

Assessment of Student Nurses' Satisfaction for the Post Basic Graduate Nursing Course at Bogura Nursing College, Bogura, Bangladesh

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Abstract

Background: Satisfaction is an outcome of academic quality; Student satisfaction is a multidimensional process which influences students' academic achievement as well as the overall outcome of the educational process. The degree of student satisfaction with their educational experiences is an essential dimension in assessing institutional effectiveness. All nursing education teams are currently working on ways to improve the quality of their educational provision and increase the satisfaction of their students. Student academic achievement means what student has achieved in their short or long-term educational goals. Nowadays, students' opinion is considered a nursing college; student satisfaction has been viewed as an indicator of program success. Nursing education is the process by which students internalize the art and science of nursing and become contributing members of the nursing profession. Educational experiences should be stimulating and desirable, supporting growth in learners.

Objective: The aim was to assess the level of Student Nurses' Satisfaction for the Post Basic Graduate Nursing course at Bogura Nursing College, Bogura.

Methodology: A descriptive type of cross-sectional study design was used, and a sample size of 110 was a simple random sampling technique followed by those who met the inclusion criteria to assess the level of Student Nurses' Satisfaction with the Post Basic Graduate Nursing course at Bogura Nursing College, Bogura. The study was conducted from July 2021 to December 2021. The instruments for data collection were a semi-structured questionnaire composed of two parts: Demographic variables and satisfaction with the facilities-related questionnaire, which was measured by a five points Likert scale ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree.

Results: The findings revealed that the highest, 55.45%, were within ≤ 30 years of age, 92.73% were female, 93.64% were married, 44.55% were in the first year, and 55.45% were in the second year of the current year of study. This study's main findings revealed that, on average, 55.45% had a high level of, 40.00% had a moderate level of satisfaction, and 4.55% had a low level of satisfaction for the Post Basic Graduate Nursing course. It is may due to their current educational experiences.

Conclusion: It is concluded that the study provided baseline information for the current situations of the selected nursing college, particularly in post-basic graduate nursing courses. The overall student satisfaction level of over half, 55%, was high-level satisfaction for the post-basic graduate nursing course. Teachers may be friendly and supportive toward their increasing student satisfaction.

Keywords: Student; Satisfaction; Graduate Nursing Course

Introduction

Satisfaction is an outcome of academic quality; Student satisfaction is a multidimensional process that influences students' academic achievement as well as the overall outcome of the educational process [1]. The degree of student satisfaction with their educational experiences is an important dimension in the assessment of institutional effectiveness. All nursing education teams are currently working on ways to improve the quality of their educational provision and increase the satisfaction of their students [2]. Student academic achievement means that student has achieved their short or long-term educational goals [3]. Student academic achievement measurement has received considerable attention in previous research; it is a challenging aspect of academic literature and science. Satisfaction is a well-researched topic in both academic and non-academic settings. In academic settings, student satisfaction data helps colleges and universities make their curriculum and environment more responsive to the needs of students [4,5]. Dissatisfied students can hardly do well in their studies, and this leads to poor performance, so dealing with students' dissatisfaction is a core taste of any service-based organization [6]. In this time of globalization and technological revolution, education is considered the first important step for human activity. It plays an important role in the development of human capital and is linked with an individual's well-being and opportunities for better living [7]. Higher education is a requirement for social growth and sustainability because it develops the individuals' as well as a nation's competencies and promotes social and economic prosperity [8]. Higher education institutions tend to change the individual cognitively, intellectually, attitudinally, psychologically, and morally [9]. Nursing education alters and improves according to changes in demographics, technology, economy, and the expectations of the public [10,11]. In order to ensure high quality and reliable nursing care today and in the future, the World Health Organization (WHO) has suggested that nursing education should be designed and delivered according to evidence-based and skill-based standards that support lifelong learning and lead to high-quality care results [12]. The Accreditation Committee for Education in Nursing (ACEN) suggests that bachelor's degree programs in nursing should take into consideration both the professional nursing education courses and the regional, national, and global experiences that are related to those courses, as well as concepts such as culture, ethnicity, and society [13]. Thorne., *et al.* have stressed that for nursing education to be of the highest quality, subjects such as multidisciplinary studies, universality, use of technology, evidence-based science, tolerance, ethics, and incentives for research should be given as special considerations [14]. Assessing education programs provides information on the positive and negative aspects of the programs and supports the learning experiences that are effective in the improvement of students [15]. Nurse tutors should assess the education programs and theoretical and practical education by taking feedback from students, clients, stakeholders, and partners [12,16]. Studies point out that certain factors exert positive and significant influences on student satisfaction. These factors include student background characteristics, participation in the external community, access to and use of college facilities and services, faculty style of instruction, academic and social integration, learning activities, course quality, and usefulness of education [17]. Over the past decade, there has been growing evidence of the need for evaluation of the quality of nursing education for greater accountability because of the demands required by healthcare institutions and consumers. Research indicates there

