

## **Assessing Students' Perceptions on Educational Institution Learning Environment**

SITI NURASHIDAH ROSLAN  
Kolej Universiti Islam Antarabangsa Selangor  
[nurashidah@kuis.edu.my](mailto:nurashidah@kuis.edu.my)

HAZELENA DEWI FATAHUL ARIFFIN  
Kolej Universiti Islam Antarabangsa Selangor  
[hazelena@kuis.edu.my](mailto:hazelena@kuis.edu.my)

### ***ABSTRACT***

Learning environment is important in determining students' academic success and learning. The objective of this study was to identify the viewpoints of Human Resource students toward learning environment at Kolej Universiti Islam Antarabangsa Selangor (KUIS). This study was conducted using the self-administered validated Dundee Ready Education Environment (DREEM) questionnaire and 0-4 Likert scale were used. A total of 100 of final year diploma and degree students of Human Resource Management course were approached to participate in this study. The main outcome measure was the student's perception toward learning environment which focused on two dimensions which are student's perception of learning and student's perception toward lecturer's. Data were analysed by SPSS 20 using descriptive test. The highest score were related to Lecturers are Knowledgeable (3.61). The lowest score were related to Teaching is not Over-Emphasizes Factual Learning (2.00). Seventeen items scored consistently more than 3.00 mean indicating high level of satisfaction with the perceived environment.

*Key Words: Learning Environment; Dundee Ready Education Environment (DREEM); Perception.*

## **Menilai Persepsi Pelajar Terhadap Persekitaran Pembelajaran Institusi Pendidikan**

### ***ABSTRAK***

Persekitaran pembelajaran adalah penting dalam menentukan kejayaan akademik pelajar. Objektif kajian ini adalah untuk mengenal pasti pandangan pelajar Sumber Manusia terhadap persekitaran pembelajaran di Kolej Universiti Islam Antarabangsa Selangor (KUIS). Kajian ini dijalankan menggunakan soal selidik Dundee Environment Education (DREEM) dan menggunakan skala Likert 0-4. Sebanyak 100 orang pelajar diploma dan ijazah tahun akhir kursus Pengurusan Sumber Manusia telah dilibatkan dalam kajian ini. Hasil utama adalah berkaitan persepsi pelajar terhadap persekitaran pembelajaran yang memberi tumpuan kepada dua dimensi iaitu persepsi pelajar terhadap pembelajaran dan persepsi pelajar terhadap pensyarah. Data dianalisis oleh SPSS 20 menggunakan ujian deskriptif. Skor tertinggi berkaitan dengan Pensyarah yang Berpengetahuan (3.61). Skor terendah berkaitan dengan Pengajaran tidak

Menekankan Pembelajaran Fakta (2.00). Tujuh belas item skor purata lebih dari 3.00 menunjukkan tahap kepuasan tinggi terhadap persekitaran.

*Kata Kunci: Persekitaran Pembelajaran; Dundee Ready Education Environment (DREEM); Persepsi.*

## **INTRODUCTION**

The Faculty of Management and Muamalah, Kolej Universiti Islam Antarabangsa Selangor (KUIS), was established in 2004, as a management focus centre in KUIS. The Human Resource Management programme (HRM) is four years in duration for degree and 3 years in duration for diploma. The first two years incorporate an integrated curriculum based on Islamic studies and general studies whereby critical thinking, problem solving and independent learning strategies are stressed upon students. The latter years are mainly concentrated on management components of HRM.

The aims of this study were to assess the final-year students in Human Resource Management (both degree and diploma programme) on their perceptions of the learning environment at the faculty of Management and Muamalah (FPM), KUIS. Similar studies have been conducted in other countries such as UK, Canada, Ire-land, Thailand, Indonesia, Norway, Sweden, Venezuela, Brazil, the West Indies, Sri Lanka, Oman, Yemen and Iran but most studies were covered for learning environment in medical field. Similar studies in Malaysia also have been published previously, however, most studies were more focused on the five domain that are learning, teachers, students' academic self-perceptions, atmosphere and students' social self-perceptions. This study, however, would not investigate the relationship between the perceptions and the students' academic performance.

