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evaluating learning environment in College of medicine in university of tabuk in 2023

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Abstract:

This research is a comprehensive evaluation of the learning environment at the College of medicine of University of tabuk in 2023. The study seeks to delve deeply into the various facets that constitute the educational experience of medical students, recognizing that the environment in which they learn is crucial to their development as future healthcare professionals. At its core, the research explores the dynamic interactions between teachers and students, assessing how these relationships contribute to or hinder the learning process. It also examines the effectiveness of the teaching methods employed, considering whether they stimulate intellectual curiosity and foster a deep understanding of medical concepts. Additionally, the study investigates the support systems in place for students, particularly those who may experience stress or other challenges, to determine how well these mechanisms function in alleviating their concerns and promoting their well-being. The overall atmosphere of the learning environment is another key focus, as it plays a significant role in shaping students' motivation, engagement, and satisfaction with their education. By using a detailed questionnaire, the research gathers and analyzes the perceptions of students regarding these aspects of their educational experience. The goal is not only to paint a clear picture of the current state of the learning environment but also to identify specific areas that may require improvement. Through this evaluation, the research aims to provide valuable insights that can inform efforts to enhance the quality of medical education at University of tabuk, ensuring that it meets the highest standards and effectively prepares students for their future roles in the healthcare field.

Keywords: Learning Environment, Medical Education, Teacher-Student Interaction, Teaching Effectiveness, Student Support, Motivation.

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Introduction:

Medical education at University of tabuk plays a pivotal role in shaping the future of healthcare professionals, making it essential to ensure that the learning environment is conducive to both academic success and personal development. The College of medicine at University of tabuk, like many others worldwide, faces the ongoing challenge of providing a rigorous educational experience while also fostering an environment that supports students' well-being and professional growth. In this context, the importance of a positive learning environment cannot be overstated. A nurturing and supportive atmosphere not only enhances students' academic performance but also influences their motivation, confidence, and overall satisfaction with their educational experience (Albalawi, M. M., & Rezq, K. A. (2024).

A positive learning environment is multifaceted, encompassing the quality of interactions between students and faculty, the effectiveness of teaching methods, and the availability of resources and support systems that address students' academic and emotional needs. It is within this environment that students develop the critical thinking skills, clinical expertise, and ethical judgment necessary for their future roles as healthcare providers. Moreover, the way in which students perceive their learning environment can significantly impact their engagement and commitment to their studies. When students feel supported and respected by their instructors, they are more likely to participate actively in their education, seek help when needed, and persevere through the challenges inherent in medical training (Alghamdi, S., Alhazmi, K., & Mirghani, H. (2023).

This research aims to explore these dimensions within the specific context of University of tabuk's College of medicine in 2023. By examining the various elements that contribute to the learning environment—such as teacher-student interactions, the efficacy of teaching strategies, and the systems in place to support student well-being—the study seeks to gain a comprehensive understanding of how these factors influence student outcomes. Understanding these dynamics is crucial for identifying areas where the learning environment may fall short and for implementing changes that can enhance the educational experience. Ultimately, this research endeavors to contribute to the ongoing development of University of tabuk’s medical education by providing insights that can help create a more effective and supportive learning environment, thereby ensuring that students are well-prepared for their future careers in healthcare (Ablao, J. N., et al. (2023).

Research Problem:

The primary challenge addressed by this research is the need to comprehensively understand how various aspects of the learning environment at University of tabuk’s College of medicine influence students' educational experiences and their preparedness for a career in healthcare. As medical education is inherently demanding and multifaceted, it is critical to examine how different components of the

learning environment, such as teaching methodologies, faculty interactions, and support systems, affect students' learning outcomes and overall satisfaction. The research seeks to identify both the strengths and weaknesses within the current educational framework, providing a nuanced view of how these factors contribute to or detract from students' academic performance, emotional well-being, and professional development. By pinpointing specific areas where the learning environment excels or falls short, the study aims to provide actionable insights that can inform improvements and ensure that students receive the support they need to thrive in their rigorous training and eventual careers in healthcare.

Importance of the Research:

Evaluating the learning environment is of paramount importance for ensuring that medical education is not only rigorous but also responsive to the needs of students. A well-designed learning environment is essential for preparing students effectively for their future roles in healthcare, as it directly impacts their ability to acquire the necessary knowledge, skills, and attitudes required for success in the medical field. Understanding student perceptions of their educational experience provides valuable feedback on the effectiveness of teaching practices, the adequacy of support systems, and the overall atmosphere of the learning environment. This feedback is crucial for making informed decisions about potential enhancements to teaching methods, student support services, and the learning atmosphere itself. Ultimately, a positive and supportive learning environment not only improves student outcomes but also contributes to the broader goal of advancing healthcare education and improving patient care. By addressing the identified strengths and weaknesses, this research aims to foster an environment that better supports student learning and professional development, thereby benefiting both the students and the healthcare system they will serve.

Study Limits:

- Spatial Limits: The community of this study was determined in the College of Medicine, University of tabuk in the year
- Temporal Limits: This study is being worked on in the year 2023/2024
- Objective Limits: This study is concerned with evaluating the learning environment in the College of Medicine, University of tabuk in the year 2023

Research Objectives:

- To assess student perceptions of teaching quality and effectiveness at University of tabuk's College of medicine.
- To evaluate the support systems available for students and their effectiveness.
- To determine the impact of the learning environment on students' motivation and confidence.

- To identify areas of improvement for enhancing the overall learning experience.

Research Questions:

- How do students perceive the quality and effectiveness of teaching at the College of medicine?
- What are the students' views on the support systems provided for managing stress?
- How does the learning environment impact students' motivation and confidence?
- What are the perceived strengths and weaknesses of the current learning environment?

