

ORIGINAL ARTICLE

Nursing students' satisfaction

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ABSTRACT

Background: Survey of satisfaction from education line at the school is considered one of the fundamental issues and essential component activities in the area of behavior and organizational performance. The aim of this study was to measure nursing students' satisfaction in School of nursing and midwifery.

Methods: This cross sectional study was analyzed nursing students' satisfaction in six key areas. The data collection instrument was a questionnaire. The results showed that nursing students had little satisfaction with three key areas (school educational environment, clinical education environment, education review by school teachers, clinical education by clinical instructors, Communication with colleagues and social prestige).

Results: The findings indicate that students had very little satisfaction with three key areas (evaluation by school teachers, evaluation of clinical instructors and quality of nursing management).

Conclusion: According to this study the majority of students were little satisfied. Therefore, the satisfaction of all activities performed at the university is effective in motivating and finally education quality Promotion.

Keywords: Satisfaction; Nursing; Nursing student

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Introduction:

Satisfaction is a comfortable sensation that prepared after the individual needs of educational, cultural, welfare and Etc (JavadiParsa & Janpors, 1998-99). One of the important indicators of progress predetermined and achievement goals of every society was a motivated and cholera task force (Abazari & Vafakhah, 2001). Since the main audience of students and higher education are important elements, present their views in the world as an essential factor to be considered in the monitoring of quality in universities (Kebriyai, Rodbari, Rakhshaninejad & Mirlotfi, 2005). In this regard, nursing needs the interested persons with the special ability. Inform and selection of interested students in these branches is tangible, because of student apathy in employment at the profession lead to adverse impact on the quantity and quality of nursing care services (Abazari & Vafakhah, 2001). Results of a study at Tehran University of Medical Sciences, shows that only 17 percent of nursing students have a positive view of their profession and 69 percent of them have agreed to leave the profession. Also had no positive social bases of the factors causing dissatisfaction among nurses were been considered, which can cause corrosion over or put off students from continue in the profession (Joolae, Mehrdad & Bohrani, 2006).

There are so many factors that together can cause the people are satisfied with their discipline. There was perhaps only a factor of all these factors can cause decrease in satisfaction or was dissatisfied among the people in his or her field. Numerous studies have shown that prior information of student discipline, social prestige, relationship coaches and university teachers and hospital personals with student, educational facilities of the relevant administrative procedures was the main causes of the degree of satisfaction among students. According to research results, a positive relationship exists between process management and customer satisfaction, just as the quality of customer satisfaction is an important task (Maddern, Maul & Smart 2006; Dayang, Abang & Francine, 2009).

More than 60 percent of nursing students that have the new chance to choose this field is not willing to choose this field (Sattari, Jamalians & Seifalslami, 2000). Thus, according to the above, researcher decide to conduct a research with aimed to measure students' satisfaction in School of Nursing and Midwifery.

Finally, this research findings lead to improve the quality of care and health promotion and will be aware the relevant authorities of deficiencies in nursing education.

Materials:

This is a cross sectional study (descriptive – analytical) performed in School of Nursing and Midwifery, Ahvaz Jundishapur University of Medical sciences. In this study, nursing students' satisfaction was studied in six key areas (educational and clinical environment, educators, social prestige, communication with colleagues and nursing management). The research community was all second to fourth years of undergraduate nursing students (92 Students) from nursing and midwifery school. Required information was collected from the entire study population.

The data collection instrument, was a researcher made questionnaire including 13 questions about demographic characteristics [location of Institution - education state - age - the total average - Location - marital status - father, mother's occupation] and 74 questions about students satisfaction in six areas, the learning environment (question 30-1), the clinical environment (question 46-31), coaches (from question 51 - 47), social prestige (question 58-52), Communication with colleagues (from 68-59) and nursing management (question 74-69) were studied. For each question, answer as (completely not satisfied, very little satisfied, little satisfied, moderately satisfied, very satisfied and high satisfied) is considered. That information was collected with the permission of the relevant organizations and researcher presence in Ahvaz Nursing and Midwifery School (the necessary training on how to complete the questionnaire was done).

