

Determinants of Satisfaction of Learning among Nursing Students of Nepal

Durga Kumari Sah¹ and Dorwin Das²

¹Ph.D Scholar, Psychiatric Nursing, Mansarovar Global University, Bhopal (M. P) India

²Head of the Department Medical-Surgical Nursing, Bombay Hospital College of Nursing, Indore, India

Corresponding Author

Durga Shah

Email: durgasah14@gmail.com

<https://orcid.org/0009-0007-1972-2424>

Received Date 22 March 2024 **Accepted Date** 28 March 2024 **Published Date** 30 March 2024

ABSTRACT

Background: Learner satisfaction and its importance is acknowledged globally in nursing education. The institutions are striving to develop settings that prioritize not only comprehensive and relevant curricula but also student satisfaction and well-being.

Objectives: To assess determinants of satisfaction of learning among nursing students in Nepal.

Methods: A descriptive cross-sectional study was conducted among 293 nursing students from Purbanchal University in Bagmati Province, Nepal. The data was gathered utilizing a Student Survey Outcome tool. The data was analyzed using descriptive statistics and the chi-square test was utilized to determine the association between the level of satisfaction with learning and socio-demographic factors.

Results: The findings of the study revealed that 1.4% of the participants were not satisfied with the learning, 5.8% were satisfied and 92.8% were highly satisfied with learning. The level of learning satisfaction was significantly associated with the educational status of the father, the occupation of the mother, and the nursing background ($p < 0.05$).

Conclusion: The study concludes that nursing students have a high level of learning satisfaction. Nursing colleges can focus on student-centred learning approaches to further enhance the learning satisfaction of students.

KEYWORDS

Learning, Nepal, Nursing, Satisfaction, Students

INTRODUCTION

The changing healthcare delivery environment demands nurses to acquire advanced knowledge and skills. Such emerging needs in healthcare require preparation from the beginning of nursing education (Mlambo *et al.*, 2021). However, the satisfaction of nursing students learning along with the changing healthcare needs remains a concern (Flolo *et al.*, 2022). A good quality of nursing education can be demonstrated through the satisfaction of students with clinical experiences, and simulated learning environments (Dahal

& Acharya, 2020). Satisfaction with learning signifies culturally competent and patient-centred care (Solanas *et al.*, 2021).

Satisfaction of nursing students is important for contemporary nursing education that promotes professional responsibility (Nejad *et al.*, 2019). However, various factors impact the satisfaction of nursing students with learning. This includes factors such as social, psychological environmental and academic factors (Terefe & Gudeta, 2022). Further, student's dissatisfaction with provided nursing education due to academics, and educational environments is also prevalent (Vanaki *et al.*, 2023). In the Nepalese context, it has been demonstrated that almost half of the nursing students were dissatisfied with their learning environment (Dhakal & Thapa, 2020). Further, the issues of nursing shortage make it challenging for nursing staff to create a conducive learning environment for students (Amiri *et al.*, 2020). Educational institutions are responsible for assessing the satisfaction of students with learning (Kanwar & Sanjeeva, 2022). However, limited studies focus on the learning satisfaction of nursing students in Nepal. Lack of such studies can lead to missed opportunities for planning, and improving nursing educational programs and teaching methods, which qualify the educational processes. Hence, this study was conducted to assess the level of satisfaction among nursing students in Nepal.

METHODOLOGY

This study followed a descriptive cross-sectional study design to assess the level of satisfaction with learning among nursing students of PBNS (Post Basic Bachelor in Nursing Sciences) and BSN (Bachelor of Science in Nursing) in their final year at Bagmati Province, Nepal. This study used the cluster random sampling technique based on probability sampling to choose the nursing colleges associated with Purbanchal University in the Bagmati province. This study employed a lottery method to select the nursing colleges affiliated with Purbanchal University from Bagmati Province. The sample size for this study was calculated using Slovin's formula with a total population of 807, and a margin of error of 5%. The sample size was 293 after adding a non-response rate of 10%. A written informed consent was taken from the nursing students of the selected colleges. A self-administered structure questionnaire was used to collect the data. The questionnaire consisted of two parts prepared through a review of related literature. The first part of the questionnaire included socio-demographic information such as age, marital status, education of parents, occupation of parents, and type of family, residence, and nursing background. The second part consisted of the Students Outcomes Survey used to assess the level of satisfaction with learning among students. It is a freely available tool developed by Peter Fieger, National Centre for Vocational Education Research (Fieger, 2012). It consists of 19 individual questions and one summary question. The individual satisfaction questions were grouped under three themes: teaching, assessment, and generic skills and learning experiences and scored under Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The participants scoring 37 and below were categorized as not satisfied, those scoring 38 -55 were categorized as satisfied while scores 56 and above were categorized as highly satisfied.

