

ORIGINAL RESEARCH ARTICLE

LEVEL OF SATISFACTION ON CLINICAL LEARNING ENVIRONMENT AMONG NURSING STUDENTS OF  
HAMRO SCHOOL OF NURSING AT BIRATNAGAR

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Received: 18 May, 2020

Accepted: 14 Oct, 2020

Published: 16 Dec, 2020

**Key words:** Clinical learning environment; Nursing students; Satisfaction.

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**Citation**

Dahal A, Acharya KP. Level of satisfaction on clinical learning environment among nursing students of Hamro School of Nursing at Biratnagar. Journal of Chitwan Medical College. 2020;10(34):81-86.



Peer Reviewed

**ABSTRACT**

**Background:** Clinical learning environment is considered the foremost place for professional practice for nursing students. Students on clinical settings are exposed to unexpected learning experiences. This study was intended to find out the level of satisfaction in nursing students with their clinical learning environment.

**Methods:** A descriptive cross-sectional research design was carried out among 84 nursing students who were studying in Bachelor in Science of Nursing from Hamro School of Nursing, Biratnagar, Morang. Non-probability enumerative sampling was used to select sample. Standard tool Clinical Learning Environment, Supervision and Nurse Teacher (CLES+T) evaluation scale was used to assess level of satisfaction on clinical learning environment among nursing students. Data were analyzed by using descriptive and inferential statistics.

**Results:** The findings of the study revealed that most of the students (84.5%) were satisfied with their clinical learning environment. Further, statistical significant association was found between students satisfaction level with frequency of meeting nursing teacher and use of e-communication tools during placement.

**Conclusions:** Majority of the students are satisfied with their clinical learning environment with highest satisfaction with role of nursing teacher in clinical placement and lowest in pedagogical atmosphere. Thus, satisfaction could be utilized as a significant contributing variable towards the improvement of clinical learning situations so as to fulfill the requirements and desires for nursing students.

**INTRODUCTION**

Clinical education is an important part in the curriculum of nursing programs as it provides nursing students with ample of opportunities for development of competencies in nursing practice.<sup>1</sup> Clinical learning environment (CLE) is vital for facilitating nursing students for achieving their learning outcome.<sup>2</sup> CLE is extremely advantageous in acquainting students with clinical judgment and decision-making, in exhibiting them to various socio-cultural, biological, psychological and mental aspects of patients' care,<sup>3</sup> in bracing their critical thinking<sup>4</sup> and in daring students to recognize the result of their mistakes.<sup>5</sup> CLE according to nursing students point of view is "the most anxiety-provoking component of nursing education"<sup>6</sup> as they have to satisfy a dual role, that of the learner and that of the worker.<sup>7</sup>

Satisfaction is major criteria that represent the customer's level of pleasure and in determining quality that is provided through the process of services.<sup>8</sup> There is a relation between the level of satisfaction regarding the field of study and their learning outcomes.<sup>9</sup> Clinical experience and satisfaction are elements that affect nursing student's educational outcome.<sup>10</sup> Clinical learning environment is vital for nursing students so they can

be able to achieve desired learning outcomes.<sup>11,12</sup>

There exist a huge gap between theory and practice and the students conflicting role to act in clinical settings as a learner or as a student. Nursing educators are still challenged about component of good learning environment for students and new graduates. Thus, this study aimed to assess the level of satisfaction of nursing students with their clinical learning environment.

**METHODS**

A descriptive cross-sectional research study design was used to assess the level of satisfaction of nursing students with their clinical learning environment. The study was carried out at Hamro School of Nursing, Biratnagar. The populations of this study were all the nursing students who have completed at least one clinical rotation studying at Hamro School of Nursing, Biratnagar. Required sample for this study was calculated by using the formula for finite population. To reduce non-response error additional 10% was taken so sample size was 75, calculated based on prevalence (p) value as 0.73 and total population (n) as 84.<sup>14</sup> Non probability enumerative

sampling technique was used to for the study. All B.Sc. Nursing students from second year to fourth year were enrolled in the study. Total 84 nursing students were used as sample for the study. As the research was focused on assessing the level of satisfaction on clinical learning environment, all nursing students expect the first year are exposed to maximum number of clinical rotation. Thus, all the nursing students from second to fourth year were included in the study.

Self administered questionnaire was developed after reviewing of related literature for collection of data on different independent variables of the participants. And standardized tool, Clinical Learning Environment, Supervision and Nurse teacher (CLES+T) evaluation<sup>15</sup> scale was used to assess the level of satisfaction of nursing students with their clinical learning environment.