Previous studies:

1. **Study of (Vallée, A., Blacher, J., Cariou, A., & Sorbets, E. (2020). Blended learning compared to traditional learning in medical education: systematic review and meta-analysis.**

Background: The use of blended learning, which incorporates both online and in-person components, has skyrocketed in recent years. However, employing knowledge outputs in health education, there has not been a comprehensive quantitative synthesis and evaluation of this learning approach's success. Purpose: This study set out to compare the efficacy of blended learning with that of conventional learning methods in the field of health education. The researchers combed through MEDLINE articles published between 1990 and 2019 to find references to blended learning in health education. We compared various forms of blended learning to traditional methods of instruction, including both online and offline approaches, as well as digital and computer-aided learning, virtual patient learning, and computer-assisted instruction. We also extracted data from each study and evaluated their risk of bias. The I2 statistic was employed to evaluate heterogeneity across trials, and all pooled analyses were based on random-effect models. Our search turned up 56 studies (N=9943 participants) that looked at various forms of blended learning support. Of these, 3 looked at offline support, 7 at digital support, 34 at online support, 8 at computer-assisted instruction support, and 5 with virtual patient support. There was a statistically significant improvement in knowledge outcomes for blended learning when compared to traditional learning in the pooled analysis (standardized mean difference 1.07, 95% CI 0.85 to 1.28, I2=94.3%). The results for online, computer-assisted instruction, and virtual patient learning support were similar. However, for offline and digital learning support, the differences were not statistically significant. Results: In health education, blended learning outperformed traditional learning methods time and time again in terms of knowledge results. These findings require additional research to validate and to investigate the potential benefits of various blended learning design variations.

2. **Study of (Altemani, A. H., & Merghani, T. H. (2017). The quality of the educational environment in a College of medicine in Saudi Arabia.**

Objectives Using the Dundee Ready Educational Environment Measure (DREEM), this study sought to assess the educational environments experienced by male and female students at the University of Taluk's Faculty of Medicine in Saudi Arabia. Methods A cross-sectional survey design was employed by us. From first year all the way up to sixth year, 221 medical students (96 men and 125 women) took part. The DREEM questionnaire, which measures students' perceptions of learning, teachers, atmosphere, and social self-perception, was translated into English and administered to all participants. The questionnaire measures five domains: students' perceptions of academic self-perception, students' perceptions of atmosphere, students' perceptions of learning, and teachers' perceptions of students. The Student's t-test was used to examine numerical differences between the male and female students. Final Product The average global score for female students (105.0±22.9, or 53% of the maximum score) was noticeably greater than that of male students (98.3±24.3, or 49% of the maximum score; t (219) = -2.119, p= 0.035). The SPT domain showed the most significant difference between the sexes, with 60% of the female cohort scoring higher than 50% of the male cohort (t (219) = -5.519, p = 0.000). No statistically significant differences were seen in the other domains. The number of items that require attention out of the 50 DREEM items is 32 for men and 23 for women. Last thoughts Female students had a far more positive impression of the classroom than their male counterparts. This research is helpful since it identifies numerous pressing issues in education. It is strongly advised to conduct surveys based on DREEM in order to periodically examine the educational environment.

3. **Study of (Al-Juda, M. Q. B. (2017). Distance Learning Students' Evaluation of E-Learning System in University of Tabuk, Saudi Arabia.**

This study assesses students' knowledge, attitudes, and readiness for online learning based on their experiences and perspectives. It delves at the elements impacting students' attitudes towards e-learning as well as their general opinions of the medium. The study employed a convenience sample method, which entailed sending an electronic survey to students at the colleges of Education & Arts and Business Administration. Out of the 500 questionnaires that were provided, 500 were filled out and analyzed. The results showed that the e-learning system was useful and utilized by most of the participants in the sample. Students also received sufficient training on the usage of e-learning from the university, according to the data. In addition, the results showed that, while using electronic cards on e-learning portals, participants did, in fact, obtain reasonable technical support. Additionally, the ease of the university's e-learning system was statistically associated with a positive attitude toward the system, and recorded lectures were the only thing that helped make up for the virtual class. Manuals, instructions, and guidelines published on web portals also played a role. The results laid the groundwork for more research into online education

in Saudi Arabian universities. The results also indicate that Saudi Arabia's decision-makers, researchers, administrators, and policy-makers need to have a clear vision for e-learning before they can effectively plan, design, implement, and promote it.

4. **Study of (El Seifi, O. S., et al. (2024). The Level of Empathy Among Medical Students at the University of Tabuk.**

Methods Students of medicine at University of tabuk participated in a cross-sectional survey. Information was gathered through an online survey that participants filled out on their own time, using the Jefferson Scale of Physician Empathy—Student Version (JSPE-S). Final Product Two hundred thirty-three future doctors took part in the research. With an average of 99.05±13.75, the students' overall empathy scores varied from 55 to 131. "Patients feel better when their physicians understand their feelings" (6.34±0.99) was the item with the highest score. The mean score of female students (100.67±13.06) was substantially higher than that of male students (94.36±14.70), with a p-value of 0.002. The mean total score of students in the clinical phase was 100.26±14.34, which was considerably higher than the preclinical phase score of 96.78±12.33 (p= 0.043). Compared to students who opted for procedure-oriented specializations, those who chose people-oriented specialties had significantly higher mean total scores (100.59±13.72 vs. 95.67±14.46, p= 0.033). In summary Female students, those in the clinical phase, and those planning to pursue people-oriented specializations had the greatest levels of empathy with patients at the University of Tabuk's Faculty of Medicine. These results have important ramifications for medical school curricula, drawing attention to the need to teach empathy and resolving any gender disparities in this area.

