

## Nursing Students Satisfaction Level Regarding Clinical Learning Environment: A Cross Sectional Study

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### Abstract

**Background:** Background of this study is to know about the student's satisfaction level regarding clinical learning environment.

**Methodology:** A descriptive cross-sectional study was conducted in Peshawar, KPK. Participants were selected from different semester by using random sampling technique. The data was collected through modified questionnaire.

**Results:** A total of 140 nursing students of BSN participated in the study, in which males were 54 (38.6%) and females were 86 (61.4%). The average age of the study participants was 24.41 years with a SD 5.194. Total male participants were 54, among 3 (5.5%) of them were dissatisfied from their clinical environment, 46 (85.1%) were satisfied and 5 (9.2%) were highly satisfied from their clinical environment. On the other hand, among 86 female participants, among 2 (2.3%) of them were dissatisfied, 72 (83.7%) were satisfied and 12 (13.9%) participants were highly satisfied from their clinical environment.

**Conclusion:** This study conducted in two nursing colleges, focused on satisfaction level regarding clinical environment. The result showed that the satisfaction level was in ascending order as the junior students were least satisfied. Most satisfied students were from senior most classes. The study shows the need for further research on factors affecting satisfaction level in order to help the low level of satisfaction amongst junior classes' students.

**Keywords:** Nursing Students; Satisfaction Level; Clinical Learning Environment

### Introduction

The clinical leaning environment is more important to influence students to achieve their key outcomes. The learning is gained and transferred to the clinical context and enhance their skills by practical involve students in their clinical (1). Nursing is a evidence based profession and the clinical environment is one of the most valuable and integral component in the bachelor of science in(BS nursing) nursing program (2). Clinical placement is important because it allows the nursing students to understand clinical practice, and facilitate to attain the knowledge (3). The clinical learning environment is an essential part in nursing education and has major influence on the students' learning (4). "The clinical learning environment constitutes an initial area of professional practice for nurses and student opinion contributes to its improvement"(5).

Several definition have been presented but in this study clinical environment includes everything that surrounds the students and affect their professional development, and knowledge skills in the clinical setting (6). Additionally, the clinical learning environment can have playpivotal role in the development of the attitude, knowledge and the capability of problem solving in nursing (7). The excellence of clinical learning environment can beinfluenced by different factors such as ward atmosphere, leadership style of the ward manager, supervisory relationship and principles of nursing care and practice of learning in the ward (8).

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It has been experienced by researchers that nursing students were not satisfied during their clinical exposure [7]. Literature revealed that nursing students have clearly identified that clinical environment is not learnable as compared to class room environment, because the teachers have more experienced as compared to clinical instructors, as the study observed that clinical instructors is fresh graduated and inexperienced, so that can influence the students learning satisfaction [8]. The key aim of the study is to evaluate nursing students' satisfaction level regarding their clinical learning environment.

**Methodology**

**Study design and setting:** A quantitative cross-sectional study design was used. The study was conducted in two private nursing colleges. The total population of the study was 140. A total of 140 BS nursing students participated in this study. Sample size was calculated by using Rao soft software by taking 95 % of confidence interval and 5 % margin of error. Students were assessed through adopted questionnaire.

**Ethical consideration:** Permission were taken from the head of the two nursing colleges for data collection. Informed consent was taken from each participant. Confidentiality and anonymity of the participants were maintained.

**Tools:** The 3 Likert scale (dissatisfied, satisfied and highly satisfied) adopted questionnaire was used on the following different domains, ward atmosphere, learning environment in the ward and student teacher relationship.

**Results**

A total of 140 nursing students of BSN and Post RN participated in the study; males were 54 (38.6%) and females were 86 (61.4%). The mean age of the students was 24.41 years. The students from BSN were 109 (77.9%) and post RN was 31 (22.1%). The student's satisfaction levels were categorized into three levels, highly satisfied whose score is greater than 90, satisfied with score of 40 - 90, dissatisfied whose score less than 40 and the total score was 105. According to their clinical rotation, the last units they had attended. Students had the clinical placement of participants in 29 (20.7%) were from ICU, 51 (36.4%) from general ward, 9 (6.4%) were from pediatric and 51 (36.5%) participants were from others wards in their clinical placement as shown in table 1.

Total participants	140
<b>Gender</b>	
Male	54
Female	86
<b>Year of Study</b>	
Year 1	19
Year 2	40
Year 3	35
Year 4	46
<b>Clinical Placement</b>	
ICU	29
General ward	51
Pediatric ward	9
Other	51
<b>Satisfaction Level</b>	
Satisfied	118
Highly satisfied	17
Dissatisfied	5

*Table 1: Demographic characteristics.*

Among all, 5 (3.6%) participants were dissatisfied, while satisfied were 118 (84.3%), more over 17 (12.1%) students were found to be highly satisfied from their clinical learning environment. The satisfactions level of the participants from their clinical learning environment as shown in the figure 1.