A formal approval letter was obtained from the research committee of Mansarovar Global University (MGU) for data collection. The letter was submitted to the authority of the research setting. The study was conducted after receiving the permission. The objectives of the study were explained to the participants before obtaining consent. Respondents were asked to fill out the questionnaire. Privacy and confidentiality of participant's information were maintained throughout the study.

The validity of the tool was maintained during the development of the instrument by referencing relevant literature. The instrument was prepared under the guidelines of the research supervisor to maintain validity. To ensure the reliability pre-testing of the tools was done in 10% of the total sample.

All the collected data were overviewed, checked and verified for accuracy and completeness. Data were coded, entered and analysed with the help of Software Statistical Package for Social Sciences (SPSS) version 21. Data analysis was done by using descriptive statistics (mean, frequency, percentage and standard deviation) and inferential (chi-square) statistics to assess the determinants of satisfaction with learning among nursing students. A P-value less than 0.05 was considered statistically significant.

RESULTS

Table 1: Socio-demographic Characteristics (n=293)

Characteristics	Category	Frequency	Percentage (%)
Age (in years)	≤25	164	56.0
	>25	129	44.0
	Mean age ±SD	25.5±3.2	
Marital Status	Married	118	40.3
	Unmarried	175	59.7
Family Type	Nuclear	200	68.3
	Joint	86	29.4
	Extended	7	2.4
Education Status of Father	Illiterate	15	5.1
	Can read and write only	22	7.5
	Primary level	18	6.1
	Secondary level	61	20.8
	Higher Secondary level	64	21.8
	Graduate and above	113	38.6
Education Status of Mother	Illiterate	48	16.4
	Can read and write only	45	15.4
	Primary level	31	10.6
	Secondary level	83	28.3
	Higher Secondary level	58	19.8
	Graduate and above	28	9.6
Occupation of Father	Self Employed	114	38.9
	Government Employee	86	29.4
	Agriculture	40	13.7
	Others	53	18.0
Occupation of Mother	Self Employed	187	63.8
	Government Employee	37	12.6
	Agriculture	35	11.9
	Others	34	11.6

Residence	Urban	220	75.1
	Rural	73	24.9
Nursing Background	B.Sc. Nursing	119	40.6
	Post-Basic Bachelor in Nursing	174	59.3

(Source: Field Survey, 2023)

Table 1 presents the socio-demographic characteristics of the participants. The mean age of the participants was 25.5 years, with the majority of them being ≤ 25 years old (164 or 56.0%), followed by the >25 years age group (129 or 44.0%). The majority of the participants, 59.7% were unmarried, and 68.3% were from nuclear families. The majority of the participant's father 38.6% were graduates and 28.3% of the participant's mothers had completed their secondary-level education. Both father and mother were self-employed (39.9% and 63.8%) respectively. Most of the participants resided in urban areas (75.1%). The majority were studying Post-basic bachelor in Nursing (PBNS, 55.6%).

Table 2: Level of Satisfaction in Learning (n=293)

Level	Frequency	Percentage (%)
Not satisfied (≤ 37)	4	1.4
Satisfied (35-55)	17	5.8
Highly satisfied (≥ 56)	272	92.8

(Source: Field Survey, 2023)

Table 2 depicts the participants' level of satisfaction with learning. Out of the total respondents, 1.4% scored ≤ 37 which means they were not satisfied with the learning. Similarly, 5.8% scored 35-55 depicting satisfaction in learning. The highest proportion 92.8% scored ≥ 56 depicting high satisfaction.

According to Table 3, the level of learning satisfaction was significantly associated with the educational status of the father ($p=0.002$), occupation of the mother ($p=0.001$), and nursing background (0.042). However, there was no significant association between the level of satisfaction with learning and other demographic characteristics of respondents was observed ($p>0.05$).

