ORIGINAL ARTICLE

SATISFACTION ON EDUCATIONAL ENVIRONMENT AMONG UNDERGRADUATE NURSING STUDENTS

Bamita Budhathoki [1*] ⊠, Sajita Thapa[2]

[1]Department of Nursing, Manmohan Memorial Institute of Health Sciences, Soalteemode, Kathmandu, Nepal

[2]Manmohan Memorial College and Teaching Hospital, Kathmandu

⊠ **Bamita Budhathoki,**
Associate Professor, Department of Nursing, Manmohan Memorial Institute of Health Sciences, Soalteemode, Kathmandu
Email: boharabamita@gmail.com

How to Cite

Budhathoki, B., & Thapa, S. Satisfaction on Educational Environment among Undergraduate Nursing Students in a College. Journal of Manmohan Memorial Institute of Health Sciences, 2025, 10(2), 3–6. https://doi.org/10.3126/jmmihs.v10i2.86581

ABSTRACT

Introduction: Dissatisfaction among undergraduate nursing students is a widespread concern across diverse educational settings, impacting their engagement, enjoyment, and essential skill development for nursing practice. Therefore, this study aimed to assess satisfaction on the educational environment among undergraduate nursing students in a college of Kathmandu.

Method: A descriptive cross-sectional study was conducted with 126 undergraduate nursing students at Manmohan Memorial Institute of Health Sciences (MMIHS), Kathmandu, from 20th Jestha, 2081 to 32th Jestha, 2081 (June 2 -14, 2024 total enumerative sampling techniques was used to include all eligible B.sc. nursing students. Ethical approval was taken from the Institutional Review Committee (IRC) of NEHCO IRC and written consent was taken from respondents prior to data collection. Data was collected through self-administered questionnaire by using modified Nursing Student Satisfaction Scale (NSSS). Data was analyzed using SPSS version 23.

Result: The study showed that students were most satisfied with Curriculum and Teaching (53.39%). Next was Professional Social Interaction (31.44%), and the least satisfaction was with the environment (15.17%). The overall average satisfaction score for the educational environment was 113.78 ± 24.81. There was a significant link between satisfaction with curriculum and teaching and the student's age ($p<0.05$) and academic year ($p<0.001$). Satisfaction with the educational environment was also significantly related to academic year ($p<0.001$), residence, and cumulative GPA ($p<0.05$).

Conclusion: Regarding the findings conclude that the environment subscale has the lowest mean score compared to the curriculum and teaching, as well as professional social interaction. The college could prioritize resource allocation to maintain and upgrade lab equipment, ensuring functionality and modernization.

Key words: Satisfaction; Educational Environment; Undergraduate; Nursing Students

INTRODUCTION

The term "educational environment" encompasses all aspects of an institution that contribute to the atmosphere within classrooms, departments, and the institution as a whole. The quality of this environment influences the effectiveness of the curriculum, teaching methods, and the development of students into competent practitioners [1].

Globally the undergraduate course represents a new learning environment for students, influencing their academic progress and professional prospects, either positively or negatively. In nursing, understanding students' perceptions of their undergraduate studies is crucial, as feelings of distress can be observed in disappointed students, affecting their academic performance, future professional endeavors, work environment, interactions with colleagues, and the quality of care they provide [2].

The study by Smith, Grealish, and Henderson (2018) looked at how happy nursing students are with their learning experiences. The first author, a female PhD. student, did face-to-face interviews on campus and repeated some interviews to check the results. They found that when students have a meaningful and personalized learning journey, their satisfaction grows over time. These findings can help nursing teachers improve student satisfaction by considering what students and others expect from nursing programs [3].

A descriptive cross-sectional study was conducted in Saudi Arabia to assess the undergraduate nursing students' satisfaction with baccalaureate nursing program in the prince sultan military college of health sciences among Bachelor of Sciences in nursing and bridging nursing programs. The result revealed 60.59% undergraduate nursing students were satisfied with the nursing program, 28.73% were neutral and 10.66% were dissatisfied. Younger age group and BSN students were more satisfied with curriculum and teaching, faculty and professional and social interaction [4].

A descriptive cross-sectional study was conducted in Chitwan Medical College, Bharatpur to assess students' satisfaction towards a Medical College among Nursing, MBBS, BDS, BMLT, BMIT students. The study revealed that slightly more than half (53.4%) of respondents were satisfied whereas the remaining 46.6% of respondents were not satisfied with a medical college. Students were most satisfied with the teaching and learning period whereas they were least satisfied with learning facilities of college[5].