5. **Study of (Mairi, M. A., Youssef, Y., Alhamshari, A., Alkhatib, R., Koujan, H., Alkhabaz, A., & Szabo, A. (2024). Assessing the Learning Environment Perception Among Medical Students at a Tertiary Referral Hospital in Saudi Arabia.**

Purpose: To gauge how Alfaisal University College of Medicine (AUCOM) students in Riyadh, Saudi Arabia feel about their classroom setting at a tertiary hospital that relies on referrals. Methods: All pupils in grades 4 and 5 were given the Dundee Ready Educational Environment Measure (DREEM) questionnaire in 2020–2021. Using SPSS, we compared scores across student cohorts and examined the results using the descriptions supplied by the questionnaire's creators. Findings: A total DREEM score of 120.45 out of 200 points indicates a "more positive than negative environment," suggesting a favorable impression with room for development. The "students' social self-perception" category was the only one with a negative score; all the others were in the positive range. In the category of "students' perception of learning," female students outperformed their male counterparts by a substantial margin. Almost every question had a positive score, with the exception of eight that highlighted problematic parts of the curriculum. There were five items where there was a statistically significant difference in scores between the two academic years' worth of pupils, but out of those, only two had scores that pointed to problematic

areas. In conclusion, undergraduates pursuing a career in medicine may find referral-based tertiary institutions to be an ideal learning environment. We have pinpointed a few problematic areas in our curriculum that will be the focus of future studies.

6. **Study of (Salih, K. M., et al. (2023). Climate of Online e-Learning During COVID-19 Pandemic in a Saudi Medical School: Students' Perspective.**

A brief overview A chance to experiment with online medical education methods presented itself during the COVID-19 lockout. PURPOSE: During the COVID-19 epidemic, we want to find out how medical students felt about their online e-learning (OeL) experiences in terms of satisfaction, intellectual environment, and communication. The College of Medicine at the University of Bisha in Saudi Arabia carried out a cross-sectional study. The three categories of satisfaction (nine items), intellectual environment (seven items), and communication (five items) were assessed using a self-administered questionnaire (21 items) to measure OeL. The survey asked students in grades one through six to rate various topics using a five-point Likert scale. To assess the correlation between the variables, descriptive statistics, an independent t-test, and a one-way analysis of variance (ANOVA) were employed. 96.6% of the 237 participants (158 men and 71 women) filled out the survey. The majority of students (86.5%) favored using Blackboard for their online education. The average overall scores for satisfaction were 30.18 ± 6.9 out of 45, while for communication they were 19.67 ± 5.4 out of 25. In terms of the intellectual environment, it scored 25.43 ± 5.1 out of 35. In the areas of intellectual environment and contentment, more than half of the students gave mediocre ratings. In the area of communication, almost 85 percent of the students gave ratings that were considered moderate. On the happiness and intellectual environment scales, male students scored higher than female students (31.3 ± 6.3 vs 27.6 ± 7; $P < .001$) and 26.3 ± 4.32 vs 3.5 ± 6.1; $P < .001$, respectively. When comparing students' answers across grade point average-related areas, no statistically significant differences were found. Prior to clerkship, students achieved significantly lower levels of satisfaction (33.3 ± 5.6 vs 28.8 ± 6.9; $P < .001$) and communication (21.2 ± 4.5 vs 18.9 ± 5.7; $P = .019$). IN THE END The positive feedback from medical students about online courses suggests that this method might work even better with ongoing professional development opportunities for both students and instructors. Although OeL is a valid approach, further research is required to determine how it affects the desired learning outcomes and students' performance in the classroom.

7. **Study of (Al Fryan, L. H., Shomo, M. I., & Bani, I. A. (2024). Assessment of the 'students' perceptions of education using Dundee Ready Environment Educational Measure (DREEM) inventory at Princess Nora bint Abdulrahman University, Saudi Arabia.**

Background Students' intellectual, social, and emotional experiences are profoundly impacted by the educational environments in professional health education establishments. Program or institution-specific physical, psychological, and social infrastructures all contribute to these settings, which in turn impact

growth and learning. An internationally recognized leader in health education, Prince Nora University in Saudi Arabia was the site of this research into classroom dynamics. Aim Using the Dundee Ready Education Environment Measure (DREEM) inventory, this study set out to assess how students at Prince Nora University felt about their school's learning environment. One well-known and reliable method for assessing students' perspectives on their educational experience is the DREEM inventory. Methods The research used a cross-sectional survey approach to collect data from 321 students from Prince Nord University's College of Health and Rehabilitation Sciences. To gather this data, we used the DREEM survey, which assesses the classroom setting from the student's point of view in terms of its academic, social, and emotional components. Final Product with a mean score of 113.84 out of 200 on the DREEM inventory, the study's findings showed that students had a positive impression of the educational environment. Student Perceptions of Atmosphere (SPoA) had the best results, indicating a positive atmosphere, according to the subscale analysis. On the other hand, Student Social Self-Perceptions (SSSP) had the worst values, indicating areas that might use some work. In summary This study provided strong evidence that the DREEM assessment is a useful tool for gauging student impressions of the learning environment at Prince Nora University. Despite the variance in subscale scores, the overall positive score indicates a suitable learning atmosphere. Based on the findings, colleges in Saudi Arabia should use the DREEM inventory to evaluate and improve their classrooms so that students have a well-rounded and supportive education.

Theoretical framework

- **Evaluating Student Perceptions of Teaching Quality and Effectiveness at the College of Medicine, University of tabuk:**

In order to fully grasp the educational experience offered by University of tabuk's College of Medicine, it is essential to assess students' opinions regarding the efficacy and quality of the faculty's instruction. Student feedback is a priceless measure of how effectively teachers are meeting their students' academic requirements and expectations through their pedagogical choices. The significance of gauging students' perceptions of their own instruction's efficacy grows in the setting of medical education, where instructors and students alike face enormous pressures. The clarity of lectures, the relevance of the material, the capacity to engage students in critical thinking, and the overall responsiveness and accessibility of faculty members are all aspects of teaching that can be illuminated by their perspectives.

