



ORIGINAL ARTICLE

Assessing the Educational Environment of Mashhad Nursing and Midwifery School from the Viewpoints of Faculty Members

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Background: The educational environment has a great impact on learners' success, satisfaction, personal well-being, progress, and their career choices. It is worth noting that inappropriate environments are supposed to be costly and financially negative. Evaluation of the educational environment is the best indicator for achieving high quality educational goals that analyze the educational activities in the academic system, so that it can provide logical and standard results. The purpose of this study was to determine the educational environment of Mashhad School of Nursing and Midwifery from the viewpoints of faculty members and educational professors, as well as to introduce an appropriate questionnaire to evaluate the educational environment from the teachers' point of view.

Methods: This is a cross-sectional, descriptive study. The study population was selected through census which included all teaching professors of Mashhad School of Nursing and Midwifery in year 2019 using demographic information questionnaire and Assessment of Medical Education Environment by Teachers questionnaire. For validity and reliability of questionnaires, 50 questions and six dimensions of teachers' perceptions of education, learning activities, students, learning environment, collaborative environment and self-professionalism were used. Stata software was used for data analysis. Descriptive statistics including frequency, mean, and standard deviation were used to describe the collected data. Also Mann-Whitney and Kruskal-Wallis tests were used.

Results: The mean score of faculty members and teachers' views on the educational environment was 118.59 ± 20.47 out of 200 that devoted the lowest and highest averages, respectively, to the perception of collaborative space and perception of education.

Conclusion: The results showed that the faculty members evaluated the educational environment in the faculty more positively. Also using the AMEET questionnaire could be very helpful in the process of identifying the learning environment accurately. Furthermore, examining the educational environment and more careful plannings seem necessary to improve the educational situation.

Keywords: Educational Environment, School of Nursing and Midwifery, Educational Management

بررسی محیط آموزشی دانشکده پرستاری و مامایی مشهد از دیدگاه اعضاء هیئت علمی و استادی آموزشی

زمینه و هدف: محیط آموزشی تأثیر زیادی بر موفقیت یادگیرندگان، رضایت، احساس خشنودی، رفاه شخصی، پیشرفت و انتخاب شغل دانشجویان دارد. شایان ذکر است که محیط‌های نامناسب هزینه بر بوده و از نظر مالی بازخورد منفی دارند. ارزیابی محیط آموزشی بهترین شاخص برای رسیدن به هدف‌های آموزشی با کیفیت بالا است که به تحلیل فعالیت‌های آموزشی در سیستم دانشگاهی می‌پردازد و از آن میتوان به نتایج منطقی و متعارف دست یافته. هدف از این مطالعه تعیین محیط آموزشی دانشکده پرستاری و مامایی مشهد از دیدگاه اعضاء هیئت علمی و استادی آموزشی و معرفی پرسشنامه مناسب جهت بررسی محیط آموزشی از دیدگاه استادی است.

روش: پژوهش حاضر یک مطالعه مقطعی، توصیفی است. جامعه پژوهش به صورت سرشماری انتخاب شد که شامل کلیه استادی آموزشی دانشکده پرستاری و مامایی مشهد در سال 1398 است و از پرسشنامه اطلاعات دموگرافیک و Assessment of Medical Education Environment by Teachers (AMEET) (Medical Education Environment by Teachers (AMEET) استفاده گردید.

برای تجزیه و تحلیل داده‌ها از نرم افزار Stata استفاده شد. برای توصیف داده‌های

جمع آوری شده از آمار توصیفی شامل فراوانی، میانگین و انحراف معیار و از آرموون

آماری من ویتنی و آزمون کرووکسال استفاده گردید.

یافته‌ها: میانگین کلی دیدگاه اعضاء هیئت علمی و استادی نسبت به محیط آموزشی از

200 برابر 118.59 ± 20.47 بود که به ترتیب کمترین و بیشترین میانگین را به بعد

در ک از فضای مشارکتی و در ک از آمزش اختصاص دادند.

