



NURSING COLLEGIAN SATISFACTION TOWARD CLINICAL COURSES

Mohammed Hakim Shamran Al-Hchaim M.Sc.

muhammedh.alhjem@uokufa.edu.iq

Amjed Abdulabbas Shraida B.Sc

amjada.alghazaly@uokufa.edu.iq

Adults Nursing, Faculty of Nursing, University of Kufa.

Abstract

Objective: To assess the Nursing Collegian Satisfaction toward Clinical Courses and to find out relationship between the Nursing Collegian Satisfaction with Clinical Courses and their demographic characteristics.

Methodology: A descriptive study was carried out through the present study in order to achieve the early stated objectives. The study was began from January , 1st, 2018 to April, 1st, 2018. The study is conducted in Al-Najaf City/ in the University of Kufa at College of Nursing. A non-probability (Convenience) sample of one hundred (100) students, were included in the present study. An assessment tool used to assess the satisfaction of students toward clinical environment. The final study instrument consisted of two parts: part I include Scio-Demographic characteristics, and part II include Questions related to the Students Satisfaction comprised of (3) Domains which include (Supervision Relationship, Pedagogical atmosphere on the training site and Role of the nurse teacher). validity of an instrument for the early structured questionnaire is determined through the use of panel of experts to investigate clarity, relevancy, and adequacy of the questionnaire to measure the concepts of interest. A preliminary copy of the questionnaire is designed and presented to (15) experts, who have years of experiment more than (5) years. Data analysis by using descriptive statistics (percentage, frequency & mean of score) and inferential statistics (Chi-Square).

Results: Concerning the result related to relationship between students training satisfaction and their demographic data. The present study reveals that there is no significant association between students satisfaction and demographic data of study group in related to (gender, type of study, stage, monthly income, marital status, socio-economic status, residency and finally last ward). The results of the present study are supported by other

studies that indicated no significant difference between demographic data and training satisfaction.

Conclusion: The study conclude that the majority of study students were satisfied to the clinical environment, and the supervisory relationship was evaluated by the students as the most influential factor in their satisfaction with the clinical learning environment.

Recommendation: Registered nurses must be encouraged to view clinical teaching and supervision of student nurses as part of their teaching function and quality improvement strategy in the wards. And there should be cooperation between college tutors, preceptors, ward sisters, unit managers and students in the selection of learning opportunities and formulation of clinical learning outcomes.

Key words: Satisfaction, Clinical Environment.

Introduction

Student satisfaction is defined as meeting or exceeding the student's expectations of campus reality (Jackson and Boylston, 2008). In spite of the fact that the prerequisites of medical attendant instructional classes are to a great extent satisfied when the framework produces able medical caretakers and fulfills the principles of the purchasers and controllers of medicinal services, understudies' assessment on their preparation can't be disregarded if enhancements in the nature of preparing and consumer loyalty are to be accomplished. There is a wider acknowledgement that the totality of a student experience of an institution is a useful perspective to adopt in student satisfaction and marketing of the institution (Kabanya *et al.*, 2017).

Students in Kenya Medical Training College are regarded as valuable customers and hence their satisfaction with services during training is very important if the College is to remain relevant in the training of health care providers. Student's satisfaction can be an important quality indicator with respect to teaching and learning. This study was done to determine the factors that influenced satisfaction of student nurses with the training process. This will ultimately impact positively on nursing care delivery to patients and clients since satisfied students are more likely to be successful and dedicated to accomplish their goals than unsatisfied students (Alos *et al.*, 2015).

Understanding student's level of satisfaction at the end of training programme forms a basis of determining the quality of nursing education given as perceived by the students. Nursing education combines both theory and practical knowledge and skills. Learning depends not only upon how teachers have designed and structured their subjects and courses but also upon how their students perceive and understand this design and structure. When students have a positive attitude towards a certain subject or the subject lecturer, they tend to perform better in that area. The goal of integrating the practical and theoretical knowledge is spelt out in the nursing curricular. This is where students learn theory for a block of four to six weeks that is followed by clinical area placements for a period of six months. Studies done by (Espeland, 2003). Indicated that students were more satisfied with clinical practice than with the theoretical part of nursing program. Consequently (Carlisle, *et. al.*, 2005).