Tool 1: Related to socio-demographic characteristics of the patient

Tool 2: Clinical Learning Environment, Supervision and Nurse teacher (CLES+T) evaluation scale<sup>15</sup>

CLES+T consists of 34 items classified into 5 dimensions: pedagogical atmosphere on the ward; supervisory relationship; leadership style of the ward manager; premises of nursing on the ward; role of the Nurse teacher in clinical practice. Respondents are asked to score their perception of each item on a 5-point Likert-type scale ranging from “fully disagree” to “fully agree”.<sup>15</sup> There are three sub dimension which measures the total satisfaction of the students (possible score 3–15 scale, with a higher score indicating greater satisfaction). where score equal to and greater than 10 indicated satisfied and score less than 10 indicated dissatisfied<sup>16</sup> Level of satisfaction was divided into two categories satisfied and dissatisfied.

CLES+T scale is valid and reliable tool. CLES+T scale Reliability, Cronbach’s alpha: 0.83.<sup>17</sup> The research instrument content validity was set by research advisor, subject expert and linguistic professionals.

The research instrument was pre-tested among 10 B.Sc. Nursing students studying at second year of Nobel Medical College and Teaching Hospital. The internal consistency of instrument was established by Cronbach’ Alpha test where the test result was: 0.79. Data was collected after getting ethical clearance from Nepal Health Research Council (NHRC). Informed and written consent was obtained from respondents before interviewing them. The data was collected from 2019-12-15AD to 2019-12-30 AD. The data was analyzed using the IBM SPSS version 20 for analysis. Chi-square test was applied to measure the associations between dependent and independent variables. Pearson’s correlation coefficient test was used to find out the relationship between sub dimensions of CLES+T scale and satisfaction score.

## RESULTS

The students mean age was 20.63(±1.21) years. Highest percentage (34.5%) of students studied at second year, 96.4%

followed Hindu religion. With regards to frequency of meeting the nursing teacher during the last placement, majority of students (86.9%) often met their nursing teacher during placement.

**Table 1: Socio-demographic and clinical characteristics of nursing students** n=84

Variables	Frequency (%)
<b>Age group (in years)</b>	
18-20	45 (53.6)
21-23	39 (46.4)
<i>Mean age ±SD 20.63±1.210 year Min. : 18year Max.: 22 year</i>	
<b>Religion</b>	
Hindu	81 (96.4)
Buddhist	1 (1.2)
Christian	2 (2.4)
<b>Study Year</b>	
Second year	29 (34.5)
Third year	28 (33.3)
Fourth year	27 (32.1)
<b>Marital status</b>	
Married	7 (8.3)
Single	77 (91.7)
<b>Clinical Area</b>	
Surgical	7 (8.3)
Medical	14 (16.7)
Orthopedic	17 (20.2)
Pediatric	6 (7.1)
Gynecology	19 (22.6)
Others	21 (25.0)
<b>Frequency of meeting nursing teacher</b>	
1-3 times	11 (13.1)
More than 3 times	73 (86.9)
<b>Use of e-communication tool with nursing teacher</b>	
Never	45 (53.6)
1-3 times	24 (28.6)
4-6 times	7 (8.3)
More than 6 times	8 (9.5)

*O\*Others: ENT, Eye, CSSD, OT, Antenatal, Postnatal*

Table 2 shows the rating scores of sub dimensions of CLES+T scale. Students rated highest mean score on the role of the nurse teacher (4.02±0.65), followed by the supervisory relationship (4.01±0.78) however, the lowest mean score was 3.22±0.68 for pedagogical atmosphere.

There is statistically significant positive relationship found among overall satisfaction of nursing students and sub-dimensions of clinical learning environment such as pedagogical atmosphere sub dimension (r=0.487, p<0.01), leadership style of ward manager sub dimension (r=0.331, p <0.01), premises of nursing on the ward sub dimension (r=0.386, p<0.01), supervisory relationship sub dimension (r=0.579, p<0.01) and role of nurse teacher sub dimension (r=0.379, p<0.01). This indicates that nursing students who had high satisfaction on clinical

cal learning environment in terms of pedagogical atmosphere, leadership style of ward, premises of nursing on the ward, supervisory relationship and role of nurse teacher tended to have high overall satisfaction on clinical learning environment.