نتیجه گیری: نتایج نشان داد استادی و اعضاء هیئت علمی محیط آموزشی را در دانشکده با گرایش بیشتر به سمت مثبت ارزیابی کردند. و استفاده از پرسشنامه AMEET می‌تواند در فرآیند شناخت دقیق محیط آموزشی سیار کمک کننده باشد و بررسی محیط آموزشی

و برنامه ریزی دقیق تر برای بهبود وضع آموزشی ضروری به نظر می‌رسد.

واژه‌های کلیدی: محیط آموزشی، دانشکده پرستاری و مامایی، مدیریت آموزشی، راهکارهای بهبود

تقویم البيئة التعليمية لكلية مشهد للتمريض و القبالة من وجهة نظر أعضاء هيئة التدريس والمعلمين

الخلية: البيئة التعليمية لها تأثير كبير على نجاح الطلاب، رفاههم، رفاههم الشخصي، التقدم والاختيار الوظيفي للطلاب. تجدر الاشارة إلى أن البيئات غير المناسبة مكلفة و سلبية مالية. يعد تقويم البيئة التعليمية أفضل مؤشر لتحقيق أهداف تعليمية عالية الجودة تقوم بتحليل الأنشطة التعليمية في النظام الأكاديمي ويمكن أن توفر نتائج منطقية و معنوية. كان الغرض من هذه الدراسة هو تحديد البيئة التعليمية لكلية مشهد للتمريض و القبالة من وجهة نظر أعضاء هيئة التدريس والأساتذة التربويين و تقديم استبيان مناسب لتقدير البيئة التعليمية من وجهة نظر المعلميين.

الطرق: هذه الدراسة عبارة عن دراسة وصفية مستعرضة. تم اختيار مجتمع الدراسة من خلال التعداد الذي شمل جميع أساتذة التدريس في كلية مشهد للتمريض و القبالة في عام 1398 شمسيًا باستخدام استبيان المعلومات الديموغرافية و تقييم بيئة التعليم الطبي من قبل استبيان المعلميين (AMEET) (Assessment of Medical Education Environment by Teachers) استخدام برنامج Stata لتحليل البيانات. استخدمت لوصف البيانات و تحليلها إحصاءات وصفية (التردد ، المتوسط و الانحراف المعياري) و اختبارات "مان - ويتنى" و "کرووکسال - والبس".

النتائج: متوسط درجة آراء أعضاء هيئة التدريس والمعلمين حول البيئة التعليمية كان 118.59 ± 20.47 من 200. الذي كان أعلى وأدنى المعدلات على التوالي لتصورهم من الفضاء التعاوني و تصورهم من التعليم.

الخلاصة: أظهرت النتائج أن الأساتذة وأعضاء هيئة التدريس قاموا بتقييم البيئة التعليمية في الكلية بشكل أكثر إيجابية. و يمكن أن يكون استخدام استبيان AMEET مفيدًا للغاية في عملية تحديد بيئة التعليم بدقة. و من الضوري دراسة البيئة التعليمية و التخطيط الأكثر دقة لتحسين الوضع التعليمي.

الكلمات المفتاحية: البيئة التعليمية، كلية التمريض و القبالة، الإداره التربوية، استراتيجيات التحسين.

استاده اور اکیڈمیک کونسل کے اراکین کی نظر سے مشہد نرسنگ اور مدد و افسری کالجون میں تعليمی ماحول کا جائزہ

بیگ گراونڈ: تعليمی ماحول طبلاء کی علمی صلاحیت پڑھانے اور ان کی پڑھائی نیز ان کی رضایت، فردی رفاه ، اور پیشرفت نیز کام کے انتخاب میں نہیا اہم کردار ادا کرتی ہے۔ یہ بات نوٹ کرنے کی وجہ سے کہ نا مناسب تعليمی ماحول کی وجہ سے اضافی بحث خرچ ہوتا ہے اور اس طرح سے مالی نقصان پڑتا ہے۔

