

# Clinical Placement Satisfaction among Bachelor Level Nursing Students

Grishma Budhathoki<sup>1</sup>, Bhuwan Kumari Dangol<sup>2</sup>, Tanuja Kumari Chaudhary<sup>3</sup>

<sup>1</sup>BSc Nursing, Kathmandu, Nepal

<sup>2</sup>Ph D. Scholar, Mewar University, Rajasthan, India

<sup>3</sup>Instructor Birgunj Nursing Campus

**Abstract:** *Clinical Learning Environment (CLE) is the theoretical components of the curriculum can be integrated with the practical and transformed into professional skills and attitudes within an emotionally safe environment. The descriptive cross sectional study was conducted to assess the level of clinical placement satisfaction among the bachelor level nursing students. The findings revealed that majority respondents were satisfied with the clinical placement. All most all Bsc (Generic bachelor science in nursing) students were satisfied with the clinical placement whereas 86.7% of BNS (Post basic Bachelor in nursing science), students were satisfied with their clinical placement. Majority of nursing students of both the nursing programmes were dissatisfied in supervision. All the students from Bsc nursing programme were satisfied regarding ward policies, orientation and achievement of learning outcomes. Majority of students (98.7%) from BNS nursing were satisfied regarding physical resources, teaching and learning opportunities and achievement of learning outcomes. So, enhancing students clinical placement satisfaction should objectively evaluation is necessary by using standard tools. That can help to modification of the dissatisfying factors and to reinforce clinical learning satisfaction.*

**Keywords:** Clinical placement, Satisfaction, Bachelor level nursing students, clinical learning environment

## 1. Introduction

Clinical Learning Environment (CLE) includes everything that surrounds students and affects their professional development in the clinical setting. There is considerable evidence supporting that CLE as extremely beneficial in familiarizing students with clinical judgment and decision-making (D'Souza et al., 2015). CLE challenges students to recognize the consequences of their mistakes (Vaismoradi, et al 2014). The CLE is the place where the theoretical components of the curriculum can be integrated with the practical and transformed into professional skills and attitudes within an emotionally safe environment (Steven, et al, 2014). However, from the nursing students 'point of view, CLE is the most anxiety-provoking component of nursing education as they have to satisfy a dual role, that of the learner and that of the worker (Moscaritolo, 2009).

The ongoing changes in health care needs together with the shift in nursing education to academic levels, have transformed students' clinical experiences from "learning by doing" to evidential oriented learning. However, not all the clinical settings are conducive to students' learning outcomes or contributing to their competencies' development (Hardy, E, 2015). Within this context, it is surprising that the quality of clinical preparation of students has been systematically debated, in order to reach an optimal level of clinical learning achievements (Pollard, at al, 2007).

In many studies show that students' satisfaction has been consistently identified as an important factor of a "good" clinical learning environment. Students' view clinical placement practice areas as more meaningful and educative because they provide them with opportunities of clinical practice and linking the theoretical aspect of their studies (Bisholt, e al, 2014). "The attainment of certain outcomes of a clinical placement may be enhanced by modifying the CLE in ways that make it more congruent with the

environment preferred by students. The attainment of certain outcomes of a clinical placement may be enhanced by modifying the CLE in ways that make it more congruent with the environment preferred by students (Chan, 2001).

For the present, there is a lack of a clear and commonly accepted definition of what contributes to nursing students' satisfaction with the CLE. This may be due to different conceptual approaches that occurred across the relevant studies and due to the fact that the students' satisfaction seems to depend on various dimensions of teaching and learning in clinical settings. Students' satisfaction is a complex and multi factorial. Relevant studies revealed positive links between students' satisfaction and the quality of nursing care. Satisfaction is also positively related to the ward's pedagogical atmosphere and leadership style. Satisfaction is related to sense of belongingness, peer support and motivation level. On the other hand, students' supervision and the relationship among the nursing students and mentor, nurse teacher have been considered as the most noteworthy elements for the effectiveness of the CLE with reference to nursing students' learning and professional development. There is importance of the interpersonal relationships on the effectiveness of the clinical experience and student satisfaction (Sundler, 2014). Patients, peer, ward staff mentor and clinical teacher are the major stakeholders involved in that experience-rich, supportive relationship. Students' positive clinical experiences are more likely to be related to how valued and supported students feel than the physical aspects of a placement (Hartigan, 2007). High levels of satisfaction have been reported when students had someone to ensure that their learning needs were addressed, when the clinical staffs was well. The students were treated with respect and appreciation as well as being included as part of the health care team (Bisholt, 2014). Other issues on which students expressed satisfaction concerned effective levels of mentor expertise and guidance continuous feedback on their professional performance), frequent clinical

Volume 8 Issue 7, July 2019

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

conferences with their mentor and NT and the concurrence of clinical practice with theory (Lee, 2009).

