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Medical and Dental Students' Perceptions of the Learning Environment during Anatomic Pathology Placement at Obafemi Awolowo University, Ile-Ife, Nigeria

Perceptions de l'Environnement d'Apprentissage par les Étudiants en Médecine et en Dentisterie Lors d'un Stage en Anatomie Pathologique à l'Université Obafemi Awolowo, Ile-Ife, Nigeria

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ABSTRACT

BACKGROUND: The educational environment is an important factor in nurturing students' learning. Students' experiences of the climate of their learning environment positively correlate with their academic success, achievements and satisfaction.

OBJECTIVES: The study aimed to determine the perceptions of medical and dental students about their learning environment during anatomical pathology clinical placement.

METHODOLOGY: A prospective, cross-sectional study using a guided self-administered Dundee Ready Education Environment Measurement (DREEM) questionnaire was conducted among fourth-year medical and fifth-year dental students on anatomical pathology placement at the College of Health Sciences, Obafemi Awolowo University Ile-Ife, Nigeria. One hundred and eleven of 118 students participated in the study.

RESULTS: The age range was 19–35 years. The majority of the students were males (n = 80, 72.1%). The overall mean score was 115.19 ± 25.6 (maximum obtainable total score = 200), indicating that the students perceived their learning environment as more positive than negative. The mean score for each subscale of the DREEM instrument was: 29.24/48 (60.9%) for perception of learning; 25.67/44 (58.3%) for perception of teaching; 20.89/32 (65.3%) for academic self-perception; 25.61/48 (53.4%) for perception of the atmosphere of learning; and 13.52/28 (48.3%) social self-perception. No statistically significant difference was found by sex, age group, and course of study for each DREEM domain.

CONCLUSION: Students' perception regarding the learning environment for anatomical pathology in the focal university shows the need for improvement across various domains. However, academic self-perception and social self-perception are the areas of greatest need. *WAJM 2022; 39(9): 896–901.*

Keywords: Learning environment, Pathology, Students' Perception, DREEM.

RÉSUMÉ

FOND: L'environnement éducatif est un facteur important pour favoriser l'apprentissage des élèves. Les expériences des étudiants du climat de leur environnement d'apprentissage sont positivement corrélées avec leur réussite scolaire, leurs réalisations et leur satisfaction.

OBJECTIFS: Le but de l'étude était de déterminer les perceptions des étudiants en médecine et en médecine dentaire sur leur environnement d'apprentissage lors d'un stage clinique en pathologie anatomique.

METHODOLOGIE: Une étude prospective transversale à l'aide d'un questionnaire guidé auto-administré Dundee Ready Education Environment Measurement (DREEM) a été menée auprès d'étudiants en médecine et en médecine dentaire de quatrième année en stage de pathologie anatomique au collège des sciences de la santé, Obafemi Awolowo University Ile -Ife, Nigéria. Cent onze des 118 étudiants ont participé à l'étude.

RÉSULTATS: La tranche d'âge était de 19 à 35 ans. La majorité des étudiants étaient des hommes (n = 80, 72,1 %). Le score moyen global au questionnaire DREEM était de 115,19 ± 25,6 (score total = 200), indiquant que les étudiants percevaient leur environnement d'apprentissage comme plus positif que négatif. Le score moyen pour chaque sous-échelle de l'instrument DREEM était : 29,24/48 (60,9 %) pour la perception de l'apprentissage ; 25,67 /44 (58,3%) pour la perception de l'enseignement ; 20,89/32 (65,3 %) pour l'auto-perception académique ; 25,61/48' (53,4 %) pour la perception de l'atmosphère d'apprentissage ; et 13,52/28 (48,3%) d'auto-perception sociale. Le domaine de l'auto-perception sociale présentait un problème nécessitant une amélioration significative.

CONCLUSION: La perception des étudiants concernant l'environnement d'apprentissage de la pathologie anatomique dans l'université focale montre le besoin d'amélioration dans divers domaines. Cependant, l'auto-perception académique et l'auto-perception sociale sont des domaines dont les besoins sont les plus grands. *WAJM 2022; 39(9): 896–901.*

Mots clés: Milieu d'apprentissage, pathologie, perception des élèves, DREEM

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Abbreviations: CHS, College of Health Sciences; DREEM, Dundee Ready Education Environment Measurement; OAU, Obafemi Awolowo University.