The merits and shortcomings of the present pedagogical approaches can be better understood by conducting a comprehensive analysis of these impressions. For example, if students continually think that the class is well-structured, interesting, and applicable to their future jobs, it could mean that the teachers are doing a good job of getting their points across. However, problems need fixing if students frequently complain about things like the course's difficulty, the speed of the lectures, or the accessibility of

professors for questions. Because medical education aims to equip students to think critically, solve complicated problems, and apply their knowledge in real-world clinical situations, it is crucial to understand these complexities (Al Alawi, Y. S., et al. (2023).

In addition, students' opinions on the teachers' ability to help them learn outside of class can shed light on that. This include the availability of tools like office hours, mentorship programs, and supplemental materials that can assist students in grasping difficult subjects. Students are more likely to actively participate in class and stay with challenging topics if they sense their teachers care about them and their progress. On the flip side, students may get disengaged and perform worse in school if they believe they are not getting enough help or that their problems are being ignored (El Seifi, O. S., et al. (2024).

To ensure that the teaching at the College of Medicine is of the greatest quality and effectiveness, it is essential to evaluate these perceptions; otherwise, it is just a feedback exercise. Programs for professional development of teachers, new approaches to lesson planning, and other measures to improve student learning can all benefit from the findings of such an assessment. In the end, by putting students' needs first, University of tabuk's College of Medicine can create a stimulating yet nurturing learning environment that will prepare students for successful careers in medicine (Al-Saleh, S., et al. (2018).

- **Evaluate the support systems available to students and their effectiveness:**

Evaluating the support systems available to students and their effectiveness at the College of Medicine, University of tabuk, is an essential aspect of understanding how well the institution caters to the diverse needs of its student population. In a demanding and rigorous field like medical education, where students often face intense academic pressure, the presence of robust support systems is crucial for their overall well-being and success. These support systems encompass a wide range of resources and services, including academic advising, mental health counseling, peer support networks, and access to learning resources such as tutoring or study groups. The effectiveness of these systems directly influences students' ability to manage stress, overcome challenges, and maintain a healthy balance between their academic and personal lives.

The academic support systems, which include tutoring services, study workshops, and academic advising, are pivotal in helping students navigate the complex curriculum of medical education. These resources are designed to provide students with the tools and guidance they need to succeed in their studies. Effective academic advising helps students plan their courses, understand academic requirements, and develop strategies for mastering difficult subjects. Additionally, tutoring services and study workshops can offer targeted assistance in areas where students struggle, enabling them to build confidence and improve their performance. Evaluating the availability, accessibility, and quality of these academic support systems allows the institution to identify strengths and areas where further investment is needed to ensure all students have the resources they need to succeed (Malibary, H., et al. (2019).

Mental health support is another critical component of the support systems at the College of Medicine. Medical students are known to experience high levels of stress and anxiety due to the demanding nature of their studies, long hours, and the emotional challenges associated with patient care. Effective mental health services, including counseling and stress management programs, are essential for helping students cope with these pressures. By providing a safe and supportive environment where students can seek help, the institution can significantly reduce the risk of burnout and promote a culture of well-being. Evaluating the effectiveness of these mental health support systems involves assessing how well they meet the needs of students, whether students feel comfortable accessing these services, and how these services contribute to the overall mental health and resilience of the student body.

Moreover, peer support networks play a significant role in fostering a sense of community and belonging among students. These networks, which may include student organizations, peer mentoring programs, and study groups, provide a platform for students to connect with one another, share experiences, and offer mutual support (Sibai, M. T., Bay Jr, B., & Dela Rosa, R. (2021). The effectiveness of these peer support systems can be measured by how well they facilitate social integration, enhance collaborative learning, and provide a sense of camaraderie that helps students feel less isolated during their studies. Strong peer support networks can also serve as an additional layer of academic and emotional support, complementing the formal resources provided by the institution.

In summary, evaluating the support systems at the College of Medicine, University of tabuk, is crucial for understanding how well the institution supports its students in both academic and personal aspects of their lives. The effectiveness of these systems is not only measured by their availability but also by how well they address the specific needs of the student population, promote academic success, and contribute to the overall well-being of students. By continuously assessing and improving these support systems, the university can create a more supportive and nurturing environment that enables all students to thrive in their medical education and beyond (Subbarayalu, A. V., & Al Kuwaiti, A. (2019).

- **Identify the impact of the learning environment on student motivation and confidence:**

The learning environment at the College of Medicine, University of tabuk, plays a crucial role in shaping student motivation and confidence, which are fundamental to their academic success and personal development. A well-structured, supportive, and stimulating learning environment can significantly enhance students' enthusiasm for their studies and their belief in their ability to succeed. Conversely, a poorly designed or unsupportive environment can lead to a decline in motivation, self-doubt, and even disengagement from the learning process.

One of the primary ways in which the learning environment impacts student motivation is through the quality of interactions between students and faculty. When students feel that their instructors are approachable, supportive, and genuinely invested in their success, it fosters a positive and encouraging

atmosphere. This sense of support can motivate students to engage more deeply with their coursework, participate actively in class discussions, and seek help when they encounter difficulties. Moreover, when teaching methods are dynamic and engaging, they can spark students' interest in the subject matter, making learning more enjoyable and intrinsically rewarding. Such an environment nurtures a love of learning and encourages students to take ownership of their education, which in turn boosts their motivation to excel (Al Zahrani, E. M., et al. (2021).