Although a number of studies have explored the contribution of the clinical facility and supervisor to student satisfaction and quality of clinical placement, few studies have explored the nursing students' satisfaction regarding clinical placement in the context of Nepal so this study was done to examine the nursing students' satisfaction on clinical placement satisfaction.

2. Methods

Comparative descriptive, cross sectional research design was used. The setting was Maharajgunj Nursing Campus located in Kathmandu. The study population was bachelor level nursing students (BSc and BNS nursing). The sample size was 150. The stratified simple random sampling technique was used. Prior to data collection, written approval was obtained from concerned authority. Data were collected through self administered questioners and data were analysis on the basis of objectives by using simple descriptive and inferential statistics.

3. Result

Table 1: Socio-demographic Characteristics of the Respondent, (n=150)

Characteristics	Bsc Nursing		BNS Nursing	
	Number	Percent	Number	Percent
Number of students	75	50	75	50
Age in years				
18-21	45	60	0	0
22-25	30	40	55	73.3
26-29	0	0	20	26.7
Mean(SD)	Mean age 21.1 ± 1.95 SD		Mean age 24.5 ± 1.76 SD	
Marital Status				
Married	0	0	10	13.3
Unmarried	75	100	65	86.7

Table 1 shows that majority of respondents (60%) from BSc fall under the age group of 18-21. On the other hand majority of respondents (73.3%) from BNS fall under the age group of 22-25. All of the respondents (100%) from BSc were unmarried whereas majority (86.7%) of the respondents from BNS were unmarried.

Table 2: Comparison of Clinical Placement Satisfaction level, n=150

Variables	Level of satisfaction	BSc Nursing		BNS Nursing	
		Number	Percent	Number	Percent
Physical Resources	Satisfied	66	88	74	98.7
	Dissatisfied	9	12	1	1.3
		Mean 31.88 ± 4.60 SD		Mean 30.34 ± 3.39 SD	
Psychosocial Factors	Satisfied	27	36	53	70.7
	Dissatisfied	48	64	22	29.3
		Mean 15.12 ± 6.56 SD		Mean 20.88 ± 4.35 SD	
Ward Policies	Satisfied	75	100	55	73.3
	Dissatisfied	0	0	20	26.7
		Mean 8.74 ± SD 0.82		Mean 6.8 ± 2.43 SD	

Orientation	Satisfied	75	100	66	88
	Dissatisfied	0	0	9	12
		Mean 12.36 ± SD 1.30		Mean 11.64 ± 2.19 SD	
Teaching learning opportunities	Satisfied	66	88	74	98.7
	Dissatisfied	9	12	1	1.3
		Mean 35.72 ± SD 5.72		Mean 38.01 ± 4.83	
Supervision	Satisfied	9	12	31	41.3
	Dissatisfied	66	88	44	58.7
		Mean 8.28 ± 2.82 SD		Mean 11.45 ± 3.54 SD	
Achievement of learning outcomes	Satisfied	75	100	74	98.7
	Dissatisfied	0	0	1	1.3
		Mean 33.94 ± SD 3.70		Mean 37.20 ± 4.85 SD	

Table 2 shows that majority of respondents are satisfied with all variables of clinical placement area except supervision. All the students from BSc programme (100%) are satisfied regarding ward policies, orientation and achievement of learning outcomes. Majority of students (98.7%) from BNS are satisfied regarding physical resources, teaching and learning opportunities and achievement of learning outcomes.

Table 3: Mean score difference between level of satisfaction, n=150

Variables	Mean(Std deviation)		Mean difference	t - value*	p-value
	BSc Nursing	BNS Nursing			
Satisfaction	3.39 (0.40)	3.63 (0.48)	0.24	3.303	.001*
Physical resources	3.54 (0.51)	3.37 (0.43)	0.2	2.254	0.05*
Psychosocial factor	2.52 (1.09)	3.48 (0.72)	0.96	6.33	<0.001*
ward policies	4.37 (0.41)	3.42 (1.21)	0.95	6.375	<0.001*
Orientation	4.12 (0.43)	3.88 (0.73)	0.24	2.447	<0.001*
T/L opportunities	3.57 (0.57)	3.80 (0.48)	0.27	2.649	0.207
Supervision	2.07 (0.70)	2.86 (0.88)	0.79	6.064	<0.001*
Achievement of learning outcome	3.77 (0.41)	4.13 (0.52)	0.36	4.753	0.003*

\*p-value significant at <0.05

Independent sample t-test

Table 3 shows that, nursing students under BNS programme were found more satisfied than nursing students from Bsc programme. However Bsc Nursing students are more satisfied in the areas of physical resources, ward policies and orientation. BNS nursing students are found to be more satisfied in the areas of psychosocial factors, teaching learning opportunities, supervision and achievement of learning outcomes. There is significant difference in level of clinical placement satisfaction based on nursing programmes (t=-.303, p=0.001). There is a major difference in level of clinical placement satisfaction regarding ward policies (t=6.375, p<0.001). The least difference occurs in level of clinical placement satisfaction regarding physical resources (t=2.25, p=0.05).

