



Academic Satisfaction Among Nursing College Students in Basra

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Abstract: This study was conducted to estimate the rate of satisfaction among undergraduate Basra Nursing College Students. The research population consists of all the students of nursing studying at the second to 4th year of nursing college (103 students). Data collection instrument was a research questionnaire. The questionnaire used contain 2 parts the first part consist of items related to demographic features and the other part contain questions related to nursing student's satisfaction level about 3 major topics (Satisfaction with clinical teaching, Satisfaction with in-class teaching and satisfaction with support and resources). About 64.1% of the students were satisfied with clinical teaching (79.6%) with in-class teaching and (77.7%) were satisfied with support and resources and the overall satisfaction was (74.8%). Regarding socio demographic characteristics 80% of males and 73.5% of females were satisfied, 80.6% of second academic year students were satisfied, higher than those in third and fourth year (72.7%, 71.8%), respectively. Majority of student were satisfied with in-class teaching with support and resources. The least satisfaction among the students was for clinical training. Males were more satisfied than females and as academic years increase, nursing student's satisfaction gradually decreases, although, differences were not significant.

INTRODUCTION

Student's satisfaction is a short-term attitude resulting from an evaluation of their educational experience, services and facilities^[1]. Quality of lecturers, physical facilities and effective use of technology can be considered as main factors for satisfaction of students. Recently in universities student's opinions are considered as necessary factors to evaluate quality^[2, 3].

The level of student's satisfaction to choose learning course is a key factor that should be considered in

academic education system improvement^[4]. Therefore, knowledge on how satisfaction develops, changes and how it affects academic engagement will be useful to everyone who is involved in shaping and improving the academic learning environment^[5].

In a cross-sectional research performed in one of Nursing and Midwifery Schools in Ahvaz, to evaluate the nursing student's satisfaction about their field of study. The results of the study revealed that most students had little satisfaction concerning their field of study^[3].

In study conducted at the University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca, Romania. The aim was to emphasize the “positive factors” that contribute to improving the educational process and increasing student satisfaction with the teaching activity. Most of the students appreciate as good teacher personality traits: openness to dialogue, human nature and his personal experience in the area of study and his explanatory skills in delivering scientific information^[6].

A study was conducted at Technical Nursing Institute in Cairo University to investigate the relationship between nursing student’s clinical placement satisfaction, academic self-efficacy and achievement. The researchers found that 70.8% of the students were satisfied with their clinical placement^[7].

The result of study done on sample of 463 undergraduate nursing students from the 3 universities in Cyprus Republic showed that nursing students were highly satisfied with the clinical learning environment and their satisfaction has been positively related to all clinical learning environment constructs^[8].

Concerning the degree of satisfaction with the academic experience, the result of a study including 170 undergraduate nursing students from a public university in southern Brazil showed that students were neither dissatisfied nor satisfied with the institution, the course and the opportunity of development^[9].

Aiming to assess nursing student’s level of satisfaction with their clinical learning environments, a study was conducted at the Faculty of Nursing, Menoufia University, Egypt including 400 Nursing students. The results showed that students have a medium level of satisfaction with their clinical learning environments^[10].

In a cross sectional study conducted in eight Universities in Kenya. The study concluded that there is a significant and direct relationship between quality of teaching facilities, availability of textbooks in the library and quality of library service environment and student’s satisfaction in the universities. An improvement in the level of provision of these dimensions was likely to result to a proportionate increase in student’s satisfaction in the universities^[11].

In Italy a cross-sectional study was conducted in a sample of 173 nursing students the main finding was that the student’s experiences of and satisfaction with the supervisory relationship and the role of nurse teacher depend on how supervision in the clinical practice and in the simulation laboratory is organized^[12].

Descriptive study conducted at King Saud University including 147 undergraduate bachelor student’s revealed moderate level satisfaction in clinical placement^[13].

Aim of the study: The aim of this study is to estimate the academic satisfaction among Basra Nursing College students.

MATERIALS AND METHODS

Design of the study: Descriptive cross-sectional study.

Setting of the study: Nursing College of Basra.

