

Nursing Students' Satisfaction Regarding Clinical Learning Environment at Liaquat College of Nursing for Female

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Abstract

The clinical learning environment is where nursing students gain hands-on experience and apply their academic knowledge in real-world healthcare environments. The clinical learning environment is a complex system of components within a healthcare facility that influence learning outcomes. A cross-sectional study was conducted between February and March 2024 at Liaquat College of Nursing in Jamshoro, Sindh, Pakistan. The study population included Generic BSN students in their first, second, and third years. BSN Generic students who wanted to take part in this study were included. Data was collected using a non-randomized convenience sampling technique. The intended sample size was 70 nursing students selected from Liaquat College of Nursing for Female in Jamshoro. The results reveal that most BSN Generic students "agreed" with the statement that the "clinical instructor was competent and about his/her skills", with a percentage of 51.4%. Overall, the findings indicate that the clinical learning environment is satisfactory. In addition, students were satisfied with the competency of the clinical instructor, and the findings also concluded that patients in healthcare settings are adequately cared for by healthcare providers. Satisfaction in clinical settings often correlates with a deeper understanding of nursing practices. Students are more likely to engage actively, when they are content with their clinical experiences.

Keywords: Clinical Learning, Students Satisfaction, Motivation for Nursing Students.

Introduction

Clinical education provides nursing students valuable and invaluable learning opportunities during their pre-registration nursing education. A wealth of research has argued for the value of clinical education in delivering excellent learning experiences from two perspectives. First, clinical education supports integrating and translating nursing students' theoretical knowledge from academia to practice, facilitating apprenticeship-based learning in a realistic clinical context (Woo & Li, 2020). The clinical learning environment is an interconnected network of forces inside the therapeutic setting that influences learning outcomes (Papastavrou et al., 2016a). At this time, students are faced with a fluctuating, complex environment and far from the predictions and

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controls of academic teachers. While in the clinical practice environment, nursing students have a close bond with the actual work environment, in which nursing students have multiple roles as learners and service providers (Nahariani et al., 2018). All forms of conflict and challenges faced by students in clinical practice, of course, cannot be separated from the guidance of academic lecturers. The role of nursing lecturers in clinical teaching practice is essential. A nursing lecturer knows the nursing dedication, custody of clinical placement, and student skills and expertise (Papp et al., 2003). However, the traits of the nursing lecturers who seek perfection from student performance contribute to another source of concern for students (Saarikoski., 2009). Through practical experience, student nurses develop the knowledge, skills, and values required to integrate professional competencies into nursing (Mabuda et al., 2008). Clinical education ensures that students get information and skills related to patient care. Clinical education seeks to improve students' critical skills, decision-making ability, and self-confidence (Arkan et al., 2018). Clinical experience enables learners to put their theory into practice and trains student nurses to know and apply the skills in the clinical environment (Subke et al., 2020). An effective learning process in a clinical environment requires students to integrate mental, physical, and suitable attitudes in such a manner that helps both the student's education and the nursing care needed for the patient (Harerimana et al., 2015). Clinical learning environment has been defined by many as "the place where the "students practice and develop their clinical competencies including the physical environment, teaching staff, nurses and other health professionals". It is significant that "the nursing students' education, student competencies, critical judgment, decision-making, monitoring skills and academic motivation during their clinical training (Papastavrou et al., 2010).). Nursing students and health team members appreciate the clinical learning environment, which provides nursing students with chances for quality training experiences and enables nursing graduates to meet the increased demands. The clinical learning environment influences nursing students' clinical students, career intentions, satisfaction with nursing students, and the extent to which nursing students perceive clinical experiences as positive. Also, the clinical learning environment promotes nursing students' confidence and self-efficacy and helps nursing students to be adequately prepared for clinical practice (Edwards et al., 2004). Consequently, the planned clinical learning objectives are achieved. A communication network of factors known as the clinical learning environment affects student learning outcomes in clinical environments (Dunn, 1995). Even though nursing students are the most satisfied with the clinical learning environment, many view it as one of the most stressful aspects of nursing school since students must fulfil their roles as both workers and learners (Papastavrou et al., 2016b). The clinical learning environment might influence the behaviour of the students (d'Souza et al., 2015) of patient care students deliver is significantly influenced by the clinical learning environment and the mentor-student relationship, vital to ensuring emotionally safe learning opportunities (Steven et al., 2014).

