



Original Article

Satisfaction of Nursing Students Toward Their Clinical Placement and Association with Their Academic Year at Private Nursing College Karachi Pakistan

Afsha Bibi¹, Abdul Sami¹ and Mehreen Kauser²¹Horizon School of Nursing and Health Sciences, Karachi, Pakistan²Suvastu School of Nursing and Health Sciences, Karachi, Pakistan

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*Corresponding Author:

AfshaBibi
Horizon School of Nursing and Health Sciences,
Karachi, Pakistan
fawad52005@gmail.comReceived Date: 9th March, 2023Acceptance Date: 28th March, 2023Published Date: 31st March, 2023

ABSTRACT

Clinical placement is the setting of the physical environment and personnel teaching for healthcare workers, including nurses and nursing students. A clinical placement offers hands-on learning opportunities that can enhance your understanding of healthcare practices and procedures. Moreover, clinical placement could also provide networking opportunities and connections with healthcare professionals, which could help build their professional network.

Objective: To measure the satisfaction of nursing students toward their clinical placement and association with their academic year at private Nursing College Karachi Pakistan. **Methods:** A cross-sectional analytical study was conducted in the Horizon School of Nursing and Health Sciences Karachi, Pakistan, from June 2022-September 2022. A total of 62 participants were part of the study; 3rd year and 4th-year students were enrolled. Moreover, a Convenient sampling technique was used for the data collection. Data were collected through a valid and reliable tool that was self-administered. **Results:** The study results show that. 12.9% of participants had a low level of satisfaction regarding their clinical placement, 51.6.% had a moderate level, and 35.5% had a high level of satisfaction. There was no significant difference between the satisfaction of nursing students toward their clinical placement with their academic year p-value (.193). **Conclusions:** Most students were satisfied with their clinical environment. But some still have poor satisfaction; it is essential to listen to nursing students' feedback regarding their clinical placement and take steps to address their concerns.

INTRODUCTION

Clinical placement is the setting of a physical environment in which students apply their theoretical knowledge to clinical practice [1]. The development of pleasant clinical placement depends on the interactions between staff and students [2]. Additionally, clinical placement provides an opportunity to gain valuable experience in a professional healthcare setting, which could be beneficial for future career prospects [3]. Besides this, creating a proper clinical environment for nursing students could enhance their learning experience, providing them with hands-on training in a realistic setting [4]. Furthermore, it has been demonstrated that the learning of the clinical placement directly affects nursing students' perception that their profession promotes a professional foundation. Along with

this, during their clinical education, nursing students' learning, critical thinking, decision-making, self-monitoring abilities, and academic motivation are crucial [5]. Positive clinical placement experiences increase nursing students' capacity for critical analysis and problem-solving, foster a deep sense of belonging, boost self-assurance, and advance nursing professionalism [6]. Proper clinical placement for nursing students should provide a safe, diverse, and supportive learning environment that prepares them for the challenges and rewards of nursing practice. Moreover, placement-based and student-related factors both had a significant impact on clinical learning experiences. The student's learning experience during the clinical placement can be improved

by the preclinical orientation of nursing students, the distribution of students in different groups, and the clarification of learning objectives before the clinical placement [7]. In addition, improper assessment in clinical placement and other factors have all been found to impact nurses' performance negatively [8]. Moreover, exposure to negative clinical placement nursing students could be emotionally draining, negatively impact their well-being and learning, and can compromise patient care. Adversely, an unsatisfactory clinical placement experience can cause frustration, which delays the progression of nursing training from a school setting to a hospital environment [9]. Moreover, the study revealed a few gaps, including filling up the psycho-social needs of students, the need for more space for relaxation in the clinical area, & acknowledging the challenging nature of their job along with the regular monitoring of the supervisor [10]. Nursing students may be satisfied if they feel like they are being exposed to a diverse range of healthcare settings, patient populations, and nursing specialties. To foster a positive learning environment, clinical placement coordinators can work with healthcare facilities to ensure that students are offered a variety of clinical experiences that align with their learning goals and objectives. Additionally, higher learning and healthcare institutions must work together to create a supportive environment for clinical learning [11]. Being satisfied with your clinical placement could provide an opportunity to learn and gain valuable experience, which is essential for the development of the nursing student. Measuring nursing students' satisfaction could help identify areas of improvement in the nursing program and ultimately improve the quality of education provided to students [12]. Therefore, assessing student satisfaction regarding their clinical placement is necessary to fulfill their needs. So, this study aims to find out the satisfaction among nursing students toward their clinical placement and association with their academic year at private Nursing College Karachi Pakistan.