Nepal's B.Sc. Nursing students enter without prior nursing backgrounds (unlike BNS students), so their satisfaction levels might be different. Studying them with the NSSS could provide valuable new insights.

METHODS

A descriptive cross-sectional study design was used to assess satisfaction on educational environment among undergraduate nursing students in MMIHS from Jun 2-14, 2024. The total enumerative sampling technique was carried out for the selection of 126 B.Sc. Nursing students including B.Sc. Nursing 1st year include 40 students, 2nd year include 40 students, 3rd year include 6 students and 4th year include 40 students. An ethical approvals obtained from institutional review committee (IRC) of NEHCO IRC (Ref: NEHCO-IRC/080/194).

The informed consent was taken and the data were collected using a structured self-administered questionnaire consisting of two parts. The first part gathered socio-

demographic information, including age, academic year, marital status, cumulative Grade Point Average (GPA) during secondary education, and place of residence. The second part utilized the Nursing Student Satisfaction Scale (NSSS), a validated instrument developed by Hsiu-Chin Chen, Suzette Farmer, Lori Barber, and Mina Wayman in 2012, designed to measure nursing students' satisfaction with their university program. The Nursing Students Satisfaction Scale (NSSS) used in this study comprises 29 items divided into three subscales: Curriculum & Teaching (14 items), Professional Social Interaction (9 items), and Environment (6 items). Each item is scored on a six-point Likert scale from 1 (Not satisfied at all) to 6 (Very satisfied). Subscale score ranges are: Curriculum & Teaching 14–84, Professional Social Interaction 9–54, and Environment 6–36; the total possible score therefore ranges from 29 to 174, with higher scores indicating greater satisfaction. In this study the mean total score (Mean = 113.78, SD = 24.81) was used as the cut-off: respondents with scores ≥ mean were classified as having adequate satisfaction, and those less than mean as having inadequate satisfaction6. Data was analyzed using descriptive (frequency, mean, median, inter quartile range, standard deviation and percentage) and inferential statistics (t-test, Anova analysis) through SPSS version 23.

RESULTS

A total 126 BSc Nursing Students includes from MMIHS who met the defined inclusion criteria . More than half (60.3%) of respondents are under 21 years old, with a median age of 21; academic year distribution is fairly even with 31.7% in first, second, and fourth years each, but only 4.8% in third year. All respondents (100%) are unmarried. Regarding residence, 59.5% live with parents, 21.4% in hostels, and 19.0% rent rooms with friends. Academically, 55.6% reported a "Very good" GPA, 21.4% "Excellent," 19.0% "Good," and 4.0% "Satisfactory," indicating generally strong academic performance among the group.

Satisfaction on Curriculum among Respondents (n =126)
Undergraduate nursing students expressed high satisfaction with the curriculum, giving the highest mean score of 4.85 (±1.13) for its role in improving communication skills. They also rated preparation for using the nursing process in clinical practice at 4.82 (±1.00) and readiness for a professional nursing career at 4.77 (±0.87). The lowest satisfaction was with preparation for the NCLEX-RN exam, which scored a mean of 3.48 (±1.49), suggesting this area needs improvement.

Satisfaction on Teaching Among Respondents (n =126)
Respondents rated the nursing faculty's knowledge in their field the highest, with a mean score of 4.83 (±0.80). They also gave a strong rating of 4.43 (±1.06) for the faculty's ability to clearly explain important concepts. Collaborative teaching efforts received a mean score of 4.34 (±1.26). The lowest scores were for faculty effectiveness in using technology to enhance learning, with a mean of 3.91 (±1.40), and for efforts to make topics interesting, which scored 3.95 (±1.26). These results suggest faculty are highly regarded for their expertise and teaching clarity but could improve in using technology and engaging students.

Satisfaction on Professional Social Interaction Among Respondents (n =126)
Respondents gave the highest mean score (4.48 ± 1.01) to the statement regarding the encouragement they received from the nursing faculty in their learning. This was followed by the statements about positive professional interaction with the nursing faculty and the level of trust they felt from them, both receiving an equal mean score of 4.16 ±

1.22. Conversely, the lowest mean score (3.45 ± 1.44) was assigned to the statement concerning the faculty's fairness and impartiality in assessing their learning.

Satisfaction on Environment among Respondents (n =126)
Participants rated the adequacy of library resources highest (3.71 ± 1.12), followed by the classroom's physical environment (3.09 ± 1.37). The lowest scores were for nursing lab equipment condition (2.83 ± 1.16), its up-to-date status (2.73 ± 1.24), equipment sufficiency (2.74 ± 1.31), and lab space adequacy (2.49 ± 1.28), indicating concerns in these areas.

