

Nursing Students Satisfaction in Clinical Learning Environment Al-Makassed Training Hospital in Palestine

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Abstract:-This study aims to determine the satisfaction of nursing students' in clinical learning environment (CLE) at Al-Makassed hospital. The study also focuses in investigating the respondents' background in terms gender, place of residence and years of study towards their satisfactions in clinical learning environment. The research questions related to the nursing students' satisfaction includes cooperation of the patients, hospital policy, nursing clinical instructors, clinical practice, crew relationship and practical implementation to theoretical learning. Data are collected from 120 nursing students in Al- makassed hospital in Palestine, and the items of the questionnaire are developed according to the research questions.

The data is analyzed using statistical packages of social science (SPSS) program and the results reveal that nursing students are satisfied with the clinical learning environment satisfaction (CLE) in AL-Makassed Hospital.

However, the result reveals that nursing students' satisfaction are not affected by the respondents' demographic data; in relation to gender, place of residence and years of study. Also, the study indicates that nursing student satisfaction in the close units were more than the open units in relation to the clinical environment.

Keywords: *Nursing student's satisfaction, Clinical learning environment, Al-Makassed Hospital.*

1. Introduction

Clinical learning environment (CLE) is considered as cornerstone in nursing education. Meanwhile, a practical education is a reflection of the information that nursing students have learned in the theoretical field. Most of the colleges and universities do not have sufficient clinical training for the nursing students, in relation to the CLE of these students. However, the practical training for the nursing students is important in providing information, refining skills and reinforcing convictions. Thus, the study is conducted to determine and identify the problems occur in Palestinian colleges and universities. CLE includes, patients, hospital policy, clinical practice, clinical instructors, nursing staff, theoretical education, medical supplies and others.

The CLE is important in encouraging students to achieve their learning outcomes as well as improving their CLE. . On top of that, it is also important to understand the nursing students' satisfaction (NSS) with their CLE in maximizing their learning experience (Henderson, Twentyman, Heel and Liody, 2006); Jeffrey et al., 2020). Ali (2016) indicated that the clinical learning environment (CLE) can be improved through quality of class room, quality of feedback, lecturer-student relationship, and interaction with fellow students, course content, available learning equipment and library facilities as well as learning materials.

Hence, this study was conducted to investigate nursing student's satisfaction (NSS) and the clinical learning environment (CLE) in Al-makassed Hospital in order to improve the quality of nursing learning practice in Palestinian colleges and universities.

2. Problem statement

Al-makassed Hospital is a training location for most of universities and colleges for the nursing students in Palestine. From the preliminary interviews conducted with the existing nursing students, the researchers found that most of nursing students in Al-makassed Hospital do complain about the clinical learning practice (CLP) and at the same time, they do face lot of challenges related to the quality of clinical training. Therefore, this study aims to assess the gap between the clinical learning environment (CLE) and nursing student's satisfaction (NSS) in Al-makassed Hospital in Palestine.

3. Research questions

1. What is the relationship between clinical nursing practice, clinical nursing instructors and nursing student's satisfaction?
2. How are the patients' cooperation influence the nursing student's satisfaction?
3. What is the relationship between Al-Makassed hospital policy, staff nurses and nursing students' satisfaction?
4. What is the relationship between nursing students' satisfaction and practical implementation related to theoretical learning?

Objective of the study

The main purpose of this study is to explore nursing students' satisfaction on the clinical learning environment (CLE) in Al-Makassed Hospital in Palestine.

Significant of the study

As this study aims to determine the nursing student's satisfaction (NSS) and the clinical learning environment (CLE) at AL-Makassed Hospital, the gained data can be used as significant tools to determine the level of improvement, in order to optimize the implementation of various activities within the clinical settings.

