Satisfaction regarding Clinical Learning Environment among Nursing Students of Birgunj

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ABSTRACT

Background: Clinical learning is a critical component of the nursing curriculum which bridges the gap between theoretical learning and real-world practice, fostering the development of necessary psychomotor, intellectual, and emotional skills. The objective of the study was to assess the level of satisfaction regarding clinical learning environment among nursing students.

Methods: A descriptive cross-sectional study was used. Total enumerative sampling technique was used among 191 nursing students. Data was collected by using self-administered structured questionnaire and data was analyzed by using descriptive and inferential statistics.

Results: The findings of the study showed that majority (61.3%) of respondents were moderately satisfied among which half (51.8%) were moderately satisfied with learning environment, more than half (69.6%) moderately satisfied with nursing care, majority(75.9%) were dissatisfied with ward staffs/ incharge and more than two third (67.5%) were moderately satisfied with clinical supervisors and there was no any statistically significant association between level of satisfaction with their selected socio demographic variables.

Conclusions: The study concluded that majority of respondents were moderately satisfied with clinical learning environment among which majority were dissatisfied with ward staff/ in charge with no statistically significant association with the level of satisfaction with their socio demographic variables.

Key Words: *Clinical learning environment, Nursing students, Satisfaction*

INTRODUCTION

Nursing is an autonomous and collaborative care for people of different ages, communities, and families. Clinical practice is critical in nursing because it prepares nurses to apply what they learn in real theories in clinical practice which helps students to develop critical thinking skills for problem-solving.[1]

Satisfaction refers to the extent to which students are happy with their learning environment. Students' satisfaction is the outcome of the educational process and should be concern to professional education faculties because it has been linked to their later professional attitudes, career commitment, and retention.[1]

Clinical Learning Environment (CLE) is a workplace for the staff and a learning place for the students and helping student with clinical judgment and decision–making, in motivating their critical thinking and identifying the consequences of their mistakes. Nursing students' satisfaction is considered as an important factor of contemporary nursing education that enhances students' professional responsibility and desire to choose specific specialties to be subsequently employed within.[2]

Likewise, studies conducted in Kathmandu highlights, moderate satisfaction regarding clinical learning environment among nursing students particularly focusing in supervisory relationship and equipment availability whereas in Eygpt also revealed moderate satisfaction among students which focused on better theoretical and practical training and proper communication among health care teams.[3,4]

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desire to choose specific specialities to be subsequently employed within.[2]

METHODS

A descriptive cross- sectional study was conducted in Birgunj Nursing Campus. Non-probability total enumerative sampling technique was used for the selection of 191 nursing students. All the BNS and B.Sc. Nursing from 1st, 2nd and 3rd year were included in the study. Self-administered structured questionnaire was used for data collection. The questionnaire consisted of two parts. Part- I consisted of questions related to the socio demographic variables of the respondents including the age, religion, gender, marital status, program, academic year, recent ward of clinical exposure. Part II consist of 5-point Likert scale which was categorized as strongly disagree, disagree, neutral, agree and strongly agree.

For positive statement 1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly agree

For negative statement= 5-Strongly disagree 4-Disagree 3-Neutral 2-Agree 1-Strongly agree

Total 25 statement were included with a total highest scoring 125 and lowest scoring 25.

The face and content validity of the tool was established and reliability of the tool was done using Cronbach's alpha 0.925 which was acceptable. Pretesting was done in National Medical College. Approval was taken from Research Management Cell of Birgunj Nursing Campus. Verbal and Written consent were taken from each respondent. Confidentiality was maintained by not disclosing the information to anyone and using only for research purpose. Anonymity was maintained through coding. Self-introduction was given and the purpose of the study was explained to all respondents prior to the data collection and the duration of data collection was 25-30 minutes.

The completed forms were checked to ensure completeness of the information. The collected data was coded then, entered in Microsoft Excel 2010 and converted it into SPSS (Statistical Package for Social Science) version 25 for statistical analysis. Frequency and percentage were calculated for descriptive statistics along with appropriate tabular presentation. Chi-square test was used for inferential statistics to find out the association between dependent and independent variables.

RESULTS

Table 1: Socio-demographic characteristics of respondents (age, gender, religion, marital status) n=191

Characteristics	Number	Percent
Age (in years)		
<20	39	20.4
≥20	152	79.6
Gender		
Male	1	0.5
Female	190	99.5
Religion		
Hindu	187	97.9
Muslim	1	0.6
Buddhist	3	1.5
Marital status		
Unmarried	162	84.8
Married	29	15.2

Table 1 shows that among 191 respondents, less than one third (20.4%) were less than 20 years and majority (79.6%) of respondents were more than/equal to 20 years. Likewise, nearly all (99.5%) were female and only (0.5%) was male. With respect to religion almost (97.9%) were Hindu and (2.1%) belong to others religion. As regard to marital status majority (84.8%) were unmarried and less than quarter (15.2%) were married.

Table 2: Socio-demographic characteristics of respondents (Program, Academic Year, Recent ward of clinical exposure)   n=191

Characteristics	Number	Percent
Program		
BNS	92	48.2
B.Sc. Nursing	99	51.8
Academic year		
First year	66	34.6
Second year	118	61.8
Third year	7	3.7
Recent ward of clinical exposure		
General ward	157	82.2
ICU	8	4.1
PICU	6	3.1
NICU	5	2.6
Dialysis	6	3.1
OT	6	3.1

Table 2 depicts that among 191 respondents, less than half (48.2%) were BNS students and more than half (51.8%) were B.Sc. Nursing students. Similarly, more than half (61.8%) were from 2nd year, more than one third (34.6%) from 1st year and only (3.7%) from 3rd year. Likewise, majority (82.2%) was exposed to general ward and (17.8%) were recently exposed to critical ward.