Table 1: Overall Satisfaction with the Department of Nursing Among Respondents (n=126)

Statement	n(%)
Not satisfied at all	3 (2.4)
Not very satisfied	18 (14.3)
Somewhat dissatisfied	24 (19.0)
Somewhat satisfied	44 (34.9)
Satisfied	36 (28.6)
Very satisfied	1 (0.8)
Mean	3.75
SD	1.11

Table2: Overall Mean and Standard Deviation of Subscales of Satisfaction on Educational Environment of Respondents

Variables	Item	Mean	SD	Mean (%)
Curriculum and Teaching	14	60.74	10.42	53.39
Professional social interaction	9	35.78	8.20	31.44
Environment	6	17.26	6.19	15.17
Total	29	113.78	24.81	100.0

Table 3: Association of Curriculum and Teaching with Socio-demographic Variables

Variables	Mean	SD	P-value
Age (In completed years)			
<21	58.23	10.10	0.023*
≥21	62.51	10.35	
Md ± IQR=21±2 (Q₁=20, Q₃=22)			
Academic Year			
First	59.52	9.68	
Second	56.65	9.63	0.001*
Third	68.33	5.85	
Fourth	64.92	10.59	
Environment			
Hostel	59.16	11.75	
Rented room with friends	63.00	8.85	0.395
With parents	60.44	10.51	
Cumulative GPA during (Secondary Level)			
Excellent	56.33	11.44	
Very Good	61.75	10.98	
Good	62.12	7.09	0.095
Satisfactory	63.80	2.38	

Significant Note: p value is obtained from t-test and Anova analysis; denotes p significant at ≤0.05

Table 3 shows significant association between age and cur-riculum & teaching at the level of (p<0.05). Also, there was a highly significant association between academic year and curriculum & teaching at the level of (p<0.001).

Table 4: Association of Environment with Socio-demographic Variables

Variables	Mean	SD	P-value
Age (In completed years)			
<21	16.30	6.09	0.145
≥21	17.94	6.21	
Md ± IQR=21±2 (Q1=20, Q3=22)			
Academic Year			
First	17.10	6.10	
Second	14.85	5.13	<0.001*
Third	25.16	2.92	
Fourth	18.67	6.36	
Environment			
Hostel	14.95	6.93	
Rented room with friends	19.29	6.46	0.043*
With parents	17.28	5.65	
Cumulative GPA during (Secondary Level)			
Excellent	14.81	5.72	
Very Good	18.30	6.11	0.022*
Good	16.12	6.55	
Satisfactory	21.60	1.67	

Significant Note: p value is obtained from t-test and Anova analysis; denotes p significant at ≤0.05

DISCUSSION

In this study, students expressed high satisfaction with curriculum aspects such as improving communication skills (mean 4.85 ± 1.13), use of the nursing process in clinical practice (4.82 ± 1.00), and readiness for a professional nursing career (4.77 ± 0.87). However, satisfaction was lowest for preparation for the NCLEX-RN exam (3.48 ± 1.49). These findings align with broader international evidence that curriculum structure and relevance strongly influence student satisfaction. For instance, a large Italian validation of the Nursing Student Satisfaction Scale (NSSS) found that the "Curriculum & Teaching" dimension was one of the major factors in student satisfaction [7]. Similarly, an integrative review by emphasises that curriculum content, alignment with practice, and clarity of teaching methods are core determinants of satisfaction in nursing education [8].

The current study shows a significant association between age and curriculum & teaching (p<0.05), supported by the study conducted in Bahrain[7] and Prince Sultan Military College of Health Sciences in Dhahran, Saudi Arabia[4]. There is also a highly significant association between academic year and curriculum & teaching (p<0.001), similar to findings from studies conducted at the nursing faculty in Jeddah, Saudi Arabia [9].

Regarding satisfaction on professional social interaction, the present study reveals that respondents were most satisfied with the encouragement they received from the nursing faculty in their learning, which had the highest mean score of 4.48±1.01. This was followed by the positive professional interactions with the nursing faculty, as well as the level of trust felt from them, both of which received a mean score of 4.16±1.22. The lowest satisfaction score was for the fairness and unbiased nature of the faculty's assessment of their learning, with a mean of 3.45±1.44. Despite this, the overall mean satisfaction score for professional social interaction was 35.78, with a standard deviation of 8.20, indicating generally high satisfaction in this area [4].

