Supporting Information

**Table 1:** Themes emerged, categories, and codes of nursing students’ in governmental Universities of southwest Ethiopia, (n=eight)

<table>
<thead>
<tr>
<th>Meaning units</th>
<th>Condensed meaning Units</th>
<th>Sub-category</th>
<th>Categories</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Curriculum contents and given time are unsuitable</td>
<td>-The curriculum contents, given time, and consistency are inappropriate</td>
<td>-Topic contents and time mismatch -The given for practice lower than theory -Lack of uniformity (block and modular courses. -Full of redundancy in some topics -Unsuitable contents like civics, sociology, psychology, etc…</td>
<td>Curriculum contents</td>
<td>Curriculum</td>
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<tr>
<td>-The curriculum did not constantly applicable</td>
<td>-Lack of regular application of the curriculum</td>
<td>-Poor follow up in many teachers -Not well implemented. -The syllabus did not offer at the start. -Contents not well applicable -Inadequate follow-up</td>
<td>Application strategies</td>
<td></td>
</tr>
<tr>
<td>-Traditional teaching methods</td>
<td>-Low chances for students’ to ask questions</td>
<td>-One-way teaching methods -Using a few instructional materials -Weak students’ participation -Not adult learning approach -Not providing course outlines on time</td>
<td>Teaching methods</td>
<td>Instructors’</td>
</tr>
</tbody>
</table>
| -Un-ethical and unfair evaluation methods | - Most teachers did not allow to see test and exam results  
- Under scorers not allowed to take re-exam on time  
- Exam contents out of the given materials | - Lack of fairness in grading  
(grading with intimacy)  
- Evaluation without curriculum  
- Subjective questions  
- Exam out of subject matter  
- Lack of remedial action for below-average scorer students’  
- Exam from the internet | Evaluation methods |
| -Poor teaching skills | - Poor teaching skills, preparation, educational degrees | - Poor teaching experiences  
- Lack of suitable skill in practice  
- Lack of grasping subjects  
- Poor preparation for teaching  
- Mismatch of educational degree and teaching skills and knowledge | Knowledge and skills |
| -Un-ethical act and dictators | - Un-ethicality during communication, lecturing, and testing or evaluation. | - Lack of respecting lecture time  
- Don’t want to show the test result  
- Authoritarian teachers  
- Unethical intimacy with students’  
- Unethical act in teaching | Instructors behavior |
| Scarcity of teaching aids, lab and practical | - Inadequate teaching materials for lecturing, skill lab, and practices | - Scarcity of teaching aids (skill lab equipment and materials, LCD, copy machine, dividers, Computers, reading materials, etc…) | Teaching and learning facilities |

Institutions’
| equipment’s | -Available teaching aids not functional  
  -Lack of clinical learning equipment’s  
  - Lack of papers, photocopy machine for exam | Infrastructures |
|---|---|---|
| -Scarce of infrastructural facilities. | -Inadequate infrastructural facilities like electric power, water, internet, lecture classes, roads, etc…  
- Frequent interruption of electric power  
- Scarcity of lecture classes, skill lab room, etc…  
- Lack of electric power in most buildings  
- Lack of dorm in the hospitals during practice  
- Lack of road and road under construction  
- Lecture class wall was not clean  
- Improper buildings | Infrastructures |
| Weak support system for stressed students’ | -Weak attention for poor students’ and scarcity of medications  
 -Inadequate support for the poor students’.  
 -Shortage of medications in students’ clinic.  
 -Inadequate support in clinical practice (transport, house, etc...) | Students’ support system |
| -Demotivated students’ | -Lack of motivation for lectures, hospital practices, and study  
 -Did not adhere to the learning process  
 -Low inspiration to learn new things from teachers  
 -A poor habit of regular study | Learning motivation |
| -Un-ethical, time-wasting, dependent on substances to study | -Un-ethical act in the class, wasting time to study, using substances for study  
 -Using substances for study  
 -Improper time utilization (playing games, Facebook, watching films)  
 -Don’t want to study in the library and with a | Students’ behavior |
**Key: Theme:** is a higher-level of categorization, we used to identify a major element of our entire content analysis of the text. **Themes** are the experiences of the participants that the researcher sees as pertinent to the research question. The themes are identified by coding. **Coding** is the process of identifying themes in explanations and attaching labels. **Category** is grouping the coded segments, to reduce the number of different pieces of data in our analysis. It also a collection of similar data sorted into the same place and enabled us to identify and describe the features of the category. **The sub-category** is possibly turning the initial category into a sub-category. **Meaning unit** in this study is the operationalization of a research question that enabled us a certain kind of measurement. **The condensed meaning unit** is the interpretation of the underlying meanings.

<table>
<thead>
<tr>
<th>Group</th>
<th>Perception relies on their scores</th>
<th>Perception reduced with low scores</th>
<th>Perception varies with scores or CCGPA</th>
<th>Academic performance</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>-Stop to study during underscoring.</td>
<td>-Many students’ weaker in their academic status</td>
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<td></td>
<td>-Perception affects by students’ satisfaction</td>
<td>-Dissatisfied with a weak support system and with lower CCGPA</td>
<td>-The satisfaction due to high CCGPA raise perception</td>
<td>Students’ satisfaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Satisfaction in the support system, teaching and learning processes, profession, etc.</td>
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