4. Review of Literature

Previously, a study was conducted in finding the level of satisfaction on clinical learning environment (CLE) among nursing students at Harm School at Biratnagar. The result indicated that most of nursing students were satisfied with their clinical learning environment (CLE). The highest satisfaction was related to the role of nursing teacher in clinical placement and the lowest was in a pedagogical atmosphere. Thus, satisfaction could be seen as a significant contributing variable towards the improvement of clinical learning situations (Dahal& Acharya, 2020).

Another study was conducted in Singapore in identifying the students' views and satisfaction of their clinical learning environment (CLE). The result showed that most of the nursing students had a moderate satisfaction with their clinical environment. According to this study there was a need for collaboration between members of nursing faculties and health care institutions in strategically delivering a conducive and friendly clinical environment. Such delivery should adapt a multi-factorial perspective and holistically meet nursing students' learning and effective needs (Jeffrey &Wenjie, 2020).Meanwhile, in Malaysia a study related to the nursing satisfaction was conducted in Malaysia National University Medical Center. The result showed that clinical placement is highly important in ensuring the students gain more knowledge and skills as a preparation to become a competent nurse. The result also reported that most of the respondents had a high satisfaction towards clinical learning education. The highest dimension was the leadership style of the head nurse in guiding the students during the placement. This this study too, several recommendations were suggested in order to improve the respondents' satisfaction. The continuous feedback from receptors, nursing students, performance in clinical placement, pedagogical atmosphere experience, incarrege???? (Please define) implementation seminars,

lectures, and nursing research. In addition, nursing faculties could improve the nursing curriculum and clinical placement to produce competent and smart nurses for the future (Karim & Abdul Majid, 2020).

A study about “What Academic Factors influence satisfaction with clinical practice in nursing students?” was conducted. The study aimed to identify the how the academic environment able to influence nursing student’s satisfaction. . A cross-sectional analytical study was conducted at a private university in Valencia, during the 2016/2017 academic year. A total of 574 nursing students where majority of them, 79% (456) were women , two statistical mythologies were used for data analysis: Hierarchical regression models (HRM) and fuzzy sets qualitative comparative analysis (fsQCA). The HRM indicated that the students’ mean score influenced all dimensions of satisfaction. Furthermore, in the fsQCA, the type of service and center, as well as the type of management, the preference in the choice of the practice center and the number of students per period per clinical educator influence satisfaction with clinical practices. These results could be used to understand how academic factors influence nursing students’ satisfaction with their clinical practices and at the same time creating intervention programs that may useful to all. With this initiative, hopefully it will prepare all students to be a reliable and competent nursing workforce (Fernandez-Garcia et al. 2020).

A study was also conducted among 463 nursing students in three universities. The questionnaire were administered to the students during the last nursing laboratory lesson in the end of the academic year 2012/2013. This study showed that the quality clinical experience within clinical learning environment was totally significant for all of educational institutions. Thus, the quality of clinical learning reflects the quality of the curriculum structures (Papastavrou et al., 2020).

Another study related to nursing students’ stress and satisfaction in clinical practice was conducted in Israel. The study aimed to investigate the perceptions of stress and satisfaction of nursing students during three stages of clinical learning experiences: i) preclinical, ii) clinical and iii) advanced clinical. Questionnaires were distributed to 892 of nursing students in their second, third, and fourth year of study in three higher educational institutions. The results showed that, the mean level of stress was mild- moderate (2.67) and overall satisfaction moderate-high (3.57). The level of stress and satisfaction of second year students in the preclinical stages was significantly higher compared to peers in their third and fourth year. Female students experienced significantly higher levels of stress and low level of satisfaction.

The top most stressful situations for second year students were related to inadequate preparation to cope with knowledge and skill demands, whereas for third and fourth year students they were having conflicts between professional beliefs and the reality in hospital practice. In this study, gender was found to be related to stress and satisfaction (Admi et al, 2018).

Another study was also conducted about the students’ willingness in helping and their happiness for being in the learning environment. This study aimed to assess students’ view of the learning environment during clinical placement with the emphasize on the pedagogical atmosphere, leadership style of the ward manager, and premises of nursing on the unit or ward. The results showed that welcoming workplace where staff and educators were happy to help and had a positive attitude of their presence in the ward. Which appeared to be the most significant factor in influencing the students’ satisfaction (Doyle at. al, 2017).

