itti fayyadamaa jiraa					
25.	Haalli barnootaa dhugaa jiru irra oldarbee kan fagaatedhaa					
38.	Kaayyoo barnootaakoo ifatti adda baaseen beeka					
44.	Haalli barnootaa barataa qaxalee akkan ta,u nataasiseera					
47.	Barnootni yeroo dheeraa yeroo gabaabaa irra daran nicaala					
48.	Haalli barnootaa baayyee kallattii barsiisaatiin qofadha					

Yaada barattootni barsiistotaaf qaban (SPT, 11 items)

S.N	Statements	SA	A	N	D	SD
2.	Barsiisotni dandeettii ga,aa qabu					
6.	Barsiisotni dhukkubsataa dhukkubsachiisaa dha					
8.	Barsiisotni barattoota baayyee cinqu ykn rakkisu					
9.	Barsiisotni ofduwwaan murteessuu					
18.	Barsiisotni barattoota waliin walitti dhufeenya gaarii qabu					
29.	Barsiisotni barattootaaf deebii kennuutti gaariidha					
32.	Barsiisotni yaada deggaraa/ijaaraa barattootaaf ni kennu					
37.	Barsiisotni fakkeenya ifa ta,e nikennu					
39	Barsiisotni kutaa keessatti nihaaru/nufatu					
40.	Barsiisotni yeroo barsiisan sirriitti qophaa,oodha					
50.	Barattootni barsiisota nihaarsu/nufachiisu					

Yaada barattootni dandeettii barnoota isaaniitiif qaban (SASP, 8 items)

S.N	Statements	SA	A	N	D	SD
5.	Malli barnotaa kanaan dura nafayade amas nafayyadeera					
10.	Bara kanatti darbuuf offitti amanamummaa qaba					
21.	Ogummaa koo kanatti haalaan akkan qophaayee,e era					
26.	Hojiinkoo bara darbee qophii bara kanaatiif gaariidha					
27.	Wantan barbaadu hundumaa yerootti nan yaadadha					
31.	Ogummaakoo kanatti rakkoon namaa kankoo ta,uu barera					
41.	Dandeettii rakkoo hiikuu haalaan horadheera					
45.	Wantin baradhe hundisaa ogummaakootiif fayidaqabeessa					

Yaada barattootni naannoof qaba (SPA, (12 items)

S.N	Statements	SA	A	N	D	SD
11.	Naannoon barnoota bakka shaakalaatti mijataa dha					
12.	Kutaan barnootaa kun yeroo gabatee sirriitti nihordofa					
17.	Hanni qormaataa mana barumsaa kanatti rakkoodha					
23.	Naannoon barnoota bakka barnoota kutaatti mijataa dha					
30.	Akkan namoota biro waliin hariiroo qabaadhuuf carraa qaba					
33.	Kutaa keessatti walitti dhufeenya hawaasummaa gaariin qaba					
34.	Naannoon barnoota dabalataa haalaan mijataa dha					
35.	Muuxxannoon ani bakka kanatti qabu abdii nama kutachiisa					
36.	Sirriitti hubachuu nindanda,a					
42.	Itti bashannanni barumsaa dadhabbii isaa irra guddaa caala					
43.	Naannoon kun akkan baradhuuf nakakaasa					
49.	Gaaffilee kamiyyuu yeroon fedheetti gaafachuu nan danda,a					

Yaada barattootni hawaasummaa ofii isaaniitiif qaban (SSSP, 7 items)

S.N	Statements	SA	A	N	D	SD
3.	Rakkoolee barattoota qunnamaniif gargaarsa ga,aatu jira					
4.	Barnootakootti gammaduuf baayyeen dadhaba					
14.	Altokko tokko barnnoota kanarraa fedhii hin qabu					
15.	Mana barnootaa kanaaa miiltoo gaariin qaba					
19.	Haalli jireenya hawaasummaakoo gaariidha					
28.	Darbee darbee kophummaan natty dhaga,ama					
46.	Manni koo ani keessa jiraadhu mijataa dha					

Kutaa 3ffaa: Gaaffiilee ilaalcha barattoota narsii irratti dhiibbaa geessisan kan madaalan

Gabatee 3: Gaaffiilee ilaalcha barattoota idilee narsii irratti dhiibbaa geessisan kan madaalanKibba lixa Itoophiyaa 2019(n=405)