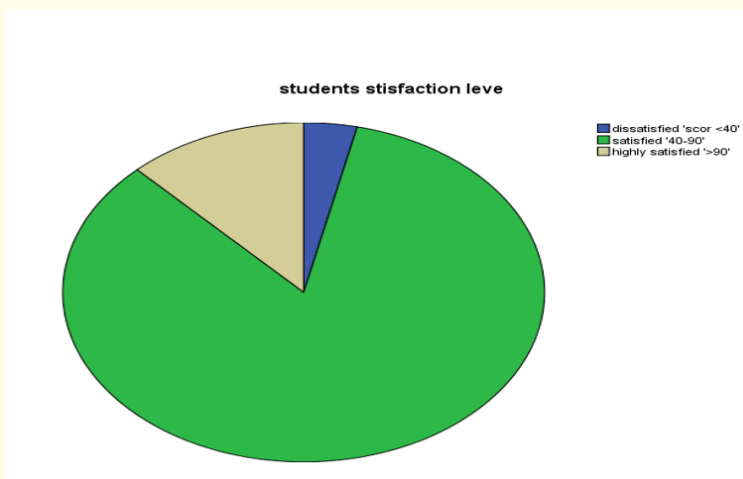


Figure 1: Satisfaction level of the clinical environment.

Chi-square test was applied to identify the association among student’s satisfaction level with the variables such as gender, year of study, clinical placement and program. However, gender and program were not found to be significant.

Association between students’ satisfaction level and the participants year of the study was significant (P=0.017). Students of year 4 BSN were more satisfied (93.47%), year 3 were less satisfied (88.57%), year 2 were lesser (77.5%) satisfied while students of year 1 post RN (68.42 %) were least satisfied as shown in table 2.

Year of study	Students’ satisfaction level			Total	P value
	Dissatisfied ‘score < 40’	Satisfied ‘40 - 90’	Highly satisfied ‘> 90’		
Year 1	3	13	3	19	.017
Year 2	1	31	8	40	
Year 3	0	31	4	35	
Year 4	1	43	2	46	
Total	5	118	17	140	

Table 2: Satisfaction level according to the years.

Association between clinical placement and students’ satisfaction level was also found to be significant (P = 0.034). Last clinical placement in general ward participants were more satisfied (88.23%), others were least satisfied (85.71%), ICU participants were less satisfied (68.96%) and pediatric ward all were satisfied (100%) as shown in table 3.

Clinical placement	Students' satisfaction level			Total	P value
	Dissatisfied 'score < 40'	Satisfied '40-90'	Highly satisfied '> 90'		
ICU	4	20	5	29	
General ward	0	45	6	51	.034
Pediatric ward	0	9	0	9	
Other	1	42	6	49	
Total	5	116	17	138	

**Table 3:** Satisfaction level according to the clinical placement.

### Discussion

The clinical placement is the primary window of professional clinical nurses and students' expectation could improve and valued (5). The nursing clinical education is the foundation of preparing the new students nurses to become the tomorrow front line health care providers. Majority of the students were satisfied from their clinical learning environment followed by highly satisfied and dissatisfied. The findings are supported by other studies (3,12). The reason for good satisfaction level of students from their clinical learning environment is good facilitation of students in private institutions, because such institutions do not compromise on their standards as they have to compete with other colleges in the market. Study could have brought different results if we would have included other college's especially public sector colleges.

Another reason for nursing students' satisfaction from clinical learning environment could be good profile of teaching faculty. Generally, private colleges offer handsome salaries for which they hire most competent faculties. Consequently, faculties of private institutions keep better learning environment for their students. The current study shows that majority of the satisfied students were from the senior class (P 0.017). It might be they are more exposed to clinical environment, more confident, had more command on clinical skills and possessed rich knowledge as compare to junior students. One contrary study conducted in Cyprus (13) reported that the junior most students were more satisfied from their clinical learning environment. The difference in findings might be due to availability of mentors to the junior students in Cyprus. Therefore, it is highly recommendable to apply the practice of mentorship in other countries as well. It is also worth mentioning that in the current study, the least satisfied students were from the junior classes. Reasonably these students are not aware of their clinical rotation and good communication skills with staff nurses. with (14).

### Strength and weakness

Strength of this study was first study conducted in Peshawar to explore nursing students' satisfaction from their clinical learning environment. Probability sampling technique was applied, which increases the generalizability of findings on private colleges. Weakness of the study we include private colleges in our study. We could not include the public colleges for generalizability.

### Conclusion and recommendation

The study is about the nursing student's satisfaction level regarding clinical learning environment. Majority of the students were satisfied from their clinical learning environment. Majority of the satisfied students were from senior classes followed by junior classes. Therefore, it is recommended that the clinical management must assign mentors to the junior students in order to help them adjust to the clinical environment. The study shows the need for further exploration on the factors that affecting satisfaction level in order to help the low level of satisfaction among junior classes' students.

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