



## Original Article

## Nursing Students' Satisfaction with Supervision from Clinical Teachers During Clinical Practice and Their Association with Academic Year

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## ABSTRACT

Supervision of clinical teachers during clinical practice is a key component of this education, as it allows students to apply their knowledge and skills in a real-world setting under the guidance of experienced practitioners. **Objective:** To assess Nursing students' satisfaction from the supervision of a clinical teacher during clinical practice and their association with the academic year. **Methods:** This cross-sectional Analytical study was accomplished at two private nursing college in Karachi from 15<sup>th</sup> September 2022 to 30<sup>th</sup> December 2022. A total of 100 nursing students from 2<sup>nd</sup> year and 3<sup>rd</sup> year were recruited through a convenient sampling technique. Self-structured and pretested questionnaire was used for the collection of data. **Results:** The total participants were 100 males, 97%, and 3% females. Among 100. 12% of participants show low satisfaction, 41% show moderate satisfaction, and 47% show high satisfaction. Furthermore, no association was found with their academic year p-value is 0.174. **Conclusions:** Based on the study's findings, most nursing students were highly satisfied with the supervision of the clinical teacher. But 12% are still dissatisfied. Moreover, provide additional training to the clinical teacher, adjust the clinical curriculum, or provide more support and resources to the nursing students.

## INTRODUCTION

When a person's wants and desires are met, they feel satisfied, which makes them happy. It is a feeling experienced by someone whose performance or outcome met their expectations. As a result, happiness might be characterized as a sense of expectations being met. When one meets expectations, they will feel satisfied. Hence happiness is the product of purposeful achievement [1]. Furthermore, if nursing students do not feel supported by their clinical teachers, they may lose confidence in their abilities to perform their clinical duties. This can impact their future careers as nurses and their ability to provide high-quality care to their patients. The purpose of making nursing education a course of study in universities and colleges was to raise the standard of learning. Providing a

solid professional education and recognizing theoretical knowledge and real-world experience is essential. Both were essential for nursing as a professional discipline [2]. It prepares nursing students with the skills and knowledge necessary to provide safe, efficient care. Clinical experience is considered an essential component of nursing education at the undergraduate level [3]. Moreover, the supervision of clinical teachers during clinical practice is a vital component of this education, as it allows students to apply their knowledge and skills in a real-world setting under the guidance of experienced practitioners [4]. Although to prepare nursing students to provide their patients with high-quality care, they must have a positive learning experience. Nursing students are

prepared for real-world practice through a distinctive methodology called clinical learning experiences [5]. Moreover, A student nurse's transition nurse and, later, the decision to stay in the field are both impacted by the learning experiences [6]. The transition can be made more accessible by preparing students for the work required in an actual clinical setting through beneficial clinical experiences [7]. Healthcare and educational institutions have established clinical placement supervision models with various job titles [8]. University nursing faculty members instructed students in the classroom and followed them to clinical settings in Europe and North America for assessment purposes [9]. Healthcare and educational institutions in Australia hire clinical nurses with a reputation for nursing skills to serve part-time as clinicians and clinical teachers (CT), monitoring and evaluating students' clinical practice. The CT function may also be high, accountable for groups of six or more students, and frequently involves a preceptor [10]. It may also include orienting, rostering, evaluating, and supervising students [11]. Assessing nursing students' satisfaction with the supervision of clinical teachers during clinical practice is a crucial area of research that can provide valuable insights into the effectiveness of clinical education programs and the quality of clinical teaching [12]. It can also help to identify areas for improvement and inform the development of strategies to enhance the quality of clinical education for nursing students [2]. So, this study's purpose was to assess Nursing student satisfaction from the supervision of clinical teachers during clinical practice.