Confidence, another critical factor in academic success, is also deeply influenced by the learning environment. A positive environment that promotes open communication, encourages questions, and provides constructive feedback helps students build confidence in their abilities. When students feel that their contributions are valued and that they can ask questions without fear of judgment, they are more likely to take risks in their learning, such as tackling challenging problems or exploring new ideas (Altannir, Y., et al. (2019). This willingness to engage with difficult material is essential in a field like medicine, where critical thinking and problem-solving are key competencies. Additionally, regular and meaningful feedback from instructors helps students understand their progress, identify areas for improvement, and gain a clearer sense of their strengths. This ongoing feedback loop is vital for building the confidence needed to navigate the complexities of medical education and the eventual transition to professional practice.

The physical and social aspects of the learning environment also play a significant role in shaping student motivation and confidence. A well-maintained, resource-rich physical environment can enhance the learning experience by providing students with the tools they need to succeed. This includes access to up-to-date technology, well-equipped laboratories, and quiet study spaces, all of which contribute to a productive learning atmosphere. Socially, a collaborative and inclusive environment where students feel a sense of belonging can boost both motivation and confidence. When students are part of a supportive peer network, they are more likely to collaborate on academic projects, share knowledge, and provide mutual encouragement. This sense of community not only makes the learning experience more enjoyable but also reinforces students' belief in their ability to succeed as part of a collective effort (Gazzaz, Z. J., et al. (2018).

However, when the learning environment is lacking in support or is overly competitive, it can have the opposite effect, leading to decreased motivation and eroded confidence. For instance, if the environment is characterized by high levels of stress, pressure, or negative interactions with faculty or peers, students may begin to doubt their abilities and become disengaged from their studies. Similarly, a lack of access to necessary resources or inadequate feedback can leave students feeling unsupported and unsure of their progress, further diminishing their confidence.

so, the impact of the learning environment on student motivation and confidence at the College of Medicine, University of tabuk, is profound. A positive environment that fosters supportive interactions, provides necessary resources, and encourages active engagement can significantly enhance students' motivation and confidence, leading to better academic outcomes and a more fulfilling educational experience. On the other hand, a negative or unsupportive environment can undermine these critical factors, highlighting the importance of continuously evaluating and improving the learning environment to support student success (Alshaikh, K., et al. (2021).

- **Identify areas for improvement to enhance the overall learning experience:**

Identifying areas for improvement to enhance the overall learning experience at the College of Medicine, University of tabuk, involves a comprehensive evaluation of the current educational environment and practices. This process begins with an in-depth analysis of feedback from students, faculty, and other stakeholders to pinpoint specific challenges and deficiencies in the existing system. Addressing these areas effectively can lead to significant enhancements in the quality of education and overall student satisfaction.

One critical area for improvement is the quality and relevance of the teaching methods employed. Although faculty members may be highly knowledgeable and experienced, the effectiveness of teaching can be impacted by outdated or less engaging instructional strategies. Modernizing teaching methods to incorporate interactive and student-centered approaches can make learning more dynamic and engaging. This might include integrating technology into the classroom, utilizing case studies and simulations, and encouraging active learning techniques that promote critical thinking and problem-solving. By adopting innovative teaching practices that cater to diverse learning styles, the college can enhance students' understanding of complex medical concepts and better prepare them for real-world applications (Hongkan, W., et al. (2018).

Another significant area for improvement is the support systems available to students. While academic advising and mental health services are essential, their effectiveness can be limited by factors such as accessibility, responsiveness, and the level of personalization provided. Expanding and diversifying support services to better address the unique needs of medical students is crucial. This could involve increasing the availability of academic support through additional tutoring sessions, enhancing mental health resources by offering more counseling options and stress management programs, and creating a more robust network of peer support systems. Additionally, ensuring that these support services are easily accessible and well-publicized can help students take full advantage of the resources available to them.

The physical learning environment also plays a pivotal role in shaping the overall student experience. Improvements in facilities such as study spaces, laboratories, and classrooms can significantly impact students' comfort and productivity. Investing in modern equipment, ensuring that study spaces are

conducive to focused work, and maintaining a clean and organized environment are all crucial steps. Furthermore, creating spaces that foster collaboration and interaction among students can enhance the learning experience by promoting teamwork and the exchange of ideas (Hill, J., & West, H. (2020).

Feedback mechanisms are another important area for improvement. Effective feedback is essential for helping students understand their progress and areas needing improvement. Enhancing the feedback process by providing timely, constructive, and actionable comments can greatly benefit students. This involves not only regular assessments but also clear communication about expectations and performance standards. Ensuring that feedback is delivered in a manner that encourages growth and development, rather than merely highlighting deficiencies, can help maintain students' motivation and confidence.

Additionally, fostering a positive and inclusive campus culture is vital for enhancing the overall learning experience. A learning environment that promotes respect, collaboration, and open communication among students and faculty can create a more supportive and motivating atmosphere (Awidi, I. T., & Paynter, M. (2019). Addressing issues such as interpersonal conflicts, ensuring that all students feel valued and included, and promoting a culture of mutual respect can improve students' overall experience and well-being.

so, identifying and addressing areas for improvement at the College of Medicine, University of tabuk, involves a holistic approach that encompasses teaching methods, support systems, physical facilities, feedback processes, and campus culture. By focusing on these key areas and implementing targeted enhancements, the institution can significantly improve the overall learning experience for its students, leading to better academic outcomes and a more satisfying educational journey (Irons, A., & Elkington, S. (2021).

Study methodology and procedures

1. Study method:

This study relies on the descriptive analytical approach, as this approach aims to describe the phenomenon, study it on the ground, and obtain data from its primary sources.

2. Study population:

The population means “all units or elements that were defined before selecting the required sample elements, and the study population consists of all students from the Faculty of Medicine at the University of Tabuk for the year 2023.”

3. Data collection tools:

In order to achieve the objectives of the study; All data and information were based on the questionnaire and it was distributed electronically to the study sample, which amounted to (304) male and female students.