**Table 4:** Respondents Level of Clinical Placement Satisfaction, n=150

Level of satisfaction	Bsc		BNS	
	Number	Percent	Number	Percent
Satisfied (Average score and above)	75	100	65	86.7
Dissatisfied (Below average score)	0	0	10	13.3
Mean score $\pm$ SD	Mean 146.05 $\pm$ 17.49 SD		Mean 156.44 $\pm$ 20.67 SD	

Table 4 shows all (100%) of BSc nursing students are satisfied with their clinical placement area. On the other hand majority (86.7%) of the BNS nursing students are satisfied with their clinical placement area.

#### 4. Discussion

All of the students from BSc Nursing were satisfied with the clinical placement whereas 86.7% of BNS Nursing students were satisfied with their clinical placement. The finding of study is supported from the study by Lamont et al (2015). However the findings are higher as compared to the study done by D'Souza, et al. (2015) in which (49.35%- 66.45%) of the nursing students agreed that they were satisfied with the Clinical Learning Environment sub-dimensions. The findings are also high as compared to the study done by Lamont, (2015) in which participants level of satisfaction in clinical placement results revealed that the overall score was moderate. Regarding the clinical supervision most of the students were not satisfied. The findings of this study are contrast from the study by Ileana Antohe, et. (2015). Where the students' utter satisfaction with their clinical placements, it may be due to different setting

#### 5. Conclusion

The study concludes that majority of bachelor level nursing students of Maharajgunj Nursing Campus are satisfied with the clinical placement. The most satisfying area is achievement of learning outcome whereas the most unsatisfying area is supervision. There is significant difference in level of satisfaction in between BSc Nursing and BNS Nursing students. The most significant difference is in the subscale of psychosocial factors, ward policies, orientation and supervision. Majority of student's opinion is to have regular supervision in the clinical posting to enhance the learning opportunities.

#### References

- [1] Ansari W & Oskrochi R. (2004). What "really" affects health professions students' satisfaction with their educational experience? Implications for practice and research. *Nurse Educ Today*,
- [2] Antohe Ileana, Riklikiene Olga, Tichelaar Erna & Saarikoski Mikko.(2015) Clinical education and training of student nurses in four moderately new European Union countries: Assessment of students' satisfaction with the learning environment : *Nurse education in Practice*
- [3] Bisholt B., Ohlsson U., Engstrom A.K., Johanssen A.S. & Gustafsson M. (2014) Nursing students' assessment

- of the learning environment in different clinical settings. *Nurse Education in Practice*
- [4] Chan DS. (2001) Combining qualitative and quantitative methods in assessing hospital learning environments. *Int J Nurs Stud*.
  - [5] D'Souza M, Karkada S, Parahoo K & Venkatesaperumal R. (2015) Perception of and satisfaction with the clinical learning environment among nursing students. *Nurse Educ Today*
  - [6] Hardy E, Koharchik L, Dixon H.(2015) The professional nurse-student nurse academic partnership. *Teach Learn Nurse*
  - [7] Hartigan-Rogers JA, Cobbett SL, Amirault MA & Muise-Davis E.(2007) Nursing graduates' perceptions of their undergraduate clinical placement. *Int J Nurs Educ Scholarsh*.
  - [8] Lamont S, Brunero S & Woods K.(2015) Satisfaction with clinical placement-The perspective of nursing students from multiple universities. *Collegian*
  - [9] Lee CY, White B & Hong YM. (2009) Comparison of the clinical practice satisfaction of nursing students in Korea and the USA. *Nurs Heal Sci*.
  - [10] Moscaritolo L.M. (2009) Interventional strategies to decrease nursing student anxiety in the clinical learning environment. *Journal of Nursing Education*
  - [11] Papathanasiou J, Tsaras K & Sarafis P. (2014) Views and perceptions of nursing students on their clinical learning environment: teaching and learning. *Nurse Educ Today*
  - [12] Pollard C, Ellis L, Stringer E & Cockayne D. (2007) Clinical education: a review of the literature. *Nurse Educ Pract*.
  - [13] Steven A, Magnusson C, Smith P & Pearson PH.(2014) Patient safety in nursing education: contexts, tensions and feeling safe to learn. *Nurse Educ Today*.
  - [14] Sundler AJ, Björk M, Bisholt B, Ohlsson U, Engström AK & Gustafsson M (2014) Student nurses' experiences of the clinical learning environment in relation to the organization of supervision: a questionnaire survey. *Nurse Educ Today*.
  - [15] Vaismoradi M, Bondas T, Jasper M & Turunen H.(2014) Nursing students' perspectives and suggestions on patient safety-implications for developing the nursing education curriculum in Iran. *Nurse Educ Today*.