

# Nursing Student's Satisfaction of Nursing Program in the Euphrates

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## Abstract

“In higher education, student satisfaction has been viewed as an indicator of program success, and students with higher satisfaction levels progress well in their intellectual and social development” the nursing student satisfaction has not been sufficiently studied in the world. Identifying which factors affect student satisfaction and expectations is valuable to educators seeking to improve the quality of program outcomes.

Cross-sectional survey study of senior nursing students in a BSN program was conducted during Oct 2016-April 2017 at colleges of middle Euphrates, Iraq. (200) senior nursing students in a BSN program from (4) colleges enrolled in the study selected randomly from the last stage of nursing colleges in middle Euphrates. Instruments were developed and used in order to collect data through self-administration of a questionnaire regarding the study, which analyzed by using SPSS, version 23.0. Descriptive statistics (means and standard deviations) were used for demographic questions and for each of the subscales organized by setting. The study results showed highly scaled issue from the participants regarding nursing program satisfaction. college's recourses had the corner stone of applying nursing education program for nursing students, just (2) items had the high mean of scale (3.06 and 3.22). The study found that all domains were enhancing student satisfaction with their nursing education program.

**Key words:** *Nursing students, nursing program*

## Introduction

Nursing philosophy has been an associate in Nursing 'export industry' since the start of the skilled era in nursing following the Nightingale reforms within the Europe within the Eighties. <sup>1</sup> Nursing education challenges and health care provider education, namely; pair of competencies to patient and population wants, poor cooperation, persistent gender stratification of skilled standing, slender technical focus while not broader discourse understanding, preponderantly hospital orientation at the expense of medical aid and weak leadership to enhance health system performance. <sup>2</sup> Nursing education is incredibly disagreeable with these aspects. Such a disagreeable education could negatively have an effect on a student's shallowness <sup>3</sup>

Bachelor's degree nursing program is that the same all universities in Iraq and has undergone varied reforms over the past decades with the intention of making

certain that the data and skills of graduates match the necessities for providing top quality care. <sup>4</sup> Challenges were facing nursing education in Asian countries, as well as lack of faculties, learning resources, impassive information and poor collaboration between institutional education strategies and health agency. <sup>5</sup>

Official approval of the nursing program is an important indicator that offers top quality outcomes to meet standards for education in Republic of Iraq hold student satisfaction; nursing student satisfaction is viewed as an associate degree indicator of nursing program success.

In learning action, learner happiness has been viewed as sign of plan achievement, and learner with upper happiness levels movement well in their academic and public increase. <sup>6</sup>

Nursing education has a lot of development achieved in most countries towards building the capability of nursing and midwifery academic establishments in

terms of developing new programmers and change the nursing and midwifery curricula, particularly in post-conflict countries. However, the standard of education in low-income countries needs additional attention, significantly in relation to investment in infrastructure, college development and program management.<sup>9</sup>

The effectiveness, sufficiency, and quality of the services provided at the nursery, faculties have an effect on the success of nursing education programs, quality, and proficiency of nursing students, and the way the scholars get pleasure from these services are often measured by their satisfaction.<sup>7</sup>

Nurses are important resources for achieving health policy goals and promoting public health, the academic atmosphere may be a vital indicator in predicting educational outcome.<sup>8</sup>

Central to the CFSE(Curriculum, Faculty, Social Interaction, and Environment)

“Model is the belief that student satisfaction evolves in a very active method that’s influenced by the interaction between the scholar and school and therefore the teaching and learning environments. During this model,<sup>11</sup> projected that the extent of student satisfaction with a nursing program is directly laid low with four major constructs: the content and structure of syllabus, school teaching methods, social interaction among students and school, and therefore the learning surroundings, like a nursing skills laboratory”.<sup>11</sup>

### Research Objectives

The aspire of this revise was to give the facts of BSc nursing course agreement among nursing students using a regular dimension in order to identify areas needed for development in general and what is the relation of characteristic variables and satisfaction

#### Research questions

What is the satisfaction level of nursing student’s education?

### Methodology

**The design of the study:** Cross-sectional study of senior nursing students in a BSc program was conducted so as to accomplish the stated objectives during Oct 2016- April 2017 at colleges of middle Euphrates, Iraq.