**Table 2: Mean score of clinical learning environment, supervision and nurse teacher (CLES+T) sub-dimensions of the nursing students** n=84

CLES+T Subscales	Mean ± SD	Mean %
<b>Pedagogical atmosphere</b>		
Staffs were easy to approach	3.61±1.11	72.2
Felt comfortable going to the ward at the start of my shift	3.58±1.30	71.6
Felt comfortable taking part in the discussions during staff meetings	3.19±1.26	63.8
Positive atmosphere on the ward	3.23±1.14	64.6
Staffs were generally interested in student supervision	3.07±1.23	61.4
Staff learned to know the student by their personal names	1.96±1.33	39.2
Sufficient meaningful learning situations on the ward	3.44±1.24	68.8
Learning situations were multi-dimensional in terms of content	3.42±1.28	68.4
Ward can be regarded as a good learning environment*	3.48±1.21	69.6
<b>Total</b>	<b>3.22±0.68</b>	<b>67.3</b>
<b>Leadership style of the ward manager (WM):</b>		
WM regarded the staff on her/his ward as a key resource	4.0±1.05	80.0
WM was a team member	3.86±1.16	77.2
Feedback from the WM could easily be considered as a learning situation	3.61±1.32	72.2
Effort of individual employees was appreciated	3.17±1.35	63.4
<b>Total</b>	<b>3.66±0.85</b>	<b>73.2</b>
<b>Nursing care on the ward:</b>		
Wards nursing philosophy was clearly defined	<b>3.45±1.29</b>	<b>69.0</b>
Patients received individual nursing care	<b>3.34±1.50</b>	<b>66.8</b>
There were no problems in the information flow related to patients' care	<b>3.23±1.30</b>	<b>64.6</b>
Nursing documentation is clear	<b>3.95±1.23</b>	<b>79.0</b>
<b>Total</b>	<b>3.49±0.98</b>	<b>69.8</b>
<b>The supervisory relationship</b>		
Supervisor showed a positive attitude towards supervision	4.28±1.07	85.6
Received individual supervision	3.53±1.38	70.6
Continuously received feedback from my supervisor	4.00±1.21	80.0
Overall I am satisfied with the supervision I received*	4.03±1.12	80.6
Supervision was based on a relationship of equality and promoted my learning	4.04±1.15	80.8
Mutual interaction in the supervisory relationship	3.97±1.07	79.4
Mutual respect and approval prevailed in the supervisory relationship	4.01±1.05	80.2
Supervisory relationship was characterized by a sense of trust	4.22±1.06	84.4
<b>Total</b>	<b>4.01±0.78</b>	<b>80.2</b>
<b>Role of the nurse teacher</b>		
The nurse teacher was capable to integrate theoretical knowledge and everyday practice of nursing	4.39±0.95	87.8
The teacher was capable of operationalising the learning goals of this clinical placement	4.28±0.82	85.6
The nurse teacher helped to reduce the theory-practice gap	4.11±1.17	82.2
The nurse teacher was like a member of the nursing team	4.34±0.89	86.8
The nurse teacher was able to give his or her pedagogical expertise to the clinical team	4.02±1.14	80.4
The nurse teacher and the clinical team worked together in supporting my learning	4.14±0.99	82.8
The common meetings between myself, mentor and nurse teacher were comfortable experience	3.78±1.16	75.6
In our common meetings I felt that we are colleagues	3.16±1.42	63.2
Focus on the meetings was in my learning needs	3.96±1.21	79.2
<b>Total</b>	<b>4.02±0.65</b>	<b>80.4</b>
I am satisfied with the clinical placement that has just ended*	<b>4.29±0.80</b>	<b>85.8</b>

\*Statements of satisfaction

**Table 3: Relationship between nursing students satisfaction and different subdimensions of clinical learning environment**

Sub Dimensions	Pedagogical Atmosphere	Leadership style of the ward manager	Premises of Nursing on the ward	Supervisory Relationship	Role of Nurse Teacher	Total satisfaction
Pedagogical Atmosphere	1		0.324**	0.308**		0.487**
Leadership style of the ward manager	0.525**	1				0.331**
Premises of Nursing on the ward		0.225*	1		0.255*	0.386**
Supervisory Relationship		0.329**	0.288**	1		0.579**
Role of Nurse Teacher	0.329**	0.422**		0.672**	1	0.379**

Significance level at 0.05\* *p* –value <0.01, \*\* *p* value <0.05

**Table 4: Level of overall satisfaction on clinical learning environment among nursing students**

Level of satisfaction	Frequency (%)
Satisfied (>10)	71 (84.5)
Dissatisfied (<10)	13 (15.5)
<b>Total</b>	<b>84 (100.0)</b>

Table 4 shows the level of satisfaction in clinical learning environment among nursing students, where 84.5%

of nursing students were satisfied with their clinical learning environment whereas 15.5% of nursing students were dissatisfied with their clinical learning environment.