Satisfaction is the good feeling that one has when she/he achieves something or when something she/he wanted to happen does happen. Jaradeen *et al.* 2012. Defined satisfaction as a psychological state which results from confirmation of expectations with reality. Studies point out that certain factors exert positive and significant influences on student satisfaction. These factors include, student background characteristics, participation in the community, access to and use of college facilities and services, faculty style of instruction, academic and social integration, learning activities, courses, quality and usefulness of education (Kabanya *et al.*, 2016).

Methodology:

Design of the Study:

A descriptive study was carried out through the present study in order to achieve the early stated objectives. The study was began from January , 1st, 2018 to April, 1st, 2018 in Al-Najaf City/ in the University of Kufa at College of Nursing to find out relationship between the Nursing Collegian Satisfaction with Clinical Courses and their demographic characteristics.

The Sample of the Study:

A non-probability (Convenience) sample of one hundred (100) students, were included in the present study .

The Study Instrument:

The final study instrument consisted of two parts: part I include Scio-Demographic characteristics, concerned with the collection of basic socio-demographic data, this part includes (gender, residency, marital status, monthly income, type of study, stage level and finally the last ward), and part II include Questions related to the Students Satisfaction: this second part of the questionnaire was comprised of (3) Domains concerned with the satisfaction of student toward clinical environment which include (Supervision Relationship, Pedagogical atmosphere on the training site and Role of the nurse teacher), each domain consist from items related to satisfaction of student toward clinical environment.

Data Collection:

The data was collected on structured performa designed specifically for this study. The data collected by self-report from students by the using of English version of the questionnaire, the data collected by the same questionnaire for all those subjects who were included in the study sample.

Data Analyses:

Data are analyzed through the use of SPSS (Statistical Package for Social Science) version (25) application. statistical data analysis methods (Frequency, Percentage, Mean of score, Chi-Square) are used to analyze and assess the results of the study.

Ethical Consideration:

The researcher gets consent from the Adult Nursing Branch in the Faculty of Nursing/ University of Kufa, in order to interview each subject. The consent had made it easy to arrive the institutions and meet the student for the necessary data after taking their permission to participate in the study.

Results

Table (3.1) Statistical distribution of students by their Socio-Demographic Data:

Items	Sub-groups	Sub-groups	
		Frequency	Percentage
Gender	Male	33	33.0
	Female	67	67.0
Total		100	100.0
Marital Status	Married	14	14.0
	Single	86	86.0
Total		100	100.0
Type of Study	Day Study	56	56.0
	Night Study	44	44.0
Total		100	100.0
Stage	Second Stage	39	39.0
	Third Stage	32	32.0
	Fourth Stage	29	29.0
Total		100	100.0
Monthly Income	Satisfied	43	43.0
	Satisfied To Some Extent	39	39.0
	Unsatisfied	18	18.0
Total		100	100.0
Residency	Urban	93	93.0
	Rural	7	7.0
Total		100	100.0
Last Ward	Medical	29	29.0
	Surgical	26	26.0
	Pediatric	10	10.0
	Psychiatric	12	12.0
	PHC	17	17.0
	Others	6	6.0
Total		100	100.0

Table (3.1) shows statistical distribution of students group by their socio-demographic data, it explains that the majority of the students subgroup are : female students (67%), single students (86%), those who live urban residents (93%), day study

students (56%), those with satisfied economic status (43%), those with second stage (39%), and those who attended medical in last ward training (29%) .

Table (3-2): Overall assessment of students' satisfaction:

Demographic Data		Satisfied	Unsatisfied	Total
Gender	Male	29	4	33
	Female	57	10	67
Total		86	14	100
Marital Status	Married	12	2	14
	Single	74	12	86
Total		86	14	100
Type of Study	Day Study	46	10	56
	Night Study	40	4	44
Total		86	14	100
Stage	Second Stage	34	5	39
	Third Stage	27	5	32
	Fourth Stage	25	4	29
Total		86	14	100
Monthly Income	Satisfied	36	7	43
	Satisfied To Some Extent	35	4	39
	Unsatisfied	15	3	18
Total		86	14	100
Residency	Urban	80	13	93
	Rural	6	1	7
Total		86	14	100
Last Ward	Medical	24	5	29
	Surgical	23	3	26
	Pediatric	8	2	10
	Psychiatric	9	3	12
	PHC	16	1	17
	Others	6	0	6
Total		86	14	100

This table shows that the most of study student are satisfied to all domain related to clinical environment (Supervision Relationship, Pedagogical atmosphere on the training site and Role of the nurse teacher).

