ANALYSIS OF DREEM SURVEY – 2019/2020
SRI PALEE CAMPUS, UNIVERSITY OF COLOMBO

1. Introduction

The Quality Assurance Unit of the University of Colombo directed all entities of the University of Colombo to use the DREEM (Dundee Ready Education Environment Measure) which is a 50-item questionnaire developed by Roff et al. (1997) to initially measure the educational environment in health professional education programs. Since 1997, it has been used in other academic fields of different universities in more than 20 countries all over the world as well to evaluate their educational environments. DREEM is reported to be appropriate for use within different educational programs in universities and is not culture or context specific. DREEM has been used in evaluation for diagnostic purposes, comparison between different groups and comparison with ideal/expected scores.

2. Item Classification and Scoring

Each item of the 50 items of the DREEM is measured using a five point Likert scale and items have been scored as follows:
4 for Strongly Agree (SA),
3 for Agree (A),
2 for Uncertain (U),
1 for Disagree (D) and
0 for Strongly Disagree (SD).

Items 4, 8, 9, 17, 25, 35, 39, 48 and 50 are negatively worded and these require recoding prior to calculating the total and subscale scores. The 50-item DREEM has a maximum score of 200 indicating the ideal educational environment. The following is the approximate guide given by the University for interpreting the overall score.

Table 1: Score Card

Score Range	Status
0-50	Very Poor
51-100	Plenty of Problems
101-150	More Positive than Negative
151-200	Excellent

The 50 items are divided into five subscales namely perceptions of teaching, perception of teachers, academic self-perception, educational atmosphere and social self-perception based on the initial psychometric analysis presented by Roff et al. [1997]. The details of the five subscales and their interpretation with scores are given in Table 2.

Table 2: Details of the Subscales of DREEEM and Their Interpretations with Scores

Sub Scale	Items	No. of Items	Scoring criteria for overall score of the items
Perception of Teaching	1, 7, 13, 16, 20, 21, 24, 25, 38, 44, 47, 48,	12	0-12, very poor 13–24, teaching is viewed negatively 25–36, a more positive approach 37–48, teaching highly thought

Perception of teachers	2, 6, 8, 9, 18, 29, 32, 37, 39, 40, 49	11	0-11, abysmal 12–22, in need of some retraining 23–33, moving in the right direction 34–44, model teachers
Academic self-perception	5, 10, 22, 26, 27, 31, 41, 45	08	0-8, feeling of total failure 9–16, many negative aspects 17–24, feeling more on the positive side 25–32, confident
Educational Atmosphere	11, 12, 17, 23, 30, 33, 34, 35, 36, 42, 43, 50	12	0-12, a terrible environment 13–24, there are many issues that need changing 25–36, a more positive atmosphere 37–48, a good feeling overall
Social self-perception	3, 4, 14, 15, 19, 28, 46	07	0-7, miserable 8–14, not a nice place 15–21, not too bad 22–28, very good socially

Table 3. Interpretation of Individual Items in DREEM

Item Means	Interpretation
Mean score of 3.5 or greater	Positive
Mean score between 2 and 3	Could be enhanced or improved
Mean score of 2 or less	Problematic

3. Sri Palee Campus Data Collection and Analysis Procedure

This 50 item DREEM together with demographic details was first translated into the Sinhala language and administered among all undergraduates during the final week of the second semester examination commencing from 15th February to 28th February 2020. The details of the participants are given in Table 4. A total of 445 (70%) students of the entire student population of the campus participated in the survey. This includes about 95% (n=151) students in the final year who participated in the study. By the time the DREEM Survey was administered, most of the third year students had finished their examination and could not collect data from the entire population. Although the main aim was to investigate the perceptions of the final year students on the educational environment of the campus, it was decided to collect from students in other years as well.

Table 4: Participants of the DREEM

Year	Performing Arts	Media Studies	Male	Female	Total
1st Year	69	65	18	114	135
2nd Year	56	50	14	91	106
3rd Year	40	10	6	42	50
4th Year	67	84	19	132	151
Total	233	210	57	381	445

* two missing values in "YEAR"

Descriptive statistics were calculated to examine students' perceptions for the items included in the DREEM using MS Excel and SPSS.

4. 1. Results: Overall Analysis

Accordingly, Table 5 demonstrates the overall analysis of the items. As shown in Table 5 and Figure 1, 77% of the participants had reported that the academic environment of Sri Palee Campus was either more positive than negative (69%; n=307) or excellent (8%; n=36), while 23% of the participants had reported either very poor (6%; n=28) or plenty of problems (17%; n= 74). The overall mean score was 116.40 out of 200 scores implying that the entire academic environment of Sri Palee Campus was more positive than negative.

Table 5: Overall Analysis (1, 2, 3, & 4 Year Students Altogether)

Score	No. of Students	Interpretation of Score	Percentage	Percentage
0-50	28	Very Poor	6%	23%
51-100	74	Plenty of Problems	17%	
101-150	307	More Positive than Negative	69%	77%
151-200	36	Excellent	8%	
Total	**445**		**100%**	**100%**
Mean	**116.40**	More positive than Negative		
SD	**32.09**			