## METHODS

A cross-sectional Analytical study was conducted at Suvastu School of Nursing and Health Sciences and Allied Nursing School Karachi, Pakistan, from 15<sup>th</sup> September 2022 to 30<sup>th</sup> December 2022. Both 2<sup>nd</sup> year and 3<sup>rd</sup>-year students were part of the study. Subjects were approached by a non-probability convenient sampling method. A self-structured and pretested questionnaire was used for the collection of data which was reliable. The reliability of the tool was calculated, which is 0.75. Moreover, the study tool was designed with the help of the literature, which consists of the two-part section, A and B. Section A have four questions about demography Name, Age, Gender, and year of study, and section B has twenty-four questions about satisfaction in the form of a Likert scale. The scaling system is from 1 to 5. 1- Strongly disagree, 2 - disagree, 3-neutral, 4-agree, 5-strongly agree. The satisfaction was measured through 24 items questionnaire. The total score of the questionnaire was 120. The total score was converted into a percentage of those participants who

scored below 50%, were considered low satisfaction, 50% to 80% moderate satisfaction, and those who scored above 80% were considered high satisfaction. The sample size was calculated through open EPI version 3 with a 95 % confidence interval with a total population of 150. The obtained sample size is 100. Both 2<sup>nd</sup> year and 3<sup>rd</sup>-year students were included in the study. 4<sup>th</sup> year and 1<sup>st</sup>-year students were excluded from the study because 1<sup>st</sup>-year students were not doing proper clinical and 4<sup>th</sup> year students worked with their preceptors during the clinical. For data collection, permission was obtained from the authorized person of the institutes. After permission, the questionnaire and consent form were discussed with the coordinator of 2<sup>nd</sup>-year and third-year students of Generic BScN. After that, the class coordinator allowed us to take data from students in the allotted time, approximately half an hour. After this, the consent form and questionnaire were discussed with the student for 10 minutes after the student signed the consent form and filled out the questionnaire. The data collection and study approval were taken from the principals of both institutes. After that, permission was taken from the other institute for data collection. After the permission of the authorized person, the consent form was explained to the participant, and their confidentiality and identity were maintained. Data were analyzed through the statistical tool by SPSS 26.0 version Percentage and frequency were used for the socio-demographic data, and the chi-square test was used for the association.

## RESULTS

Table 1 shows the results of demographic variables. The total participants were 100 males, 97 (97%), and 3 (3%) females. Regarding age, 48 participants fall between 18 and 21 years, 48 are aged between 21 and 24, and 4 are between 25 and 29. Furthermore, in the participant year of the study, 81 participants enrolled in 2<sup>nd</sup> year, which is (81%) and 19 participants enrolled in the third year, which is (19%).

**Table 1:** Demographic data (n=100)

Gender	Frequency (%)
Male	97(97)
Female	3(3)
Age	
18-21	48(48)
21-24	48(48)
25-29	4(4)
Study year	
2nd year	81(81)
3rd year	19(19)

Table 2 shows the overall level of satisfaction 12% of participants show low satisfaction, 41% show moderate satisfaction, and 47% show high satisfaction.

**Table 2:** Overall satisfaction of Nursing Students from their clinical teacher during clinical practice

Participants	Low Level	Moderate Level	High Level
100	12 (12%)	41 (41%)	47 (47%)

Figure 1 also shows the result of overall satisfaction that 12% of participants show low satisfaction, 41% show moderate satisfaction, and 47% show high satisfaction.

**Nursing Students Satisfaction from Clinical Teacher During Clinical Practice**

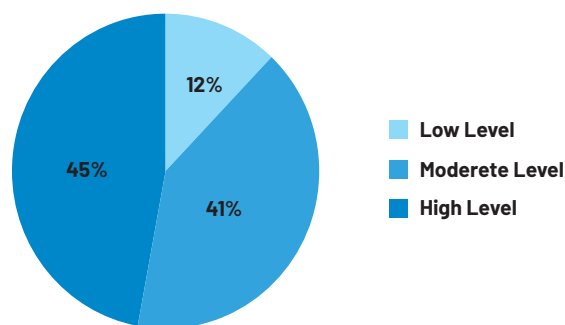
**Figure 1:** Overall Nursing Students' Satisfaction with Supervision from Clinical Teachers During Clinical Practice

Table 3 shows the association of satisfaction with their academic year 2<sup>nd</sup>-year students 26.08% of participants show a low level of satisfaction, 73.9% show a moderate level of satisfaction, and 73.9% show a high level of satisfaction. 3<sup>rd</sup>-year students; 35% of students show a moderate level of satisfaction, and 65% show a high level of satisfaction. And found no association with their academic year p-value is 0.174.