Table 3: Level of satisfaction regarding domains of clinical learning environment among respondents n=191

Domains	Level of satisfaction		
	Satisfied N (%)	Moderately Satisfied N (%)	Dissatisfied N (%)
Learning Environment	16 (8.4)	99 (51.8)	76 (39.8)
Nursing care	25 (13.1)	133 (69.9)	33 (17.3)
Ward staff/ In-charge	2 (1)	44 (23)	145 (75.9)
Clinical supervisor	15 (7.9)	129 (67.5)	47 (24.6)

Table 3 shows that more than half (51.8%) respondents were moderately satisfied with learning environment domain, more than two third (69.6%) respondents were moderately satisfied with nursing care domain, majority (75.9%) respondents were dissatisfied with ward staff/ In-charge more than half (67.5%) respondents were moderately satisfied with clinical supervisor domain.

Table 4: Level of satisfaction regarding clinical learning environments among respondents n=191

Level of Satisfaction	Number(N)	Percentage (%)
Satisfied	5	2.6
Moderately satisfied	117	61.3
Dissatisfied	69	36.1

Table 4 depicts that, more than half (61.3%) were moderately satisfied, more than one third (36.1%) were dissatisfied and only (2.6%) were satisfied with their clinical learning environment.

Table 5 showed that there was no any statistically significant association between level of satisfaction regarding clinical learning environment with their selected socio-demographic variable.

Table 5: Association between level of satisfaction regarding clinical learning environment with selected socio-demographic variables of the respondents **n=191**

Characters	Level of Satisfaction		p value
	Satisfied / moderately Satisfied N (%)	Dissatisfied N (%)	
Age (in year)			
<20	27 (69.2%)	12 (30.8%)	0.435
>20	95 (62.5%)	57 (37.5%)	
Marital status			
Unmarried	107 (64.5%)	12 (30.8%)	0.435
Married	15 (60%)	10 (40%)	
Program			
BNS	55 (59.8%)	37 (40.2%)	0.256
B.Sc. Nursing	67 (67.7%)	32 (32.3%)	
Recent ward of clinical exposure			
General Ward	102 (65%)	55 (35%)	0.499
Critical Ward	20 (58.8%)	14 (41.2%)	

* Chi square , p <0.05

DISCUSSION

The above finding showed that among 191 respondents, quarter (20.4%) were less than 20 years and most of the respondents (79.6%) were more than/equal to 20 years. Likewise, nearly all (99.5%) were female and only (0.5%) was male. With respect to religion almost (97.9%) were Hindu and (2.1%) belong to others religion. As regard to marital status most (84.8%) were unmarried and less than quarter (15.2%) were married. Less than half (48.2%) of respondents were BNS students and more than half (51.8%) were studying B.Sc. Nursing. While asking about recent ward of clinical exposure, most of the respondent (82.2%) was exposed to general ward and (17.8%) were recently exposed to critical ward that includes ICU, NICU, PICU, Dialysis, OT.

The findings of the present study are discussed under the following objectives:

The present study revealed that more than half (61.3%) were moderately satisfied, more than one third of students (36.1%) were dissatisfied and only (2.6%) of the students were satisfied with their Clinical Learning Environment.

The above finding was supported by the study conducted in Kathmandu on 2023, where nursing students exhibited moderate level of satisfaction (60.5%) were as one third (30.4%) were highly satisfied and only (4.3%) shows dissatisfaction with their CLE.[3] Similarly, the study was also supported by the study done in Egypt in 2015 which shows that the majority of respondents (72.2%) were moderately satisfied whereas (13.5%) were highly

satisfied and (14.13%) were poorly satisfied with their clinical learning environment.[4] Finding of the study was also supported by the study conducted in Egypt in 2017, where nursing students exhibited medium level of satisfaction (54.86%).[5] Similarly, the study was also supported by study done in three universities of Cyprus in 2016 where mean score of student's satisfaction was 4.1 and students had a medium level of satisfaction on CLE.[6]

The above finding contrast with the study conducted in Chitwan, Nepal in 2020 shows slightly more than half of the students (51.2%) reported high satisfaction.[2] Similarly, finding also contrast with the study conducted in Malaysia in 2020 shows that half of the students (50.5%) were highly satisfied and less than half (49.5%) were dissatisfied with their clinical learning environment.[7] Similarly, study finding also contrast with the study done in Africa in 2019 exhibit more than half of the student (54%) were highly satisfied, (41%) students were moderately satisfied and only (5%) students were dissatisfied with their CLE.[8] This parity in the findings may be due to difference in sample size and domains of questionnaire.

The present study reveals that there was no significant association between level of satisfaction with selected socio demographic variables. Similarly, the study was also supported by the study done in Egypt in 2015 which shows that there was no statistically significant between student satisfaction with their CLE and selected socio-demographic characteristics.[4] These results were compatible with the study done in Malaysia in 2020 who reported that no statistically significant between student satisfaction with their CLE and students selected socio-demographic characteristics.[13] This result highlights that clinical learning environment is not influenced by the socio demographic profile of the respondents.

CONCLUSIONS

The study concluded that majority of respondents were moderately satisfied and majority were dissatisfied with ward staff/ in charge with no statistically significant association with the level of satisfaction with their socio demographic variables. So, a proper orientation program to be given to the students including the nursing staffs and incharge for better learning outcome of the students.

RECOMMENDATIONS

Probability sampling technique can be used to minimize the risk of bias and similar study can be conducted in large scale and in different setting.

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CONFLICT OF INTEREST

There is no conflict of interest during study.

FINANCIAL DISCLOSURE

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