**Figure 1 : Overall Analysis of the DREEM Survey**
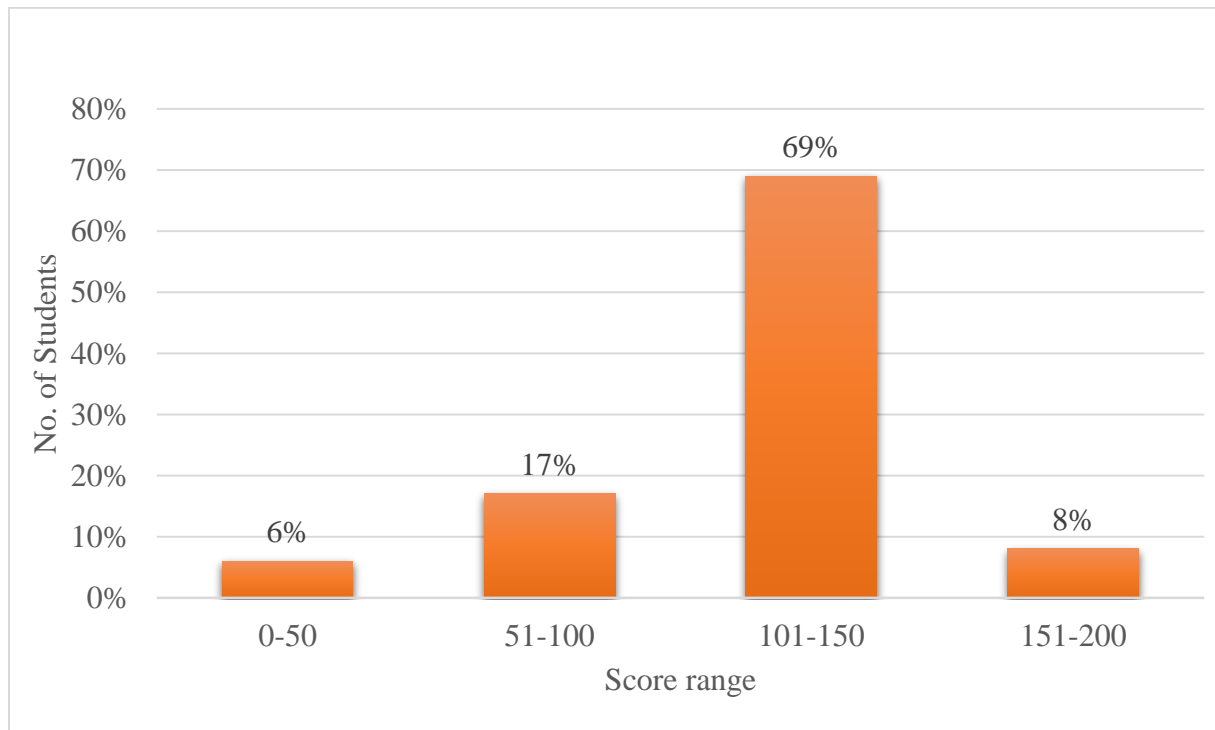
The Table 6 and Figure 2 demonstrates the year by year analysis of the data obtained. Accordingly, the mean score for the final year (Mean: 125.85) was the highest while it was the lowest for the second years (Mean: 104.07).

Table 6: Year by Year Analysis and Participants

Score Range	No. of Students	Interpretation of Score	Year			
			1st Year	2nd Year	3rd Year	4th Year
0-50	28	Very Poor	6	14	6	2
51-100	74	Plenty of Problems	24	27	9	14
101-150	307	More Positive than Negative	99	60	28	120
151-200	36	Excellent	8	5	8	15
Total	**445**		**137**	**106**	**51**	**151**
Mean	116.40		117.12	104.07	112.08	125.85
Standard Deviation	32.09		30.62	36.35	38.01	23.77

Figure 2 : Year by Year Overall Analysis
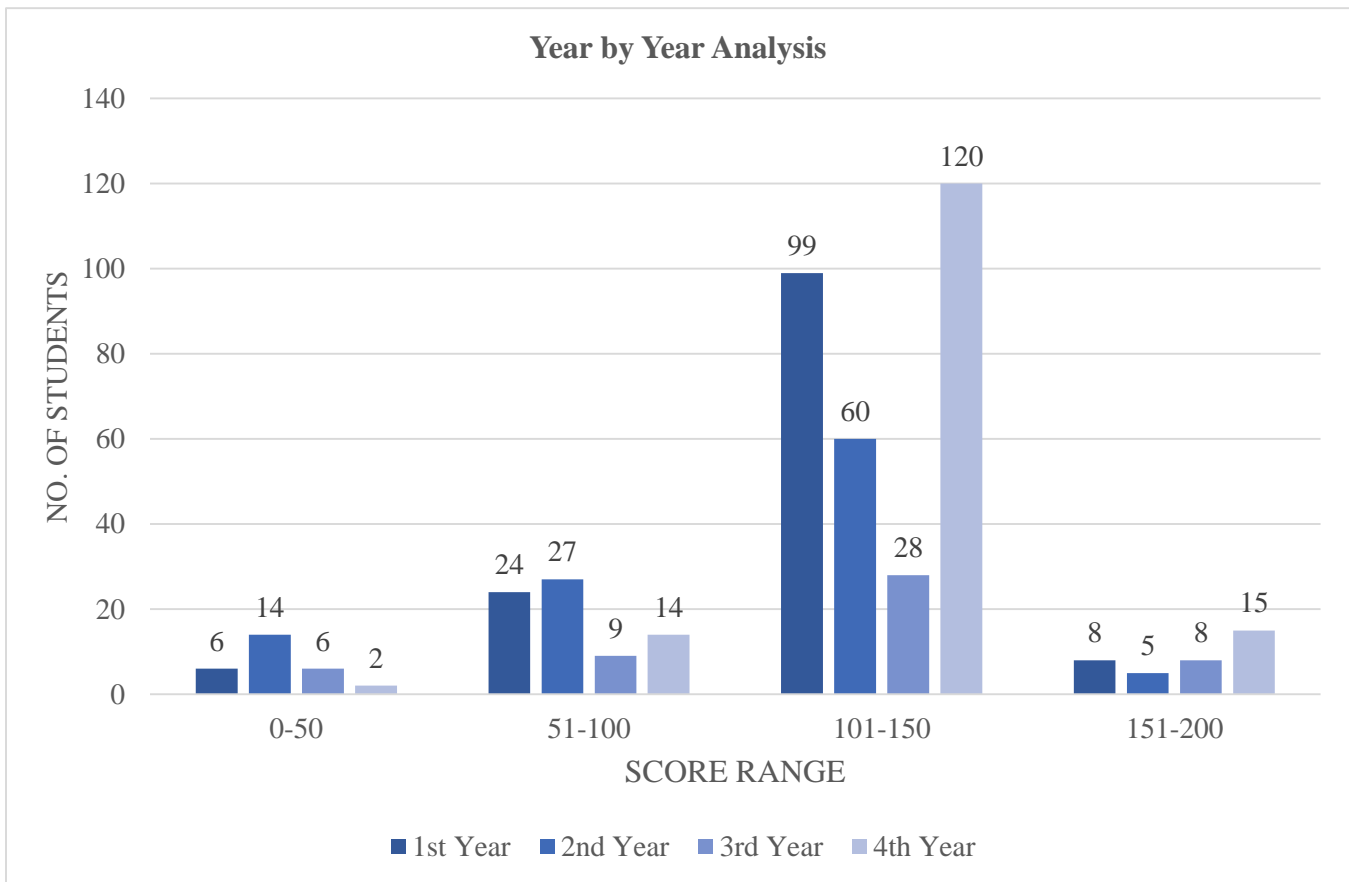
4. 2. Results: Overall Analysis of Mass Media Program

Table 7 demonstrates the overall analysis of the items for the mass media undergraduate program. As shown in Table 7 and Figure 3, 75% of the participants had reported that the academic environment for the mass media undergraduate program was more positive than negative (67%; n=141) and excellent (8%; n=17), while 25% of the participants had reported either very poor (7%; n=17) or plenty of problems (17%; n= 35). The overall mean score was 115.99 out of 200 scores implying that the entire academic environment for the mass media undergraduate program was more positive than negative. Similarly, Table 7 and Figure 4 demonstrates that according to the year by year analysis, the

mean score for the final year (Mean: 125.01) was the highest while it was the lowest for the second year (Mean: 98.34).

