



RESEARCH ARTICLE

ASSESSMENT OF LEVEL OF SATISFACTION OF STUDENT NURSES WITH THEIR CLINICAL LEARNING ENVIRONMENT IN A SELECTED COLLEGE OF NURSING IN NEW DELHI, INDIA

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ABSTRACT

**Background:** The acquisition of quality clinical experience within a supportive and pedagogically adjusted clinical learning environment is a significant concern for educational institutions. The importance of clinical practice can't be overemphasizing as it prepares nurses to become competent practitioners. Learning in the clinical practice is an important aspect of nursing education considering the fact that nursing profession is based on practice.

**Objective:** To assess the level of satisfaction of student nurses with their clinical learning environment.

**Design:** Quantitative research approach was used using descriptive survey design.

**Setting:** College of Nursing, New Delhi, India.

**Participants:** The study was carried out in March – April, 2017, on 90 student nurses selected by convenient sampling, studying in a selected college of Nursing, New Delhi, India.

**Method:** Data was collected using a rating scale for assessment of the level of satisfaction of student nurses with their clinical learning environment.

**Results:** The study findings revealed that the most satisfactory area for student nurses was the leadership style (1.44) of their mentors in their clinical learning environment and they were least satisfied by the student-nurse relationship (1.41) and content context balance (1.41) in their clinical learning environment. The study concluded that emphasis must be laid on content context balance, for which the mentors should focus on aligning the content and context.

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INTRODUCTION

Satisfaction in life does not lie in the length of days, but in the way we make of them. The clinical experience of student nurse is important for their learning, professional development and preference for their working place (Godiyal Pooja *et al.*, 2014). The competency level of a nurse is based on the knowledge acquired by them during their training and to a large extent on the skills taught to them. Learning in the clinical practice is an important aspect of nursing education considering the fact that nursing profession is based on practice. Clinical practice is crucial as it prepares nurses to become competent nurse practitioners. Studies have revealed that effective and maximum learning takes place in the clinical areas. Strategies should be developed in order to facilitate learning in clinical practice in addition to creating a conducive clinical learning environment. A clinical learning environment includes everything that surrounds the student nurses including the clinical setting, the staff mentor and the patients (Papp *et al.*,

2003). Clinical learning is a main part of nursing education. Students' exposure to clinical learning environment is one of the most important factors affecting the teaching-learning process in clinical settings. Identifying challenges of nursing students in the clinical learning environment could improve training and enhance the quality of its planning and promotion of the students (Nahid Jamshidi *et al.*, 2016). Nursing students perform their clinical practice in different types of clinical settings. The clinical learning environment is important for students to be able to achieve desired learning outcomes (Bisholt *et al.*, 2014). On the other hand, student supervision and the relationship among the nurses student and mentor has been considered as the most noteworthy element for the effectiveness of the clinical learning environment with reference of nursing students learning and professional development (Dimitriadou *et al.*, 2015). The role of a mentor is to support and encourage an individual student to manage their own learning in order that they may maximize their potential, develop their skill, improve their skill performance and become the person they meant to be. Each student has a different need and good mentor is the one who is able to understand the individual need of a student. The mentor should be confident

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enough to give criticism, as failing to tell students that they have not reached the required standards does not protect the interest of the public or profession and puts the patient who will be under their care at risk (Duffy, 2003). Mentors need to keep records of student that they have mentored and the learning activities that they have undertaken to keep themselves up to date practice. Student looks for role models in their mentor who exemplify best practice (Price and Price, 2009). Student’s positive experience in their clinical settings largely relates to how valued and supported they felt during their clinical posting. High level of satisfaction have been reported when students have someone to ensure that this learning needs were addressed, when the students were treated with aspect and appreciation and when they were included as part of the health care team. It is important to assess satisfaction of nursing students to their perception and selection of future workplace (Evrudiki Papastavrou *et al.*, 2016). Hence, the investigators felt the need to assess the level of satisfaction of student with their clinical learning environment in a selected college of Nursing of New Delhi.

**Objectives**

The objectives of the study were to assess the level of satisfaction of student nurses with their clinical learning environment in a selected hospital of New Delhi.

**MATERIALS AND METHODS**

To accomplish the objectives of the study, a quantitative non-experimental research approach was adopted with descriptive cross sectional survey design. Formal administrative permission was obtained from the concerned authority. The samples of the study consisted of 90 student nurses of a selected college of nursing in New Delhi, India who met the inclusion and exclusion criteria for the study.

**Inclusion Criteria**

- Student nurses who were present
- Student nurses who had exposure to clinical postings

**Exclusive Criteria**

- Student nurses who were absent
- Student nurses who were studying in 1<sup>st</sup> year.