تعلیمی ماحول کا جائزہ لینے سے بھی یہ اندازہ لگایا جاسکا ہے کہ کس معیار کی تعلیم دی جازی ہے اور طبلاء کیسی تعلیم حاصل کر دے ہیں، یہ جانچ یونیورسٹی لیول پر کی جاتی ہے اور اس کے ذریعے ہم منطقی نتائج حاصل کر سکتے ہیں۔ اس تحقیق کا مقصود یہ ہے کہ مشہد میں نرسنگ اور مدد و افسری کالجون میں اکیڈمیک کونسل اور استادہ کی نظر سے تعليمی ماحول کا جائزہ لیا جائے۔ ذینما کی جمع اوری کے لئے سوالنامہ بنایا گی۔

روش: اس تحقیق میں مشہد میں نرسنگ اور مدد و افسری کالجون کی تسام اساتذہ اور اکیڈمیک کونسل کے اراکین نے شرکت کی، یہ تحقیق دوبارہ ایس اور بیس میں انجام پائی۔ سوالنامہ میں دیموگرافیک تفصیلات ، Assessment of Medical education environment by teachers(AMEET) طریقے سے استفادہ کیا گی۔

نتیجے: اکیڈمیک کونسل کے اراکان اور استادہ نے تعليمی ماحول کو درسومیں سے ایک سو انہارہ نمبر دئے ہیں۔

سفارش: اس نتیجے کے پیش نظر جس میں اساتذہ اور اکیڈمیک کونسل کے ممبران نے تعليمی ماحولیات کے بارے میں مشتبہ روحانی کا اطمینان کیا ہے تو یہ بات سمجھ میں آتی ہے کہ تعليمی ماحول کو مزید بہتر بنانے کے لئے اے ای ای تھی سوالنامہ سے استفادہ کیا جائی تاکہ تعليمی ماحول میں بہتری لائی جاسکے اور تعليمی عمل کو مزید بہتر بنانے کے لئے مناسب منصوبے تیار کئے جاسکیں۔

کلیدی الفاظ: تعليمی ماحول ، نرسنگ اور مدد و افسری، تعليمی ماحول، بہتر بنانا

INTRODUCTION

Today universities play an important role in educating future generations and the specialists, so there is a close connection between community development and education. In other words, a number of factors can affect the development of a country one of which is the role of universities (1). The main pillars of the universities are the faculty and its teaching staff (2). One of the most important characteristics of universities is their goals, programs and methods which are in line with the psychological and social needs, as well as the characteristics of its members. Faculty members as teachers at all levels play a major role in coordinating the growing needs of society with the changes that occur along with science and technology progress, so the aim will be training highly skilled human resources. These faculty members have a high academic ability and a responsible conscience. One of the most important factors is the role of education in universities (3). Poor education within universities can lead to lack of knowledge, insights and human resources skills (4), since universities and colleges of medicine and nursing and midwifery have the vital task of educating human resources for the health of the community. The weakness in education can lead to major health problems (5).

Education means the creation of a learning environment as well as the dissemination of knowledge and learning. It is any relatively permanent change in behavior that results from direct or indirect experiences. Many researchers believe that learning is a change that results from the experience or training of living behavior. This behavior may be observable in the short- or long-time; however, these lessons do change behavior and insight (6).

There are many factors that influence the learning process, each of which can affect learning such as curriculum, educational goals and processes, outcomes, support systems, methods, teaching style and quality, encouragement, previous experiences and effective learning style. However, the most important factor is the environment that governs education and examines "parenting, learning spaces, students, relationships, and the members' self-esteem" (7).

If universities are to perform their missions optimally, they need to gain the confidence of their stakeholders and use the necessary quality improvement mechanisms as evaluation is one of the quality improvement mechanisms. Universities must evaluate themselves and provide the conditions for continuous quality improvement (8). Faculty members are one of the most influential components of universities playing a key role in achieving educational goals (9). Using the views of faculty on one hand can provide a wide range of experiences for university administrators and officials. Highlighting strengths and weaknesses and playing an important role in the realistic approach of principals and officials will bring an acceptable university education status (10).