Table 7: Overall Analysis of Mass Media Program and No. of Participants

Score Range	No. of Students	Interpretation of Score	Year			
			1st year	2nd year	3rd year	4th year
0-50	17 (8%)	Very Poor	4	9	2	2
51-100	35 (17%)	Plenty of Problems	10	14	2	9
101-150	141 (67%)	More Positive than Negative	46	25	5	65
151-200	17 (8%)	Excellent	6	2	1	8
Total	**210**		**66**	**50**	**10**	**84**
Mean	**115.99**	More Positive than Negative	**119.29**	**98.34**	**106.70**	**125.01**
SD	**33.59**		**32.28**	**37.85**	**41.77**	**25.62**

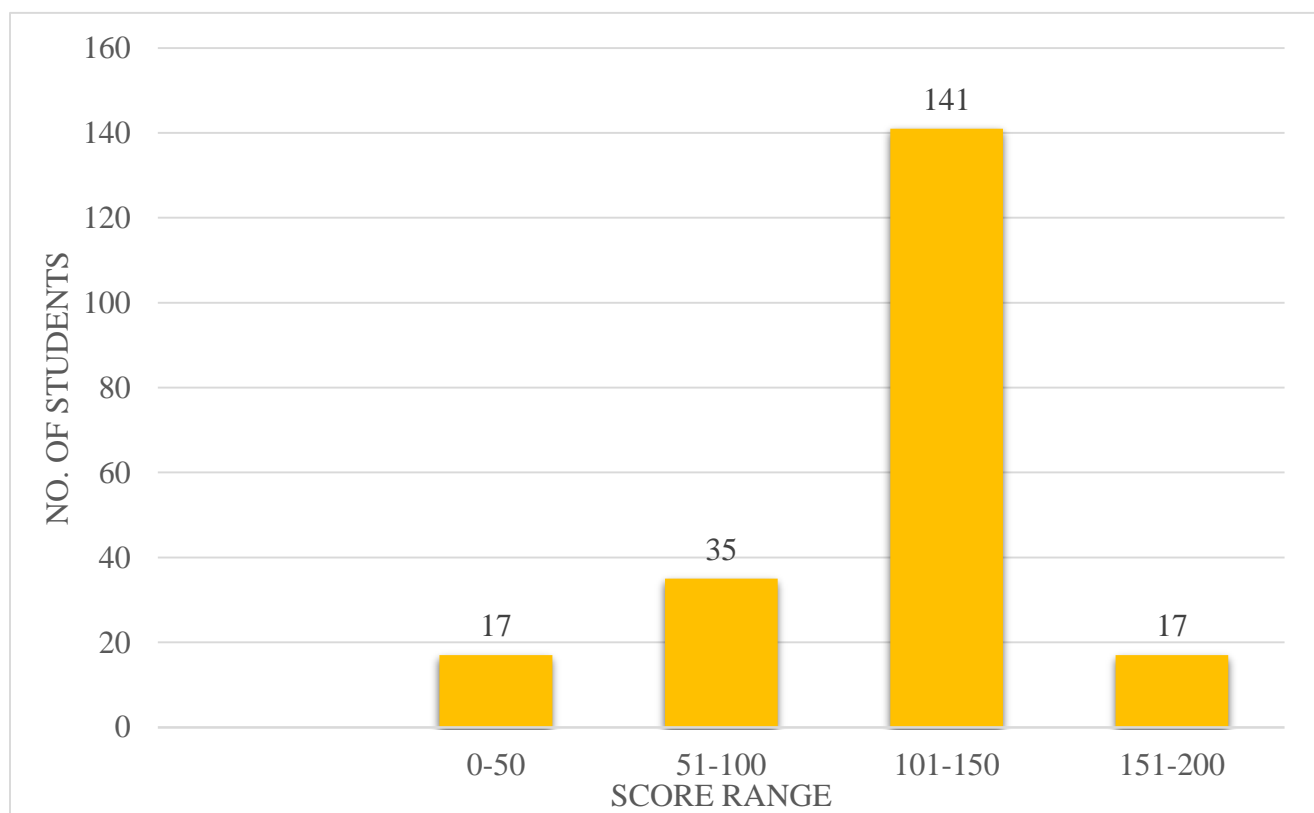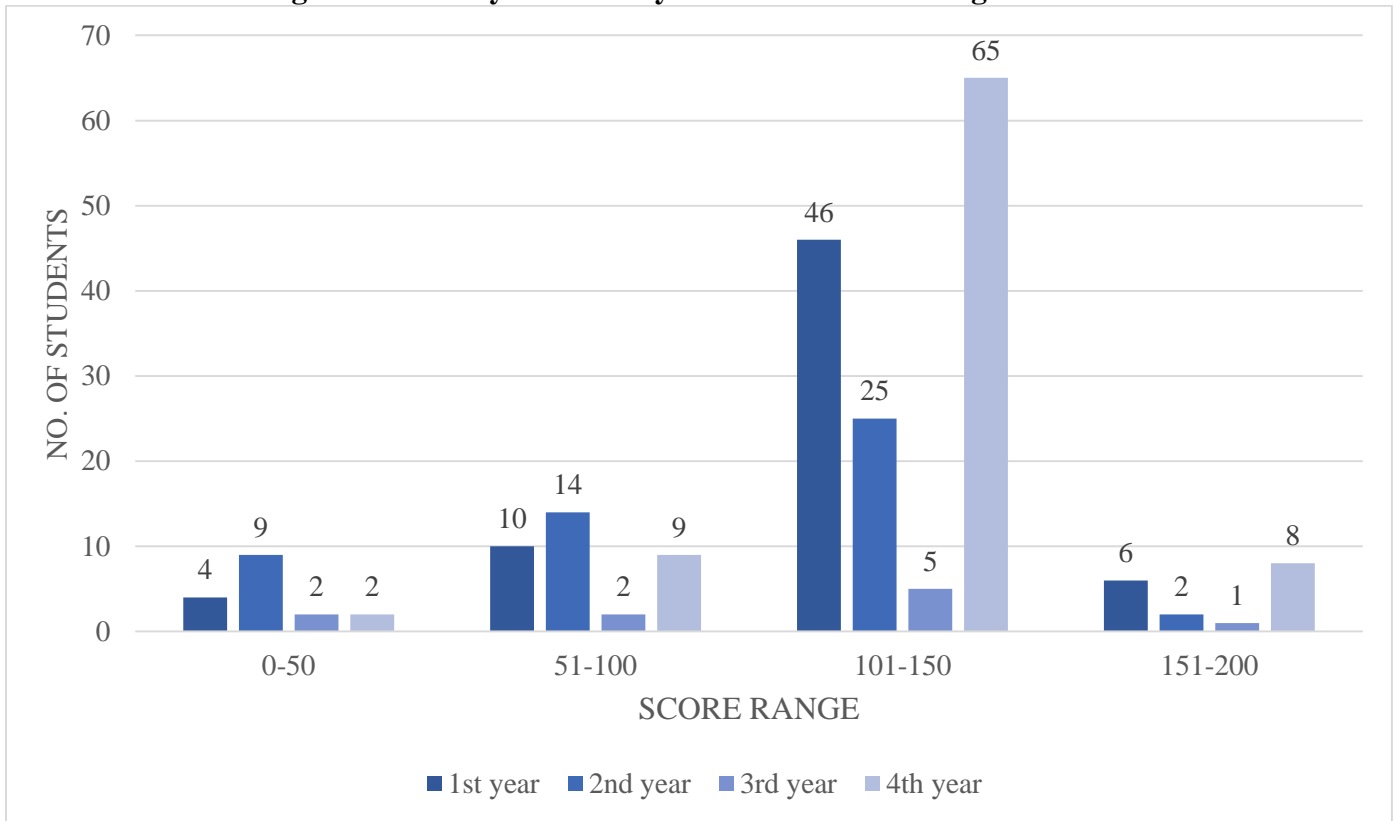**Figure 3: Overall Analysis of Mass Media Program**