## **LITERATURE REVIEW**

In this chapter, the literature review covers only the relevant aspects of learning environment and inventory used in order to provide an overview of the related issues addressed:

### **Learning Environment**

The students' perceptions of the educational setting can be a basis for implementing modifications and thus optimizing the educational environment in universities. Thus, as mentioned by Aghamolaei, T. & Fazel, I. (2010), it can optimizing the educational environment. Therefore, students' perceptions of their educational environment have been studied and reported around the world (Bakhshi, H., Bakhshialiabad, M.H., & Hassanshahi, G.H., 2014). Studies have shown that the educational environment affects students' achievement, happiness, motivation, and success. The quality of the educational environment also is indicative of the effectiveness of an educational programme. Bakhshi, H., Bakhshialiabad, M.H., & Hassanshahi, G.H., (2014) mentioned that learning environment is found to be important since the environment of an educational system determines the product, its quality and quantity as well as forges it into its own.

The importance of the learning environment in enhances the ability of student learning is widely acknowledged. Qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a “learning environment”. Mentioned by Roff, S. (2005), studying the learning environment is important in improving the quality of an educational program. Most universities are concerned about the courses they have offered whether suited to the students’ expectation or not. Often at the end of the semester, survey will be distributed to get feedback on what universities have offered seeking to understand the impact of their course design decisions on students’ academic performance. As stressed by Bakhshi, H., Bakhshialiabad, M.H., & Hassanshahi, G.H., (2014) it is to verifying students’ need by viewing them as the main stakeholders in their own education.

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard, for example (Glossary of Educational Reform, 2013). The physical structure of a classroom is a critical variable in affecting student morale and learning. Bates (2015) stated that developing a total learning environment for students in a particular course or program is probably the most creative part of teaching. While there is a tendency to focus on either physical institutional learning environments (such as classrooms, lecture theatres and labs), or on the technologies used to create online personal learning environments (PLEs), learning environments are broader than just these physical components. They will also include the characteristics of the learners; the goals for teaching and learning; the activities that will best support learning; the assessment strategies that will best measure and drive learning; and the culture that infuses the learning environment. Although most agree that all these components are essential for learning to be effective, the accurate assessment of the learning quality has been challenging for teachers and administrators (Jorie M., Getz, C., Sooyoun Kim, Victoria, H., Goode, Robert, B., Wright, S.M., 2014).

The learning environment has a significant impact on students’ achievements and learning outcomes. The climate also makes a significant interest to students’ sense of well-being (Roff, S. 2005). The importance of equitable learning environment will depend on how it is being developed and implemented. Students’ involvement in the process of creating their learning environment can also empower them, develop community and increase motivation. Teacher’s expectations on student achievement can both promote learning and improve academic performance as well. Therefore, a supportive environment is crucial for transfer of learning to exist.

### **Teacher**

After the family, school is the first basic socialization institution for the child. Apart from the parents, it’s the student’s teacher who is effectively in the front seat in regards to his/her personality development and both academic and social performance. The understanding of modern education in our day lays the duty and responsibility of being effective in not just the child’s intellectual development but also character development (Inelmen, 2011). As mentioned

by Mohd Said, N., Rogayah, J., & Hafizah, A., (2008), the most important aspects are the teaching activities and as well as student-teacher interaction in daily environment in the educational institution.

The abilities and characteristics that are necessary in order to be a good teacher are also the same factors that define a good education. According to Ari, (2008) good teacher has eight basic characteristics, which are; Knowledge of material; Decision making; Critical thought and problem solving ability; Self understanding and self correction; Reflecting; Recognizing students and knowing students learning needs; Applying new finding in education; Teaching and communication ability (as cited in Ulug, Ozden, & Erylmaz, 2011). The study conducted by Ee Ah Meng (as cited in Erma, N. & Leong Kwan Eu, 2014) also found that teachers can enhance the students' interest through various stimuli such as changing tone, interesting materials, games and so forth to increase students' enthusiasm and interest on his teaching. Therefore, students who are motivated by teachers will usually be more interested in helping the process to achieve the learning goals.

Most of the time, student-teacher interaction takes place the classroom. Research suggest that improving student's performance can be implemented by changing strategies in the classroom. Several factors influence the students' experience, such as the quality of feedback and social relations with classmates in addition to the more obvious aspects like timetabling, exams and teaching as mentioned by Edgren, G., Haffling, A.C., Jakobsson, U., Mcaleer, S., & Danielsen, N., (2010). A student's attitude toward their ability to influence their academic outcome may not always be reflected in their behavior. As stated by Schneider, Gruman, and Coutts, (2012) a desired outcome may not occur due to an individual's inability to carry out the intended behavior.