Responses to the statements were graded using a five-point Likert scale as follows: (strongly disagree - disagree - agree - strongly agree - unsure/doesn't apply) taking scores (5-4-3-2-1) respectively.

- Form stability:

Reliability is meant to be the state in which the results are similar when the experiment is repeated, and it is defined as the complete correspondence between the results over the multiple times it is applied to the same individuals. Therefore, the researcher calculated the reliability coefficient for each axis and the overall reliability coefficient for the questionnaire, as shown in the following table.

- Statistical methods used:
  - The researcher will use the Statistical Package for the Social Sciences (SPSS) to process the study data, and in order to analyze the study data, descriptive statistics indicators will be used, which can be summarized as follows:
  - Frequencies and percentages: to identify the personal and functional characteristics of members of the study population.
  - Arithmetic average: to identify an increase or decrease in the order of paragraphs according to the responses of community members, and the highest arithmetic average is also useful.
  - Standard deviations: It shows the extent of logical variation in cases and homogeneity among group items, and is also useful in arranging paragraphs if the means are equal.
  - Cronbach's alpha coefficient: in order to test the stability of the study instrument.

4. Data analysis:

- **which academic year you are now :**

Table 1 Sample distribution according to the academic year variable

which academic year you are now	Repetition	Percentage
1st year	82	%27
2ed year	101	%33
3ed year	48	%15.8
4th year	11	%3.6
5th year	12	%3.9
6th year	50	%16.4
المجموع	304	100.0

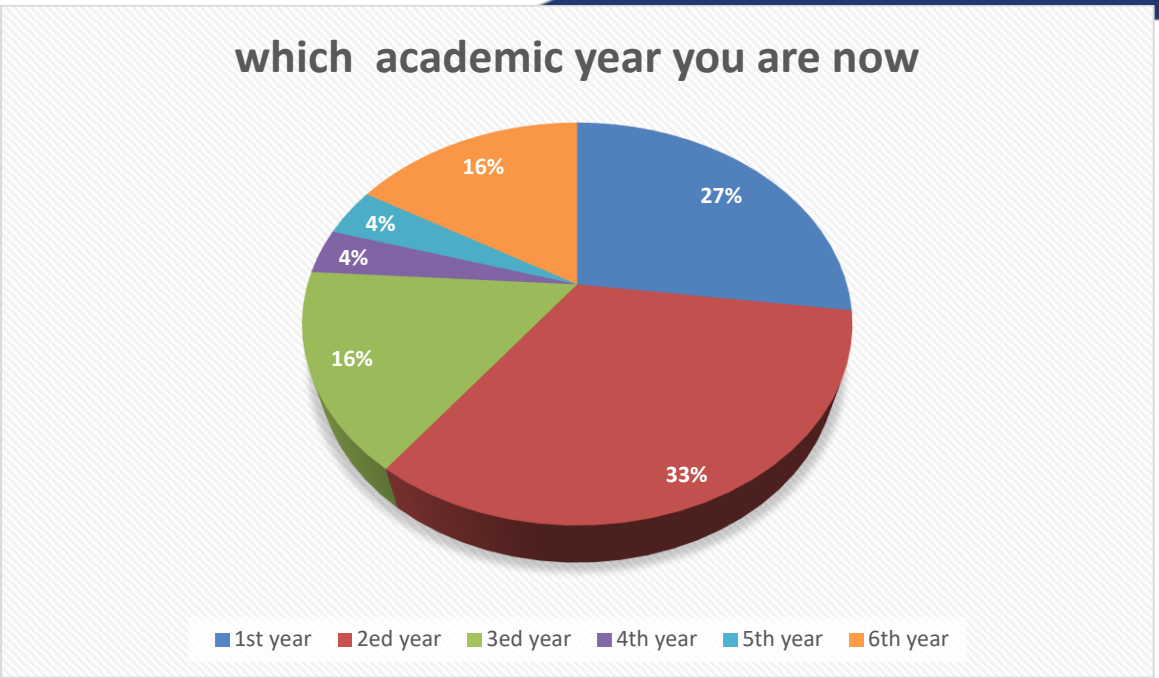

Figure 1 Sample distribution according to the academic year variable

It is clear from the previous table regarding the distribution of the sample according to the variable of academic year that the highest percentage was for the second academic year category, which amounted to 33.2%, followed by the percentage of the first academic category, which amounted to 27%, then comes the percentage of the sixth academic category, which was 16.4%, then the third academic category. by 15.8%, the fifth academic category by 3.9%, and finally the fourth academic category by 3.6%.

- **gender**:

Table 2 Sample distribution according to the gender variable

gender	Repetition	Percentage
male	184	%60.5
Female	120	%39.5
المجموع	304	100.0

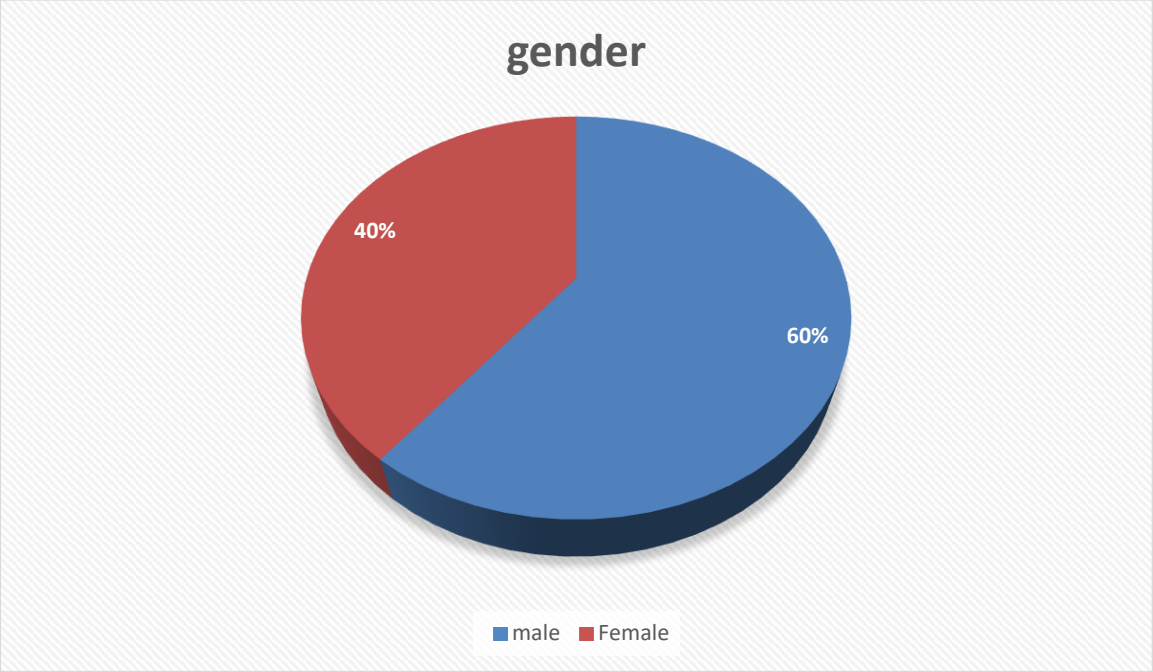

Figure 2 Sample distribution according to the gender variable

It is clear from the previous table regarding the distribution of the sample according to the gender variable that the majority of the sample is male, at a rate of 60.5%, and that the percentage of females in the study sample reached 39.5%.

- **Age**:

Table 3 Sample distribution according to the age variable

Age	Repetition	Percentage
17	3	1%
18	48	15.8%
19	88	28.9%
20	75	24.7%
21	15	4.9%
22	13	4.3%
23	28	9.2%
24	16	5.3%
25	12	3.9%
29	6	2%
المجموع	304	100.0

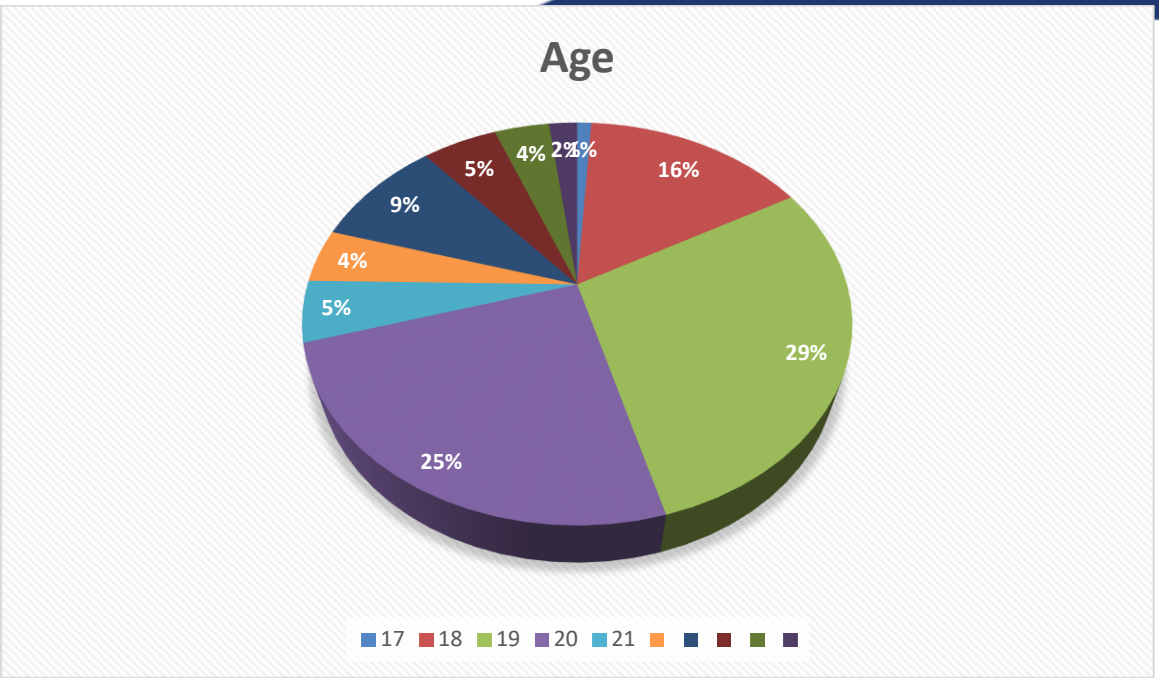

Figure 3 Sample distribution according to the age variable

It is clear from the previous table regarding the distribution of the sample according to the variable of age that the majority of the sample is 19 years old at a rate of 28.9%, followed by the age of 20 at a rate of 24.7%, then comes the age of 18 at a rate of 15.8%, then the age of 23 at a rate of 9.2%, then the age of 24 at a rate of 5.3%. It was followed by the 21-year-old group at a rate of 4.9%, the 22-year-old group at 4.3%, then the 25-year-old group at 3.9%, and the 29-year-old and 17-year-olds equally represented 1%.