Convenient sampling technique was used to select the samples. The variable under the study was clinical learning environment. The data was collected in March – April, 2017. The tool used for the present was a three-point rating scale to assess the level of satisfaction of student nursing with their clinical nursing environment. The tools comprised of 2 sections. Section I comprised of items seeking information on personal background data such as sex, course of study, present year of study course and last placement of clinical posting. Section II of the tool consisted of a three-point rating scale consisting of 68 items to assess the level of satisfaction of student nurses with their clinical learning experiment. It was divided into 4 categories which further had subcategories namely pedagogical environment, student teacher relationship, student nurse relationship, leadership style and context content balance. The maximum score was 50 and minimum score was 10. The reliability of the rating scale was established by

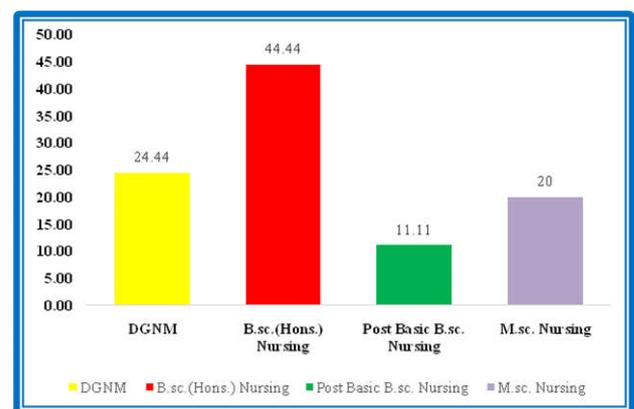
Cronbach alpha and was found to be 0.85. These tools were developed by the investigator and the content validity of the tools was established by experts from field of Nursing. All the data was entered in the master sheets in Microsoft Excel. The data obtained was analyzed using descriptive statistics. The demographic variables of the subjects were described using frequencies and percentages. The satisfaction scores were analyzed using descriptive statistics.

**RESULTS**

The analysis of the data revealed the following results.

**Section 1: Sample Characteristics**

The sample characteristics included in the study for the purpose of obtaining background information were: sex, course of study, present year of study course, last placement of clinical posting. The data is presented in Table 1, Fig 1.



**Fig 1: A Bar Diagram depicting the Percentage Distribution of Students Nurses by their Course of Study**

**Table 1. Frequency and Percentage Distribution of Patient according to their background information**

N= 90		
Category	Frequency (f)	Percentage (%)
<b>1. Gender</b>		
Female	90	100
Male	0	0
<b>2. Year Of The Study</b>		
a. First Year	8	8.89
b. Second Year	82	91.11
c. Third Year	0	0
d. Intern/ Fourth Year	0	0
<b>3. Course Of The Study</b>		
a. DGNM	22	24.44
b. B.Sc. (Hons) Nursing	40	44.44
c. Post Basic B.sc Nursing	10	11.11
d. M.Sc. Nursing	18	20
<b>4. Type of Nursing Ward Of Last Clinical Placement</b>		
a. Surgical Ward	31	34.44
b. Medical Ward	19	21.11
c. Pediatric Ward	06	6.67
d. Gynae Ward	11	12.22
e. Psychiatric Ward	12	13.33
f. Community Centre/ Field	11	12.22

**Section 2:** Findings related to Mean, Median, Standard Deviation, Modified Mean and Rank order of Modified Mean scores of the Level of Satisfaction of Student Nurses with their Clinical Learning Environment, Table 2, Fig 2. The data presented in Table 2 and Fig. 2, shows that the mean satisfaction scores of student nurses were 23.06, 22.63, 21.56, 14.14, 12.88 in terms of leadership style, student teacher relationship, pedagogical atmosphere, content context balance and student nurse relationship respectively.

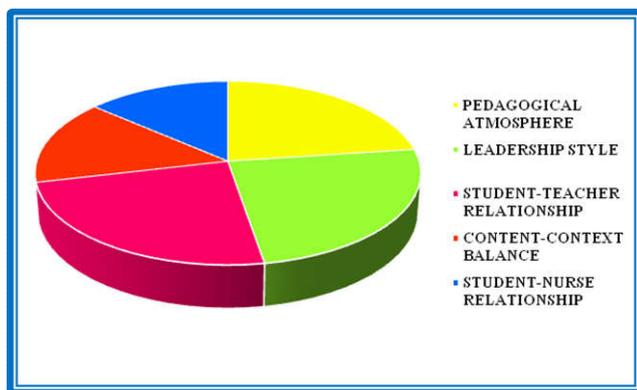


Fig 2. A Pie Diagram depicting the Mean Satisfaction Scores of Students Nurses with their Clinical Learning Environment

The study findings are similar to a study conducted by Naglaa Mohamed EL Mokadem and Shimaa EL-Sayed Ibraheemto assess nursing student's level of satisfaction with their clinical learning environment. A descriptive, cross sectional research design was used. A convenient sample of 400 nursing students enrolled from Faculty of Nursing. This study was conducted at the Faculty of Nursing, Menoufia University.