METHODS

A cross-sectional analytical design was used at the horizon school of Nursing and Health Science from June 2022-September 2022. A total of 62 students were recruited through a convenient sampling technique. Both the 3rd year & 4th year students were part of this study. The sample size was calculated through open EPI with a 95% confidence interval. With a total population of 82, the sample size was 68, but six participants did not fill out the questionnaire, so the data were collected from 62 students. The tool was designed with the help of literature [13], which is used for the data collection consisting of two components sociodemographic data consisting of seven questions like gender, study year, last clinical placement, clinical

hospital, and interaction with the nursing instructor. Another component is the Likert scale, which is about the satisfaction of clinical placement. The tool has a total of 125 scores, which were converted to 100%. Those participants who scored below 75 were considered a low level of satisfaction, 75-100 were considered a moderate level, and those above 100 marked a high level of satisfaction. Four clinical experts review the tool, and the suggestions are incorporated. The Cronbach alpha is calculated on 10 % of the population; the value is 0.9. Written permission was taken from the Horizon School of Nursing and Health Science management. Additionally, a consent form was given to each study participant before data collection. Confidentiality and anonymity were maintained. The returned questionnaire and checklists were stored in a locked cabinet. To maintain human rights and dignity. The researcher provided information about the purpose of the research study to the participants. Data were analyzed through SPSS version 26.0. Frequency and percentage calculated of the demographic variable and overall satisfaction levels. The Chi-square test has been applied to the association of satisfaction with their academic year.

RESULTS

Table 1 revealed that 62 participants were enrolled in the study 88.7% were male, and 11.7% were female. Furthermore, of 3rd-year and 4th-year students enrolled in the study, 82.3% were from the 3rd year and 17.7% from the 4th year. The last clinical placement of the students was geriatric, Surgical, medical, and other wards. 3.2% of participants were working in the geriatric, 17.7% were working in the surgical, 66.1% were working in the medical, and 13% were working in the other hospital department. Moreover, 14.5% of participants responded that we couldn't evaluate changes in clinical placement, 62.9% responded that changes occur in our clinical placement, and 22% responded that no changes occur in our clinical placement. Furthermore, 46.8% of participants worked in the general hospital, 19 % in the Specialized care center, 8.1% in the outpatient department, and 14.5% in another department. Moreover, 4.8% of participants responded that they never interacted with the clinical instructor during clinical, 21% responded that they interacted with the clinical instructor 1-2 times during clinical, and 46 74.2% responded that they interacted as per needed with the clinical instructor.

Table 1: Demographic characteristics of the participants

Variable	Frequency (%)
Gender	
Male	55 (88.7)
Female	7 (11.3)
Year of Study	
3 rd year	51 (82.3)
4 th year	11 (17.7)

Type of nursing ward of last clinical placement	
Geriatric	2 (3.2)
Surgical	11 (17.7)
Medical	41 (66.1)
Other	8 (13)
Did any changes take place during your placement?	
I cannot evaluate	9 (14.5)
Yes	39 (62.9)
No	14 (22.6)
Category of the hospital where the clinical placement took place	
General Hospital	29 (46.8)
Specialized care center	19 (30.6)
Outpatient department	(8.1)
Others	9 (14.5)
During the most recent clinical placement, how many times did you interact with the clinical instructor?	
Never	3 (4.8)
1-2 times	13 (21.0)
As per need	46 (74.2)

Table 2 shows the overall result of satisfaction. The total number of participants was n=62, and the total score was 125. And 12.9% of participants scored below 75 and had a low level of satisfaction regarding their clinical placement; 51.6% scored 75-100 and a moderate level, and 35.5% scored more than 100 and had high satisfaction.

Table 2: Levels of satisfaction

Participants percentage	Obtained score / total score 125	Level of Satisfaction
12.9%	Below 75	Low Level
51.6%	75 to 100	Moderate Level
35.5%	Above 100-125	High Level

Table 3 shows that from 3rd year, 9.8% had a low level of satisfaction, 51.0% had moderate, and 39.2% had a high level of satisfaction regarding their clinical placement. Also, from the 4th year, 27.3% had low satisfaction, 54.5% moderate, and 18.2% had high satisfaction regarding their clinical placement. And the p-value is 0.193, which shows no significant difference between the satisfaction of nursing students toward their clinical placement with their academic year.