The Chi-square test showed that the frequency of meeting nursing teacher and using e-communication tools during last significant were statistically associated with the level of satisfaction of the nursing students.

**Table 5: Association between Level of Satisfaction on Clinical Learning Environment and Selected variables of Nursing Students n=84**

Variables	Level of Satisfaction		x <sup>2</sup>	p value
	Satisfied n (%)	Dissatisfied n (%)		
<b>Age</b>				
18-20	39(86.6)	6(13.4)	0.34	0.56
21-23	32(82.0)	7(18.0)		
<b>Study Year</b>				
Second year	25(86.2)	4(13.7)	1.186	0.553**
Third year	22(78.5)	6(21.4)		
Fourth year	24(88.8)	3(11.1)		
<b>Frequency of meeting nursing teacher</b>				
1-3 times	5(45.4)	6(54.6)	11.533	0.001*
More than 3 times	66(90.4)	7(9.6)		
<b>Use of e communication tool</b>				
Never	39(86.6)	6(13.4)	8.073	0.045**
1-3 times	17(70.8)	7(29.2)		
4-6 times	7(100)	0(0)		
More than 6 times	8(100)	0(0)		

Significance level at 0.05, Likelihoodratio\*\*, Continuity correction\*

## DISCUSSION

Clinical learning environment urge staff and nursing students to learn by applying and thinking about their insight, and practice can help experienced nurses in addressing and investigating their own practices. The adequacy of student’s clinical encounters unequivocally impacts the achievement of nursing programs.

Regarding level of satisfaction of nursing students, 84.5 % of the students were satisfied with their clinical environment which was consistent with the study findings by Papastavrou et.al and Alenazi.<sup>7,9,18</sup> Nursing student’s satisfaction with clinical encounters is one significant basis utilized for the assessment of clinical practice in nursing education. Specifically, thought should be given to make clinical settings where students figure out how to incorporate their theoretical knowledge with practice, and nurses

are helped to stay up to date with health services information.

Similarly the highest average score was for the role of the nurse teacher (4.02±0.65) sub dimension, followed by a total mean score of the supervisory relationship (4.01±0.78). This is not in accordance with previous research, where highest mean score was for supervisory relationship sub-dimension<sup>14</sup>and pedagogical atmosphere.<sup>19</sup>

In the present study, there was a statistically significant relation between nursing students satisfaction level and frequency of meetings with nursing teacher. This finding is consistent with the study conducted by Papastavrou et.al.<sup>7</sup>The nursing teacher is viewed as the individual who is liable for the cautious arranging of the clinical position, and in this manner regular visits upgraded students' clinical experience in light of the fact that those visits guaranteed that students instructive objectives were effectively accomplished in a convenient manner.<sup>20,21</sup> Conversely, nursing students may feel abandoned when they have no or scarcely any visits from nursing teacher, particularly when they are put in new conditions.<sup>21</sup> As far as of unfamiliar nursing group, authoritative ways of thinking and organizational philosophies, they valued the presence of the nursing teacher so as to give continuous direction to the ward staff with respect to the foreseen performance level at the student's specific phase of learning.<sup>22</sup> Moreover, the nursing teacher role as teacher with a clinical foundation and filling in as a contact between the college and clinical settings has been archived by a few applicable investigations as effective, particularly in distressing circumstances.<sup>23</sup>

Similarly there was statistically association between student's level of satisfaction and frequency of using e-communication tools with nursing teacher. E-commu-

nication tool include phone call, mail, messages. This finding is similar with the study result of other study.<sup>7</sup>

There is statistically significant positive relationship between overall satisfaction of nursing students and satisfaction on pedagogical atmosphere sub dimension, leadership style of ward manager sub dimension, premises of nursing on the ward sub dimension, supervisory relationship sub dimension and role of nurse teacher sub dimension. When these dimensions are improved, nursing students are likely to be satisfied with their clinical learning environment

The limitation of the study might be the heterogeneity of the study sample with regards to their qualification. The second bias is that the study sample was taken from a single setting.

## CONCLUSION

The present study concluded that majority of nursing students are satisfied with their clinical learning environment which were statistically significant with the frequency of meeting and using e-communication tools with nursing teacher. It is important to assess nursing student's level of satisfaction as it plays vital role in the education process, thus nursing student's clinical learning environment should be assessed timely so that that their desired outcome can be achieved. Hence, satisfaction could be utilized as a significant contributing variable towards the improvement of clinical learning situations so as to fulfill the requirements and desires for nursing students.

**CONFLICT OF INTEREST:** None

**FINANCIAL DISCLOSURE:** None

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