Objectives

- To assess the relationship between nursing student's satisfaction clinical learning environment, clinical competence and educational experience
- To identify factors influencing nursing students' satisfaction with clinical settings, such as quality of supervision, workload and opportunities for hands-on experience.

Methodology

A cross-sectional study was undertaken at Liaquat College of Nursing in Jamshoro, Sindh, Pakistan. The study population comprised Generic BSN students in their first, second, and third

years. BSN Generic students who wished to participate in this study were included. The target sample size was 70 female nursing students selected from Liaquat College of Nursing. A non-randomized convenience sampling technique was used for data collection. A well-defined questionnaire was used as a data collection tool, comprising 14 MCQs. Permission was obtained from the corresponding author for questionnaire adaptation and the principal of Liaquat College of Nursing for collecting data.

Results

Table 1: Age of Participants

Sr. No	Age In Years	Frequency	Percent
1	18-26yrs	70	100.0%
2	Above 26yrs	0	0.0%

Table 2: Clinical Placement

S:NO	Clinical Placement	Frequency	Percent
1	Medical ward	16	22.9
2	Surgical ward	13	18.6
3	Neurology ward	10	14.3
4	Pediatric ward	11	15.7
5	Gynecology ward	3	4.3
6	OT	2	2.9
7	Orthopedic ward	3	4.3
8	Endocrinology ward	1	1.4
9	Urology	9	12.9
10	Pulmonology	2	2.9
11	Total	70	100.0

Table 1 showed that majority of participants was totally belongs to age interval between 18-26 years of age. It showed 100% of students had age of 18-26.

Table 2 showed the area of clinical placement of students in which majority 22.9% of students was placed at medical ward, surgical ward on second number had majority of students 18.6%. Neurology and pediatric also covered most of students in respected percentage 14.3% and 15.7%. Other wards had a little coverage of area of placement because students and faculty prefer those wards which mostly belong to course area of curriculum.

Table 3: Questionnaire Items asked to students

Sr#	Questionnaire Items	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
Students Satisfaction regarding clinical instructor						
1	Good relationship between the team and me.	1.4%	11.4%	21.4%	45.7%	20.0%
2	Treated as part of the team	5.7%	18.6%	12.9%	42.9%	20.0%
3	Good working relationship with the Clinical Instructor	7.1%	12.9%	18.6%	42.9%	18.6%
4	Questions satisfactorily answered.	8.6%	24.3%	15.7%	40.0%	11.4%
5	Team explained procedures to me.	7.1%	21.4%	10.0%	37.1%	24.3%
6	Motivated and eager to learn.	7.1%	18.6%	17.1%	41.4%	14.3%
7	Clinical Instructor showed me learning opportunities.	7.1%	18.6%	24.3%	37.1%	12.9%
Students satisfaction regarding patient care						
1	Clinical Instructor encouraged students to ask questions.	10.0%	25.7%	24.3%	32.9%	7.1%
2	Patients were cared properly.	4.3%	11.4%	18.6%	50.0%	15.7%
3	Nurses informed me about their patients' care.	11.4%	18.6%	17.1%	30.0%	22.9%
4	Team encouraged me to ask questions.	12.9%	24.3%	24.3%	27.1%	11.4%
5	Clinical Instructor was confident about his/her skills.	2.9%	7.1%	10.0%	51.4%	28.6%
6	Clinical Instructor placed a great deal of importance on my learning needs.	4.3%	18.6%	32.9%	31.4%	12.9%
7	Clinical Instructor relied on me regarding patient care.	4.3%	25.7%	24.3%	31.4%	14.3%