**Participants:** (200) senior nursing students in a BSc program from (4) colleges enrolled in the study selected non random from the last stage of nursing colleges in middle Euphrates, All participants were well-versed fully about current revise and its aim and then a charitable oral consent was obtained from the participant in order to participate in the study. Besides, it has been taken into account the confidentiality of information obtained from students.

**Instruments:** Tool developed and used in order to collect data. It includes demographic data and four validated tools assessed satisfaction among nursing students. For scoring fulfillment status also four point Likert scales have been used. The items were none or little of the time, some of the time, a good part of the time and most or all the time. The four-point Likert scale type is scored as (1) for none or little of the time, (2) for some of the time, and (3) for the better part of the time and (4) for most or all the time. The elevated score means higher satisfaction.

**Data collection:** Data were together through self-running of opinion poll regarding the study. Participants provide self-report information across fulfillment among nursing students, with using a developed and well-constructed opinion poll.

**Data analysis:** statistics were analyzed using SPSS, Descriptive statistics (means and standard deviations) were used for demographic questions and for each of the subscales organized by setting (classroom or clinical). Responses were coded on a scale ranging from 1 (disagree) to 3 (agree). Paired t-tests were used to compare perceived competence in the classroom versus clinical experiences for each subscale.

**Ethical Considerations:** Ethical consent was obtained from a scientific research committee at the nursing college and governmental health department (2016/11).

**Results**

**Table (1) the expressive of teaching and learning domain.**

	<b>Mean</b>	<b>SD</b>
A way that allows me to know the objectives of the program were clarified what should I learn during my studies	<b>3.11</b>	.841
Application defaulters support students academically methods helped raise the academic level of those who need it	2.30	.971
Ensure education method in the program many of the activities that have helped me to gain self-learning ability	2.95	.807
Education style 1helped me to debate and dialogue to reach the concepts and facts collectively	<b>3.14</b>	.841
Exact time to acquire skills through practical lessons enough to practice laboratory / field / Applied activities	2.81	.878
Lots process helped me to develop my abilities in the field of decision V / Profession	<b>3.09</b>	.813
Field training gave me many of the communication skills and professional skills, according to what has been explained to us	2.74	.985
I feel after field training has become more confident in my ability to practice the profession and work after graduation	<b>3.01</b>	.808
Courses taught methods make me feel that I do not need tutoring	2.99	.833
Availability of faculty office hours at times helped me to understand some of the points that I did not understand during lectures or practical lessons	2.91	1.081

The table indicates certain items with highscore regarding nursing program satisfaction at the p value of 0.05.

**Table (2) descriptive statistics of student evaluation domain.**

	Mean	SD
Calendar varied activities (examinations and extra-curricular activities) to check my abilities and practical Satiabale scientific article	3.24	.810
Calendar-based methods to measure my abilities in knowledge and understanding, interpretation and analysis	3.16	.839
It is reading the papers my exams quarterly through feedback to learn about my mistakes and learn from them	2.57	1.00
I find the grades obtained by expressing my level of actual	2.81	.925

Seniors participate in this study failed with satisfaction as student's evaluation methods in nursing education program.

**Table (3) descriptive statistics resources domain.**

	Mean	SD
Educational resources (equipment field / lab / lecture halls, etc.) used to work on the acquisition of professional skills and practical enough	2.62	1.040
Possibilities for technology sufficient information from my point of view	2.86	.993
Place in the curriculum, teaching assignments helps me to take advantage of available technology education possibilities and help me with the self-learning process	2.74	.932
I find that the available scientific literature helps me in the achievement and understanding	3.06	.872
Teaching aids used in the explanation and clarification will help me a lot to follow and understand the scientific material	3.22	.778

It revealed that just (2) items had the highest mean of the scale (3.06 and 3.22) out of 5.

**Table (4) descriptive statistics ensuring fairness and transparency.**

		Mean	SD
1	I feel confident that the appeal against the results of the examination system	2.36	1.018
2	I feel justice and equality and the rest of my colleagues interface across all practices that I have taken part	2.59	.920
3	Tables achieve the greatest flexibility, allowing me to exercise most of the academic activities and the practice of student activities	2.78	.875
4	I feel that the proposals that extend the overall management and those in charge teaching, be taken into account are studied and utilized	2.36	1.033

Regarding this domain respondent had no significant item.

