

Clinical Placement Satisfaction Among Undergraduate Nursing Students at Karachi: A Quantitative Study

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Abstract:

Background: Nursing is essential in healthcare, focusing on promoting, maintaining, and restoring health for individuals, families, and communities. As the healthcare system's backbone, nursing faces educational challenges in preparing students for real-world settings. Practical clinical experience is vital for students to gain essential skills needed for effective patient care and teamwork. **Objective:** To investigate the factors influencing clinical placement satisfaction, including learning experiences, support from clinical staff, instructor, and the integration of theoretical knowledge among undergraduate nursing students in Karachi. **Methods:** This descriptive cross-sectional study design was accomplished at the private institute of nursing from 1st October to 15th October 2024 in Karachi. The target population for the study was the semester eighth students of Generic BSN program and the total participants were 64, and the data was collected through an online questionnaire. **Results:** There were 64 participants out of which 50 were males and 14 were females. Moreover, the results display the overall level of satisfaction.. 15% of the total population expresses low level of satisfaction, 34% exhibits high level of satisfaction, and 51% of individuals illustrates moderate level of satisfaction. **Conclusion:** The high level of satisfaction of nursing students with clinical placements highlights the accountability of instructors and staff. However, concerns from the 15% with low satisfaction level should be addressed by investigating their issues and proposing solutions. Regular satisfaction surveys could ensure continued quality clinical instruction and support.

Keywords: Clinical placement, satisfaction, nursing students, clinical experience.

Introduction:

The nursing profession is a specialised branch of healthcare that promotes, maintains, and restores people's health and well-being as individuals, families, and communities. The nursing profession is regarded as the backbone of the healthcare system due to its critical role in hospital operations and patient care delivery. Nurses play an important role in global healthcare delivery. A competent and clinically skilled nursing workforce is essential for meeting healthcare system expectations [1]. The nursing profession has played a pivotal role in healthcare, with a significant global workforce. Nursing faces a distinct set of difficulties

that make it more difficult to deliver high-quality care and recruit new employees in developing nations like Pakistan. The World Health Organisation (WHO) estimates that by 2030, there will be a global shortfall of 10 million health workers, including nurses, midwives, and doctors. This shortage is one of the profession's largest concerns. With only 1.5 nurses for every 1,000 people, Pakistan has a severe nursing shortage compared to the WHO's minimal requirement of 2.5 nurses for every 1,000 people. According to the WHO reported that there were about 27.9 million nurses worldwide, making them the largest healthcare workforce group [11]. According to the Pakistan Nursing Council statistical report, the total number of registered nurses all over Pakistan and in different provinces and federal were Sindh (PAK) Total: 26385, Male: 11335 Female: 15033, Gilgit Baltistan Total:734 Male: 99 and Female: 632 Baluchistan (PAK) Total 1534 Male: 464 and Female: 1068 Azad Jammu and Kashmir (AJK) Total 821 Male: 52 and Female: 769 Federally Administered Tribal Areas (FATA) Total: 126 Male: 71 and Female: 55 Punjab (PAK) Total: 56207 Male: 3409 and Female: 52781 Khyber Pakhtunkhwa (PAK) Total 15242 Male: 5618 and Female: 9801 Federal Capital Islamabad Total: 787 Male: 139 and Female: 647 Northern Area Total: 90 Male: 11 and Female: 79 [10].

According to a study done in Sindh, Karachi, students regarded the ward manager's leadership style and good monitoring as important aspects of the clinical learning environment. Gender differences in therapeutic settings, supervision, and learning environments exist [24]. Nursing students expressed a high need to be heard, prepared, and supported, which is consistent with other research. Here, the assistance of preceptors and supervisors is essential, and it is emphasised once more how important it is to create an environment where students feel free to grow to the fullest [2]. An analytical cross-sectional design used in Multan Pakistan showed that students were happy with their clinical learning experiences; however, satisfaction differed according on the college type and academic year [23]. This study offers fresh insights into undergraduate nursing students' perceptions of personal recovery, attitudes towards mental health nursing, and readiness for clinical placement, as well as their views on the stigma and recovery surrounding mental illness at the time of entry and departure from mental health clinical placement [3]. A hostile atmosphere, a strained rapport with the licenced nurses, a dearth of instructors, and a lack of resources were some of the elements that impacted the clinical learning experience for the students [4]. Nursing students are encouraged to look for career options inside the secure preceptorship setting because of the organization's favourable learning environment and the trusting relationship that forms during preceptorship [5]. The research was conducted as part of the nursing course at a university college during the third and fourth semesters of the student's clinical rotations in the surgical and medical departments of three separate hospitals. Overall, the clinical learning environment was well-received by the students [6].