Figure 4: Year by Year Analysis of Mass Media Program

4. 1. Results: Overall Analysis of Performing Arts Program

Table 8 demonstrates the overall analysis of the items for the performing arts undergraduate program. As shown in Table 8 and Figure 4 , 79% of the participants had reported that the academic environment for the performing arts undergraduate program was either more positive than negative (71%; n=166) or excellent (8%; n=19), while 21% of the participants had reported either very poor (5%; n=11) or plenty of problems (16%; n= 39). The overall mean score was 116.14 out of 200 scores implying that the entire academic environment for the performing arts undergraduate program was more positive than negative. Similarly, Table 8 and Figure 5 demonstrates that according to the year by year analysis, the mean score for the final year (Mean: 126.91) was the highest while it was the lowest for the second year (Mean: 109.18).

Table 8 : Overall Analysis of Performing Arts Program and No. of Participants

Score Range	No. of Students	Interpretation of Score	Year			
			1st year	2nd year	3rd year	4th year
0-50	11 (5%)	Very Poor	2	5	4	0
51-100	39 (16%)	Plenty of Problems	14	13	7	5
101-150	166 (71%)	More Positive than Negative	53	35	23	55
151-200	19 (8%)	Excellent	2	3	7	7
Total	**235**		**71**	**56**	**41**	**67**
Mean	116.14	More Positive than Negative	115.10	109.18	113.39	126.91
SD			28.85	34.15	36.92	21.18