The educational environment is a kind of mentally intertwined reaction to perceived events that in turn affects their perceptions and behaviors in exchanging events,

successes, etc. (11). According to Michigan (2004), the educational environment is a multidimensional phenomenon that will affect students, teachers, staff, other members, and the relationship between them. (12) Whatever happens in a classroom, academic complex, college, or university is called the learning environment (13).

Investigating the learning environment is one of the important aspects of the education process and as one of the tools for quality improvement it enables the stakeholders to identify the strengths and weaknesses of the programs by reinforcing the positive aspects and eliminating the failures in the development and improvement of the workflow. Take the appropriate steps. Using the opinions of the contributing factors in the teaching process of the members plays an important role in making changes in the educational atmosphere and its updating (7). Raoufi et al. (2012) stated that using the opinions of teachers is a very common and well known method. That is why many of the world's great universities are pushing for change. Educational programs use it, so the identification of the gap between the status quo and the desirable educational environment of the colleges should certainly be studied (14). Given the importance of this issue, the present researchers decided to conduct a study aimed at examining the educational environment of Mashhad School of Nursing and Midwifery from the viewpoints of faculty members and educational professors in order to understand the challenges and shortcomings of school administrators and practitioners as well as to improve the strengths and weaknesses of the learning environment.

METHODS

The present study is a cross-sectional descriptive study that was done by Assessment of Medical Education Environment (AMEET) by teachers' assessment of medical education environment in 1997-98. The study population consisted of all faculty members and faculty of Nursing and Midwifery, Faculty of Mashhad University of Medical Sciences. The sample consisted of individuals who were present at the college at the time of the study. They completed the informed consent form.

Inclusion criteria included faculty members with a doctorate degree or a master's degree, associate professors, assistant professors, and faculty members with a college academic degree. The teaching staff was non-academic. Exclusion criteria included faculty members who were not currently serving.

The tools used in this study included: 1- Demographic information questionnaire to measure the variables that their effects are monitored in this study. It includes 7 questions related to demographic, educational and occupational information of the research unit. 2- Assessment of Medical Education Environment (AMEET), developed by Shanaz et al. (2014), consisting of 50 questions which reflects the viewpoints of faculty and teachers in all fields of medical science on the teaching environment of the faculty members (Teachers'). Perceptions of teaching included 7 questions, Teachers' perceptions of learning activities included 7 questions, Teachers' perceptions of students

contained 6 questions, Teachers' perceptions of learning atmosphere contained 10 questions, Teachers' perceptions of collaborative atmosphere contained 9 questions and Teachers' professional self- perceptions included 11 questions. Based on the Likert scale, the learning environment was classified into five points (strongly disagree 0, disagree 1, I'm not sure 2, agree 3, and strongly agree 4). Scoring a scale based on a four-point cut 0-0 200 was contractually adjusted and in the unfavorable classes (0-50 points) was the first level, the relatively unfavorable (51-100 points) was the second level, the relatively desirable (150-100 points) was the third and desirable level (151-200 points) was the forth level. This questionnaire has been compiled in English, and originally it was validated (formal and content) by an English-language translation expert with the supervision of nursing professors, medical education consultant, design consultant, and statistics consultant. The questionnaire was translated and re-translated into English. Seven experts and professors of Mashhad University of Medical Sciences were provided by the permission of the postgraduate director of the faculty to determine the content validity. After making the necessary suggestions and corrections, the questionnaire was approved. In this study, internal consistency (Cronbach's alpha) was used to measure the reliability of the questionnaire. Cronbach's alpha for the whole AMEET questionnaire was 0.9346 and for its sub domains in the Teachers' perceptions of teaching, Teachers' perceptions of learning activities, Teachers' perceptions of students, Teachers' perceptions of learning atmosphere, Teachers' perceptions of The collaborative atmosphere, and Teachers' professional self-perceptions were 0.8321, 0.8404, 0.6411, 0.7759, and 0.8388, respectively.