Methods:

Study Setting:

The current study was conducted in a private institute in the Horizon School of Nursing Karachi.

Study Design:

The current study followed a descriptive cross-sectional design.

Study population:

The target population for the study was Generic BSN 8th-semester students.

Duration of Study:

This research took four months for their completion.

Sample size:

A total of 64 individuals were chosen as potential participants. The sample size of 64 was appropriate because the total population consisted of 80 students. Some students were excluded based on eligibility criteria, ensuring that the final sample accurately reflected the target population while maintaining feasibility for the study's duration and resources.

Sampling Technique:

The study's participants were recruited using a simple random sampling technique. Simple random sampling gives each 8th-semester BSN student an equal chance of selection, reducing selection bias. This method ensures the sample accurately represents the entire population, making it suitable when the group shares similar characteristics, such as clinical education exposure.

Independent Variables:

Clinical placement satisfaction

Dependent Variables:

Undergraduate nursing students

Eligibility criteria:**Inclusion criteria:**

That nursing student who had taken clinical education.

Exclusion criteria:

Students who declined to participate in the study either withdrew or missed more than two clinical education sessions.

Data collection procedure:

Data was collected after receiving approval from IRB and Written permission was already obtained from the primary author, to measure clinical placement satisfaction. Permission was taken for the study setting (See Appendix E) To collect data the study will utilize a quantitative approach. The study participants primarily included 8th-semester students enrolled in the Generic BSN program in Horizon School of Nursing Karachi for data collection..

Validity and Reliability:

The study was carried out by a validated and reliable tool, which had been studied and proven by multiple studies.

Ethical Considerations:

For study conduction purposes ethical research guidelines were strictly followed. Written permission has been obtained from the Ethical Research Committee (ERC) approval number (HSNHS/2024/127). Informed consent was obtained from the participants and they were informed in advance regarding the whole process of the research and the purpose of the research work. Moreover, written informed consent was received from every student who agreed to contribute to the study.

Results:

The findings of demographic variables are displayed in Table 1. Out of 64, there were 14 (21.88%) females, 50 (78.12%) males.. In terms of age, 45 participants are between the ages of 17 and 21, 14 are between the ages of 21 and 23, and 5 are between the ages of 24 and 27. The findings do not show a direct relationship between gender or age and clinical placement satisfaction among participants. However, male participants make up a substantially bigger proportion of the sample (78.12%) than females (21.88%).

Table No 1: Demographic data (n=64)

Gender	Age	Frequency	Percentage
Male	18 to 27	50	78.12%
Female	17 to 22	14	21.88%

Table 2 displays the overall level of satisfaction.. 15% express low satisfaction, 34% express high satisfaction, and 51% of individuals express moderate pleasure.

Participants	64
Low level (Percentage)	15%
Moderate Level (Percentage)	51%
High level (Percentage)	34%

Figure 1 Clinical placement satisfaction among undergraduate nursing students.