Finally, a study was also conducted in finding the transfer of theoretical knowledge to clinical practice and the difficulties they had experience. The study employed a qualitative method. . The results indicated that most of the students reported that theoretical information they received was excessive, thus had led to the weakness in their ability to put most of this information into practice as well as had led to the lack of courage in implementing procedures incorrectly (Günay& Kılınç,2018).

5. Study Design

The design of this study employed a cross-sectional analysis. The analysis used will be able to determine the satisfaction on the educational environment among all of training students from different universities in Palestine. A questionnaire was used to explore the factors that influence the nursing students’ satisfaction in AL-Makassed Hospital. Most of The questionnaire was objective and close ended questions. Likert-scale / 1-5

The population of the study consisted of all nursing students in AL-Makassed Hospital and all of them were in their third and fourth year of study.

A Convenient sample was used in this study. It was constituted from the nursing students from different universities and colleges from Palestine, training in this hospital. The size of the sample was 150 students. The questionnaire were distributed and, the rate of the respondents were 120 (80%). A total of female students 81 (67.5%), and a total of male 39 (32.5%) answered the questionnaire. The researcher took a month in order to complete the data gathering.

In order to achieve the objectives of this study, the researchers used a questionnaire. It was developed by reviewing the relevant previous literatures and studies that dealt with the topic. The validity and reliability was conducted in order to suit with the Palestinian community. The questionnaire consisted of 35 items, which covered six variables, includes items on clinical practice, nursing staff relationship with nursing students, clinical instructors, and patient level of cooperation, hospital policy and theoretical learning.

6. Results and Discussions

Table 1: Clinical practice and nursing student's satisfaction.

No	Items	Mean	Percentage	Attitude
1	There is a gap between the theoretical and practical application	3.02	60.4%	Positive
2	The training period for each course is sufficient to cover what has been studied in theoretical course	3.07	61.4%	Positive
3	Location of my residency affects my satisfaction in clinical area	3.00	60%	Positive
4	Availability of transportation to and from the training Setting (hospital).	3.25	65%	Positive
5	More than 5 students in one clinical group in ward is Problem	3.05	61%	Positive
6	It's a problem for me that I'm not familiar with my clinical learning objectives before I go to Clinical learning setting.	3.16	63.2%	Positive
Total		3.09	61.8%	Positive

From the analysis, it was found that the nursing students' satisfaction were positive and the percentage were more than 60%. The first variable was positive (M=3.09 and 61.8%) The result showed that nursing students were satisfied with their clinical practice. They also believed that there was a gap between the theoretical and practical application, but the period of the training was sufficient to cover what had been studied in the theoretical course. In addition, they believed that the location of their residency affected their satisfaction during their training in AL-Makassed Hospital. The finding of this study supported by Scott Lamont et al. (2016) and Rodriguez- Garcia et al. (2021).

Table 2: Nursing staff relationship and nursing student's satisfaction.

No	Items	Mean	Percentage	Attitude
1	There is cooperation between nurses working in The department and nursing students.	3.46	69.2%	Positive
2	There is a bad exploitation of nursing students at the Training setting by staff nurses.	3.59	71.8%	Positive
3	There is cooperation between the head nurse and Nursing students.	3.09	61.8%	Positive
4	Student nurses learn more from nursing staff by Observing them how they do their job correctly.	3.34	66.8%	Positive

No	Items	Mean	Percentage	Attitude
5	Nursing Staff are easy to approach at any time	3.28	65.6%	Positive
6	I have a problem dealing with staff nurses.	2.48	49.6%	Negative
7	When I am curious about a certain nursing procedure nursing staff explains it for me.	3.73	74.6%	Positive
Total		3.28	65.6%	Positive

The finding of study was supported by Melba, subrahmanya, Ramesh (2015) and Flores Vizcaya et al. (2018). The result revealed that nursing students were being recognized as part of nursing team, and the staff nurses were welcoming all students and did practice open communication and cooperation.