SN	Barattoota irratti kan hunda,aan	Answer	
1.1	Ogummaa narsii barachuukeetti nigammaddaa?		
1.2	Wantoota barbaadde hunda yaadachuu nidandeessaa?	1. [Eye]	2. [miti]
1.3	Seemisteera isa darbe darbiteettaa??	1. [Eye]	2. [miti]
1.4	Barsiisota keerraa waan haaraa barachuuf qopha, aadhaa?	1. [Eye]	2. [miti]
1.5	Haala baruuf barsiisuutti gammaddeettaa?	1. [Eye]	2. [miti]
2	**Waajjira irratti kan hunda,aan**	1. [Eye]	2. [miti]
2.1	Meeshaaleen barnootaa yuuniivarsiitiin kun dhiyeessu ga,aadhaa(, kutaa barnootaa,mana kitaabaa, kutaa shaakalaa, bakka shaakala buufata fayyaa, gabatee barnootaa), mana nyaataafii k.k.f….)?	1. [Eye]	2. [miti]
2.2	Yuunivarsiitiin kun barattoota rakkataniif gargaarsa ga,aa qab?	1. [Eye]	2. [miti]
2.3	Naannoon barnootaa yeroo yeroo barumsaa mijataadhaa?	1. [Eye]	2. [miti]
2.4	Manni barnootaa kun gabatee yeroo haalaan nihordofaa?	1. [Eye]	2. [miti]
3	**Qabiyyee barnootaa irratti kan hunda,an**	1. [Eye]	2. [miti]
3.1	Qabiyyeen barnoota ogummaa narsiitiif sirriidhaa?	1. [Eye]	2. [miti]
3.2	Haalli raawwii qabiyyee barnoota narssii sirriidhaa?	1. [Eye]	2. [miti]
4	**Barsiisota irratti kan hundaa,an**	1. [Eye]	2. [miti]
4.1	Barsiisotni barattoota waliin haalaan nihaasa,uu?	1. [Eye]	2. [miti]
4.2	Barsiisotni dandeettii barnoota barsiisanii gaarii qabuu?	1. [Eye]	2. [miti]
4.3	Barsiisotni muuxxannoo barnoota barsiisanii gaarii qabuu?	1. [Eye]	2. [miti]
4.4	Barssiisotni madaallii barattootaatti giddugaleessa/sirriidhaa?	1. [Eye]	2. [miti]
4.5	Barsiisotni yeroo barsiisan dadacha,oo dha	1. [Eye]	2. [miti]
4.6	Barsiisotni ofiin murteessuu?	1. [Eye]	2. [miti]

Gaaffiilee lakkoofsaan alaa madaaluuf Kan gargaaran

Gaaffilee guca gaaffii banana qophaayanii hirmaattota gaaffii sagaleetiif qophaayanii gadii fageenyaan muuxxannoo barattootni narsii haala baruuf barsiisuuf qaban qu,achuuf nugargaarani dha.

Kabajamoo barattootaa: hirmmaannaa gaaffii sagalee kanaatiif, fedhii keessaniin qofaafii yeroo barbaaddanitti hirmmaannaa kana addaan kutuuf mirga qabdu.

Gabatee 5: Gaaffiilee gaaffii lakkofsaan alaa ykn sagalee Kan ta, aaniifii barattoota idilee kibba lixa Yuuniivarsiitii Itoophiyaatti baratan Bara 2019(n=8)

SN	Gaaffiilee banaa
1	Yuuniivarsiitii kanatti haala baruufi barsiisuu kan kan miidhan maalfaadha?
2	Qabiyyee barnoota hordofaa jirtuufii haala raawwii isaa ilaalchisee maal yaadda, akksumas fulduratti daran barnootaaf mijataa gochuuf maaltu akka sirratu ergaa dhaamta?
3	Waa,ee amala barsiisotaa, dandeettiifii muuxxannoo isaanii, mala barsiisa isaaniifii haala madaalliin barattoota isaanii ilaalchisee maal yaadda?
4	Waa,ee bu,uuraalee misooma barnootaa ilaalchisee maal yaadda?
5	Barattootni narsii qabxii ga,aa ta,e galmmeessanii qabxii fidan kanatti akka isaan hingammanne taasisan sababii mataa isaanii kan ta,e maalfaadha?
6	Waa,ee naannoo barnoota shaakala hospitaalaa ilaalchisee maal yaadda?
7	Naannoo barnnoota narsii caalmaatti foyyessuuf kutaa barnoota narsiifii yuunivarsitiin maalfaaa akka fooyyessan dhaamsa dabarsita?

74

DEICLARATION

I declared that all of the information provided in this research report were my original work and has not been submitted or presented to any other universities and all other sources of materials were fully acknowledged.

Name of the investigator: _____

Date._____   Signature _____

Approval of the First Advisor

Name of the first advisor: _____

      Date._____   Signature _____

Approval of the Second Advisor

Name of the second advisor: _____

      Date._____   Signature _____

Approval of the examiners

Name of the examiners:

    1. _____

      Date._____   Signature _____

    2. _____

      Date_____   Signature_____

Approval of school head

Name: _____

      Date._____   Signature _____