The environmental domain had the lowest satisfaction: library resources 3.71 ± 1.12; classroom physical environment 3.09 ± 1.37; nursing lab equipment condition 2.83 ± 1.16; lab space 2.49 ± 1.28. These low scores mirror international findings where physical resources and infrastructure are persistent areas of student dissatisfaction. The Moroccan study on nursing and midwifery students reported that resource adequacy and quality of the learning environment were strongly linked to satisfaction 10. The fact that infrastructure scored poorest suggests that institutional investment in labs, equipment, and learning spaces is critical.

The current study shows a significant association between academic year and environment (p<0.001), and the findings were supported by a study conducted in a nursing college in Eastern Nepal (Shrestha et al., 2019). There is also a significant association between residence and environment (p<0.05) in current study which was supported by a study at a nursing faculty in Jeddah, Saudi Arabia [8].

Additionally, the current study shows significant association between cumulative GPA and environment (p<0.05) which was supported by a study conducted at PSMCHS in Dhahran, Saudi Arabia (Vijayan et al., 2022) [4].

CONCLUSION

The study concludes that undergraduate nursing students at MMIHS expressed the moderate satisfaction with their education enviroment. The Lowest scores were observed in the enviormental subscale. Particularly in the condition and sufficiency of nursing lab facilities. Significant relationships were found between satisfaction and factors such as age, academic year, residence and GPA.

REFERENCES

1. Rahmani A, Zamanzadeh V, Abdullah-Zadeh F, Lotfi M, Bani S, Hassanpour S. Clinical learning environment in viewpoint of nursing students in Tabriz University of Medical Sciences. Iran J Nurs Midwifery Res. 2011;16(3):253–6. Available from: https://www.researchgate.net/publication/221728402
2. Ramos AM, Barlem JGT, Lunardi VL, Barlem ELD, Silveira RS, Bordignon SS. Satisfaction with academic experience among undergraduate nursing students. Texto Contexto Enferm. 2015;24(1):187–95. doi:10.1590/0104-07072015002870013
3. Smith MR, Grealish L, Henderson S. Shaping a valued learning journey: Student satisfaction with learning in undergraduate nursing programs, a grounded theory study. Nurse Educ Today. 2018;64:175–9.
4. Vijayan M, Ancheta S, Almutairi A, Arulanantham Z, Jebakumar M, Yousif M. Undergraduate nursing students' satisfaction with baccalaureate nursing program. NeuroQuantology. 2022;20(9). doi:10.14704/nq.2022.20.9.NQ44713
5. Ghimire S, Singh JP, Shrestha N, Yadav RS, Sapkota N. Students' Satisfaction towards a Medical College, Bharatpur. Arch Community Fam Med. 2020;3(1):1–5. doi:10.22259/2638-4787.0301002
6. Chen HC, Farmer S, Barber L, Wayman M. Development and psychometric testing of the nursing student satisfaction scale. Nurs Educ Perspect. 2012;33(6):369–73. doi:10.5480/1536-5026-33.6.369
7. Mazzotta R, Giannetta N, Vellone E, Alvaro R, Pucciarelli G. Nursing Student Satisfaction Scale: Evaluation of validity and reliability in Italian nursing students. J Nurs Meas. 2025;33(2):150-165.Narayanan G, Sanad H. Nursing student's satisfaction on curriculum: Bachelor of Science in nursing program. Life Sci J. 2020;17(11):32–8. doi:10.7537/marslsj171120.05
8. Tabari-Khomeiran R, Aghajanloo A, Shad B, Khosravi S,

Rahmati R. Strategies to improve and enhance satisfaction with the nursing higher education environment: An integrative review. Evid Based Nurs. 2024;27(1):8-17.

9. El-Seesy NAEM, Banakhar M, Kandil FSAEF. Nursing students' satisfaction with the academic program: A cross-sectional study. Univ J Educ Res. 2020;8(11D):122–9. doi:10.13189/ujer.2020.082417

10. Guejdad K, Berrani I, Khalki H, Azizi A, El Idrissi N, Belayachi S. Factors associated with nursing and midwifery students' satisfaction with the clinical learning environment in Morocco. Int J Nurs Educ Scholarsh. 2025;22(1):023427.

ACKNOWLEDGEMENT

AUTHOR CONTRIBUTIONS

Bamita Budhathoki took the overall responsibility for the study, including conceptualization, methodology development, analysis, and finalization of the manuscript. S Thapa contributed to methodology design and tool preparation, data collection and analysis, and draft preparation.

CONFLICT OF INTEREST

The authors declare no competing interests