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## A COMPARATIVE STUDY TO ASSESS PERCEPTION OF EDUCATIONAL ENVIRONMENT AMONG GNM AND B.SC. (NURSING) STUDENTS IN IIMT COLLEGE OF NURSING GANGANAGAR MEERUT,(U.P)

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**Abstract:** This study has been undertaken to Assess Perception of Educational Environment among GNM and B.Sc. (Nursing) Students in IIMT college of Nursing Ganganagar Meerut,(U.P). The objectives were to compare the students' perception of educational environment among GNM and B.Sc. (N) students and to identify the gender difference in the perception. A comparative research design was used for this study and a sample of 200 nursing students (100 each from B.Sc. (N) and G.N.M) were selected through simple random sampling technique. The results revealed that perception of learning was more positive than negative among B.Sc. (N) students. On the other hand GNM students' perception of teachers was moving in right direction, they were confident towards academic self perception and their social self perception was not too bad when compared to B.Sc. (N) students. The findings concluded that there was no significant difference between students' perceptions of educational environment among GNM and B.Sc.(N) students.

### I. INTRODUCTION

Educational environment is a subtle and intangible concept. An ideal academic environment may be defined as one that best prepares students for their future professional life and contributes towards their personal and psychosomatic development along with social well-being as well. The professional development of medical practitioners depends, to a large extent, on the attributes of the environment where they study or work. The educational environment includes social, cultural, and psychological elements, as well as the physical surroundings.

The quality of education environment has been identified to be crucial for effective learning. The environments which impact student learning include the physical classroom, the curriculum, the teachers and the other students.

Positive environment and positive learning outcome appears to go together for higher quality of learning. It is required to enrich learning environment by identifying the weakness of environment. So more importance should be given to the perception of students to improve the educational environment as perceptions are associated positively with learning outcomes, learning approach and attitude toward studying.

## **I. RESEARCH METHODOLOGY**

The methodology is the most important in research as it is the framework for conducting a study. It indicates the general pattern for organizing the procedure together valid & reliable data or an investigation. It consists of Research approach, Research design, Selection and description of the field of study, Content validity and reliability of tool, Population, Sample and sampling method, Description of the tool, Ethical considerations, Pilot study, Data collection procedure, Difficulties faced by investigators, Plan of data analysis and Summary.

### **3.1 Population and Sample**

The target population of the study was B.Sc. Nursing and GNM students.

The sample were all was B.Sc. Nursing and GNM students of IIMT, IIMTU, Meerut.

### **3.2 Data and the Source of Data**

The data was collected after obtaining written permission from concerned authorities. The investigators explained the purpose of the study and took the written consent from each respondent. Time taken by each respondent to fill the tool for data collection was 25-30 minutes. So, in all together, the researcher spent an average of total 35-40 minutes to collect the data. The sample of 200 Nursing students (Each 100 from GNM and B.Sc.(N) studying in IIMT College of Nursing Meerut. Students were selected by simple random sampling (lottery method).

### **3.3 Theoretical Framework**

This study includes dependent and independent variables.

### **3.4 Statistical tools and econometric models**

Details of the methodology is given below

### 3.4.1 Descriptive and inferential statistics

The score was organized and analyzed by using descriptive and inferential statistics

## IV RESULT AND DISCUSSION

**Table 1: Perception of educational environment among B.Sc. (N) students**

**N = 100**

Subscales	Max Score	Mean	SD	Mean %
Perception of learning	48	34.29	2.66	71.43%
Perception of teachers	44	30.33	3.98	63.18%
Academic Self Perception	32	26.34	3.04	81.37%
Perception of atmosphere	48	33.38	4.88	69.54%
Social Self Perception	28	17.64	2.99	63.03%
<b>Total</b>	<b>200</b>	<b>141.69</b>	<b>20.08</b>	<b>70.84%</b>

Table 1 illustrates the perception of educational environment among B.Sc. (N) students. The data revealed that mean score ( $34.29 \pm 2.66$ ) of perception of learning was higher, mean score ( $30.33 \pm 3.98$ ) of Perception of teachers, mean score ( $26.34 \pm 3.04$ ) of academic self perception and mean score ( $33.38 \pm 4.88$ ) of perception of atmosphere and mean score ( $17.64 \pm 2.99$ ) of social self perception was found to be lowest.

Hence, it can be inferred that perception of learning was more positive as compared to other domains of educational environment among B.Sc. (N) students.

**Table 2: Perception of educational environment among GNM students**

**N = 100**

Subscales	Max Score	Mean	SD	Mean %
Perception of learning	48	32.65	5.31	68.02%
Perception of teachers	44	28.25	4.06	64.20%
Academic Self Perception	32	24.67	4.00	77.09%
Perception of atmosphere	48	31.67	5.97	65.97%
Social Self Perception	28	16.84	3.35	60.14%
<b>Total</b>	<b>200</b>	<b>134.08</b>	<b>22.29</b>	<b>67.04%</b>

**Table -3 Comparison of overall perception of educational environment among GNM and B.Sc. (N) students**

**N = 200**

Students	Mean	S.D.	't'-value	p value
B.Sc.(N)	141.69	20.08	2.49	0.01*
GNM	134.08	22.29		

\* –Significant

Table 3 illustrates the comparison of overall perception of educational environment among GNM and B.Sc. (N) students. The data revealed that mean score ( $141.69 \pm 20.08$ ) of perception of educational environment was higher among B.Sc. (N) as compared to GNM students. The result was statistically significant at 0.05.

Therefore, it can be concluded that B.Sc. (N) students perceive educational environment more positive as compared to GNM students.