There were total 14 items in questionnaire and divided In two parts, part I was consist of items regarding clinical instructor satisfaction and part II was consist of items regarding patients care. Every item was consist of five options strongly disagree, disagree, neutral, agree and strongly agree. The participants who replied with neutral answer were not measured in satisfaction level. The participants responded with strongly disagree, disagree, Agree and strongly agree were measured according to their percentage of answers. the satisfaction level of participants regarding clinical instructor in part I was high when they asked different questions, 45.7% of participants responded agree about first item, when participants asked about second and third items, 42.9% of participants also responded agree. Other items also responded with agree and strongly agree response. The part II items asked about patient care and its satisfaction to students, ther was als o A majority of participants thoses responded with agree and strongly agree. Participants responded

to agree regarding first item were 32.9%, about second item were 50.0% and other items also responded in majority of agree shown in table 3.

Discussion

The study showed that students were highly satisfied with their instructor teaching and guidance, when they asked about good relationship majority of students were satisfied with a percentage of 45.7% and 20.0% with answer of agree and strongly agree respectively. As the main pillar of education, an instructor should have sufficient learning and teaching skills to convey complex clinical concepts to students in an organized and comprehensible manner. The results indicated clinical instructors should have adequate clinical experience. Other studies have also reported sufficient experience as an important property for a clinical instructor through which students are motivated (Collier, 2018). Evidences of research study shows that an experienced instructor has higher self-confidence and is more efficient in achieving academic objectives (Nguyen et al., 2018). In current study participants were also satisfied about the care of patients because a proper clinical learning environment also reflects on patient care. In current study, as the participants were asked about patients care 50.0% of participants responded agree with care in item no. 02 part II of questionnaire. A study showed that High-quality technical care is most often regarded as a matter of course (McGivern, 1999). This study indicates that students were strongly agreed that 15.7% of patient were cared properly. Good working relationship with the clinical instructor also important for a student, when participants asked regarding good working relationship majority of them showed a high satisfaction level 42.9% with agree and 18.6% with strongly agree. A study from Australia indicated that interpersonal interactions were the most valued characteristic reported by both students and clinical educators. Both groups set the subset of personality as the lowest (Kan & Stabler-Haas, 2017). According to an Australian study, both students and clinical educators valued relationships the most. Both groups valued the subset of personality as the lowest. (Madhavanprabhakaran et al., 2013). Both studies supported the current findings that the clinical instructor and students had a positive working relationship.

Regarding this, current study also highlighted those students also motivated and eager to learn the new skills majority 41.1% responded as agree when they asked about motivation and eager to learn. Motivation derived from a desire to develop nursing abilities in preparation for a clinical experience is seen as a type of recognized regulation of motivation (Ryan & Deci, 2022). On the other hand, those interested in acquiring the skills required to perform as a nurse, as well as nursing duties to patients are regarded as integrated motivational guidance. This is because students who are motivated by these motives study hard to learn what they should do "as a nurse". In other words, they have merged their professional self-view and integrated a need to learn nursing skills into their own value system and personal goals (Deci & Flaste, 1995).

Conclusion

Overall, the findings indicate that the clinical learning environment is satisfactory, in addition students were satisfied with the competency of the clinical instructor, and the findings also conclude that patients in health care settings are properly cared for by health care providers. Satisfaction in clinical settings often correlates with a deeper understanding of nursing practices. When students are content with their clinical experiences, they are more likely to engage actively

Recommendations

- Based on the conclusion, a similar study should be conducted on a large population, including all health workers and students. Furthermore, this is vital to conduct an interventional study to enhance the satisfaction level of the health workers and student nurses.
- Provide recommendations to nursing educators and clinical institutions for enhancing the quality and effectiveness of clinical education programs, with focus on promoting student satisfaction and optimizing learning outcomes.

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