is evidence supporting student satisfaction measurement with increased student engagement and retention in higher education [18]. In higher education, student satisfaction has been viewed as an indicator of program success, and students with higher satisfaction levels progress well in their intellectual and social development. The level of student satisfaction with a nursing program is directly affected by several major constructs: the content and structure of the curriculum, faculty teaching strategies, social interaction among students and faculty, and the learning environment, such as a nursing skills laboratory [19].

Materials and Methodology

This descriptive cross-sectional study occurred at Bogura Nursing College in Bogura, Bangladesh. Situated in the northern region of Bangladesh, Bogura Nursing College is a government-run institution that offers BSc programs in nursing and public health nursing (post-basic). The college falls under the jurisdiction of Rajshahi Medical University, which is closely related to the focus of my research. The study spanned six months, running from July 2021 to December 2021. To gather data for this study, we selected a sample of students from the first and second year of the BSc in nursing and BSc in public health nursing programs. We employed a simple random sampling technique to ensure the representativeness of our sample. Before the data collection, we obtained approval from the Institutional Ethical Committee to protect study participants. A written permission letter from the Principal of Bogura Nursing College was also secured to conduct the study. This ensured that all necessary protocols and permissions were in place before the research was initiated.

Inclusion criteria:

- Students who are physically and mentally fit to provide information.
- Students who are willing to participate.
- Students who are available during the data collection period.
- Students who are studying a selected area.

Exclusion criteria:

- Students who are not physically and mentally fit to provide information.
- Students who are not willing to participate.
- Students who are not available during the data collection period.
- Students who are not studying in the selected area.

The research methodology employed a self-report approach utilizing questionnaires in this study. Researchers utilized a semi-structured questionnaire tailored to the study's objectives and variables. The questionnaire comprised two sections: Part I gathered demographic information about the respondents, while Part II assessed their satisfaction with the facilities. The Part II questionnaire consisted of 20 items designed to gauge student nurses' satisfaction with the Post Basic Graduate Nursing course adapted to the context of Bangladesh. A Likert scale with five points was used to measure satisfaction levels, ranging from 1 (strongly disagree) to 5 (strongly agree). The satisfaction levels were categorized as low, moderate, or high based on the percentage score. The collected data underwent a manual checking, organization, coding, editing, and analysis process. Descriptive statistics, including frequency, percentage, and mean, were employed with the assistance of a scientific calculator to interpret the results. The study focused on critical variables to address its objectives, and the results were derived from tabulated data.

Result

In this cross-sectional study, a total of 110 patients were enrolled and analyzed. Table 1 provides an overview of the demographic characteristics of the study population: 55.45% were aged 30 years or younger, 41.82% were aged between 31 and 40 years, and 2.73%