Answers scoring way was point zero for completely dissatisfied, 1 for very little satisfied, 2 for little satisfaction, 3 for medium satisfaction, 4 for high satisfaction and 5 for very high satisfaction response. The minimum score of general satisfaction concerning educational field for each person is zero and maximum score is 370 that is as follows in different areas:

The learning environment: from zero to 25 completely dissatisfied, 26 to 50 for very little satisfied, 51 to 75 little satisfied 76 to 100 moderately satisfied 101 to 125 high satisfactions and 126 to 130 very high satisfactions.

Clinical environment: from zero to 13 completely dissatisfied, 14 to 26 for very little satisfaction, 27 to 39 little satisfaction and 40 to 52 moderately satisfied, 53 to 65 very satisfied and 66 to 80 very high satisfactions.

Coaches: from zero to 4 completely dissatisfied, 5 to 8 for the very little satisfaction, 9 to 12 little satisfaction, 13 to 16 moderately satisfied, 17 to 20 very satisfied and 21 to 25 very high satisfactions.

Social aspect: from zero to 5 completely dissatisfied, 6 to 11 for very little satisfaction, 12 to 17 little satisfaction, 18 to 23 moderately satisfied, 24 to 29 very satisfied and 30 to 35 very high satisfied.

Communication with colleagues: From zero to 8 completely dissatisfied, 9 to 16 very little satisfaction, 17 to 24 little satisfaction, 25 to 32 moderately satisfaction, 33 to 40 very satisfaction and 41 to 50 very high satisfaction.

Nursing management: from zero to 5 completely dissatisfied, 6 to 10 very little satisfaction, 11 to 15 little satisfaction, moderately satisfaction with 16 to 20, 21 to 25 high satisfaction and 26 to 30 for very high satisfaction.

To determine validity, the questionnaire was provided for several faculty members of university for review and prepared their comments.

Reliability of the questionnaire was determined based on the results of a preliminary study with participated 25 students for the entire questionnaire using alpha cronbach coefficient that the rate was 94%. Also the rate of 91% for educational environment, clinical environment 71%, teachers 83%, 85% of the social prestige that associated with 86% managing partners, 88% Communication with colleagues that indicate internal consistency is acceptable.

In order to analyze data from statistical software for quantitative variables and descriptive statistical techniques such as frequency distribution tables and charts were used. The chi-square statistical tests to verify the relationship between qualitative variables, t tests and Pearson correlation coefficient was used. The significance level for all tests with $p = 0.05$ was considered.

Results:

Most studied units are in the third year of study and the mean age of subjects was (21.1522) and had (16.4363) mean average. Most units of study are living in dormitory and the majority of students were single. Most units' father's occupation has been free and most subjects' mother's occupation is householder (Table 1).

Most subjects had little satisfaction of the conditions of learning environment; most subjects had little satisfaction with the clinical training environment, Most of the units studied were little satisfied from instructors clinical training, Most of the subjects were little satisfied from mentors clinical teaching, most units had very little satisfaction from evaluation process of mentors, most of the subjects had little satisfaction from Communication with colleagues, most subjects had little satisfaction of social prestige, most subjects had very little satisfaction of nursing management (Table 2).

Discussion:

Students as a key element of university are consisting of the main figures of various community organizations in the future. The satisfaction of all activities conducted at the University can be the attitude of their profession in order to maintain motivation and promote quality education to be effective (Heidari, Khalaj & Jafarian, 2001). The aim of this study was to measure nursing students' satisfaction in nursing and midwifery school of Ahvaz Jundishapur University of Medical Sciences.

The majority of students in this study were little satisfied from their educational branches. In this regard, Siadat (2005) in their study concluded that graduate students not satisfied at the University of Education in four areas of performance management, administrative, educational, quality, accountability and supervision, and believe that educational management is unable to perform his duties even at moderate levels (Siadat, Shams, homaie & Gharibi, 2005).so the present study is consistent with that findings.