**Table – 4 Comparison of Perception of educational environment among GNM and B.Sc. (N) students**

**N = 200**

Subscales	Max Score	B.Sc.	GNM	t value	p value
		Mean±SD	Mean±SD		
Perception of learning	48	34.29±2.66	32.65±5.31	2.76	0.006*
Perception of teachers	44	30.33±3.98	28.25±4.06	2.84	0.004*
Academic Self Perception	32	26.34±3.04	24.67±4.00	2.72	0.007*
Perception of atmosphere	48	33.38±4.88	31.67±5.97	2.16	0.03*
Social Self Perception	28	17.64±2.99	16.84±3.35	1.69	0.09NS
<b>Total</b>	200	141.69±20.08	134.29±15.93	2.49	0.01*

NS – Not Significant

Table 4 illustrates the perception of educational environment among B.Sc. (N) and GNM students. The data revealed that mean score ( $34.29 \pm 2.66$ ) of perception of learning followed by the mean score ( $30.33 \pm 3.98$ ) of Perception of teachers, mean score ( $26.34 \pm 3.04$ ) of academic self perception, the mean score ( $33.38 \pm 4.88$ ) of perception of atmosphere and mean score ( $17.65 \pm 3.42$ ) of social self perception were higher among B.Sc. Nursing students as compared to GNM students. The results were found to be statistically significant at 0.05 except social self perception which was statistically not significant.

Thus, it can be concluded that perception of learning was more positive among B.Sc. (N) students. Further, B.Sc. (N) students were confident towards perception of teachers, they had more positive attitude towards academic self perception and their social self perception was not too bad when compared to GNM students whereas both GNM and B.Sc. (N) students had positive attitude towards perception of atmosphere.

**Table 5: Comparison of male and female students' perception of educational environment among B.Sc. (N) and GNM students**

N=200

Students	Male		Female		t-value	p value
	Mean	SD	Mean	SD		
<b>B.Sc. Nursing</b>	144.58	10.50	139.69	11.58	1.38	0.16NS
<b>GNM</b>	130.38	10.78	135.17	11.20	1.75	0.08NS

NS – Not Significant Table 6 illustrates the comparison of male and female student's perception of educational environment among B.Sc. (N) and GNM students. The data revealed that mean score ( $144.58 \pm 10.50$ ) of perception of educational environment was higher among B.Sc. (N) male students whereas the mean score ( $135.17 \pm 11.20$ ) of perception of educational environment was higher among GNM female students, but it was statistically not significant at 0.05.

Therefore, it can be inferred that perception of educational environment was more positive among B.Sc. (N) male students and GNM female students.

**Table -6 Comparison of male and female students' perception of educational environment among B.Sc.****(N) students****N = 100**

Subscales	Max Score	Male	Female	t value	p value
		Mean±SD	Mean±SD		
<b>Perception of learning</b>	48	33.58±3.28	34.56± 2.55	2.35	0.01*
<b>Perception of teachers</b>	44	25.26±4.15	28.04± 3.39	2.69	0.61NS
<b>Academic Self Perception</b>	32	25.35±4.09	26.21± 3.33	1.60	0.10NS
<b>Perception of atmosphere</b>	48	32.08±5.16	33.57± 3.84	2.31	0.02*
<b>Social Self Perception</b>	28	16.58±3.47	16.86 ± 3.34	0.57	0.69NS

NS – Not Significant

\*Significant

Table 6 illustrates the comparison of male and female students' perception of educational environment among B.Sc. (N) students. The data revealed that mean score ( $34.56 \pm 2.55$ ) of perception of learning, mean score ( $28.04 \pm 3.39$ ) of perception of teachers, mean score ( $26.21 \pm 3.33$ ) of academic self perception and mean score ( $33.57 \pm 3.84$ ) of perception of atmosphere were higher among female students as compared to male students. On the other hand, mean score of social self perception was found to be same in both male and female B.Sc. (N) students. The results were found to be significant at 0.05 in perception of learning and perception of atmosphere.

Hence, it can be concluded that female students' were confident about perception of teachers and their perception of learning was more positive as compared to male students. Further, female students were confident about academic self perception and they had a positive attitude towards perception of atmosphere as compared to male student.

**Table 7 Comparison of male and female students' perception of educational environment among GNM students**

N = 100

Subscales	Max Score	Male	Female	t value	p value
		Mean±SD	Mean±SD		
Perception of learning	48	29.08±5.41	31.80±3.95	2.98	0.003*
Perception of teachers	44	26.61±3.67	27.71±5.13	1.74	0.08NS
Academic Self Perception	32	22.95± 3.55	24.50±3.85	2.95	0.13NS
Perception of atmosphere	48	31.76 ±5.20	32.04±4.99	0.38	0.69NS
Social Self Perception	28	16.14±3.68	17.75±3.19	1.87	0.10NS

NS – Not Significant

Table 7 illustrates the comparison of male and female students' perception of educational environment among GNM students. The data revealed that mean score (31.80±3.95) of perception of learning, mean score (27.71±5.13) of perception of teachers and mean score (24.50±3.85) of academic self perception, mean score (32.04±4.99) of perception of atmosphere and mean score (17.75±3.19) of social self perception were higher among female students as compared to male GNM students. and it was found to be statistically not significant except perception of learning was statistically significant at 0.05.

Hence, it can be concluded that female students' perception of teachers was moving in right direction and their perception of learning was more positive as compared to male students. Further, female students were confident about academic self perception and they had a positive attitude towards perception of atmosphere as compared to male students.

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