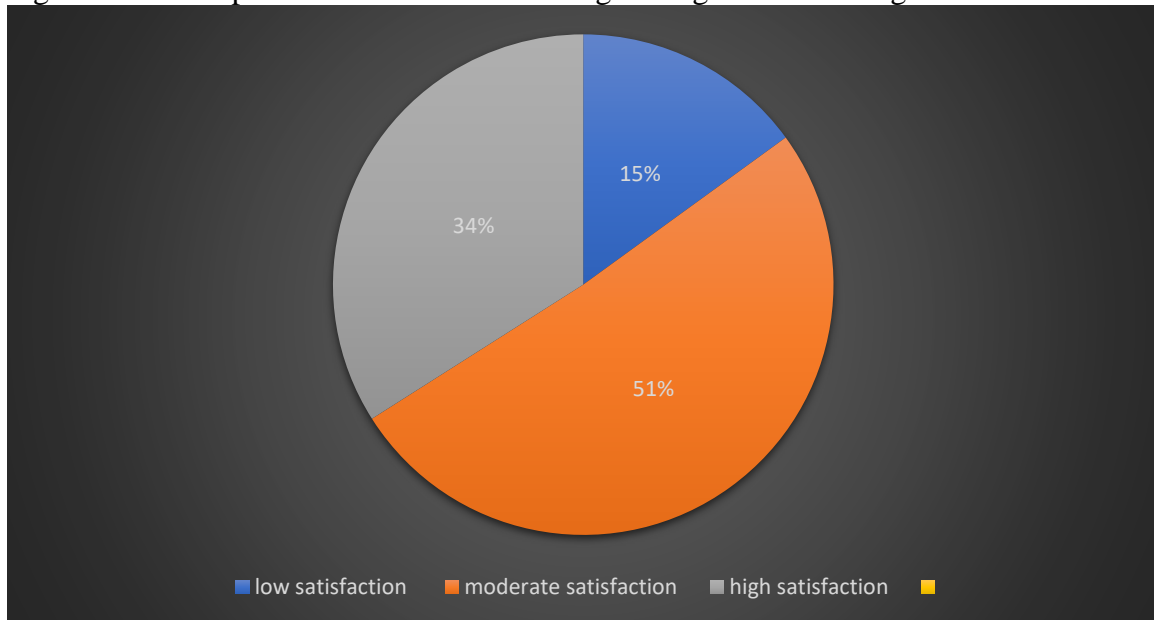


Figure 1 displays the overall level of satisfaction . 15% express low satisfaction, 34% express high satisfaction, and 51% of individuals express moderate satisfaction.

Analysis of the data was done with SPSS version 26. When it comes to parametric data, descriptive statistics employed mean and standard deviation (S.D.), whereas for non-parametric data, utilised median and interquartile range (IQR). The category demographic characteristics were summed together using percentages and frequencies. The Chi-square test was utilised to examine correlations between demographic characteristics and clinical placement satisfaction findings. When anticipated cell frequencies were below 5, Fisher's exact test was used.

Discussion:

It is crucial to nursing education to evaluate nursing students' satisfaction with their clinical manager, supervisor, and nursing teacher as well as with the ward atmosphere and nursing staff during clinical practice. To help nursing students advance their clinical expertise, professionalism, and knowledge, clinical teachers are essential. Nursing program administrators can take the next step in identifying areas for improvement and guaranteeing that students receive high-quality practical instruction by evaluating nursing students' satisfaction. Furthermore, the results of this study, which largely support patterns found in the literature, show no significant correlation between demographic characteristics (gender, age) and nursing students' happiness with their clinical placements. The modest satisfaction ratings and large percentage of male participants point to issues that require more research, especially with regard to the design of academic-practice relationships by Pedregosa et al. These results point to possible advantages in modifying successful partnership models to improve satisfaction when compared to the findings of the systematic review. Improved therapeutic experiences could result from a focus on model improvement and demographic diversity. Specific relationship components that contribute to greater satisfaction levels should be the focus of future research [18]. While the current study's findings indicate that