Authorizing the University Research Council to conduct the study, providing sufficient information to each research unit about the research, assuring the research units about the confidentiality of the information, voluntarily participating in the research, using the results of the research to enhance quality of clinical education were the most important

considerations of research ethics in this study. The questionnaires were then delivered in person and they took 12 days to be completed and the participants were requested to place them within the specified closet after completion. Stata software was used for data analysis. Descriptive statistics were used to describe the data collected including mean, standard deviation, and median. Range of interpolation and Mann-Whitney test were used for examining binomial variables such as sex, and Kruskal-Wallis statistical test was used for analyzing more than two variables such as scientific rank.

RESULTS

The Faculty of Nursing and Midwifery of Mashhad employed 54 faculty members and 8 instructors. Of these members, 3 were on leave at the time of the study and 3 were excluded from the study due to being a researcher. Of the 56 questionnaires distributed, 46 were delivered to the researcher. Table 1 shows demographic information. The mean age of faculty members was 47.7 ± 10 years. One-way ANOVA showed no significant difference ($P = 0.4$).

Table 1 showed that 65.2% of faculty members and teachers were female from whom 82.8% were married. 30% of the faculty members in the study had a doctorate degree and 60% had a master's degree. 80.4% had a nursing degree and 60.9% had a college academic degree.

Table 2 showed that the mean AMEET score is 118.59 and the standard deviation is 20.47. Teachers and faculty members attributed the highest score to the "Teachers' perceptions of teaching" dimension and the lowest score to the "Teachers' perceptions of collaborative atmosphere".

Table 3 compared the viewpoints of faculty members and faculty of Nursing and Midwifery of Mashhad with regard to the educational environment in terms of items with highest and lowest mean. However, the item 1 "I find my role as a teacher interesting" had the highest average and item 38 "There was a formal support system for faculty who get stressed" had the lowest average.

Table 1. Frequency distribution of demographic information of professors and academic members

	Variable	Number	Percentage
Gender	Female	30	65.2
	Male	16	34.8
Marital status	Single	8	17.2
	Married	38	82.8
Level of Education	PhD	18	39
	Masters	28	61
Field of Study	Midwifery	9	19.6
	Nursing Education	37	80.4
Academic Rank	Instructor	28	60.9
	Assistant professor	16	34.8
	Professor	2	4.3

Table 2. Mean and standard deviation of educational environment questionnaire domains from the viewpoints of professors and faculty members

Domains	Mean ±Standard deviation	Mean ±Standard deviation Matched based on number of questions
Teachers' perceptions of teaching	21.53±2.12	2.12±0.49
Teachers' perceptions of learning activities	12.62±2.94	2.12±0.70
Teachers' perceptions of students	14.84±4.95	2.24±0.55
Teachers' perceptions of learning atmosphere	22.43±5.55	2.05±0.57
Teachers' perceptions of collaborative atmosphere	18.64±5.20	2.60±0.56
Teachers' professional self-perceptions	28.67±6.20	2.37±0.40
Full AMEET inventory	118.59±20.47	3.07±0.30

Table 3. Highest and lowest mean and standard deviation of AMEET questionnaire items from the viewpoints of faculty members and teachers

Number	Item	Mean ±Standard deviation
Teachers' perceptions of teaching		
1	I find my role as a teacher interesting	3.84±0.36
2	There is too much of emphasis on learning factual information	3.82±0.38
4	The preparation that the teachers undertake for doing their classes is adequate	2.40±0.85
5	The emphasis in classes is on what the teacher does rather than on what the student learns	2.20±0.86
Teachers' perceptions of learning activities		
8	The learning is “student centered”	2.04±1.29
9	Students have sufficient opportunities to develop their competencies	2.30±1.07
11	The students have a clear idea of what they are expected to achieve from the course	2.40±0.91
13	The students are encouraged to be life-long learners	2.08±0.98
Teachers' perceptions of students		
15	The students are well mannered and respectful	2.84±0.89
17	The students are motivated to learn	1.63±0.97
18	The students are well prepared for their learning activities	1.91±0.97
20	The students feel comfortable in learning with other students coming from various background(s)	2.31±0.79
Teachers' perceptions of learning atmosphere		
22	The time allotted to different learning sessions is appropriate	2.48±0.86
27	The students find studying medicine enjoyable	1.78±0.69
28	The students feel comfortable about asking any questions	2.47±0.91
29	The students' feedback about the curriculum is taken into consideration	1.84±0.86
Teachers' perceptions of collaborative atmosphere		
33	Teachers have good interpersonal communication skills for dealing with peers and students	2.62±0.88
37	I am satisfied with the opportunities I found to work with other faculty members	2.76±0.99
38	There is a formal support system for faculty who get stressed	1.26±1.03
39	Teachers have sufficient time to plan their teaching activities	1.56±1.10
Teachers' professional self-perceptions		
41	I am knowledgeable in educational concepts for my role as a teacher	3.30±0.75
42	I possess the necessary teaching skills for undertaking my duties	3.45±0.62
47	The teachers adopt a variety of teaching methods for diverse learning styles	2.0±0.84
50	I am encouraged to go to conferences that improve my knowledge and skills	1.76±1.19

