

Students Satisfaction with Nursing Program

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Objective: To evaluate students satisfaction with nursing program in the faculty of nursing.

Design: Descriptive Survey.

Setting: Faculty of Nursing, Mutah University, Jordan.

Method: Data were collected using a questionnaire. Three hundred fifty-seven questionnaires were distributed, Two hundred sixty-seven were completed, a response rate of 74.8%.

Result: The mean of students satisfaction with the nursing program was ($\bar{x}=3.06$). The highest mean of satisfaction with the program dimensions was faculty of nursing climate ($\bar{x}= 3.31$) and the lowest satisfactions mean was the faculty of nursing facilities ($\bar{x}= 2.85$). There were no significant relationships between students' satisfaction with the nursing program dimensions and participant's characteristics.

Conclusion: Generally, the findings of the study showed that students' satisfaction with nursing program was neutral.

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Although studies of students' satisfaction with educational experiences were conducted in 1930s in North America, a renewed interest has become apparent among college administrators and faculty members. Students' satisfaction is recognized to be an important mean to assess institutional success and effectiveness to meet the changing demands of the students and the community in the era of close accountability, rapid technological, economical and social changes¹⁻⁵. Educationalists had agreed upon the importance, complexity and yet insufficiency of research on students' satisfaction¹.

Satisfaction is defined as the psychological state, which results from confirmation or disconfirmations of expectations with reality⁶. Lacking a standardized definition of student's satisfaction is considered a complex issue, even with its complexity it has been regarded as one of the most influential means in developing high quality education^{4,7}.

Studies point out that certain factors exert positive and significant influences on student satisfaction. These factors include student background characteristics, participation in the

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external community, access to and use of college facilities and services, faculty style of instructions, academic and social integration, learning activities, courses quality and usefulness of education^{7,8-12}.

Student's satisfaction contributed to intellectual, social, affective growth, classroom and college retention, academic performance, motivation and college persistence. Satisfied students were more successful and dedicated to accomplish their goals than unsatisfied students^{5,7,13-15}.

It was found that students choose nursing studies because they have the opportunity to find a job easily, or because their score was only enough to enter nursing^{16,17}. A study conducted on second and fourth year nursing students revealed that independence, decision-making, autonomy, and innovation are accomplished through self concept¹⁸. Another study concluded that students lack clinical skills prior to their graduation¹⁹.

The aim of this study is to evaluate students' satisfaction with nursing program in the faculty of nursing.

METHOD

Three hundred fifty-seven questionnaires were distributed, 267 students responded, a response rate of 74.8%.

The questionnaire developed by the researchers based on review of student satisfaction literature^{8,9,14,20-21}. The questionnaire has two parts; the first part is an introductory section about the purpose of study and students background information. The second part has 47 items grouped into 6 subscales: curriculum and instruction, clinical practice, faculty of nursing facilities, faculty of nursing climate, academic and personal development and finally follow-up of academic performance^{2,3,9,11,13}.

Questionnaire was rated on 5-point Likert scale: 1= strongly dissatisfied, 2= dissatisfied, 3= neither, 4= satisfied and 5= strongly satisfied. Content validity was computed by the average congruency percentage by 5 experts. A pilot study was conducted to assess the psychometric measures of instrument, Cronbach's alpha reliability coefficients of each subscale were as follows: curriculum and instruction 0.86, clinical practice 0.90, facilities 0.83, climate 0.63, development 0.87, follow-up 0.60 and the score of the entire instrument was 0.94. The questionnaire developed by the researchers based on review of student satisfaction literature^{4,8,9,16-17}.

The study was approved by Human Research Committee in the Faculty of Nursing. Informed consent was obtained. Data were analyzed with SPSS® version 17.

RESULT

The age of students ranged from 19-21years. The characteristics of participants are shown in Table 1.

The total mean of student satisfaction, on 5-point Likert scale, was (\bar{x} = 3.06) which indicates that the level of students satisfaction with the nursing program was neutral. The means of students' satisfaction with the nursing program subscales were as follow: school of nursing climate (\bar{x} = 3.31), personal and academic development (\bar{x} = 3.24), curriculum and instruction (\bar{x} = 3.07),

academic follow-up (\bar{x} = 2.97), clinical practice (\bar{x} = 2.92) and faculty of nursing facilities (\bar{x} = 2.85).