Table 3: Total Satisfaction Level Association with Academic Year

Total Satisfaction Level Association with Academic Year					
Year Of Study	Total Satisfaction Level			Total	p-value
	Low	Moderate	High		
Frequency (%)					
3rd Year	5 (9.8)	26 (51.0)	20 (39.2)	51	.193
4th Year	3 (27.3)	6 (54.5)	2 (18.2)	11	
Total	8 (12.9)	32 (51.6)	22 (35.5)	62	

The Chi-square test has been applied. p-value<0.05 taken as significant

Table 4 also shows the association of satisfaction with the academic year. The mean score of the 3rd year is 92.3922, and 4th year is 84.2727, and the p-value is 0.171. It

shows no significant difference between the academic year and satisfaction.

Table 4: Satisfaction Level Association with Academic Year

Year	Mean	p-value
3rd Year	92.3922	0.171
4th Year	84.2727	

Independent T-test has been applied p-value<0.05 taken as significant

DISCUSSION

The clinical learning environment is crucial in helping students meet their learning objectives. A supportive clinical learning environment is necessary to transfer their knowledge to clinical practice. Clinical experience teaches students how to conduct physical examinations, communicate with patients, their families, and staff, give drugs, among other necessary tasks, foster critical thinking, and create nursing care plans [12]. The present study aims to assess the satisfaction among nursing students toward their clinical placement and association with their academic year at private Nursing College Karachi, Pakistan. The present study result showed that 2.3% of the participant's last clinical placement was geriatric, 17.7% was surgical, 66% was medical and 12.9% were in another unit. Likewise, a study result showed that in the last clinical placement of the participants, 4% were from geriatric, 17.5% from surgical, 19.0% from medical, and 39.7% were from another department [13]. Moreover, the present study result showed that 51.6% had a moderate level of satisfaction regarding their clinical placement, and 35.5% had a high level of satisfaction. Similarly, another study result aligns with the present study. This study result showed that the participants felt that the hospitals provide favorable learning in the clinical area; that's why the high level of satisfaction and high level of intention to stay and work there were identified. Furthermore, the positive relationship between clinical learning, supervisors, and participant satisfaction was identified. Satisfaction is essential; it can lead to developing motivation in the students [14]. In this regard, another study also found the same result, demonstrating that the clinical placement experience was largely positive [15]. Moreover, favorable Clinical placement increases nursing students' capacity for critical analysis and problem-solving, fosters a deep sense of belonging, boosts self-assurance, and advances nursing professionalism and identity [16]. Another study result supports that most students were moderately satisfied with their clinical environment [17]. Furthermore, nursing students' clinical learning placement has significantly improved in recent years. Still, some face difficulties, including the lack of attention from seniors, lack of students' teaching and learning strategies, powerless

feelings in the clinical area, and not open new approaches in routine nursing care. Even in high-income countries, these lacking were also found by numerous studies [13]. Current findings revealed that 12.9% of participants still have low satisfaction. A study result is almost similar and found that 9% of the nursing students had low satisfaction regarding their clinical placement [18]. Low satisfaction from the clinical placement can lead to fear and anxiety and disturb the students' learning [19]. The objectives of the service and educational sectors can be combined in a setting that promotes cooperative learning, mutual respect, and trust among nursing students. Nursing students may become dissatisfied if not exposed to various healthcare settings, patient populations, and nursing specialties. To address this issue, clinical placement coordinators can work with healthcare facilities to ensure that students are offered diverse clinical experiences. The present study found that 74% of the participants responded that they communicate with the clinical instructor when needed. The study findings almost similar to this finding demonstrated that 68% of the participants communicate with the instructor during clinical [13]. This shows that the clinical instructor is cooperative with the students. The current study found no significant difference between satisfaction level and year of academia. The study findings agree with other study stated that there is no association between the level of satisfaction with their academic year [20]. In contrast, another study found a different result that shows a significant difference with the academic year [21]. Moreover, the assistance and expertise of clinical instructors play a role in students' happiness in their clinical setting [22]. Furthermore, nursing student attribution is influenced by clinical experience, satisfaction, and different nursing instructor in the different academic years. Nursing instructors must evaluate students' comfort with their clinical experience to improve educational performance [23].

CONCLUSIONS

The study result identified that most participants were satisfied with their clinical placement. The students demonstrated greater satisfaction with their surroundings and the educational process in those placement hospitals where they thought there was a good clinical learning environment and sufficient supervision. But some students still have poor satisfaction. It is essential to listen to nursing students' feedback regarding their clinical placement and take steps to address their concerns. By working closely with healthcare facilities and preceptors, clinical placement coordinators can create a positive and supportive learning environment that helps nursing students to develop into competent and confident nurses.

Conflicts of Interest

The authors declare no conflict of interest.

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