Figure 5: Overall Analysis of Performing Arts Program
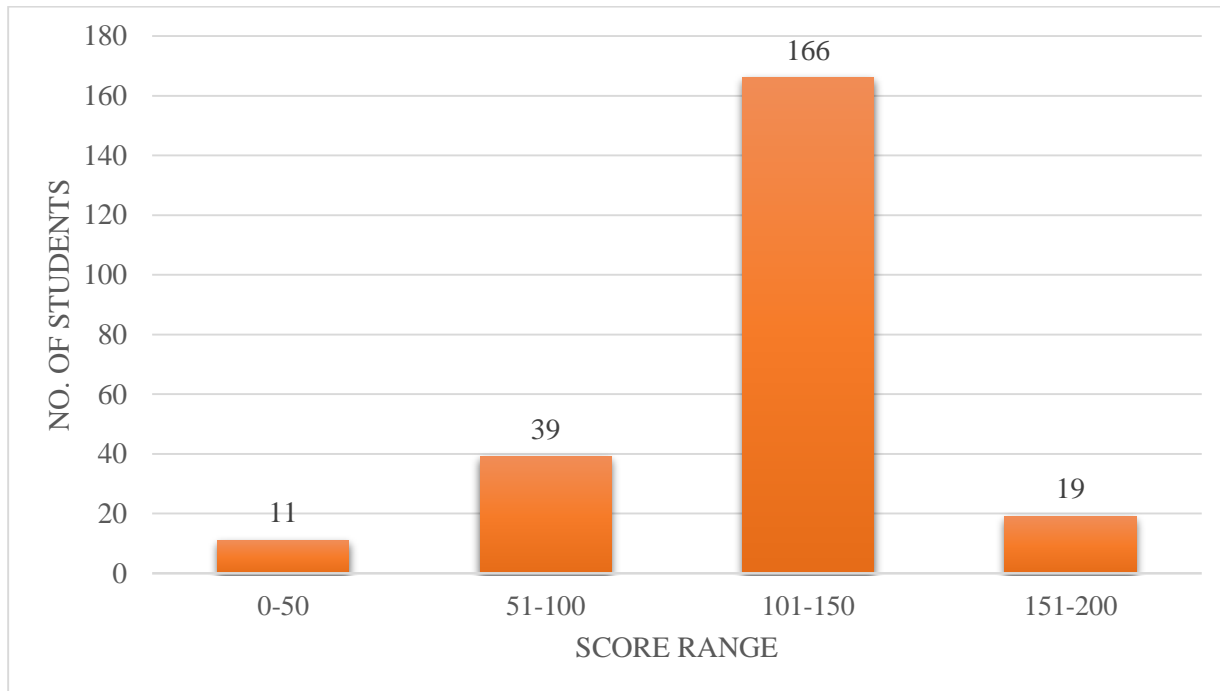
Figure 5: Year by Year Analysis of Performing Arts Program
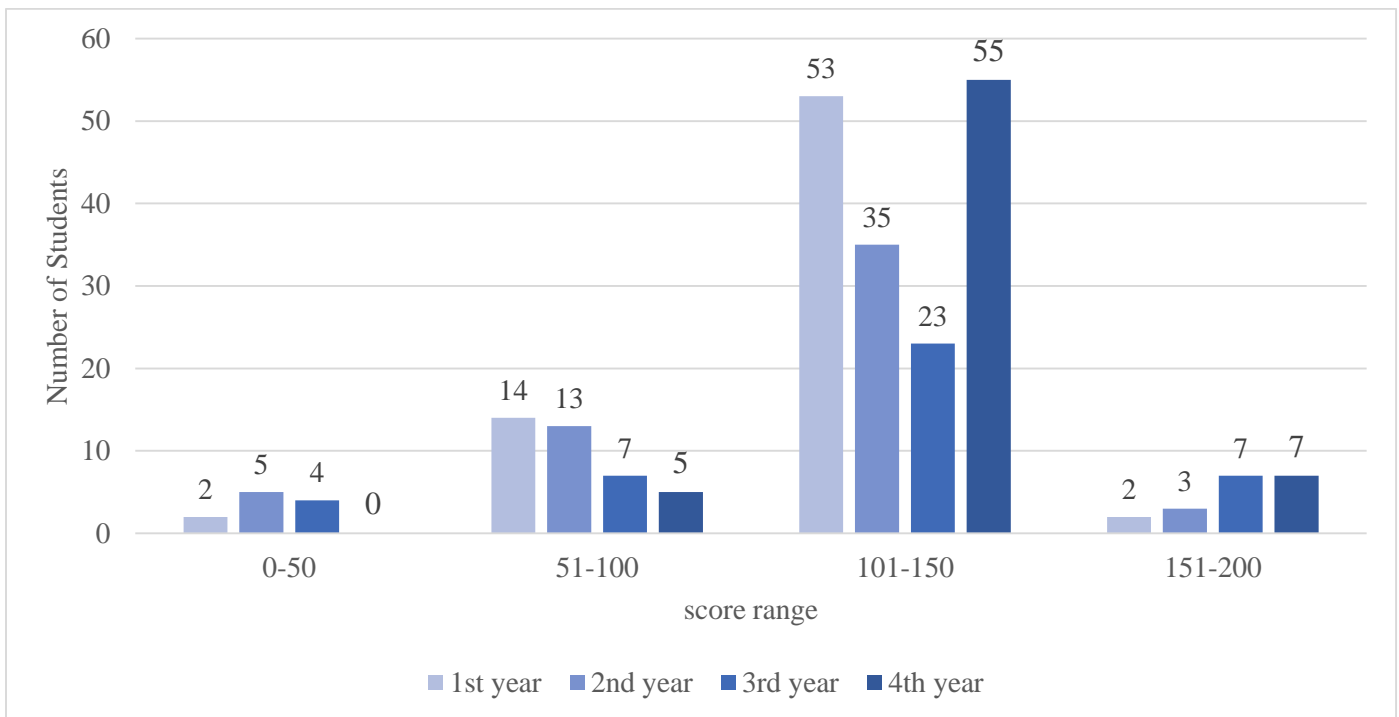
4. 1. Results: Interpretation of Subscales of the DREEM

According to the scoring criteria for overall score of the items (as shown in Table 2) used by Roff et al. (1997), the average scores and their interpretation of five sub scales and item means are shown in Table 9. Likewise, the average scores and their interpretation of five sub scales and item means for overall analysis of the mass media program, overall analysis of the performing arts program, and final year analyses of the mass media and performing arts programs are shown in Table 10, 11, 12, and 13 respectively.

Table 9: Interpretation of Subscales of the DREEM (n=455) – Overall Analysis of Sri Palee Campus

Factor	Total marks	Interpretation	Cronbach's alpha	Item means	Interpretation	No. of Items
Perception of learning	28.63	A more Positive approach	.78	2.44	Could be enhanced and improved	12
Perception of teachers	24.81	Moving in the right direction	.46	2.30	Could be enhanced and improved	11
Academic self-perception	20.07	Feeling on the positive side	.86	2.51	Could be enhanced and improved	08
Educational Atmosphere	25.73	A more positive atmosphere	.52	2.20	Could be enhanced and improved	12
Social self-perception	17.16	Not too bad	.62	2.48	Could be enhanced and improved	07
Total	**116.40**		**.91**	**-**		**50**

Table 10: Interpretation of Subscales of the DREEM (n=210) – Overall Analysis of Mass Media Program

Factor	Total marks	Interpretation	Item means	Interpretation	No. of Items
Perception of learning	28.77	A more Positive approach	2.44	Could be enhanced and improved	12
Perception of teachers	24.75	Moving in the right direction	2.28	Could be enhanced and improved	11
Academic self-perception	19.69	Feeling on the positive side	2.46	Could be enhanced and improved	08
Educational Atmosphere	25.58	A more positive atmosphere	2.19	Could be enhanced and improved	12
Social self-perception	17.20	Not too bad	2.49	Could be enhanced and improved	07
Total	**115.99**	**More positive than negative**			**50**

Table 11: Interpretation of Subscales of the DREEM (n=235) – Overall Analysis of Performing Arts Program

Factor	Total marks	Interpretation	Item means	Interpretation	No. of Items
Perception of learning	31.14	A more Positive approach	2.40	Could be enhanced and improved	12
Perception of teachers	24.86	Moving in the right direction	2.29	Could be enhanced and improved	11
Academic self-perception	20.41	Feeling on the positive side	2.55	Could be enhanced and improved	08
Educational Atmosphere	25.87	A more positive atmosphere	2.20	Could be enhanced and improved	12
Social self-perception	17.12	Not too bad	2.47	Could be enhanced and improved	07
Total	**119.40**	**More positive than negative**	**-**		**50**

Table 12: Interpretation of Subscales of the DREEM (n=84) – Final Year Analysis of Mass Media Program

Factor	Total marks	Interpretation	Item means	Interpretation	No. of Items
Perception of learning	30.60	A more Positive Approach	2.61	Could be enhanced and improved	12
Perception of teachers	26.32	Moving in the right direction	2.41	Could be enhanced and improved	11
Academic self-perception	21.80	Feeling on the positive side	2.72	Could be enhanced and improved	08
Educational Atmosphere	27.58	A more positive atmosphere	2.32	Could be enhanced and improved	12
Social self-perception	18.17	Not too bad	2.62	Could be enhanced and improved	07
Total	**124.47**	**More positive than negative**	**-**		**50**