**Table 3:** The association of satisfaction with their academic year

Academic Year	Level of satisfaction			p-value
	Low	Moderate	High	
2nd year	26.08	73.9%	73.9%	0.174
3rd year	%0%	35%	65%	

## DISCUSSION

Assessing nursing students' satisfaction with their clinical teacher during clinical practice is essential to nursing education. Clinical teachers are crucial in helping nursing students develop their clinical skills, knowledge, and professionalism. By assessing nursing students' satisfaction with their clinical teacher, nursing program administrators can identify areas where improvement is needed and ensure that students receive high-quality clinical education. Moreover, the present study result shows that the majority of the participant, 97%, have aged less than 25 years. Similarly, another study by Johannessen *et al.*, result supports the present finding that the majority of the participant, 67.5%, have aged less than 25 years [13]. Although current study results show 3% female and 97% male, in contrast, another study result shows that 88% of the respondents were female and 12% were male. The

discrepancy between the proportion of female and male respondents in the two studies suggests that underlying factors may influence the sample selection and recruitment strategies. The present study result shows that 20% of participants were from 3<sup>rd</sup> and 80% from second years. In contrast, another study's result show. The students were in the 2<sup>nd</sup> year (75%) and third year 25% [14]. To address this issue, researchers should be transparent and detailed in their reporting of the sample characteristics, including the academic year, program or faculty, and any other relevant demographic variables. They should also consider using stratified random sampling or oversampling techniques to ensure a more representative sample that reflects the diversity of the population of interest. By doing so, researchers can increase their findings' reliability, validity, and generalizability and contribute to advancing scientific knowledge. The current study result shows that 47% of the participant are highly satisfied, and 41% participant show moderate satisfaction. In contrast, a recent survey in Spain shows that 79.2% of participants reported being satisfied, and 20.8% reported dissatisfaction [13]. Nursing students who are satisfied with their clinical teacher will likely have a more positive learning experience. A positive learning experience can increase students' motivation to learn, leading to better academic performance and greater confidence in their clinical skills [15]. Satisfaction results have a longer-lasting effect; they are more significant than achievement outcomes. It mentioned that employee and nursing student satisfaction are similar, leading to retention and other advantageous outcomes. Because of this, satisfaction is a crucial result of interest in a time of nursing shortages. "Amount of enjoyment of the clinical field placement" satisfaction from the clinical learning setting [16]. The present study result shows that 42.5% of participants were satisfied in the second year, and 65% were satisfied in the third year. Along with this, no association was found between academic year and satisfaction. Similarly, the Jaradeen *et al.*, study that supports the present study found that 28.4% of participants were satisfied in the second year and 37.3% in the third year [17]. The p-value of 0.174 indicates no significant association between the variable (academic year) and the outcome variable being studied. In other words, the results suggest that the academic year has no statistically significant effect on the outcome variable. However, it's important to note that a p-value of 0.174 still indicates a possible relationship between the two variables, albeit not a strong one. Therefore, exploring the data further and considering other factors that could potentially affect the outcome variable may be worthwhile. Additionally, it's essential to keep in mind that a non-

significant result may be due to limitations in the study design or sample size, so further research may be needed to confirm the findings. The present study result shows that 12% of the participants are still dissatisfied. Similarly, a study reported that 20.8% of participants have dissatisfied [14]. Nursing students who are not satisfied with their clinical teacher may not be motivated to learn and may not perform well in their clinical practice [18]. This can result in poor academic performance and lower grades. A dissatisfied nurse could compromise the team's functioning and provide poor-quality medical care [19]. It is impossible to overstate the significance of nursing, which is at the center of nursing education. This is because student nurses are best prepared for the realities of their professional tasks in the clinical context [20]. Clinical teachers who are approachable, supportive, and understanding can create a positive learning environment that fosters open communication and mutual respect. Students may feel more comfortable asking questions and seeking clarification when they feel their clinical teacher is supportive and approachable [21].

## CONCLUSIONS

While it is encouraging that a large percentage of nursing students are satisfied with their clinical teacher, it is essential to address the concerns of the 12% of nursing students who showed low satisfaction. This may involve further investigating their dissatisfaction and developing strategies to address their concerns. Nursing program administrators may consider conducting regular satisfaction surveys to ensure that nursing students continue receiving high-quality clinical education and support.

## Authors Contribution

Conceptualization: IU, AB

Methodology: AA

Formal analysis: IU, IS

Writing-review and editing: ZA, UJ

All authors have read and agreed to the published version of the manuscript.

## Conflicts of Interest

The authors declare no conflict of interest.

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