There was a significant relationship between Consent and education status of mother and father, location and total average. The majority of units were from learning environment condition of little satisfaction was done a study on the Saddleback College student satisfaction and concluded that 78 percent of students in general

Table 1. Nursing students' satisfaction according to demographic features (n=92)

Characteristics	f	%
Educational status		
Fourth year	25	27.2
Third year	40	43.5
Second year	27	29.3
Marital status		
Married	2	2.2
Single	90	97.8
Dwelling		
Non dormitory	14	15.2
Dormitory	78	84.8
Father's job		
Employee	20	21.7
Worker	7	7.6
Retired	25	27.2
Free	30	32.6
Other	10	10.9
Mother's job		
Employee	10	10.9
Householders	80	87
Retired	1	0.6
Free	1	0.6
Other	-	-

Table 2. Nursing students' satisfaction (n=92)

Characteristics	f	%
Situation of educational environment (School)		
Very high satisfaction	-	-
High satisfaction	-	-
Mean satisfaction	-	-
Little satisfaction	78	84.8
Very little satisfaction	13	14.1
Completely dissatisfied	1	1.1
Situation of clinical environment		
Very high satisfaction	-	-
High satisfaction	-	-
Mean satisfaction	-	-
Little satisfaction	54	58.7
Very little satisfaction	19	20.7
Completely dissatisfied	19	20.7
Theoretical education by school teacher		
Very high satisfaction	-	-
High satisfaction	20	21.7
Mean satisfaction	14	15.2
Little satisfaction	30	32.6
Very little satisfaction	17	18.5
Completely dissatisfied	11	12

Table 2. Nursing students' satisfaction (n=92) cont.

Characteristics	f	%
Clinical evaluation by clinical teacher		
Very high satisfaction	-	-
High satisfaction	3	3.3
Mean satisfaction	23	25
Little satisfaction	31	33.7
Very little satisfaction	24	26.1
Completely dissatisfied	11	12
Evaluation by school teachers		
Very high satisfaction	-	-
High satisfaction	-	-
Mean satisfaction	13	14.1
Little satisfaction	31	33.7
Very little satisfaction	33	35.9
Completely dissatisfied	15	16.3
Evaluation by clinical trainers		
Very high satisfaction	-	-
High satisfaction	1	1.1
Mean satisfaction	12	13
Little satisfaction	20	21.7
Very little satisfaction	33	35.9
Completely dissatisfied	26	28.3
Communication with colleagues		
Very high satisfaction	-	-
High satisfaction	-	-
Mean satisfaction	1	1.1
Little satisfaction	76	82.6
Very little satisfaction	9	9.8
Completely dissatisfied	6	6.5
Social image		
Very high satisfaction	-	-
High satisfaction	-	-
Mean satisfaction	16	17.4
Little satisfaction	54	58.7
Very little satisfaction	16	17.4
Completely dissatisfied	6	6.5
Nursing management		
Very high satisfaction	-	-
High satisfaction	-	-
Mean satisfaction	-	-
Little satisfaction	2	2.2
Very little satisfaction	57	62
Completely dissatisfied	33	35.9

had satisfaction from university services. This is not consistent with the results of this study and may be different because of the research environment differences. The findings of this study showed that the majority of nursing students' had little satisfaction from clinical learning environment. In this regard (Glossop, 2001) refers to the importance of student satisfaction as the main factors hindering the education and clinical work of student dropout. Also(Abedini & et al,2008) stated that the most important problems in clinical education of students are lack of amenities (71.2%), lack of adequate teaching space (39%), lack of teaching aids in clinical (37.3%), inadequate facilities in educational center (35.6%) and shortage of experienced teachers to teach in clinical settings (35.6%).

Despite of this, various studies have shown that any problems such as inconsistencies between theory and clinical practice, not Specification the goals of clinical education, stressful hospital environment, less willing of high experienced coaches to participate in clinical training environment, not actual assessment and the lack of educational facilities are the obstacles to achieving the objectives of this period (Zaighami, Faseleh, Jahanmiri, Ghodsbin ,2004; Dehghani, Dehghani, Fallahzadeh ,2005; Peircs, 1991; Paterson, 1997; Pryjmachuk, 1996 & Roberts, Tabloski, Bova ,1997).