Table 4. Mean and standard deviation of educational environments from the viewpoints of teachers and faculty members by gender and marriage

Variable	Marital status		Gender		Total score
	Single	Married	Female	Male	
Teachers' perceptions of teaching	2.91±0.34	3.10±0.30	27.0±09.3	35.0±03.3	2.12±0.49
Teachers' perceptions of learning activities	2.16±0.51	2.02±0.48	52.0±09.2	44.0±12.2	2.12±0.70
Teachers' perceptions of students	2.54±0.52	1.94±0.68	68.0±20.2	75.0±96.1	2.24±0.55
Teachers' perceptions of learning atmosphere	2.32±0.80	2.17±0.51	56.0±27.2	55.0±19.2	2.05±0.57
Teachers' perceptions of collaborative atmosphere	2.13±0.45	1.96±0.59	61.0±99.1	52.0±16.2	2.60±0.56
Teachers' professional self-perceptions	2.63±0.76	2.60±0.52	58.0±58.2	55.0±64.2	2.37±0.40
Full AMEET inventory	2.45±0.45	2.32±0.39	40.0±37.2	44.0±36.2	3.07±0.30

According to table 4, the mean AMEET score was 2.37 in females and 2.36 in males. Yumen-Whitney test showed no significant difference in sex between the two groups ($P = 0.02525$). Both groups scored higher on the 'Teachers' perceptions of teaching'. Men scored higher on the 'Teachers' perceptions of learning activities' while women scored lower on the 'Teachers' perceptions of teaching atmosphere'. According to Table 4, the mean AMEET score in the sample was 2.45 for single and 2.32 for married participants. Yumen-Whitney test showed no significant difference in sex between the two groups ($P = 0.5441$). Both groups scored higher on 'Teachers' perceptions of teaching'. Married participants scored higher on 'Teachers' perceptions of learning activities' and single ones on 'Teachers' perceptions of collaborative atmosphere'.

According to table 5, the average AMEET score for professors and faculty members was 2.68 higher than the other academic ranks and it was 2.25 for the assistant professors. Kruskal-Wallis test showed no significant difference in academic rank among the three groups ($P = 0.007$). All three groups scored higher on "Teachers' perceptions of teaching". Also, the two groups of teachers and assistants scored lower on the 'Teachers' perceptions of learning atmosphere' and the instructors scored lower on the 'Teachers' perceptions of learning atmosphere'.

According to table 6, the mean score of AMEET in postgraduate teaching staff was 2.48 higher than the

specialized doctorate level of 24.24. The Yumen-Whitney test did not show any significant difference in educational level between the two groups ($P = 0.007$). Both groups scored higher on "Teachers' perceptions of teaching". The two groups also scored lower on the 'Teachers' perceptions of collaborative atmosphere'.