- **Analysis of questionnaire statements**:

		Arithmetic average	Standard deviation	direction	Ranking
1	I am encouraged to participate during teaching sessions	3.57	1.132	**Strongly Agree**	10
2	The teachers are knowledgeable	3.77	1.151	**Strongly Agree**	2
3	There is a good support system for students who get stressed	2.82	1.357	**Disagree**	42
4	I am too tired to enjoy the courses	3.64	1.302	**Strongly Agree**	6
5	Learning strategies which worked for me before continue to work even now	3.17	1.204	**Strongly Agree**	35

6	The teachers are patient with patients	3.65	1.090	**Strongly Agree**	5
7	The teaching is often stimulating	3.28	1.301	**Strongly Agree**	29
8	The teachers ridicule the students	2.73	1.319	**Disagree**	47
9	The teachers are authoritarian	2.94	1.283	**Strongly Agree**	39
10	I am confident about my passing this year	3.63	1.286	**Strongly Agree**	7
11	The atmosphere is relaxed during the clinical teaching	3.26	1.126	**Strongly Agree**	30
12	This school is well timetabled	2.81	1.397	**Strongly Agree**	43
13	The teaching is student centered	3.45	1.110	**Strongly Agree**	15
14	I am rarely bored on the courses	2.67	1.423	**Disagree**	48
15	. I have good friends in this school	4.03	1.119	**Strongly Agree**	1
16	The teaching helps to develop my competence	3.46	1.200	**Strongly Agree**	14
17	Cheating is a problem in the school	2.85	1.533	**strongly disagree**	40
18	The teachers have good communication skills with patients	3.53	1.133	**Strongly Agree**	12
19	My social life is good	3.38	1.418	**Strongly Agree**	22
20	The teaching is well focused	3.60	1.089	**Strongly Agree**	8
21	I feel I am being well prepared for my profession	3.20	1.251	**Strongly Agree**	33
22	The teaching helps to develop my confidence	3.33	1.296	**Strongly Agree**	24
23	The atmosphere is relaxed during lectures	3.39	1.198	**Strongly Agree**	21

24	The teaching time is utilized properly	2.97	1.346	**Strongly Agree**	37
25	The teaching over emphasizes factual learning	3.42	1.050	**Strongly Agree**	17
26	Last year's work has been a good preparation for this year's work	2.96	1.259	**Strongly Agree**	38
27	I am able to memorize all I need	2.81	1.265	**Disagree**	44
28	. I seldom feel lonely	3.07	1.366	**Strongly Agree**	36
29	The teachers are good at providing feedback to students	3.40	1.296	**Strongly Agree**	18
30	There are opportunities for me to develop interpersonal skills	3.29	1.228	**Strongly Agree**	28
31	I have learned a lot about empathy in my profession	3.40	1.191	**Strongly Agree**	16
32	The teachers provide constructive criticism	3.21	1.169	**Strongly Agree**	32
33	. I feel comfortable in teaching sessions socially	3.50	1.138	**Strongly Agree**	13
34	The atmosphere is relaxed during seminars/tutorials	3.33	1.231	**Strongly Agree**	23
35	. I find my experience disappointing	2.78	1.307	**Disagree**	46
36	I am able to concentrate well	3.39	1.211	**Strongly Agree**	19
37	The teachers give clear examples	3.72	1.040	**Strongly Agree**	3
38	I am clear about the learning objectives of the courses	3.60	1.122	**Strongly Agree**	9
39	The teachers get angry during teaching sessions	2.82	1.301	**Strongly Agree**	41
40	My problem solving skills are being well developed	3.66	1.076	**Strongly Agree**	4
41	The enjoyment outweighs the stress of the courses	3.39	1.154	**Strongly Agree**	20

42	The atmosphere motivates me as a learner	2.75	1.403	**strongly disagree**	45
43	The teaching encourages me to be an active learner	3.31	1.252	**Strongly Agree**	25
44	Much of what I have to learn seems relevant to a career in healthcare	3.31	1.176	**Strongly Agree**	26
45	My accommodation in the school is pleasant	3.55	1.156	**Strongly Agree**	11
46	Long term learning is emphasized over short-term learning	3.31	1.079	**Strongly Agree**	27
47	The teaching is too teacher centered	3.19	1.169	**Strongly Agree**	34
48	. I feel I am able to ask the questions I want	3.23	1.208	**Strongly Agree**	31
49	The students irritate the teachers	3.43	1.324	**Disagree**	1

Results:

Therefore, it can be said that this study reached a number of results, which are as follows:

- Teaching quality and effectiveness were perceived positively by students.
- Students reported that faculty were generally knowledgeable and supportive.
- Support systems for academic and mental health were found to be adequate but could be enhanced.
- The learning environment had a motivating effect on student engagement and enthusiasm.
- Students indicated that the physical facilities were well-maintained but could benefit from additional resources.
- Feedback mechanisms were valued but needed to be more timely and constructive.
- Students felt confident about their academic progress and future career prospects.
- Areas for improvement included increasing the diversity and accessibility of support services.
- Teaching methods were effective but could incorporate more interactive and student-centered approaches.
- A positive campus culture was reported, but efforts to enhance inclusivity and respect were needed.

Recommendations:

- Enhance interactive and student-centered teaching methods.
- Expand and diversify academic and mental health support services.
- Invest in modernizing physical facilities and resources.
- Improve the timeliness and constructiveness of feedback provided to students.
- Foster a more inclusive and respectful campus culture.
- Increase the availability of peer support and mentoring programs.
- Regularly assess and update teaching practices based on student feedback.
- Ensure that support services are easily accessible and well-publicized.
- Promote collaboration and active learning through new educational technologies.
- Enhance the integration of real-world applications in the curriculum.

Conclusion:

So, the evaluation of the learning environment at the College of Medicine, University of tabuk, underscores the critical role that various factors play in shaping students' educational experiences and outcomes. The study reveals that while the quality of teaching and faculty support is generally perceived positively, there are significant opportunities for improvement in areas such as support systems, feedback mechanisms, and physical resources. Enhancing interactive teaching methods, expanding support services, and investing in modern facilities can significantly boost student motivation and confidence. Additionally, fostering a more inclusive and respectful campus culture will contribute to a more supportive learning atmosphere. By addressing these areas, the College of Medicine can create a more effective and enriching educational environment that better prepares students for their future careers in healthcare, ensuring that they are not only academically proficient but also well-supported and confident in their professional journey..

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