Table 3: Clinical instructor's relationship with nursing students during the clinical practice.

No	Item	Mean	Percent%	Attitude
1	My instructor provides me with appropriate assistance when I have problems during my clinical practice	3.71	74%	Positive
2	My instructor is available at the ward all the time during the clinical practice	3.34	66.8%	Positive
3	My instructor has good knowledge and skills in nursing.	4.00	80%	Positive
4	My clinical instructor is subjective in dealing with students during the clinical training	2.58	51.6%	Negative
5	My Instructor deals with us in an arrogant way	2.34	46.8%	Negative
6	My Instructor discusses students' mistakes in front of Patients & staff, which embarrasses us.	2.41	48.2%	negative
7	My instructor gives us appropriate instructions when needed when needed	3.77	75.4%	positive
8	My Instructor evaluates the benefits and discuss with us The outcomes of the clinical training at the end of the day.	3.82	76.4%	positive
Total		3.25	65%	Positive

The results of this study revealed that nursing student's instructor was available all the time and did have a good knowledge and skills in nursing. On top of that, the instructors did provide them with appropriate assistance and instructions when the students faced any problems during their clinical practice. In addition, their instructor did discuss with them the benefits outcomes of the clinical training at the end of the day. The students also considered that their instructor did not discuss openly their mistakes in front of patients and staff. . The students also agreed that instructor dealt with them in a fair enough and not in an arrogant way. The finding of this study was support by Anna, Kari, Maj, Gerd, (2012), Provan, Hosseini, Bagherian (2016). These findings revealed that nursing students viewed all these acts as positive and beneficial.

Table 4: Level of patient's cooperation and nursing students' satisfaction.

No	Item	Mean	Percent	attitude
1	The cases of the patients affect my clinical practice.	3.21	64.2%	positive
2	Most of the patients are cooperative while assessing their needs and providing care for them	3.49	69.8%	positive
3	During giving the nursing care for a patient, this will give me the opportunity to apply the theory into clinical practice	3.66	73.2%	positive

Total	3.45	69%	positive
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The result of this study indicated that the level of patient's cooperation did affect the nursing students' satisfaction. Whenever the patients are cooperative with the students, the students will become more ready and confident. On top of that, the students agreed that by having a firsthand practice with the patients will open to more opportunities to apply the theory into clinical practice. The finding of this study was supported by Aria, Leino, (2005), Gemuhay, Kalolo, Mirisho, Chipwaza and Nyangena (2019), which revealed a significant relationship between nursing students and patient's cooperation. Also, indicated that there were many positive relationships for both students and patients.

Table 5: Hospital policy in relation to student's clinical site satisfaction.

No	Items	Mean	Percentage	Attitude
1	I have an accurate description of my duties and rights as a nursing student.	3.21	64.2%	Positive
2	The hospital provides me with all the necessary equipment's, supplies and resources for the clinical practice	3.65	73%	Positive
3	My responsibilities as a nursing student are explained well to me by the hospital.	3.35	67%	Positive
4	The policy & rules of the hospital help the nursing students to do good practice	3.27	65.4%	Positive
Total		3.37	67.4%	Positive

The finding of the above table indicated that nursing students had an accurate description of their duties and rights as a nursing students. The findings also revealed that the hospital provided them with all the necessary equipment's, supplies and resources for the clinical practice. On top of that, the students felt satisfied as their responsibilities as a nursing students were explained well to them by the hospital. The finding of this study was supported by Rodriguez-Garcia et al. (2021).

Table 6: The relationship between the theoretical learning and clinical practice taking in consideration to the clinical practice.