Table 13: Interpretation of Subscales of the DREEM (n=67) – Final Year Analysis of Performing Arts Program

Factor	Total marks	Interpretation	Item means	Interpretation	No. of Items
Perception of learning	30.99	A more Positive Approach	2.56	Could be enhanced and improved	12
Perception of teachers	26.75	Moving in the right direction	2.46	Could be enhanced and improved	11
Academic self-perception	22.70	Feeling on the positive side	2.84	Could be enhanced and improved	08
Educational Atmosphere	28.25	A more positive atmosphere	2.37	Could be enhanced and improved	12
Social self-perception	18.61	Not too bad	2.68	Could be enhanced and improved	07
Total	**127.30**	**More positive than negative**	**-**		**50**

The individual item analysis under each subscale on overall analysis of the campus, overall analyses of items on mass media and performing arts programs, and the analyses of final year students in mass media and performing arts program are shown in Table 14 to Table 18.

Table 14. Overall Analysis of Individual Items for the Campus

	Description	Mean Score	SDs
	Sub Scale 1- Perception of Learning		
1	I am encouraged to participate in class.	2.89	1.04
7	The teaching often generates my interest to learn.	2.69	1.14
13	The teaching is student centred.	2.60	1.10
16	The teaching helps to develop my competence.	2.94	1.02
20	The teaching is well focused.	2.64	1.21
21	I feel I am being well prepared for my career.	2.53	1.20
24	The teaching time is used effective.	2.47	1.19

25	The learning of facts is stressed too much in teaching.	1.51	0.89
38	I am clear about the learning objectives of the course.	2.51	1.23
44	The teaching encourages me to be an active learner.	2.24	1.34
47	Long term learning is encouraged above short term learning.	2.55	1.30
48	The teaching is too teacher centered.	1.50	0.98
	Sub Scale 2 – Perception of Teachers		
2	The teachers are knowledgeable.	3.00	0.96
6	The teachers deliver research-led teaching.	2.73	1.06
8	The teachers make fun of students and laugh at students.	2.04	1.22
9	The teachers are strict and controlling.	1.93	1.12
18	The teachers help me to develop my practical skills.	2.77	1.08
29	The teachers are good at providing feedback to students.	2.24	1.28
32	The teachers provide helpful feedback to me.	2.29	1.24
37	The teachers give clear examples.	2.54	1.21
39	The teachers get angry in class.	1.19	0.96
40	The teachers are well prepared for their classes.	1.80	1.24
49	I feel able to ask the questions which I want to ask.	2.61	1.27
	Sub Scale 3 - Academic Self-Perception		
5	Study methods which encourage deep learning are appropriate for me now.	2.59	1.13
10	I am confident about passing this year.	2.91	1.18
22	The teaching helps to develop my confidence.	2.54	1.25
26	Last year's/semesters work has been a good preparation for this year's/semester's work.	2.46	1.21
27	I am able to memorize all I need.	2.13	1.44
31	I have learned a lot about the way scientific research is carried out.	2.58	1.25
41	My problem-solving skills are being well developed here.	2.34	1.28
45	Much of what I have to learn seems relevant to a career in my discipline.	2.53	1.31
	Sub Scale 4 - Educational Atmosphere		
11	The atmosphere is relaxed during laboratory /practical/ fieldwork classes.	2.28	1.20
12	The course is well timetabled.	2.49	1.16
17	Cheating is a problem in this faculty.	1.85	1.20
23	The atmosphere is relaxed during lecture.	2.40	1.17
30	There are opportunities for me to develop my interpersonal skills.	2.38	1.29
33	I feel comfortable socially with others in class.	2.51	1.19
34	The atmosphere is relaxed during seminars/tutorials	2.61	1.26
35	I am disappointed about my learning experience.	1.53	1.04
36	I am able to concentrate well.	1.50	1.22
42	The enjoyment outweighs the stress of the course.	2.44	1.21
43	The atmosphere motivates me as a learner.	1.98	1.30
50	The students irritate the teachers.	2.35	1.16
	Sub Scale 5- Social self-perception		
3	There is a good support system for students who get stressed.	1.83	1.17

		Mean	SDs
4	I am too tired to enjoy the course.	2.23	1.13
14	I am rarely bored on this course.	2.51	1.15
15	I have good friends in this faculty.	2.98	1.15
19	My social life is good.	3.14	1.04
28	I am clear about the learning objectives of the course.	2.51	1.23
46	My accommodation is pleasant.	2.61	1.35

Table 15. Overall Analysis of Individual Items for Mass Media Program

	Description	Mean Score	SDs
	Sub Scale 1- Perception of Learning		
1	I am encouraged to participate in class.	3.02	0.92
7	The teaching often generates my interest to learn.	2.78	1.07
13	The teaching is student centred.	2.57	1.10
16	The teaching helps to develop my competence.	3.07	0.92
20	The teaching is well focused.	2.67	1.27
21	I feel I am being well prepared for my career.	2.49	1.26
24	The teaching time is used effective.	2.42	1.24
25	The learning of facts is stressed too much in teaching.	1.49	0.82
38	I am clear about the learning objectives of the course.	2.49	1.29
44	The teaching encourages me to be an active learner.	2.24	1.34
47	Long term learning is encouraged above short term learning.	2.53	1.37
48	The teaching is too teacher centred.	1.48	1.05
	Sub Scale 2 – Perception of Teachers		
2	The teachers are knowledgeable.	3.10	0.91
6	The teachers deliver research-led teaching.	2.72	1.06
8	The teachers make fun of students and laugh at students.	2.12	1.22
9	The teachers are strict and controlling.	2.10	1.14
18	The teachers help me to develop my practical skills.	2.79	0.99
29	The teachers are good at providing feedback to students.	2.21	1.34
32	The teachers provide helpful feedback to me.	2.34	1.29
37	The teachers give clear examples.	2.50	1.31
39	The teachers get angry in class.	1.11	0.91
40	The teachers are well prepared for their classes.	1.59	1.27
49	I feel able to ask the questions which I want to ask.	2.51	1.35
	Sub Scale 3 - Academic self-perception		
5	Study methods which encourage deep learning are appropriate for me now.	2.63	1.18
10	I am confident about passing this year.	2.89	1.20
22	The teaching helps to develop my confidence.	2.49	1.27
26	Last year's/semesters work has been a good preparation for this year's/semester's work.	2.44	1.26
27	I am able to memorize all I need.	1.84	1.54
31	I have learned a lot about the way scientific research is carried out.	2.51	1.32
41	My problem-solving skills are being well developed here.	2.33	1.34