Sample of the study: Total of 103 students in the second, 3rd and 4th year. For the purpose of the data collection modified questionnaire from previous studies was used^[14] data collection was carried out from October, 2018 through November, 2018. The questionnaire contain 2 parts the first part related to demographic features and the other part contain questions related to nursing student’s satisfaction level about 3 major topics (Satisfaction with clinical training, satisfaction with in-class teaching and satisfaction with support and resources). The questionnaire ordered on a five-point Likert scale from strongly unsatisfied to strongly satisfied (1-5 points). Students satisfaction was classified later into 2 categories (satisfied) and (not satisfied). The data was collected by 3 seiner nursing students by face-to-face interviews. Each interview session took 7-10 min.

Data analysis, the Statistical Package for the Social Sciences (SPSS) Version 23.0 was used. Data was expressed in (frequency and percentage). Chi-squared was used to examine the association between the groups and probability of <0.05 was considered to statistically significant.

RESULTS AND DISCUSSION

Table 1 showed that the majority of the sample were females (80.6%), sample mean age 21.33 years and 37.9% of the sample were in the fourth year. Majority (90.3%) of the students were satisfied with item (Clinical instructors are open to discussions and difference of opinions). Only (35.9%) were satisfied with (clinical instructors make sure that you are prepared before you care you’re your assigned patients) as shown in Table 2.

Table 1: Socio demographic characteristics of participants (n = 103)

Characteristics of participants	Categories	Frequency	Percentage
Gender	Male	20	19.4
	Female	83	80.6
Age in years Mean 21.33±2.7	18-20	41	39.8
	21+	62	60.2
Academic years	Second	31	30.1
	Third	33	32
	Fourth	39	37.9

Table 3 showed that (91.3%) of students were satisfied with item related to (Faculty members make every effort to assist students when asked) while only (61.2%) of the students were satisfied with response to the item (Faculty members try to make their subject item (Faculty members try to make their subject interesting).

Table 4 showed that majority of students (91.3%) were satisfied with availability of support at the clinical and computer labs. Only 35.9% were satisfied with availability of channels for expressing student complaints. Table 5 showed that majority (79.6%) of students were satisfied with in-class teaching followed by 77.7% were satisfied with support and resources and only (64.1%)

were satisfaction with clinical training and the rate of students who were satisfied with all aspects of teaching methods was 74.8%.

Regarding socio demographic characteristics, (80%) of males were satisfied more than females and 80.6% of students in second academic year were satisfied, higher than those in other academic years although the differences were statistically not significant as shown in Table 6.

Student's satisfaction is a good factor to verify their acceptance of the educational environment and conditions and show their believes about discipline and teaching facilities^[4]. Regarding gender females constitute the

Table 2: Satisfaction of students with clinical training (n = 103)

Items related to clinical instructors	Not satisfied		Satisfied	
	No.	Percentage	No.	Percentage
They give you clear ideas of what is expected of you in a clinical rotation	22	21.4	81	78.6
They Provide enough opportunities for independent practice in the lab or clinical sites	31	30.1	72	69.9
They are available when needed	13	12.6	90	87.4
They assign you to patients that are appropriate to your level of competence	58	56.3	45	43.7
They encourage you to link theory to practice	31	30.1	72	69.9
They make sure that you are prepared before you care you're your assigned patients	66	64.1	37	35.9
They give you sufficient guidance before you perform technical skills	16	15.5	87	84.5
They give you verbal and written feedback concerning your clinical experience	59	57.3	44	42.7
They view your mistakes as part of your learning	22	21.4	81	78.6
They demonstrate a high level knowledge and clinical expertise	16	15.5	87	84.5
They provide feedback at appropriate times, and do not embarrass you in front of others	53	51.5	50	48.5
They are open to discussions and difference of opinions	10	9.7	93	90.3
They are well thought and provide excellent learning experiences	47	45.6	56	54.4

Table 3: Satisfaction of students with in-class teaching (n = 103)

Items related to faculty members	Not satisfied		Satisfied	
	No.	Percentage	No.	Percentage
The quality of instruction you receive in your classes is good and helpful	16	15.5	87	84.5
They are fair and unbiased in their treatment of individual students	31	30.1	72	69.9
They demonstrate a high level of knowledge in their subject area	12	11.7	91	88.3
They make appropriate use of modern technology and audio-visual aids to enhance my learning	17	16.5	86	83.5
They provide adequate feedback about student progress in a course	11	10.7	92	89.3
They are usually available after class and during office hours	10	9.7	93	90.3
They make every effort to assist students when asked	9	8.7	94	91.3
They are very good at explaining things	19	18.4	84	81.6
They make an effort to understand difficulties you might be having with my coursework	36	35	67	65
They try to make their subject interesting	40	38.8	63	61.2

