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ORIGINAL STUDY

Nursing Students' Satisfaction with Their Clinical Learning Environment & Associated Factors

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Abstract

Background: "An interactive network of strengths within the clinical environment that influence the clinical learning outcomes of students" is how the clinical learning environment (CLE) has been described. To ensure the necessary teaching and learning process, it is essential to understand the degree of student satisfaction with their clinical learning environment. Consequently, the goal of this study was to evaluate how satisfied were the nursing students with (CLE), recruited from various nursing colleges in Karachi, Pakistan.

Methodology: This cross-sectional study was conducted in March 2022, and include nursing students from various nursing institutes in Karachi, Pakistan. A total of 50 student nurses were chosen for this study using accessible and purposeful sampling methods. The Clinical Learning Environment and Supervision + Nurse Teacher (CLES + T) rating scale was employed in this study in its English language form. Using SPSS version 21.0, the gathered data were cleaned, coded, and statistically examined.

Results: A total of 50 nursing student were recruited from the different nursing institutes of Karachi, Pakistan, out of which 82% were females, while only 18% were male. The results from the CLES + T scale show satisfaction with CLE among nursing students.

Conclusion: To improve clinical practice satisfaction and support good emotional regulation in nursing students, effective nursing education programs must be created. Nurse staff and administrators need to understand how crucial they are to students' success in clinical placements and professional growth.

Keywords

Nursing Students, Satisfaction, Clinical Learning Environment, Factors



Introduction

The term "clinical learning environment" (CLE) refers to a setting where students learn clinical skills under the direct or indirect supervision of preceptors and nurse teachers who serve as both facilitators and accountable for the student's learning in clinical settings¹. Instruction and practice in a clinical learning environment should be part of nursing education. The CLE is a crucial component of skill development and integration of theory, clinical practice, and professionalism in the nursing sector².

Clinical education makes it easier for nursing students to apply their theoretical knowledge from the classroom to the real world, allowing them to learn by doing in a realistic clinical environment³. In order to blend cognitive, psychomotor, and appropriate attitudes in a way that benefits both the learning goals of the student and the nursing care needs of the client, a successful learning process in the clinical context is crucial⁴.

Since nursing is a skill-based profession, learning in the clinical practice setting is a crucial and basic part of nursing education. Learning in the real world of practice is essential to preparing nursing students for the demands of professional practice^{3,4}. When students pursue careers as registered nurses, CLE is essential in helping them to build their professional skills and abilities⁵. A bridge between academic learning and the clinical context, the clinical practice provides training in a secure environment without the pressure of real-world performance, allowing students to practice skills while integrating theory and practice and developing a reflective posture⁶.

A nursing student's pleasure with their clinical experience and subsequent involvement in the

process might depend on a variety of elements, including social, psychological, environmental, and academic ones. An essential component of the investigation of the efficacy of a clinically-based learning environment is student satisfaction^{7,8}. Since it stimulates active, deliberate engagement in clinical learning experiences, student satisfaction is essential for meaningful and engaged learning. The choice of the practice center, the mean student grade, the distance to the practice center, the number of students assigned to the clinical educator, the type of service, the type of facility, and the type of management were the factors impacting satisfaction with their CLE^{9,10}.

Despite the fact that nursing students' satisfaction with their CLE is essential, studies carried out in various parts of the world discovered that an unhelpful CLE can impede the achievement of learning objectives, postpone the acquisition of skills, and cause attrition and dissatisfaction among nursing students^{11,12}. Negative CLE experiences impede learning outcomes, according to research from numerous nations, which exacerbates the global deficit¹³.

An essential component of educating nurses in the clinical setting is the improvement of clinical nursing education. As a result, this study suggested approaches to improve clinical instruction and improve how department heads and nurse educators fulfill their primary responsibility of enhancing nursing students' clinical practice. The study's findings are also useful for nursing practice, administration, and future research in addition to nursing education. Therefore, this study was conducted to assess the level of satisfaction with CLE among nursing students.

sampling methods. Nursing students in 3rd and 4th years were included in this study, as their clinical engagements with various courses have already begun. Informed consent was taken from the participants before enrolling them in the study. Refusal to participate in the study or

Methodology

This cross-sectional study was conducted in March 2022 using a quantitative research design. A total of 50 nursing student from different nursing institutes in Karachi, Pakistan, was recruited using accessible and purposeful

absence owing to a leave of absence from the institute at the time of the study were exclusion criteria. All the participants that were being researched provided data.