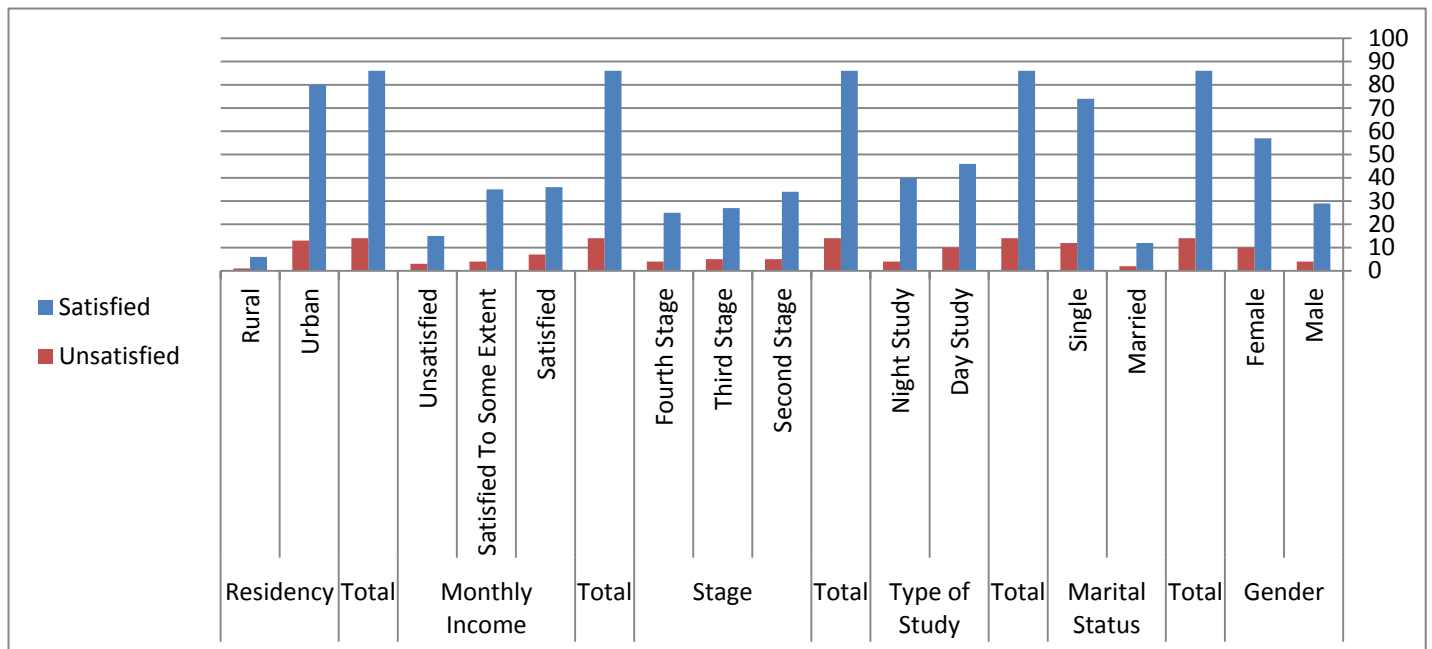


Figure (1) Assessment of study students satisfaction toward clinical environment.