Table 3: Association between Level of Satisfaction with Learning and Socio-Demographic Characteristics (n=293)

Characteristics	Category	Level of Satisfaction			Total	P-value
		Not Satisfied F (%)	Satisfied F (%)	Highly Satisfied F (%)		
Age (in years)	≤25	2(50.0%)	5(29.4%)	157(57.7%)	164(56.0%)	0.072
	>25	2(50.0%)	12(70.6%)	115(42.3%)	129(44.0%)	
Marital Status	Married	3(75.0%)	9(52.9%)	106(39.0%)	118(40.3%)	0.189
	Unmarried	1(25.0%)	8(47.1%)	166(61.0%)	175(59.7%)	
Family Type	Nuclear	4(100.0%)	9(52.9%)	187(68.8%)	200(68.3%)	0.313
	Joint	0(0.0%)	8(47.1%)	78(28.7%)	86(29.4%)	
	Extended	0(0.0%)	0(0.0%)	7(2.6%)	7(2.4%)	
The education level of the mother	Illiterate	3(75.0%)	3(17.6%)	42(15.4%)	48(16.4%)	0.301
	Can read and write only	0(0.0%)	3(17.6%)	42(15.4%)	45(15.4%)	
	Primary level	0(0.0%)	1(5.9%)	30(11.0%)	31(10.6%)	
	Secondary level	0(0.0%)	5(29.4%)	78(28.7%)	83(28.3%)	
	Higher Secondary level	1(25.0%)	3(17.6%)	54(19.9%)	58(19.8%)	
	Graduate and above	0(0.0%)	2(11.8%)	26(9.6%)	28(9.6%)	
The education level of the father	Illiterate	2(50.0%)	3(17.6%)	10(3.7%)	15(5.1%)	0.002
	Can read and write only	0(0.0%)	0(0.0%)	22(8.1%)	22(7.5%)	
	Primary level	0(0.0%)	2(11.8%)	16(5.9%)	18(6.1%)	
	Secondary level	1(25.0%)	5(29.4%)	55(20.2%)	61(20.8%)	
	Higher Secondary level	0(0.0%)	2(11.8%)	62(22.8%)	64(21.8%)	
	Graduate and above	1(25.0%)	5(29.4%)	107(39.3%)	113(38.6%)	
Occupation of father	Self Employed	2(50.0%)	10(58.8%)	102(37.5%)	114(38.9%)	0.140
	Government Employee	0(0.0%)	4(23.5%)	82(30.1%)	86(29.4%)	

	Agriculture	2(50.0%)	2(11.8%)	36(13.2%)	40(13.7%)	
	Others	0(0.0%)	1(5.9%)	52(19.1%)	53(18.1%)	
Occupation of mother	Self Employed	2(50.0%)	6(35.3%)	179(65.8%)	187(63.8%)	0.001
	Government Employee	0(0.0%)	1(5.9%)	36(13.2%)	37(12.6%)	
	Agriculture	0(0.0%)	7(41.2%)	28(10.3%)	35(11.9%)	
	Others	2(50.0%)	3(17.6%)	29(10.7%)	34(11.6%)	
Residence	Urban	1(25.0%)	13(76.5%)	206(75.7%)	220(75.1%)	0.066
	Rural	3(75.0%)	4(23.5%)	66(24.3%)	73(24.9%)	
Nursing Background	B.Sc. Nursing	2(50.0%)	2(11.8%)	115(42.3%)	119(40.6%)	0.042
	PBNS	2(50.0%)	15(88.2%)	157(57.7%)	174(59.4%)	

(Source: Field Survey, 2023)

DISCUSSIONS

In the present study, the majority of the participants were less than 25 years old. Most of the participants were unmarried (59.7%) and belonged to a nuclear family (68.3%). Similar, findings were presented in another study (Dahal & Acharya, 2020).

In the present study, 1.4% were not satisfied with the learning, 5.8% were satisfied with learning and 92.8% were highly satisfied. As per Aldahi et al., (2022), (49%) reported feeling a low level of satisfaction with e learning, whereas the majority of students (51%) expressed high satisfaction. The difference might have existed because different instruments were used to measure the learning satisfaction of students in the present study. Another study by Kanwar and Sanjeeva (2022) also showed that 11% of students are fully satisfied, 25% are mostly satisfied, 40% are only somewhat satisfied, 18.4% are slightly satisfied, and 5.6% are not at all satisfied with this feature. In the study by Rahman and Sahib (2023), 2.3% expressed dissatisfaction, (83.7%) expressed satisfaction, and (13.9%) expressed high levels of satisfaction with their clinical setting. The difference might have existed because nursing colleges compete with other colleges to maintain high standards.

Age was not significantly associated with satisfaction of learning ($p=0.072$) in the present study. Similarly, the study by Dahal and Acharya (2020) showed that there was no association between age and level of satisfaction ($p=0.34$). Similarly, Dhakal and Thapa (2020) also did not find an association between age and level of satisfaction ($p=0.18$).

Similarly, gender and age were not statistically significant in educational satisfaction as shown by Ansari (2011). In a study of 406 online students engaged in a course, Shen et al. (2013) discovered that female students had greater levels of learning satisfaction than male students. Additionally, Hettiarachchi *et al.*, (2021) also discovered that age and gender had no effects on student's learning satisfaction.