Table 4: Satisfaction of students with support and resources (n = 103)

Items related to support and resources	Not satisfied		Satisfied	
	No.	Percentage	No.	Percentage
Adequacy of Library resources and services for learning needs	17	16.5	86	83.5
Availability of Required textbooks and other learning materials	18	17.5	85	82.5
Computer and clinical labs are well equipped, adequately staffed and are readily accessible to meet your learning needs	25	24.3	78	75.7
Availability of Support at the clinical and computer labs	9	8.7	94	91.3
Availability of Channels for expressing student complaints	66	64.1	37	35.9
The secretaries are caring and helpful	11	10.7	92	89.3
The administration shows concern for students as individuals	42	40.8	61	59.2

Table 5: Satisfaction of students with teaching methods (n = 103)

Teaching methods	Not satisfied		Satisfied	
	No.	Percentage	No.	Percentage
Satisfaction of participants with clinical training	37	35.9	66	64.1
Satisfaction of participants with in-class teaching	21	20.4	82	79.6
Satisfaction of participants with support and resources	23	22.3	80	77.7
Overall satisfaction	26	25.2	77	74.8

Table 6: Satisfaction of students with teaching methods related to socio demographic characteristics of (n = 103)

Characteristics	Not satisfied		Satisfied		X2	Df	p-values
	No.	Percentage	No.	Percentage			
Gender							
Males	4	20	16	80	0.362	1	0.548
Females	22	26.5	61	73.5			
Academic years							
Second	6	19.4	25	80.6	0.823	2	0.663
Third	9	27.3	24	72.7			
Fourth	11	28.2	28	71.8			
Total	26	25.2	77	74.8			

majority of students, this agrees with country policy to encourage the recruitment of females in the field of nursing.

In the present study, most students 74.8% were satisfied with their teaching methods in their field of study, lower than other study done in Palestine where 80.7% nursing students were satisfied^[15] and higher than that for the Yemen 58.6%^[16]. While satisfaction of students with clinical training reported by 64.1% this rate was higher than study done in Iran^[10,17]. And lower than the result in study done in Egypt^[7].

Satisfaction with in-class teaching was reported by 79.6% of the students, higher than study done in Iran^[3,10] and lower than study done in Egypt 82.4%^[9]. Regarding satisfaction with the (Faculty members making appropriate use of modern technology 83.5% of students were satisfied, higher than study done in Romania 42.64%^[6]. Satisfaction with the Faculty member's demonstration of a high level of knowledge in their subject area was reported by 88.3% of the students, higher than study done in Romania 85.29%^[6].

Regarding support and resources 77.7% of the students were satisfied the rate was higher than other studies in Kenya and in Western Europe^[11,18]. Also 75.7% were satisfied with the item (Computer and clinical labs are well equipped, adequately staffed and are readily accessible to meet your learning needs) the rate was higher than study done in Kenya^[11]. Regarding the satisfaction with the availability of the required textbooks and other learning materials 82.5% was higher than study done in Kenya 34%^[11].

Although, male students showed satisfaction more than female students, however, no significant difference in satisfaction rate appeared between males and females,

similar to the findings in other studies^[9, 14, 19]. In this study as academic years increase, nursing student's satisfaction gradually decreases similar findings in other studies^[4] this could be explained by that more awareness gained about the field difficulties and their maturity about their professional life in future^[20].

CONCLUSION

Majority of student were satisfied with in-class teaching, followed with support and resources and the least satisfaction among the students was for clinical training. Males were more satisfied than females and students in second academic year were satisfied, higher than those in other academic years, although, the differences were statistically not significant.

RECOMMENDATIONS

Collaboration between the nursing college and health care institution is important to ensure student's satisfaction with their clinical learning environments. And nursing instructors should try to improve the quality of their educational provision and increase the satisfaction of their students.

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