**Table (5) the frequency and percentage of all domains regarding nursing student’s satisfactions. The table indicates (more than 60%) of the nursing students satisfied about their nursing education program.**

1. Teaching and learning domain			
	Frequency	Percent	
Not Satisfy	17	8.5	
Uncertain	59	29.5	
Satisfy	124	62.0	
Total	200	100.0	
2. Student evaluation domain			
	Frequency	Percent	
Not Satisfy	18	9.0	
Uncertain	58	29.0	
Satisfy	124	62.0	
Total	200	100.0	
3. Resources domain			
	Frequency	Percent	
Not Satisfy	16	8.0	
Uncertain	56	28.0	
Satisfy	128	64.0	
Total	200	100.0	
4. Ensuring fairness and transparency domain			
	Frequency	Percent	
Not Satisfy	17	8.5	
Uncertain	59	29.5	
Satisfy	124	62.0	
Total	200	100.0	

**Table (6) nursingstudent’s had satisfactions about all four domains.**

It show that (62.0%) of the participants satisfied in their nursing education program.

	Frequency	Percent
Not Satisfy	18	9.0
Uncertain	58	29.0
Satisfy	124	62.0
Total	200	100.0

About (62.0%) of the participants satisfied their nursing education program.

## Discussion

This study agreed with such studies in evaluation of nursing education program, from the student's point of view, their satisfaction is one methods for evaluation and award accreditation of education in the world, so as, the results of the study

Teaching and learning domain: There were (62.0%) of senior students had satisfied with this domain, in view of the fact that all nursing students from Iraqi universities which had a good history of teaching and learning faculty who were trained in England, as well as had strict rules and regulations in nursing education since 1963.

Kasilingam, et al (2014) who studied this domain and found that a comprehensive assessment of students' performance within the courses is important in manufacturing graduates who are able to integrate the assumption and apply of the learned courses in some educational activity programs. This issue is important to explain why our student had satisfied, on the other hand, the fact of another researcher about this domain is a positive, high and vital correlation between cognitive-psychomotor learning outcomes and emotive outcomes which often thought to be an indication on the association between these domains (Sönmez, 2017)

Porter, (2006) deliberates that experience with peer ability and education organization strength. The satisfaction level of the good and bad experiences extended towards them by the institute with high student's satisfactions.

Student evaluation domain: This is the important domain effect on improvement of educational outcome in the higher education, the interpretation of (Remedios and Lieberman, 2008) that "used to determine the manipulation of exams, work, opportunity and objectives on student evaluations of teaching. The results indicated that grades, course complexity, and potentiality did have a tiny positive influence on faculty rating, which in turn depended upon the quality of teaching".

Resources domain: Nursing schools in Iraq supported with enough resources, which reflect the (64.0 %) of nursing student that indicate their satisfaction. In "A study of (Dickson, et al, 2015), agreed with the finding and stated that the providing appropriate educational environment, could stimulates students' thinking and generates their creativity. The result is like to those of

<sup>18</sup>, and (Salamonson, et al., 2010), as well as (Wiers-Jenssen, et al. 2002), who found that there is a significant relationship between student academic development (e.g., through intellectually stimulating courses) and overall satisfaction, and a higher satisfaction level when faculty were supposed as sophisticated about the subject matter, set comprehensible goals, and existing quality teaching and a proper workload. The findings are also supported by (Ojeda, et al., 2011), (Row botham, 2010), and (Zafirir and Nissim, 2011), signifying that social relations between faculty and students is fundamental in developing a positive learning environment, which can also lead to student satisfaction. According to AACN's a statement on 2014-2015 registration and graduation in baccalaureate nursing and postgraduate programs, nursing colleges in the United States turned 68,938 competent applicants of baccalaureate and graduate nursing programs in 2014".

## Conclusion

The study terminates too:

1. Provides student satisfaction of teaching and learning domain, evaluation domain, resources domain, and ensuring fairness as well as intelligibility domain offered in nursing courses which fulfilled within programs in the Middle Euphrates.
2. All domains were enhancing satisfaction for more than half of the respondents, with their nursing education program.
3. The outcome may not be generalized to all nursing programs, or to BSN programs accredited.
4. Nursing faculty members have superior effective teaching in nursing education in spite of their shortage.

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**Conflict of Interest:** None to declare.

**Ethical Clearance:** All experimental protocols were approved under the College of Nursing, Iraq and all experiments were carried out in accordance with approved guidelines.

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