DISCUSSION

The results of this study indicated that faculty members of Nursing and Midwifery Faculty of Mashhad evaluated the educational environment in faculty with more tendencies from positive to negative. The educational environment of Mashhad School of Nursing and Midwifery has been evaluated as relatively desirable. Surveying and giving feedback to teachers has a positive impact on the educational environment. Gordon et al. (2000) believed that teaching that describes the learning environment and remembers the benefits and shortcomings of education can better help students focus their attention on the subject (15). According to the results of this study, faculty and instructors attribute the first and highest level of desirability to their perception of the teaching dimension (which reflects the role of teacher, experience, knowledge and behavior of teachers, student feedback, lesson plan, and curriculum), as well as to the professional dimension itself (which reflects faculty competence including teaching skills, patient communication, meticulous planning, and criticism), and the

Table 5. Mean and standard deviation of educational environments from the viewpoint of professors and faculty members by academic rank

Variable	Academic position			Total score
	Professor	Assistant Professor	Instructor	
Perceptions of teaching	3.57±0.36	3.05±0.27	3.08±0.32	3.07±0.30
Perceptions of learning activities	2.16±0.65	2.0±0.50	2.17±0.51	2.12±0.49
Perceptions of students	3.14±0.70	2.06±0.65	2.08±0.76	2.12±0.70
Perceptions of learning atmosphere	2.5±0.66	2.13±0.61	2.31±0.53	2.24±0.55
Perceptions of collaborative atmosphere	2.0±0.22	1.88±0.65	2.21±0.50	2.05±0.57
Professional self-perceptions	2.81±0.40	2.42±0.70	2.73±0.41	2.60±0.56
Full AMEET inventory	2.68±0.35	2.25±0.42	2.44±0.40	2.37±0.40

Table 6. Mean and standard deviation of educational environments from the viewpoints of professors and faculty members by educational level

Variable	Level of Education		
	PhD	Masters	Total score
Perceptions of teaching	3.0±0.36	3.15±0.22	2.12±0.49
Perceptions of learning activities	1.87±0.43	2.30±0.47	2.12±0.70
Perceptions of students	2.02±0.71	2.18±0.73	2.24±0.55
Perceptions of learning atmosphere	2.10±0.58	2.36±0.53	2.05±0.57
Perceptions of collaborative atmosphere	1.81±0.53	2.24±0.55	2.60±0.56
Professional self-perceptions	2.55±0.61	2.64±0.54	2.37±0.40
Full AMEET inventory	2.24±0.40	2.48±0.40	3.07±0.30

learning space dimension (which reflects teachers' views on learning strategies and problem solving skills, interaction between the authorities, professors, and students working together to accomplish the tasks). It was concluded that informing members of their job descriptions, teaching style, methods of learning, and scientific, behavioral and ethical empowerment of students are also important. Students' dimension (which indicates student importance and attention, student behavior evaluation, student professionalization and purpose) was concluded worthy. Students' activities were also rated as the second, third, fourth, and fifth dimensions, respectively. And most notably, they rated the utility of the dimension in a collaborative space (which reflects the opinions and problems of the professors, the professionalism and empowerment of the professors, the criticism and the description of the members' duties). It can be said that the results obtained in this study were influenced by the lack of faculty and teaching staff at the college and the fact that faculty members spent most of their time teaching students in the hospital and college environment, which reduces interactions between students and them. Of course, there is another reason for university and college administrators not to pay attention to teachers' problems; however, it might be neglected. The faculty can address these weaknesses by forming and encouraging faculty members to attend counseling sessions and empowerment workshops such as time management and stress control. What can be assumed is the interaction of these factors with each other. The discovery of structural and functional models of the interplay of these and other related factors can be explored. In the AMEET questionnaire, 36 items had a mean of 2 and 3 which were aspects of the learning environment that could be improved and 7 items had a mean of less than 2 indicating problems. Also, 7 items with the highest average expressed the desired educational environment. Table 3 showed the mean and standard deviation of the AMEET questionnaire items from the viewpoints of faculty members and teachers. It can be said that low average items are a cause for concern. All faculty and educators assigned the lowest average to the item "There is an official support system for professors under stress" and the highest average to "I care about my role as a professor". There has been little or no published research on the educational environment from the perspective of faculty