were over 40 years of age. The mean age of respondents was 42.6 years. Nearly 94% of the participants were married, while 6.36% were single. The majority, or 92.73%, of the participants identified as Muslim, 6.36% as Hindu, and 0.91% as Christian. Figure 1 illustrates the gender distribution of the study population, with 92.73% being female and the remaining 7.27% being male. Among the respondents, 45% were in their first year, and 55% were in their second year of the current study year (Figure 2). The bar chart in figure 3 indicates that 36.56% of participants worked in Upazilla Health Complex, 33.64% in Medical College Hospital, 28.18% in District Hospital/Sadar Hospital, and 1.82% in Specialized Hospital. Table 2 presents the student nurses' satisfaction with the post-basic graduate nursing course. The study evaluated satisfaction with the institution, teaching facilities, and the learning environment using a structured questionnaire comprising 20 items. The findings reveal that 5% strongly disagreed regarding the availability of office staff for their academic needs and the adequacy of college labs for learning. In contrast, only 1% strongly disagreed that teachers were interested in helping students during class, and 1% found clinical practice in the ward helpful for their learning. Regarding disagreement, the highest percentage (18%) disagreed with the institution's availability of resources and audio-visual equipment and the adequacy of college labs for learning. In comparison, only 1% disagreed with the quality of library services and books' availability. As for neutrality, 44% were neutral regarding the availability of office staff for their academic needs, while only 4% were neutral about the value of the BSc in nursing/PHN (post-basic) course for pursuing a Master's degree in nursing. Moving on to agreement, 67% agreed that they learned subjects better when teachers were generous in awarding marks, while 30% agreed with the availability of office staff for their academic needs. Lastly, when it came to strong agreement, 53% strongly agreed that the BSc in nursing/PHN (post-basic) course prepared them for pursuing a Master's degree in nursing, and only 2% strongly agreed with the comfort of the institution's facilities for students among the respondents. Table 3 displays the overall level of satisfaction of the study population, with 55.45% expressing a high level of satisfaction, 40.00% reporting a moderate level of satisfaction, and 4.55% indicating a low level of satisfaction among the respondents.

Variables	Frequency (n)	Percentage (%)
Age group (years)		
≤ 30	61	55.45
31 - 40	46	41.82
> 40	3	2.73
Marital status		
Single	7	6.36
Married	103	93.64
Religion		
Muslim	102	92.73
Hindu	7	6.36
Christian	1	0.91
Academic level		
First year	49	44.55
Second year	61	55.45
Residency		
Dormitory	64	58.18
Non dormitory	46	41.82

Table 1: Demographical characteristics of the students (N = 110).

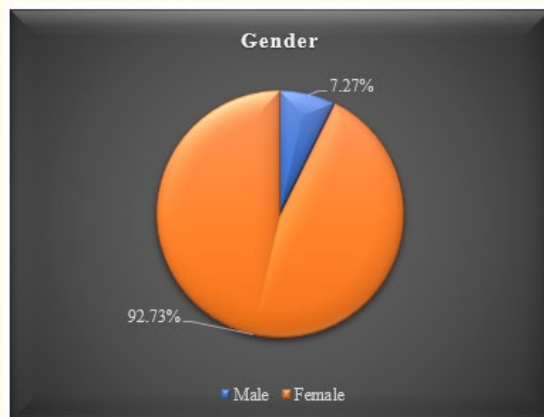


Figure 1: Gender distribution of the students (N = 110).



Figure 2: Distribution of respondents by current year of students (N = 110).

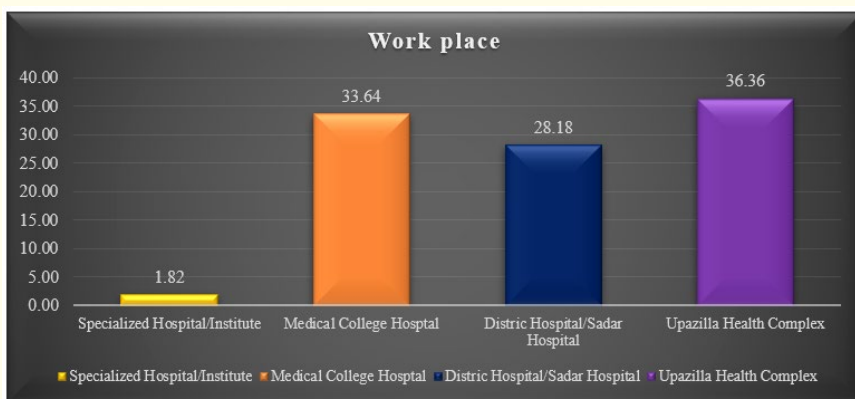


Figure 3: Distribution of respondents by current working placement (N = 110).