### **The Dundee Ready Educational Environment Measures (DREEM)**

In order to assess the students' perception on learning, The Dundee Ready Educational Environment Measures (DREEM) questionnaire was used. The Dundee Ready Education Measure (DREEM) is an internationally validated, non-culturally specific inventory that provides educators with a diagnostic inventory to gather information regarding the learning environment. As mention in Khan, A.S., Akturk, Z., & Al-Megbil, T., (2010), the inventory is now being used widely in order to measure and 'diagnose' undergraduate educational climates and the inventory also have been translated into so many language includes Spanish, Portuguese, Arabic, Swedish, Norwegian, Malay and Thai and used in several settings including the Middle East. So that, no wonder it is widely used in the United Kingdom, Canada, Ireland, Thailand, Indonesia, Norway, Sweden, Venezuela, Brazil, the West Indies, Sri Lanka, Oman, Yemen, as well as in Malaysia.

The DREEM is not only used in the testing of new learning environments with a variety of purposes such asto investigate the viewpoints or perception of students toward learning environment (Bakhshi, H., Bakhshialiabad, M.H., & Hassanshahi, G.H., 2014) and to evaluate the learning environment (Khan, A.S., Akturk, Z., & Al-Megbil, T., 2010). In fact, as mentioned by Hammond, S.M., O'Rourke, M., Martina Kelly, M., Bennett, D., & O'Flynn, S., (2012), more than the last four decades educators and researchers have attempted to define and measure the education environment and the most widely used contemporary development is almost certainly, using the DREEM.

The DREEM has the privilege of being used in the study of learning environment. Its focus on student experience has led to its use in identifying the gap between student expectations and experience (Bouhaimed, M., Thalib, L. & Doi, S.A.R., 2009). Hence, DREEM is helpful as an inventory to identify strengths and weaknesses in environment with a view to introducing change and as mentioned by Edgren, G, Haffling A.C., Jakobsson, U., Mcaleer, S., & Danielsen, N. study, it can be applied to assess the impact of new curricular interventions in educational institution (as cited in Hammond, S.M., O'Rourke, M., Martina Kelly, M., Bennett, D., & O'Flynn, S., 2012) . The findings can also be used to implement improvements in educational settings (Aghamolaei, T. & Fazel, I., 2010).

The subscale summary scores are summed to obtain the overall DREEM score. Examination of the individual items by looking at the mean score obtained across all participants for each item enables the identification of specific strengths and weakness within the educational environment (Miles, S., Swift, L. & Leinster, S.J., 2012). However, this study will adopt on two items only instead of five items in DREEM questionnaire which contributed to the perception of learning environment. The two items are learning and teachers, in order to study the student perception towards their learning environment.

## **METHODOLOGY**

This cross-sectional study was focused to the students in the programme of Human Resource Management in the Faculty of Management and Muamalah, KUIS. A total of 100 questionnaires were distributed among the final year students. Prior to answering the questionnaire, the students were briefed about the purpose of the study, the data collection process, the confidentiality of the data and the meaning of some terms that are rarely used in daily conversation such as “factual learning”, “ridicule”, and “authoritarian”. The students were given 20 min free time to respond to the inventory.

A four-point Likert scale ranging from strongly agree to strongly disagree was applied. Items were scored as follows: 4 for highly agree, 3 for agree, 2 for disagree and 1 for highly disagree. On this scale, a higher score indicates a more positive evaluation. However, negative statements were scored in reverse.

The maximum score of 92 in the 23 DREEM items which indicates the ideal learning environment. It consists of the following subscales:

- Students' perceptions of learning (12 questions, maximum score: 48)
- Students' perceptions of teachers (11 questions, maximum score: 44)

The table 1 and 2 shows the high reliability of DREEM questionnaires based on students' perceptions of learning (0.604) and students' perceptions of teachers (0.617).

**Table 1:SPoL Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.604	.660	12

SPoL: Students' Perceptions of Learning.

**Table 2: SPoT Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.617	.650	11

SPoT: Students' Perceptions of Teachers.