members and instructors. However, Mohammadi et al.'s (2013) study of faculty members' views used the modified DREEM questionnaire. The findings of Zanjan University's teaching environment were relatively favorable as the present study (16). The dimension of teachers' perception had the lowest average score, and, contrary to the present study, they stated that teachers were well-versed, knowledgeable, and well-communicated to provide practical examples. But the teaching method is more teacher-centered and has an imperative classroom management style. That is to say, this style of management enables students to follow whatever teachers want, and this will lead to the creation of an obedient student instead of a motivated and efficient nursing student. In this study, by removing two specific areas of students from the DREEM tool, including "understanding their abilities and students' perceptions of their social circumstances," the present researchers adjusted it to assess teachers' perceptions of the educational environment. In this study, the researchers used the AMEET questionnaire to investigate more aspects of teachers' perception of educational environment. Fisher et al. (2015), Kurdistan University of Medical Sciences (16), and Soltani and colleagues at Iran University of Medical Sciences (17) evaluated the educational environment as relatively desirable. The learning environment consists of a set of attitudes, feelings, and behaviors that influence innovation, performance, and most importantly, people's satisfaction. To reach a desirable university and to satisfy faculty and students, there is a need for a better educational environment. Therefore, university officials and practitioners should pay more attention to how educational services are delivered (18).

It can be concluded that the use of the AMEET tool in the precise recognition of the atmosphere and the learning environment can provide valuable assistance. Finally, expressing weaknesses to officials, professors, and students in different meetings can stimulate them, so they work to address weaknesses and enhance the strengths of medical and paramedical colleges. In research by Heidari et al., on the evaluation of the quality of educational services at Razi University of Kermanshah, the dimension of accountability (willingness to help students) was less favorable. This suggested that managers and officials at both university and

faculty level consider a specific time for students (19). On the contrary, despite the enthusiasm of the authorities and especially the teaching assistant of the faculty, the Mashhad School of Nursing and Midwifery held criticism and suggestion sessions; however, there was low attendance of postgraduate students in these sessions. This could be due to their being too busy to "suggest meetings with students" and other reasons, such as: lack of accurate information for faculty or college-level suggestions or criticisms, the reaction of teachers and students' fears to encourage them to make critical comments, suggesting that all meetings and workshops be informed one month in advance, and that it was suggested that workshops and criticism sessions be held for professors and students. In this study, the present researchers also suggested that managers and planners of the evaluation system should work efficiently, so that they can design a comprehensive program to ensure that students' grades are assessed correctly and fairly, not just subjectively and limited to the end-of-course exam. In our study, it was also suggested that students receive accurate evaluations based on their activities and assignments, so that they can supervise the use of laptops at all levels of study. In addition to separating strong and weak students by professors, it creates constructive competition among students. Lukzadeh et al. (2011) in their study on Strategies for Improving the Quality of Medical Education at Yazd Sadoughi University of Medical Sciences stated that one of the most important strategies for improving the quality of education is to increase the use of new methods of teaching students, to improve the level of knowledge of teachers in presenting the method. New teaching is evidence-based teaching (20).

One of the most important limitations was that despite the stated purposes, the necessity of studying and the importance of the viewpoints of all research units, some faculty and educational staff did not provide the necessary cooperation and did not return the questionnaire.

The probability of the research unit was inaccurate in answering the questionnaire questions. The emotional and situational status (or changing the mental and physical state) of the research unit in expressing satisfaction with a service

unit might lead to false satisfaction or dissatisfaction. Research units were given ample opportunity to respond accurately. The nature and mission of the service unit influences the satisfaction or unpleasantness of the service for research units.

Application of Results: The attention of the authorities, staff, professors and students to the presented results will enhance the educational environment of the School of Nursing and Midwifery. If the weaknesses are addressed, it can be a model for all colleges and universities.

It can be done by providing a solution and reviewing each research weakness. For example, a careful examination of the sources of stress on faculty and faculty members using an open-ended questionnaire and a second case study of the effect of holding critical criticism workshops on the criticality of professors and students can be beneficial.

Ethical considerations

Ethical issues (Including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc.) have been completely observed by the authors.

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Conflict of interest: None

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