CONCLUSIONS

The nursing students had a high satisfaction with learning. The study also showed a significant association between nursing students' satisfaction with learning and socio-demographic characteristics. A small sample size from a specific part of the country was included in this study, which raises the concern of generalization. Further, since the study was self-reported there might be chances of response bias. The indication of high satisfaction in learning among students shows the need for student-centred learning approaches to further enhance their learning. Placing students at the centre of educational experiences allows the educator to empower them to take ownership of their learning journey. In addition, conducting a mixed-method study can help to develop a better understanding of learning satisfaction among nursing students and identify the barriers and facilitators of learning.

REFERENCES

- Aldhahi, M. I., Alqahtani, A. S., Baattaiah, B. A., & Al-Mohammed, H. I. (2022). Exploring the relationship between students' learning satisfaction and self-efficacy during the emergency transition to remote learning amid the coronavirus pandemic: A cross-sectional study. *Education and information technologies*, 27(1), 1323–1340.
- Antón-Solanas, I., Tambo-Lizalde, E., Hamam-Alcober, N., Vanceulebroeck, V., Dehaes, S., Kalkan, I., & Huércanos-Esparza, I. (2021). Nursing students' experience of learning cultural competence. *PLoS One*, 16(12), e0259802.
- BentiTerefe, A., & Gemedagudeta, T. (2022). Factors Associated with Nursing Student Satisfaction with Their Clinical Learning Environment at Wolkite University in Southwest Ethiopia. *Nursing research and practice*, 2022, 3465651.
- Dahal, A., & Acharya, K. P. (2020). Level of satisfaction on clinical learning environment among nursing students of Hamro School of Nursing at Biratnagar. *Journal of Chitwan Medical College*, 10(4), 81-86.
- Dhakal, P., & Thapa, T. (2020). Satisfaction on clinical learning environment among nursing students of selected medical colleges of Chitwan, Nepal. *Journal of Chitwan Medical College*, 10(3).
- Dhakal, P., & Thapa, T. (2020). Satisfaction on clinical learning environment among nursing students of selected medical colleges of Chitwan, Nepal. *Journal of Chitwan Medical College*, 10(3).
- El Ansari, W. (2011). Factors associated with students' satisfaction with their educational experiences, and their module grades: Survey findings from the United Kingdom. *Educational Research*, 2(11), 1637-47.
- Fieger, P. (2012). *Measuring Student Satisfaction from the Student Outcomes Survey. Technical Paper*. National Centre for Vocational Education Research Ltd. PO Box 8288, Stational Arcade, Adelaide, SA 5000, Australia.
- Flølo, T. N., Gjeilo, K. H., Andersen, J. R., Haraldstad, K., Hjelmeland, I. H. H., Iversen, M. M., ... & Beisland, E. G. (2022). The impact of educational concerns and satisfaction on baccalaureate-nursing students' distress and quality of life during the Covid-19 pandemic; a cross-sectional study. *BMC nursing*, 21(1), 185.
- Hettiarachchi, S., Damayanthi, B. W. R., Heenkenda, S., Dissanayake, D. M. S. L. B., Ranagalage, M., & Ananda, L. (2021). Student satisfaction with online learning during the COVID-19 pandemic: a study at state universities in Sri Lanka. *Sustainability*, 13(21), 11749.
- Jafarian-Amiri, S. R., Zabihi, A., & Qalehsari, M. Q. (2020). The challenges of supporting nursing students in clinical education. *Journal of education and health promotion*, 9.
- Kanwar, A., & Sanjeeva, M. (2022). Student satisfaction survey: A key for quality improvement in the higher education institution. *Journal of innovation and entrepreneurship*, 11(1), 27.
- Mlambo, M., Silén, C., & McGrath, C. (2021). Lifelong learning and nurses' continuing professional development, a meta-synthesis of the literature. *BMC Nursing*, 20, 1-13.
- Nejad, F. M., Asadizaker, M., Baraz, S., & Malehi, A. S. (2019). Investigation of nursing student satisfaction with the first clinical education experience in universities of medical sciences in Iran. *Journal of Medicine and Life*, 12(1), 75.
- Rahman, I., & Sahib, U. (2023). Nursing student's satisfaction level Regarding Clinical learning environment in Peshawar. *medRxiv*, 2023-01.

Vanaki, Z., & Hakim, A. (2023). Students' Satisfaction of Nursing Education: A Qualitative Study. *Sage Open*, 13(2).