The guide for interpretations of the DREEM scores for the two subscales was using Scores as Suggested by McAleer and Roff (1997) shown in Table 3.

**Table 3: Guide to Facilitate Analysis of Results and Interpretations of DREEM Subscale Scores as Suggested by McAleer and Roff (1997).**

Domain	Score	Interpretation
SPoL	0–12	Very poor
	12–24	Teaching is viewed negatively
	25–36	A more positive approach
	37–48	Teaching highly thought of
SPoT	12–22	In need of some retraining
	23–33	Moving in the right direction
	24–44	Model teachers

SPoL: Students' Perceptions of Learning; SPoT: Students' Perceptions of Teachers.

DREEM scores were entered and analyzed using Statistically Package for Social Sciences (SPSS), version 20. Means and standard deviations were calculated for subscale scores and total score of DREEM.

## **EMPIRICAL RESULTS**

The response rate was 100% (total 100 students). Among the 100 students, 59% were diploma students and 41% were degree students.

Table 4 indicates the mean and percentage of DREEM global and subscale scores from this study. The DREEM score for the overall sample (n = 100), was 69.03/92 (SD 6.33) was indicated that, overall in this study, students had more positive perception compared to negative perception of their learning environment. The students' perceptions of learning (SPoL) score was 36.04/48 (75.08%), i.e., more positive approach. For students' perceptions of teacher (SPoT) score was 32.99/44 (74.98%), i.e., moving in the right direction.

**Table 4: Global and subscale DREEM scores in all students (n= 100).**

<b>DREEM subscale</b>	<b>Maximum score</b>	<b>Mean</b>	<b>SD</b>	<b>Percent of perception</b>
SPoL	48	36.04	2.82	75.08%
SPoT	44	32.99	3.51	74.98%
<b>Global DREEM score</b>	<b>92</b>	<b>69.03</b>		

Table 5 shows the individual item analysis of DREEM according to the two different subscales. Two items scored less than three in learning domain. The students thought that the teaching at KUIS over-emphasizes factual learning (2.00), and teaching is too teacher centered (2.17). Furthermore, in the teachers domain, lecturers ridicule the students (2.38), lecturers are authoritarian (2.21) and that lecturers get angry in teaching (2.60) were identified which indicated aspects of the learning environment could be enhanced. Out of the 17 items scoring greater than three, only one item (lecturers are knowledgeable) had a very positive perception (3.61).

**Table 5: Individual item Analysis of DREEM by different Subscales**

<b>Item</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Students' perceptions of learning (SPoL)</b>			
B1 Encouraged to participate during training session	100	3.2500	.45782
B2 Teaching is often stimulating	100	3.1100	.39937
B3 Teaching is student-centered	100	3.2000	.42640
B4 Teaching help to develop my Competence	100	3.3200	.48990
B5 Teaching is well-focused	100	3.2200	.52378
B6 Teaching helps to develop my Confidence	100	3.2600	.56174
B7 Teaching time is put to good Use	100	3.1000	.57735
B8 Teaching is over-emphasizes factual learning	100	2.0000	.58603
B9 Clear about the learning objectives of the course	100	3.1400	.55085
B10 Teaching encourages me to be an active learner	100	3.2000	.63564
B11 Long-term learning is emphasized over short-term learning	100	3.0700	.55514
B12 Teaching is too teacher centered	100	2.1700	.69711
Total mean score	36.04	2.82	
Maximum score	48		
<b>Students' perceptions of teachers (SPoT)</b>			
C1 Lecturers are knowledgeable	100	3.6100	.51040
C2 Lecturers adopt a student-centred approach to consulting	100	3.3800	.52762
C3 Lecturers ridicule the students	100	2.3800	.87363
C4 Lecturers are authoritarian			
C5 Lecturers have good communication skills with			

students	100	3.4100	.57022
C6 Lecturers are good at providing feedback to students	100	3.3500	.53889
C7 Lecturers provide constructive criticism here	100	3.0300	.62692
C8 Lecturers give clear examples	100	3.3500	.62563
C9 Lecturers get angry in teaching	100	2.6000	.87617
C10 Lecturers are well-prepared for their teaching sessions	100	3.2700	.67950
C11 Students are irritate the lecturers	100	2.4000	.86457
Total mean score	32.99	3.51	
Maximum score	44		
Valid N (listwise)	100		

---

## **DISSCUSSION**

This study provided an overview of final year Human Resource Management students' perception about the learning environment in KUIS. Overall, students had more positive perceptions compared to negative perceptions of their learning environment which focus on two domains which are students' perceptions of learning (SPoL) and students' perceptions of teachers (SPoT), 69.03/92.