No	Item	Mean	Percentage	attitude
1	Doing a conference at the end of the clinical training day will affect the level of outcomes for the nursing student understanding and satisfaction	3.73	74.6%	positive
2	Teaching process and curriculum is relevant to the current Clinical nursing practice.	3.33	66.6%	Positive
3	Theoretical learning prepared me well for my clinical	3.28	65.6%	Positive
Total		3.45	69.0%	Positive

The finding of the above table indicated that doing a conference at the end of the clinical training day will affect the level of outcomes for the nursing students understanding and satisfaction. On top of that, theoretical learning prepared to them, as well as for the clinical practice, the teaching process and curriculum were highly relevant to the current clinical nursing practice. However, this result did not support the findings by Labeeb, Rajith, Ibrahim, Kamal and Francis (2017) and ULviye, Gulsen (2018). Most of the participants reported that that the theoretical information that they received was intensive; however, they could not put most of this information into practice, and this had led to the ineffectiveness of their clinical practice.

Table 7: Summary of the results

No	Items	Rank	Mean	Percentage
1	Problems that facing nursing students' during clinical practice and their satisfaction.	1	3.45	69%
2	Nursing staff relationship and nursing student's satisfaction	1	3.45	69%
3	Instructor relationship with nursing students during clinical practice	2	3.37	67.4%
4	Level of patient's cooperation and nursing student's satisfaction	3	3.28	65.6%
5	Hospital policy in relation to student's clinical site satisfaction	4	3.25	65%
6	The relationship between the theoretical learning and clinical practice taking in consideration to the clinical environment practice.	5	3.09	61.8%
Total			3.32	66.3%

Table 7 shows that the relationship between the theoretical learning and clinical practice in the clinical environment. The results show that the practices and level of patient cooperation's and its effects on nursing students satisfaction was at the highest mean of ($M=3.45$) compared with the other four variables. The results also showed that the problems faced by the students during their clinical practice, can affect their satisfaction received the lowest means of ($M=3.09$). Meanwhile, the hospital policy in relation to students' clinical site satisfaction was placed at the second rank with mean of ($M=3.37$). Then, the staff relationship and its effect on nursing student's satisfaction came in the third rank ($M=3.28$). The instructor relationship with nursing students in the clinical area came in the fourth rank ($M=3.25$). Last but not least, in general the total responses of students' satisfaction in clinical learning environment on the six variables were positive with means of ($M=3.32$) and a percentage of (66.3%). The outcome of this study indicated that there was a gap between the theoretical education and clinical practical application, as well as the cooperation between the existing nurses working and nursing students. In addition to that, the cooperation between the head nurses and nursing students was found to be significant. The instructors had a good knowledge and skills in nursing yet they were not subjective in dealing with students during the clinical training. . Finally, the hospital had provided students with all the necessary equipment, supplies and resources for the clinical practice which can influence on their satisfaction.

7. Conclusions

From the above results and discussions, the researchers have concluded as the following: First, nursing students' satisfaction in clinical learning environment was found to be positive. This means that all the nursing students were satisfied with the clinical learning environment. Second, the nursing students' satisfaction in clinical learning environment was influenced by the respondents' hospital wards. Third, nursing students' satisfaction in clinical learning environment was not affected by gender, place of residence and years of study. And finally, nursing student' satisfaction in clinical learning environment was influenced by the whole variables of this study.

8. Recommendation:

There are some recommendations can be made from the findings of this study. First, it is recommended to conduct similar studies in Palestine universities in order to find out whether the respondents' gender, place of residence, wards and years of study affects their satisfaction in clinical learning environment. At the same time to investigate other variables in clinical learning environment, such as culture variable to find out the satisfaction of nursing students toward these variables.

Next, in order to increase the cooperation between higher education and health care system as well as to enhance the learning environment needs and requirements of undergraduate nursing students, there is a need to create model for clinical practice education. By having this model, it will encourage collaborative learning, trust and mutual respect for the feeling of the nursing students regarding their clinical experience.

Finally, future studies related to the learning strategies in the clinical practice should be conducted too. This will enable other researchers to gain more insight on other practical and scientific methods in nursing.

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