A self-administered questionnaire was used. Demographic data were collected that included gender, Year of study, type of nursing ward of the last clinical placement, and hospital type. The satisfaction of nursing students with CLE was used as the dependent variable of the study. To operationalize satisfaction with CLE, the Clinical Learning Environment, Supervision, and Teacher (CLES + T) measure was utilized. In this instance,

it was operationalized as follows: students are satisfied if they receive a score that is higher than the mean value of the overall satisfaction score, and vice versa. English version of the CLES + T assessment scale was used¹⁴. The questions were graded on a 1-to-5-point Likert scale. Scores ranged from 1 for strongly disagreeing through 2 for disagreeing, 3 for neutral, 4 for agreeing, and 5 for strongly agreeing. Ratings that are higher indicate that more people agree with the claims. SPSS version 21.0 was used to conduct statistical analysis. The demographic characteristics of students are presented as frequencies and percentages.

Results

A total of 50 nursing student were recruited from the different nursing institutes of Karachi, Pakistan, out of which 82% were females, while only 18% were male. The majority of the study participants were a student in the 4th Year (72%), while only 28% were a student in the 3rd Year. 30% of the study participants were placed in the Gynecology ward, while 28% had duty in the

Surgical ward. When asked about the type of hospital for clinical placement, it was observed that the majority of the nursing student was placed in a private hospital (56%), while 24% of them were associated with government hospitals, and only 20% were placed in Special care unit. (Table 1)

Table 1: Demographic characteristics of the study participants.

Variables		n(%)
Gender	Male	9(18)
	Female	41(82)
Year of Study	3 rd Year	14(28)
	4 th Year	36(72)
Nursing ward of the last clinical placement	Surgical	14(28)
	Gynecology	15(30)
	Pediatrics	12(24)
	Psychiatric	09(18)
Type of the hospital for clinical placement	Private Hospital	28(56)
	Government Hospital	12(24)
	Special care unit	10(20)

The results from the CLES + T scale show satisfaction with CLE among nursing students. Table 2 shows the level of satisfaction of nursing students toward CLE. Five dimensions of satisfaction towards CLE were observed, in which the Role of the nurse teacher (60%) was the highest, while the Leadership style of the ward manager (24%) was the lowest. (Table 2)

Table 2: Satisfaction Level of the Nursing student towards Clinical Learning Environment.

Variables	Satisfied	Not Satisfied
Supervisory Relationship	35(70)	15(30)
Role of the nurse teacher	20(40)	30(60)
Pedagogical atmosphere	25(50)	25(50)
Nursing care of the ward	34(68)	16(32)
Leadership style of the ward manager	38(76)	12(24)

Discussion

We conducted this study to evaluate the attitudes of a sample of nursing students concerning CLE and the elements that are related to it. This study's conclusion is consistent with one from Rwanda, where (40%) of participants were found to be satisfied. On the other hand, the percentage of students in this study who were satisfied with CLE was lower than it was in studies done in Nepal (88%)^{5,15}. These disparities can result from variations in the research's time period and study settings. Additionally, variations in satisfaction levels may be impacted by differences in the sample size's numbers.

The satisfaction level of nursing students with CLE and their gender was correlated. The findings indicated that males are less motivated to pursue a career in nursing than females because men perceive themselves as having less value in the field. This may be due to the fact that women made up the majority of the participants. Karim et al., on the other hand, discovered no evidence of a connection between gender and level of pleasure¹⁶.

The results of the current study revealed that student nurses were most satisfied with the Role of the nurse teacher (60%) in their clinical learning environment, while they were least satisfied with the Leadership style of the ward manager (24%). According to a study done in Ghana, the ward manager's leadership style was the most pleasing to student nurses (3.63)^{1,17}.

Also, the length of the study was closely related to how satisfied nursing students were with CLE¹⁸. The findings indicated that as a student's academic year increases, so does their level of satisfaction with CLE. This may be because as

students advanced through the program, their happiness grew, and higher-year students indicated greater confidence in their clinical knowledge and skills¹⁹.

Our results show that a nursing student's satisfaction with a CLE is related to the type of hospital where their most recent clinical placement took place. It would be interesting to compare the comparable practices with those at other nursing schools in a future study. On the other hand, nursing institutions could enhance the nursing curriculum and clinical placement to create future nurses who are enthusiastic, intelligent, and competent.

Conclusion

It is concluded that nursing students' happiness with CLE was influenced by their gender, academic Year, and the type of hospital where their most recent clinical placement took place. Therefore, it is suggested that an effective nursing education initiative must be developed to promote nursing students' good emotional control and increase clinical practice satisfaction. The nursing school, working with the neighborhood hospital, must be able to acknowledge the value of each component of patient care and their joint responsibility for promoting the development of highly qualified nurses and a high standard of patient care. Nurse educators and department heads should be aware of how important these contributions are to students' professional development and happiness with their clinical rotations.

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