Few previous studies also show that the score reflected the positive perceptions of students regarding the same domain. Global DREEM level of present study score is better than the score for students' perceptions of learning and score for students' perceptions of teacher, 62.72/92 was conducted in the Universiti Kebangsaan Malaysia (Ugusman, et al., 2015). The study was conducted at International Islamic University Malaysia reflected also positive perceptions for the same domain, 72.54/92 (Said, Rogayah, & Hafizah, 2009); and in Universiti Islam Malaysia, 54.3/92 (Arzuman, et al., 2010).

Scores of 17 items are greater than three reflected the positive perceptions of students. Items that have a mean score of 3.5 and above are classified as 'real positive points'. Items with a mean of two or less should be examined more closely, as they indicated problem areas. Items with a mean between two to three are aspects of the climate that could be enhanced (Arzuman, et al., 2010). Two items in students' perceptions of learning score between two or three which are teaching at KUIS over-emphasizes factual learning (2.00), and teaching is too teacher centered (2.17) rather low score compared to other items in SPoL, that is consistent with the findings of Arzuman, Yusoff & Chit, 2010. The researchers agree that teaching with student centered learning should needs to be preferred over teacher centered learning in today higher learning institution. In the students' perceptions of teacher domain, lecturers ridicule the students (2.38), lecturers are authoritarian (2.21) and that lecturer get angry in teaching (2.60) are considered a low scores and it shows most of lecturers at KUIS do not practice these negative things towards student. However, the positive aspects of the climate could be enhanced as well.

## **CONCLUSION**

It is important to accessing students' perception toward learning environment in educational institution. The endeavor to create and maintain a helpful environment for study without compromising on quality of education should be continuous and this can be achieved only through students' feedback and corrections by the institution (Chandran, C.R., & Ranjan, R., 2015). The environment of an educational institution determines the students' quality and quantity. According to Khan, J.S., Tabasum, S. & Yousafzai, U.K., (2009), over the years many researchers have tried to identify the factors that contribute to the overall environment as well.

Final year HRM students in KUIS perceived their learning environment (learning and teacher) positively. Even though there were item that scored between 2.00 and 2.60, rooms for improvement can be tolerated. According to Gecer (as cited in Ulug, Ozden, & Erylmaz, 2011), for a teacher, being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success. If the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable.

It is important that working towards providing students at a certain development level information, experience and behavior on certain topics will build the foundation of learning. Correlating the facts in the books with the real case scenario, and highlight the relevance of the theory and for reality during teachings will make students think outside the box so that students would not feel that the teachings overemphasized factual learning only.

## **REFERENCES**

- Abraham, R., Ramnarayan, K., Vinod, P. & Torke, S. (2008). Students' perceptions of learning environment in an Indian medical school. *BMC Medical Education*, 8(1).
- Aghamolaei, T. & Fazel, I. (2010). Medical Students' Perceptions of the educational environment at an Iranian Medical Sciences University. *BMC Medical Education*, 10(87).
- Ari, R. (2008). *Educational psychology*. (4<sup>th</sup> Ed.). Ankara: Nobel.
- Arzuman, H., Yusoff, M.S. B. & Chit, S.P. (2010). Big sib students' perceptions of the educational environment at the school of medical sciences, Universiti Sains Malaysia, using Dundee Ready Educational Environment Measure (DREEM) Inventory. *Journal of Malays J Med Sci MJMS*, 17(3), 40.
- Bakhshi, H., Bakhshialiabad, M. H. & Hassanshahi, G.H. (2014). Students' Perceptions of the educational environment in an Iranian Medical School, as measured by the Dundee Ready Education Environment Measure. *Journal of Bangladesh Med Res Counc Bull*, 40, 36-41.
- Bates, A. W. (2015). Teaching in adigital age. Retrieved from <https://opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment>
- Chandran, C. R. & Ranjan, R. (2015). Students' perceptions of educational climate in a New Dental College using The DREEM Tool. *Advances in Medical Education and Practice*, (6), 83-92.