Table (3-3): Relationship between Overall Students Satisfaction and their Demographic Data:

Demographic Data	Rating And Intervals	Overall Students Satisfaction		Total	Value	Df	P-Value
		Satisfied	Unsatisfied				
Gender	Male	29	4	33	.144 ^a	1	0.704
	Female	57	10	67			
Total		86	14	100			
Marital Status	Married	12	2	14	.001 ^a	1	0.973
	Single	74	12	86			
Total		86	14	100			
Type of Study	Day Study	46	10	56	1.573 ^a	1	0.210
	Night Study	40	4	44			
Total		86	14	100			
Stage	Second Stage	34	5	39	.116 ^a	2	0.944
	Third Stage	27	5	32			
	Fourth Stage	25	4	29			
Total		86	14	100			
Monthly Income	Satisfied	36	7	43	.746 ^a	2	0.689
	Satisfied To Some Extent	35	4	39			
	Unsatisfied	15	3	18			
Total		86	14	100			
Residency	Urban	80	13	93	.001 ^a	1	0.982
	Rural	6	1	7			
Total		86	14	100			
Last Ward	Medical	24	5	29	3.796 ^a	5	0.579
	Surgical	23	3	26			
	Pediatric	8	2	10			
	Psychiatric	9	3	12			
	PHC	16	1	17			
	Others	6	0	6			
Total		86	14	100			

Ms: Mean of score (3)

This table shows that there is no significant relationship between students satisfaction and all items related to the socio-demographic data at P-value more than (0.05).

Discussion

Part I// Discussion of socio-demographic data of study sample:-

The researcher don't remember the age, because all study students are approximate the same age. Concerning the gender of the study sample the highest percentage were female, which is inconsistency with (Papastavrou, *et. al.*, 2016), stated that the majority of study sample were female about 61.3% from study subject. Regarding the marital status, the present study shows that the majority of study sample are single. (Kabanya, *et. al.*, 2017) They pointed in their study that 84.7% of these students were single whereas 14.3% were married students.

About students stage, the majority of study sample from second stage. This result agree with (Kim and Park, 2011), mentioned that the majority of study sample from 138 (68.3) third semester (first semester in second stage).

Concerning the students stage Monthly income, the highest percentage of study sample is satisfied. in concurrence with (Kim and Park, 2011), they expressed as for month to month family unit salary, 92 members (45.5%) fell in the scope of 2,000,000– 3,000,000 KRW, in this manner representing the biggest rate.

Regarding to the residency, the high percentage of study sample are live in urban residency area. This result come because the people live in urban area desire to study in medical and health college.

Concerning to the Last ward, the majority of study students last training in medical area. This result match with (Papastavrou, *et. al.*, 2016), stated that the majority of study sample were last training in medical area 88 (19.0%).

Part II// Discussion the relationship between students training satisfaction and their demographic data:

Concerning the result related to relationship between students training satisfaction and their demographic data in (Table 3.3). The present study reveals that there is no significant association between students satisfaction and demographic data of study group in related to (gender, type of study, stage, monthly income, marital status, socio-economic status, residency and finally last ward). The results of the present study are supported by other studies that indicated no significant difference between demographic data and training satisfaction. (Kim and Park, 2011; Papastavrou, *et. al.*, 2016; Kabanya, *et. al.*, 2017).

Conclusions:

According to the present study findings, the researcher can mention the following conclusions:

- a. The study gets the attention to the many positive as well as negative aspects of the clinical experience of the nursing students at the college.
- b. The study conclude that the majority of study students were satisfied to the clinical environment.
- c. The supervisory relationship was evaluated by the students as the most influential factor in their satisfaction with the clinical learning environment.

- d. Student's acceptance within the nursing team and a well-documented individual nursing care is also related with students' satisfaction.
- e. The pedagogical atmosphere is considered pivotal, with reference to students' learning activities and competent development within the clinical setting.
- f. Further studies in the area of student nurses' clinical learning experiences during placement in clinical settings are required.

Recommendations:

Based on the study results discussion and conclusions the study recommended that:

- a. College tutors could participate in-service training in the clinical field, and attend workshops on best clinical practices.
- b. College tutors should design a programme for accompaniment, and avail themselves in clinical settings on a continuous basis to guide student nurses.
- c. Registered nurses must be encouraged to view clinical teaching and supervision of student nurses as part of their teaching function and quality improvement strategy in the wards.
- d. There should be cooperation between college tutors, preceptors, ward sisters, unit managers and students in the selection of learning opportunities and formulation of clinical learning outcomes.
- e. Finally, they need for collaboration between the higher education and health care sectors to make the clinical learning environment best meet the needs of undergraduate nursing students. This collaboration should aims to establish creative models for clinical education which take into account current health and education so reforms.

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