	Description	Mean Score	SDs
45	Much of what I have to learn seems relevant to a career in my discipline.	2.54	1.35
	Sub Scale 4 - Educational Atmosphere		
11	The atmosphere is relaxed during laboratory /practical/ fieldwork classes.	2.39	1.15
12	The course is well timetabled.	2.57	1.10
17	Cheating is a problem in this faculty.	1.80	1.17
23	The atmosphere is relaxed during lecture.	2.46	1.20
30	There are opportunities for me to develop my interpersonal skills.	2.38	1.33
33	I feel comfortable socially with others in class.	2.48	1.25
34	The atmosphere is relaxed during seminars/tutorials	2.53	1.34
35	I am disappointed about my learning experience.	1.55	1.07
36	I am able to concentrate well.	1.40	1.24
42	The enjoyment outweighs the stress of the course.	2.38	1.26
43	The atmosphere motivates me as a learner.	1.99	1.32
50	The students irritate the teachers.	2.31	1.24
	Sub Scale 5- Social self-perception		
3	There is a good support system for students who get stressed.	1.91	1.14
4	I am too tired to enjoy the course.	2.28	1.10
14	I am rarely bored on this course.	2.58	1.11
15	I have good friends in this faculty.	2.99	1.09
19	My social life is good.	3.23	0.98
28	I seldom feel lonely.	1.90	1.32
46	My accommodation is pleasant.	2.53	1.42

Table 16. Overall Analysis of Individual Items for Performing Arts Program

	Description	Mean Score	SDs
	Sub Scale 1- Perception of Learning		
1	I am encouraged to participate in class.	2.79	1.10
7	The teaching often generates my interest to learn.	2.64	1.18
13	The teaching is student centered.	2.65	1.07
16	The teaching helps to develop my competence.	2.85	1.06
20	The teaching is well focused.	2.62	1.16
21	I feel I am being well prepared for my career.	2.58	1.15
24	The teaching time is used effectively.	2.50	1.15
25	The learning of facts is stressed too much in teaching.	1.53	0.95
38	I am clear about the learning objectives of the course.	2.52	1.18
44	The teaching encourages me to be an active learner.	2.15	1.25
47	Long term learning is encouraged above short term learning.	2.57	1.23
48	The teaching is too teacher centred.	1.51	0.91
	Sub Scale 2 – Perception of Teachers		
2	The teachers are knowledgeable.	2.95	0.96
6	The teachers deliver research-led teaching.	2.76	1.02
8	The teachers make fun of students and laugh at students.	1.94	1.22
9	The teachers are strict and controlling.	1.78	1.08

#	Item	Mean	SD
18	The teachers help me to develop my practical skills.	2.78	1.12
29	The teachers are good at providing feedback to students.	2.27	1.23
32	The teachers provide helpful feedback to me.	2.24	1.19
37	The teachers give clear examples.	2.58	1.12
39	The teachers get angry in class.	1.25	0.99
40	The teachers are well prepared for their classes.	1.99	1.19
49	I feel able to ask the questions which I want to ask.	2.69	1.19
	Sub Scale 3 - Academic self-perception		
5	Study methods which encourage deep learning are appropriate for me now.	2.58	1.06
10	I am confident about passing this year.	2.95	1.14
22	The teaching helps to develop my confidence.	2.59	1.22
26	Last year's/semesters work has been a good preparation for this year's/semester's work.	2.47	1.17
27	I am able to memorize all I need.	2.37	1.30
31	I have learned a lot about the way scientific research is carried out.	2.63	1.18
41	My problem-solving skills are being well developed here.	2.33	1.23
45	Much of what I have to learn seems relevant to a career in my discipline.	2.52	1.28
	Sub Scale 4 - Educational Atmosphere		
11	The atmosphere is relaxed during laboratory /practical/ fieldwork classes.	2.20	1.23
12	The course is well timetabled.	2.44	1.19
17	Cheating is a problem in this faculty.	1.90	1.22
23	The atmosphere is relaxed during lecture.	2.34	1.14
30	There are opportunities for me to develop my interpersonal skills.	2.37	1.25
33	I feel comfortable socially with others in class.	2.53	1.13
34	The atmosphere is relaxed during seminars/tutorials	2.67	1.19
35	I am disappointed about my learning experience.	1.51	1.02
36	I am able to concentrate well.	1.58	1.21
42	The enjoyment outweighs the stress of the course.	2.48	1.16
43	The atmosphere motivates me as a learner.	1.96	1.27
50	The students irritate the teachers.	2.39	1.09
	Sub Scale 5- Social self-perception		
3	There is a good support system for students who get stressed.	1.78	1.18
4	I am too tired to enjoy the course.	2.18	1.15
14	I am rarely bored on this course.	2.46	1.17
15	I have good friends in this faculty.	3.00	1.17
19	My social life is good.	3.08	1.04
28	I seldom feel lonely.	2.18	1.21
46	My accommodation is pleasant.	2.67	1.28

Table 17. Overall Analysis of Individual Items for Mass Media Program - Final Year Students (Fourth Year)