- Den, B. P., Fisher, D., Rickards, T. & Bull, E. (2006). Californian science students' perceptions of their classroom learning environments. *Educational Research and Evaluation*, 12 (1), 3-25.
- Edgren, G., Haffling, A.C., Jakobsson, U., Mcaleer, S. & Danielsen, N. V.(2010). Comparing the educational environment (as measured by DREEM) at two different stages of curriculum reform. *Journal of Medical Teacher*, 32(6), 233-238.
- Erma, N. & Leong, K. E. (2014). Hubungan antara sikap, minat, pengajaran guru dan pengaruh rakan sebaya terhadap pencapaian Matematik Tambahan Tingkatan 4. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, 2(1).
- Genn, J. M. (2001). Curriculum, environment, climate, quality and change in medical education— a unifying perspective. *Journal of Medical Teacher*, 23(4), 337-344.
- Glossary of Educational Reform. (2013). *Learning Environment*. Retrieved October 29, 2017, from <http://edglossary.org/learning-environment>
- Hammond, S.M., O'Rourke, M., Martina Kelly, M., Bennett, D. & O'Flynn, S. (2012). A psychometric appraisal of the DREEM. *BMC Medical Education*, 12(2).
- Harden, R. (2001). The learning environment and the curriculum. *Journal of Medical Teacher*, 23(4), 335-336.
- Higgins, S., Hall, E., Wall, K., Woolner, P. & McCaughey, C. (2005). The impact of school environments: a literature review. The centre for learning and teaching. *School of Education, Communication and Language Science, University of Newcastle*.
- Inelmen, E. (2011). Integrating all learning activities around a city study curriculum. *Cypriot Journal of Educational Sciences*, 6(1), 37-45.
- Jorie, M., Getz, C., Sooyoun, K., Victoria, H., Goode, Robert, B. & Wright, S.M. (2014). Assessing medical students' and residents' perceptions of the learning environment: exploring validity evidence for the interpretation of scores from existing tools. *Journal of Academic Medicine*, (89), 1687–1693.
- Khan, J.S., Tabasum, S. & Yousafzai, U.K. (2009). Determination of Medical Education Environment in Punjab private and Public Medical Colleges Affiliated with University of Health Sciences Lahore-Pakistan. *J Ayub Med Coll Abbottabad*, 21(4), 162-170.
- Khan, A.S., Akturk, Z. & Al-Megbil, T.(2010). Evaluation of the learning environment for Diploma in Family Medicine with the Dundee Ready Education Environment (DREEM) Inventory. *Journal of Educational Evaluation for Health Professions*, 7(2), 2.
- Miles, S., Swift, L. & Leinster, S.J. (2012). The dundeeready education environment measure (DREEM): a review of its adoption and use. *Medical Teacher*, 34(9), 620-634.
- Mohd, S., N., Rogayah, J. & Hafizah, A. (2008). Great teacher creates effective learning Environment: a study through IIUM nursing students' eyes. *Med & Health*, 3(2), 274-279.
- O'Donnell, A.M., Reeve, J., & Smith, J.K. (2009). *Educational psychology: Reflection for action* (2<sup>nd</sup> Ed.). USA: John Wiley & Sons, Inc.
- Roff, S., McAleer, S., Harden, R. M., Al-Qahtani, M., Ahmed, A.U., Deza H., et al. (1997). Development and validation of the dundee ready education environment measure (DREEM). *Med Teach*, 19 (4), 295-299.
- Schneider, F. W., Coutts, L.M., and Gruman, J. A. (2012). *Applied social psychology: Understanding and addressing social and practical problems*. (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications, Inc.

- Ugusman, A., Othman, N., Abdul, R. Z., Soh, M., Kamal, F. P. & Ibrahim, S. (2015). Assessment of learning environment among the first year Malaysian medical students. *Journal of Taibah University Medical Sciences*, 10(4), 454-460.
- Ulug, M, Ozden, M. S. & Erylmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences*, (30), 738-742.
- Wilson, M. E. (2004). Teaching, learning, and millennial students. *Journal of New Directions for Student Services*, (106), 59-71.
- Woolfolk, A. (2007). *Educational Psychology* (10th Ed). USA: Pearson.