According to this research finding the majority of students have had little satisfaction on how teachers teaching. Liverpool University shows that according of the students views of the highest importance is given to education and learning and less importance to the physical facilities and the satisfaction levels in the least important parts is less important of the sector parts (Douglas, Douglas & Barnes, 2006) that the present study is consistent with those results.

The present results showed that the majority of students in clinical training had little satisfaction by the mentors. In this regards, the results of Nsryany (2004) that in related the effectiveness of clinical training in clinical skills of medical surgical nursing graduates indicated that the acquisition of this skill level is weak. When nurses and nursing students are complaining that the content of this theory is not taught in the clinical and nursing care and cattle do not have the opportunity to learn (Nikbakht Nasrabadi, & Movaghari, 2001).

Perhaps both are unaware of available learning opportunities, because the teaching and learning with some degree depends on the attitude and experienced coaches who help students learn more from each position to use the hospital. And help to take students any action to be considered as a learning experience (Movaghari & Soghtrati, 2007).

The other problem for the training course was mentioned shortage of experienced trainers (35.6%). In this regard, other studies have shown that the ability of new nurses and clinical skills to meet the expectations of patients and health care team and managers have failed (Dehghani, Dehghani& Fallahzadeh, 2005). The present study showed that the majority of nursing students were less satisfied with the evaluation by clinical instructors. In relation to this study, (Mohammadi & et al,2005) related on problems in clinical education instructors and senior nursing students indicate that most teachers and students believed that have a mismatch in evaluation forms and clinical environment conditions and mentioned the different evaluation practices among teachers.

According the opinion of Nehring (1990) students as recipients of professional services of teachers, are the best source for the identification of clinical teaching behaviors of their instructors. Identify existing problems in the clinical training of students and then proceeded to eliminate them and improve the training of skilled personnel and to achieve educational goals and ultimately provide high quality care is needed. Results from this study showed that the majority of students were less satisfied from communication with colleagues. Researches finding suggests the lack of consent with attitudes of students in the field and personal relationships with students. Among the options, lack of student support personnel, Fierce and angry movement of personnel and lack of proper feedback from the students was the most of them won as barriers. This can lead to student apathy and negative attitudes towards learning (Kelly, 2007; Larry, 2006& Sehati Shafayi, 2006).

According to the results of this study students were little satisfactory from social prestige, In this regard Saberian (1998) mentioned that the negative attitude of people towards the wrong video nursing profession in general minds reasons and discouraged students to consider on school quality and student work that could affect adverse effects. In many studies the negative attitude of nurses and other health team personnel and the hard routine of hospital part were the other factors that have been reported for the Dropout in nursing

education (Royal College of Nursing Australia (RONA), 2002). The majority of student's satisfaction was very low from nursing management process. Organization management training has a special sensitivity. Because these organizations are dealing with human and to developing its people to become innovative, creative and are aware that have strategic role to play in society (Morgan, King & Robinson, 1984).

The first successful strategies and priorities of the successful present organizations in the world, is customer oriented and customer satisfaction (Hughes, 1998). Consequences of negligence in carrying out community organizations and institutions are more notice to relevant organizations (Robbins, 1991). But not have program, officials and staff negligence in providing educational services to learners, realized the community. It is required that employees with high effort and endeavor, to provide appropriate services to students (Siadat, Shams, homaie & Gharibi, 2005). Also to achieve greater satisfaction of students as consumers of educational services and student recipient's continuous quality improvement of services should be attempted (Mansourian, 2003).

Conclusion:

According to the students in this study in most cases had little satisfaction and in management domain had very little satisfaction, therefore university administrators and staff should more try to improve the quality and quantity of services. Proper planning, improve processes, clarify the code of ethics of staff and management and staff awareness about the university's mission can be effective in improving the services involved in student satisfaction.

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