78.12% of respondents are men and 21.88% are women, another study's findings indicate that 3% of respondents were women and 97% were men [21]. The disparity in the percentage of male and female responses between the two research raises the possibility that underlying factors influenced the recruitment and sample selection strategies. Researchers should be open and thorough in their reporting of sample characteristics, such as faculty, academic year, and any other relevant demographic factors, to solve this problem. Additionally, they must think about employing oversampling or stratified random sampling strategies to guarantee a more representative sample that captures the variety of the target population. Researchers can enhance the validity, reliability, and generalisability of their findings and further scientific understanding by doing this. According to the results of the current survey, 34% of the participants are extremely satisfied, and 51% are moderately satisfied. On the other hand, 79.2% of respondents to a recent study conducted in Spain said they were satisfied, while 20.8% said they were not [13]. Learning will probably go more smoothly for nursing students who are happy with their clinical instructor [15]. Compared to performance results, satisfaction results are more significant and have a longer-lasting impact. This study stated that there are similarities in employee and nursing student happiness, which results in retention and other positive effects. As a result, in a period of nursing shortages, contentment is a critical outcome of interest. It's crucial to remember that even while the association between the two variables is not very strong, a p-value of 0.174 still suggests a possibility. So, it could be worth looking into the data further and taking into account for additional variables that might have an impact on the outcome variable. Further research may be required to corroborate the findings, as it's important to remember that a non-significant result could be the result of limitations in the study design or sample size. The current study revealed that 15% of the individuals are still not pleased, according to the current study's results. Likewise, according to a study, 20.8% of individuals were not happy [12]. In addition to lacking motivation to learn, nursing students who are dissatisfied with their clinical placement may also do poorly in their clinical practice [09]. Poor academic performance and lower marks may follow from this. The team's ability to work together and deliver high-quality nursing care may be jeopardised by an unhappy nurse [11]. Since nursing is the foundation of nursing education, its importance cannot be overstated. This is because clinical settings provide student nurses with the best preparation for the demands of their professional work [19]. Open communication and respect for one another can be promoted in a positive learning environment by clinical staff that are personable, understanding, and supportive [14]. According to a study conducted in Pakistan, the majority of nursing students reported a high level of life satisfaction, with no significant differences based on age, gender, or years of education. Overall, the findings emphasize the importance of various demographic factors and offer valuable insights into the well-being of nursing students [21]. Similarly, this study found that most students were satisfied, regardless of their age or gender.

The findings, which show that 85% of participants are younger than 24, and that 34% of students are very satisfied while 15% are not, offer important information for enhancing clinical placements. With this information, nursing program managers can concentrate on important areas including student support, ward culture, and monitoring. Increasing the quality of clinical instruction, offering more resources, and creating a more encouraging atmosphere for clinical practice are some ways to address the 15%'s discontent. Increased student satisfaction can also be guaranteed by open communication, helpful criticism, and modified interventions. The results of the study show that although most students (51%) express a moderate level of satisfaction with their clinical placements, this is less than the high satisfaction percentages reported by Martínez-Momblan et al. In line with the findings of Martínez-Momblan et al., gender did not substantially correlate with satisfaction, even though the sample was predominately male (78.12%). Student satisfaction may be raised by strengthening mentoring and incorporating academic-practice frameworks, according to the disparity in satisfaction levels. Putting in place structured feedback mechanisms could yield insightful information for improving clinical placements in the future [17].

Conclusion:

However, the high proportion of nursing students who are satisfied with their clinical placement is encouraging. Additionally, their satisfaction demonstrated the accountability of the teaching instructors, managers, supervisors, and clinical staff all of whom were crucial to their clinical placement satisfaction. Concerns raised by the 15% of nursing students who expressed low satisfaction must be addressed. This may involve investigating their dissatisfaction more thoroughly and creating plans to allay their worries. To make sure that nursing students continue to receive high quality clinical instruction and assistance, nursing program administrators could think about regularly conducting satisfaction surveys.

Limitation of the study:

One of the study's shortcomings is its small sample size of 64 participants, which might not be typical of all nursing students. With 78.12% of participants being male, there is a notable gender imbalance that may have an impact on satisfaction levels. Furthermore, additional elements influencing satisfaction, including particular clinical encounters or connections with teachers, were not investigated in this study. The cross-sectional design restricts the ability to draw inferences about causality, and relying exclusively on self-reported pleasure may introduce bias. These elements point to the necessity of additional study with a bigger and more varied sample.

Conflict of interest:

The writers say they have no conflicts of interest.

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