Table 1: Personal Characteristics of Subjects

Characteristics		No of subjects (n=267)	Percentage
Gender	Female	172	64.4
	Male	95	35.5
Total		267	
Academic year	Second	109	37.8
	Third	77	28.8
	Fourth	81	33.4
Total		267	
Accumulative average	Excellent	6	2.2
	Very good	36	13.5
	Good	160	60
	Satisfactory	65	24.3
Total		267	

The greatest two means and frequencies of each nursing program subscale were shown in Table 2. Two hundred twenty-seven (85%) students were satisfied with the syllabus and the grading method; 195 (73%) students were satisfied that nursing courses are helping them in their lives and to communicate effectively. One hundred sixty-three (61%) students were satisfied that the nursing program helps in future work. One hundred seventy-three (65%) were satisfied with the instructors' accessibility and students' safety. One hundred seventeen (44%) were dissatisfied with the faculty of nursing services such as computer laboratory, restroom, classrooms, cafeteria and lack of cupboards. One-third of students lacked the sense of belonging to nursing. Eighty (30%) students were dissatisfied with acquiring writing, critical thinking and problem solving skills. More than one-fifth of students were dissatisfied with shouldering responsibility and decision-making. One hundred one (38%) were dissatisfied with their English language skills.

Table 2: Means, Standard Deviations and Frequencies of Nursing Program in Promoting Students Satisfaction (N= 267)

Item	\bar{x}	SD	Number and Percentage				
			1	2	3	4	5
Curriculum and Instruction							
Faculty provide me with the course syllabus	4.22	.870	5 (1.9)	13 (4.9)	9 (3.4)	132 (49.4)	108 (40.4)
Faculty inform me of grading method	4.08	.826	4 (1.5)	10 (3.7)	27(10.1)	146 (54.7)	80 (30)
Clinical Practice							
Instructors are concerned about my safety	3.62	1.108	19 (7.1)	24 (9.0)	47 (17.6)	126 (47.2)	51 (19.1)
Instructors are accessible	3.56	1.143	21 (7.9)	28 (10.5)	48 (18.0)	120 (44.9)	50 (18.7)
Faculty of Nursing Facilities							
The photocopying service is available	3.51	1.168	21 (7.9)	35 (13.1)	49 (18.4)	112 (41.9)	50 (18.7)
Library time suits me	3.45	1.160	22 (8.2)	34 (12.7)	59 (22.1)	106 (39.7)	46 (17.2)
Faculty of Nursing Climate							
Faculty of nursing employees treat me with respect	3.58	1.129	20 (7.5)	22 (8.2)	64 (24)	106 (39.7)	55 (20.6)
Academic and Personal Development							
I communicate properly	3.84	.964	10 (3.7)	15 (5.6)	43 (16.1)	138 (51.7)	61 (22.8)
Faculty help me to develop professional competence	3.47	1.056	16 (6.0)	26 (9.7)	83 (31.1)	101 (37.8)	41 (15.4)
Follow-Up of Academic Progress							
Faculty help students to improve their academic performance	3.35	1.385	40 (15.0)	33 (12.4)	60 (22.4)	63 (23.6)	71 (26.6)
Faculty follow-up my academic performance	2.60	1.204	61 (22.8)	69 (25.8)	67 (25.1)	55 (20.6)	15 (5.6)

There was no significant relationship between students' satisfaction with nursing program dimensions and sample's characteristics.

DISCUSSION

Though the result of the study shows that students' satisfaction with nursing program was neutral, high percentage of students were satisfied with the curriculum and instructions, which is one aspect of nursing program; similar findings were reported in other studies^{20,21}.

Students were satisfied with the safety provided and accessibility of instructors and with members of the faculty of nursing who are concerned to protect students from hospital hazards. Moreover, the findings showed that students were friendly; this finding was consistent with other studies²⁰.

This study showed that the students lack the sense of belonging to the faculty; this might be partially due to nursing field was taken as an opportunity to find a job only or because nursing is the only choice they had, based on the university entering score^{16,17}. Dissatisfaction with speaking English might be attributed that English language is not their mother tongue. The study

revealed that students were dissatisfied with writing, critical thinking and problem-solving skills, these findings were consistent with Jinks and Pateman¹⁹. Students were strongly dissatisfied with the skill of decision-making and taking responsibility; these findings are similar to the study by Sharif et al¹⁸.

Students were strongly dissatisfied with nursing facilities, in particular restroom cleanliness and cafeteria services. This may be due to students' awareness of the importance of universal precaution in preventing infection.

Furthermore, the current study showed that students score low in clinical practice, facilities and follow-up of academic performance. Therefore, the faculty of nursing is advised to focus on students' clinical training and acquisition of necessary skills needed in their nursing career.

CONCLUSION

The findings of the study revealed that students' satisfaction with nursing program was neutral. This may reflect on students' future role in providing high quality nursing care. The faculty of nursing members should understand the importance of students' satisfaction in promoting the quality of graduates.

Further studies are recommended in governmental and private faculties of nursing to assess students satisfaction and explore the relationships between students satisfaction with nursing program and its dimensions in relation to students certain characteristics.

The results of this study cannot be generalized because only one nursing school was studied.

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