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Resources and audio-visual equipment available at the institution.	3	3	20	18	32	29	51	46	4	4
Physical infrastructure of classrooms is suitable for us.	0	0	8	7	29	26	67	61	6	6
Comfort of the institution's facilities for students.	1	1	18	16	27	25	62	56	2	2
Institution's commitment with quality of teaching.	2	2	15	14	27	24	58	53	8	7
Quality of services provided by the library and books are available	4	4	19	17	31	28	45	41	11	10
Interest of teachers' in helping the students during class.	1	1	5	5	11	10	67	61	26	23
Knowledge of teachers of the content that they teach to us.	3	3	5	5	24	22	70	63	8	7
The teachers' availability to help the students outside of class hours.	0	0	10	9	36	33	54	49	10	9
Variety of extra-curricular activities offered by the college.	1	1	4	4	21	19	47	43	37	33
The college provides me with adequate learning resources that I gain knowledge and skills.	4	4	8	7	29	26	55	50	14	13
The clinical practice in the ward helps me to improve my learning.	1	1	5	4	14	13	68	62	22	20
The office staffs are available at most times for my academic need.	5	5	19	17	49	44	33	30	4	4
The labs in college are well equipped for my learning.	5	5	20	18	31	28	46	42	8	7
I learn the subject better when the teacher is liberal in giving marks.	0	0	5	5	26	24	74	67	5	4
The teachers are well prepared for their classes.	4	4	11	10	24	22	53	48	18	16
The teaching encourages me to be an active learner.	3	3	1	1	20	18	61	55	25	23
My friends motivate me the most for my studies.	0	0	4	4	22	20	52	47	32	29
The different teaching methods are used in the class that helpful and effective for us.	1	1	9	8	20	18	62	57	18	16
The learning of BSc in nursing/ PHN (post basic) course appreciated me for Master's degree in nursing.	1	1	3	3	5	4	43	39	58	53
The hostel facilities are available that enhance my learning and its appropriate environment.	3	3	16	14	26	24	44	40	21	19

Table 2: Distribution of respondents by student nurses' satisfaction for the post basic graduate nursing course (N = 110).

Items	Frequency (n)	Percentage (%)
High level of satisfaction	61	55.45
Moderate level of satisfaction	44	40.00
Low level of satisfaction	5	4.55

Table 3: Overall level of satisfaction.