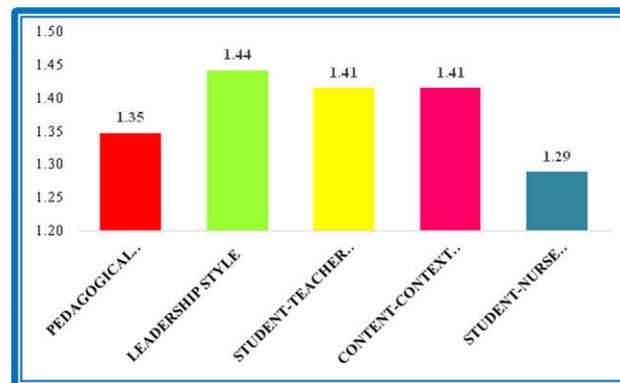


Fig 3. A Bar Diagram depicting the Rank Order of Students Nurses with their Clinical Learning Environment

Section III

Findings related to Area Wise Mean, Modified mean and Rank Order of the Level of Satisfaction of Student Nurses in Clinical Learning Environment

The section describes the area wise mean, modified mean and rank order of level of satisfaction of student nurses in their clinical learning environment.

Clinical Learning Environment Inventory (CLEI) used to measure nursing student's satisfaction with their clinical learning environments.

Table 2. Mean, Median, Standard Deviation, Modified Mean and Rank order of Modified Mean scores of the Level of Satisfaction of Student Nurses with their Clinical Learning Environment

Category	Mean	Median	Standard Deviation	Modified Mean	Rank Order
Pedagogical atmosphere	21.56	23	6.33	1.35	IV
Leadership style	23.06	25	6.80	1.44	I
Student-teacher relationship	22.63	23	6.28	1.41	II
Content-context balance	14.14	15	4.21	1.41	III
Student-nurse relationship	12.88	14	5.06	1.29	V

Table 3. The Area Wise Mean, Modified Mean and Rank order of Modified Mean of Level of Satisfaction of Student Nurses with their Clinical Learning Environment

Category	Mean	Modified Mean	Rank Order
pedagogical atmosphere	21.56	1.35	IV
leadership style	23.06	1.44	I
student-teacher relationship	22.63	1.41	II
content-context balance	14.14	1.41	III
student-nurse relationship	12.88	1.29	V

The modified mean of level of patient satisfaction was obtained by computing the mean scores in each category and then dividing it by the number of the items in each category. The area with lowest score indicated the highest deficit area and the area with highest score indicated lowest deficit area. Rank was given according to the scores, Table 3, Fig. 3. The data presented in Table 3 and Figure 3 depicts that the student nurses were highly satisfied (1.44) with the leadership style in their clinical learning environment and were least satisfied (1.29) by the student-nurse relationship in their clinical learning environment

DISCUSSION

The present study findings revealed that the most satisfactory area for student nurses was the leadership style (1.44) of their mentors in their clinical learning environment and they were least satisfied by the student-nurse relationship (1.41) and content context balance (1.41) in their clinical learning environment.

The mean score of the total CLEI scale was 118.90 (54.86) which indicate a medium level of satisfaction (Naglaa Mohamed *et al.*, 2017). E Papastaurous, D Tsangar Haritini and A Christos (2016) conducted a study of nursing student's satisfaction of the clinical learning environment. A quantitative descriptive, co-relational design was used. A sample of 463 under graduate nursing students from the 3 universities data were collected using clinical learning environment, supervision and nurse teacher. The mean score for the total sample of nursing students' satisfaction was estimated 4.1. The examination data shows that the highest satisfaction level was found for those with successful supervision (mean satisfaction =4.11) followed by those with group supervision (mean satisfaction=3.86) and the least satisfied were students with unsuccessful supervision (mean satisfaction=2.61). These study findings are similar to the present study in which the most satisfactory area for student nurses was the leadership style (1.44) of their mentors in their clinical learning environment.

The major conclusion drawn on the basis of the findings of the study were as follows:

- The student nurses were having least satisfaction in the area of student nurse relationship.
- Student nurses were highly satisfied in the area of leadership style.

The study also concluded that emphasis must be laid on content context balance, for which the mentor should focus on aligning the content and context. The area of student nurse relationship which ranked least in satisfaction among the student nurses of present study should be given special attention in the clinical set up to emphasize their importance. Student Nurses should be equipped with the right proportion of knowledge, skills and attitude towards clinical learning.

The nurses should adopt participative leadership style to involve the student nurses in patient care and decision making. Regular feedbacks should be taken from the student nurses to assess their level of satisfaction with their clinical learning environment. Extensive researches can be conducted to compare the level of satisfaction of student nurses with their clinical learning environment, studying in different nursing colleges. Since student nurse satisfaction is a subjective feeling of student nurse, there can be bias in the information obtained from the subject. The present study recommends that interventional studies may be conducted in the areas of low satisfaction (e.g. student nurse relationship) as expressed by student nurses and qualitative research may be conducted on a similar topic.

**Conflict of Interest:** None

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