	Description	Mean Score	SDs
	Sub Scale 1- Perception of Learning		
1	I am encouraged to participate in class.	3.03	0.91
7	The teaching often generates my interest to learn.	2.78	1.07
13	The teaching is student centred.	2.58	1.09
16	The teaching helps to develop my competence.	3.08	0.91
20	The teaching is well focused.	2.67	1.27
21	I feel I am being well prepared for my career.	2.50	1.25
24	The teaching time is used effective.	2.43	1.24
25	The learning of facts are stressed too much in teaching.	1.49	0.82
38	I am clear about the learning objectives of the course.	2.48	1.29
44	The teaching encourages me to be an active learner.	2.24	1.34
47	Long term learning is encouraged above short term learning.	2.53	1.38
48	The teaching is too teacher-centered.	1.48	1.06
	Sub Scale 2 – Perception of Teachers		
2	The teachers are knowledgeable.	3.10	0.91
6	The teachers deliver research-led teaching.	2.72	1.06
8	The teachers make fun of students and laugh at students.	2.11	1.21
9	The teachers are strict and controlling.	2.09	1.13
18	The teachers help me to develop my practical skills.	2.80	0.98
29	The teachers are good at providing feedback to students.	2.21	1.34
32	The teachers provide helpful feedback to me.	2.35	1.29
37	The teachers give clear examples.	2.50	1.31
39	The teachers get angry in class.	1.10	0.90
40	The teachers are well prepared for their classes.	1.58	1.27
49	I feel able to ask the questions which I want to ask.	2.52	1.35
	Sub Scale 3 - Academic self-perception		
5	Study methods which encourage deep learning are appropriate for me now.	2.64	1.18
10	I am confident about passing this year.	2.89	1.21
22	The teaching helps to develop my confidence.	2.49	1.28
26	Last year's/semesters work has been a good preparation for this year's/semester's work.	2.44	1.27
27	I am able to memorize all I need.	1.85	1.54
31	I have learned a lot about the way scientific research is carried out.	2.53	1.32
41	My problem-solving skills are being well developed here.	2.34	1.33
45	Much of what I have to learn seems relevant to a career in my discipline.	2.56	1.34
	Sub Scale 4 - Educational Atmosphere		
11	The atmosphere is relaxed during laboratory /practical/ fieldwork classes.	2.38	1.15
12	The course is well timetabled.	2.57	1.11
17	Cheating is a problem in this campus.	1.80	1.17
23	The atmosphere is relaxed during lecture.	2.46	1.20

14

	Description		
30	There are opportunities for me to develop my interpersonal skills.	2.38	1.33
33	I feel comfortable socially with others in class.	2.48	1.26
34	The atmosphere is relaxed during seminars/tutorials	2.53	1.34
35	I am disappointed about my learning experience.	1.54	1.06
36	I am able to concentrate well.	1.41	1.23
42	The enjoyment outweighs the stress of the course.	2.39	1.25
43	The atmosphere motivates me as a learner.	1.98	1.32
50	The students irritate the teachers.	2.31	1.24
	Sub Scale 5- Social self-perception		
3	There is a good support system for students who get stressed.	1.92	1.14
4	I am too tired to enjoy the course.	2.29	1.10
14	I am rarely bored on this course.	2.59	1.11
15	I have good friends in this faculty.	2.99	1.09
19	My social life is good.	3.23	0.99
28	I seldom feel lonely.	1.90	1.32
46	My accommodation is pleasant.	2.52	1.42

Table 18. Overall Analysis of Individual Items for Performing Arts Program
Final Year (Fourth Year) Students

	Description	Mean Score	SDs
	Sub Scale 1- Perception of Learning		
1	I am encouraged to participate in class.	3.05	3.06
7	The teaching often generates my interest to learn.	2.82	2.83
13	The teaching is student centred.	2.86	2.88
16	The teaching helps to develop my competence.	2.88	2.89
20	The teaching is well focused.	2.82	2.84
21	I feel I am being well prepared for my career.	2.85	2.86
24	The teaching time is used effective.	2.71	2.70
25	The learning of facts is stressed too much in teaching.	1.39	1.37
38	I am clear about the learning objectives of the course.	2.70	2.72
44	The teaching encourages me to be an active learner.	2.45	2.47
47	Long term learning is encouraged above short term learning.	2.73	2.73
48	The teaching is too teacher centred.	1.40	1.40
	Sub Scale 2 – Perception of Teachers		
2	The teachers are knowledgeable.	3.00	3.02
6	The teachers deliver research-led teaching.	2.89	2.94
8	The teachers make fun of students and laugh at students.	1.89	1.89
9	The teachers are strict and controlling.	1.88	1.88
18	The teachers help me to develop my practical skills.	3.06	3.06
29	The teachers are good at providing feedback to students.	2.47	2.47
32	The teachers provide helpful feedback to me.	2.73	2.72
37	The teachers give clear examples.	2.86	2.88
39	The teachers get angry in class.	1.18	1.15
40	The teachers are well prepared for their classes.	2.14	2.16
49	I feel able to ask the questions which I want to ask.	2.86	2.86

	Sub Scale 3 - Academic self-perception		
5	Study methods which encourage deep learning are appropriate for me now.	2.85	2.88
10	I am confident about passing this year.	3.20	3.19
22	The teaching helps to develop my confidence.	2.80	2.83
26	Last year's/semesters work has been a good preparation for this year's/semester's work.	2.67	2.69
27	I am able to memorize all I need.	2.74	2.80
31	I have learned a lot about the way scientific research is carried out.	2.97	3.00
41	My problem-solving skills are being well developed here.	2.56	2.59
45	Much of what I have to learn seems relevant to a career in my discipline.	2.85	2.88
	Sub Scale 4 - Educational Atmosphere		
11	The atmosphere is relaxed during laboratory /practical/ fieldwork classes.	2.48	2.50
12	The course is well timetabled.	2.82	2.88
17	Cheating is a problem in this faculty.	2.02	2.03
23	The atmosphere is relaxed during lecture.	2.77	2.77
30	There are opportunities for me to develop my interpersonal skills.	2.52	2.53
33	I feel comfortable socially with others in class.	2.77	2.80
34	The atmosphere is relaxed during seminars/tutorials	2.91	2.92
35	I am disappointed about my learning experience.	1.25	1.23
36	I am able to concentrate well.	1.71	1.73
42	The enjoyment outweighs the stress of the course.	2.82	2.84
43	The atmosphere motivates me as a learner.	2.39	2.41
50	The students irritate the teachers.	2.00	2.00
	Sub Scale 5- Social self-perception		
3	There is a good support system for students who get stressed.	2.15	2.14
4	I am too tired to enjoy the course.	2.39	2.43
14	I am rarely bored on this course.	2.71	2.77
15	I have good friends in this faculty.	3.03	3.02
19	My social life is good.	3.20	3.19
28	I seldom feel lonely.	2.36	2.38
46	My accommodation is pleasant.	2.86	2.88

Conclusion

It is considered that the DREEM was a better measure to evaluate the effectiveness of different programs offered by the higher education entities. Similarly this could further be revised to suit the practical components of the subjects offered by the Departments of Sri Palee Campus. Finally, the results of the survey analysis shows that both programs in Sri Palee campus needs improvement.

Reference

Roff S, McAleer S, Harden RM, Al-Qahtani M, Ahmed AU, Deza H, Groenen G, Primparyon P. 1997. Development and validation of the Dundee Ready Education Environment Measure (DREEM). *Med Teach 19(4)*:295–299