Discussion

The purpose of this descriptive cross-sectional study was to assess the level of Student Nurses' Satisfaction with the Post Basic Graduate Nursing course at Bogura Nursing College, Bogura. This chapter presents a summary of the study, findings in relation to those previously reported in the literature, and discussion. In addition, the suggestions for nursing students and recommendations for future research will also be addressed. The present study findings revealed that the socio-demographic characteristics of age were 55.45% were within ≤ 30 years of age, 41.82% were within 31 - 40 years, and 2.73% were > 40 years of age. The mean age of respondents is 42.6 years. The gender 7.27% were male and 92.73% female; 3.64% were married whereas 6.36% were single; 92.73% were Muslim, 6.36% were Hindu and 0.91% were Christian; 44.55% were first year, and 55.45% were second year of current study year; 55% were the academic session 2020-2021 whereas the 45% were 2021 - 2022 of the academic session; 1.82% were Specialized Hospital, 33.64% were Medical College Hospital, 28.18% were District Hospital/Sadar Hospital, and 36.36% were Upazilla Health Complex of current working placement. A similar study conducted by Ahmad and El-Shaer (2019) Mohammed (2019) revealed that 70% were in the age group 23 to 30 years and, the majority of 91% were females, and 85% were married [20,21]. The current study reveals that the highest strongly disagree, 5% were towards the office staff being available at most times for my academic needs, and 5% where the labs in college are well equipped for my learning, whereas the lowest 1% were Interested in teachers' in helping the students during class; 1% were the clinical practice in the ward helps me to improve my learning. In regard to disagree, the highest disagreed, 18% were towards the resources and audio-visual equipment available at the institution, 18% where the labs in college are well equipped for my learning, and the lowest 1% were the quality of services provided by the library, and books are available; 1% where the office staffs are available at most times for my academic need. In relation to neutral, the highest neutral, 44%, where the office staff is available at most times for my academic need, and the lowest, 4%, was the learning of BSc in nursing/PHN (post basic) course appreciated me for Master's degree in nursing. Furthermore, the highest, 67%, that I learn the subject better when the teacher is liberal in giving marks, while the lowest, 30%, that the office staff is available at most times for my academic needs. Moreover, they strongly agree that the highest, 53%, were the learning of BSc in nursing/ PHN (post basic) course appreciated me for Master's degree in nursing. In contrast, the lowest 2% were Comfortable with the institution's facilities for students among the respondents. A similar satisfaction level (88%) was found in research done by Norman, *et al.* (2005) [22]. In addition, Chen and Lo (2015) indicated that students' satisfaction rate with the nursing program was close to "satisfied". Ramos, *et al.* (2015) also determined that students obtained the highest score with respect to "satisfaction with the course [23,24]". On the other hand, Espeland and Indrehus (2003) found that 82 students were dissatisfied with the quality of the nursing program, but 70% were satisfied with clinical practice [25]. In Hakim's research (2014), most students indicated little satisfaction with their educational environment. Similarly, research by Yangin and Kirca (2013) showed that students were most satisfied with academics and with the quality of education [26,27]. Another research work by Ahmed, Touama, and Rayan (2015) examined students' perspectives on nursing education and found that, according to students, the teaching methods were clear, the teachers showed positive attitudes toward supervision, and the content of the courses was comprehensive [28]. Research by Roh, Lee, and Mennenga (2014) reported that students were satisfied with team-based learning, and learner satisfaction was significantly affected by the learning process [29]. Hirsch, *et al.* (2015) found that, according to students, the most important factors for satisfaction were curriculum and teaching dimensions, followed by the social/professional interaction dimensions [30]. In contrast, Jaradeen, *et al.* (2012) reported that student satisfaction was the climate in the faculty of nursing [18]. Espeland and Indrehus (2003) also found students to be satisfied with the quality of the nursing program [25]. According to Kaynar, *et al.* (2006), the satisfaction level of students was low, and the reason for this was the low quality of education [31]. In Hakim's research (2014), 83% of the students had little satisfaction with the educational environment, and 41.7% had little satisfaction with the educational methods of the professors [26]. Research that was done in Turkey presented a low satisfaction score for the quality of education and teaching staff among students [32].

Limitations of the Study

This study reflects the student nurses' satisfaction with a small segment of educational institutions in the country; due to funds, logistics, and other supports, a detailed study with a large sample size could not be conducted, and it was confined to a limited number of samples. The study place is only one nursing college that cannot generate the study findings in the whole country. The college authority supported the financial and other material facilities.

Conclusion and Recommendations

It is concluded that the study provided baseline information for the current situations of the selected nursing college, particularly in post-basic graduate nursing courses. The overall student satisfaction level of more than half, 55.45%, was a high level of satisfaction for the post-basic graduate nursing course, whereas only 4.55% had a low level of satisfaction. The study draws attention to the many positive and negative aspects of the clinical experience of the nursing students at the college and the need to rethink clinical skills training in nursing education. These study findings would help improve the quality of nursing education to continue students' satisfaction. In addition, Teachers who are friendly and supportive toward their students may assist students in feeling that they belong or are cared for while also increasing student satisfaction. Teachers who take the time to have quality individual interactions with their students also increase the student's sense of a supportive environment and satisfaction. In the future, the findings will provide baseline data for further research on student nurses' satisfaction regarding the post-basic graduate nursing course. This study only described the descriptive study of student nurses' satisfaction regarding the post-basic graduate nursing course. The other researchers may explore other factors in different settings that may affect student nurses' satisfaction regarding the post-basic graduate nursing course. Student nurse researchers need to replicate the study in other post-basic nursing colleges or different private post-basic nursing colleges in Bangladesh because the present study was conducted only in one nursing college in the Bogura district. The present study findings may be used for evidence-based practice. College authorities should take action to continue the student nurses' satisfaction regarding the post-basic graduate nursing course. Furthermore, other researchers may use this study's findings of cross-sectional study design.

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Conflict of Interest

None declared.

Ethical Approval

The study was approved by the Institutional Ethics Committee.

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