Challenges in Hospital Clinical Training Areas and its relation to Nursing Student' Satisfaction

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Abstract

Background: Clinical teaching is a dynamic process; it's a form of interpersonal communication between a supervisor and students. challenges faced by nursing students in the clinical training areas need to be addressed to improve effectiveness of clinical learning which effect on nursing students satisfaction. Nursing student satisfaction is a significant outcome of clinical training setting efficiency and influences student learning outcomes in clinical placements. **The study aim:** Was to assess the challenges in hospital clinical training areas and its relation to nursing students' satisfaction. **Design:** Descriptive correlational design was utilized. **Setting:** The current study was conducted at Faculty of Nursing, Benha University**. The subjects:** (538) nursing students from second and fourth academic years. **Tools for data collection:** Two tools used for data collection Hospital; Clinical Area Challenges, Nursing Students Satisfaction Questionnaire**. Results:** The highest challenges in hospital clinical training was supervisors' clinical training challenges, the lowest challenges was clinical training environment. Additionally, more than half of nursing students (57.2%) reported that they were high satisfied**. Conclusion:** There was highly statistically significant positive correlation between total challenges in clinical training areas and total nursing students satisfaction. **Recommendation**: Staff development programs for clinical instructors are needed to promote their skills in providing effective clinical training for nursing students. And supervisor needs to inform students about the philosophy and rules of the clinical training areas.

Keywords: Challenges, Hospital clinical training, Nursing students' satisfaction.

Introduction

Nursing student education comprises theoretical and clinical knowledge and training clinical learning is a vital and integral part of nursing education. Clinical learning is essential for personal progress and clinical expertise advancement. Clinical learning is the core of the professional practice and is essential to train nursing students to acquire the needed skills, values, and attitudes for future professional practice, preparing them to function as skilled and developed nurses and navigating the theory-practice gap newly qualified nurses often face in practice preparing them to function as skilled and developed nurses and navigating the theory-

practice gap newly qualified nursing students often face in practice **(Guillouet et al., 2023).**

The clinical learning environment and the relationship between clinical training supervisor and students is critical for developing emotionally safe educational opportunities, which directly affect the quality of patient services delivered by students According to the clinical learning environment is a multilevel position composed of a pedagogical atmosphere, the quality of integration of the ward manager with the team, nursing teacher quality, the degree of personalization of nursing care, and the clarity of nursing documentation and mentor-student relationship. From a student's

perspective, the pedagogical sensation is the most significant portion that contributes to effective clinical training (**George, 2023**).

Clinical learning is challenging, unpredictable, stressful and constantly changing. Negative clinical experiences effects trust, attitude, and student learning. They can waste a great deal of time and energy, impose heavy financial burden on education system, mental tension, and cause students unable to handle or finish the course in the required and defined time. The major challenges commonly experienced by student nurses usually involve; Incompetence of clinical instructors, shortage of positive role model, non- supporting learning environment ,short duration placements, unclear objectives and guidelines, lack of orientation and belongingness by staff at the clinical sites. Ineffective communication, inadequate readiness, and emotional reaction. According to Chun, inappropriate clinical evaluation method, linguistic and intercultural competence difficulties are some of the challenges (**Hakim, 2023**).

Student satisfaction is recognized as an important indicator of quality in the tertiary higher education sector. Satisfaction commonly refers to students' subjective assessment of the overall educational experience and individual outcomes. An earlier theory-based definition specified that satisfaction is a psychological state based on a consumer experience one that results from an individual's comparison related expectations and experience of performance (**Lazcano et al., 2022**).

High levels of satisfaction have been reported when students had someone to ensure that their learning needs were addressed, when the clinical staff was well briefed. Other issues on which students expressed satisfaction concerned effective levels of mentor expertise and guidance,

continuous feedback on their professional performance, frequent clinical conferences with their mentor and nurse teacher , and the concurrence of clinical practice with theory. related expectations and experience of performance (**Abd-Elhady et al., 2020**).

Significance of the study:

Nursing education involves provision of the practical hospital training with thepurpose to prepare students for future duties as nursing care professionals. Nursing discipline in the 21st century requires competent nurses who have the capacity to make best clinical judgments and think critically in order to solve daily health care complexities based on evidenced based practice (**Shabnum &bHassain, 2018**).

Nursing students' satisfaction with the challenges in hospital clinical training areas may be beneficial to be assessed to ensure student's satisfaction in clinical nursing training students (**Sezer, 2018**). According to a review of the literature, few studies have been done on the challenges nursing students are faced with in the clinical training areas these challenges are still unknown. Identifying challenges with which nursing students are faced in the clinical training areas in all dimensions could improve training and enhance the quality of its planning and the promotion of the students. So, this study conducted to assess challenges in hospital clinical training area and its relationto nursing students' satisfaction.

Aim of the study:

The study was aimed to assess the challenges in hospital clinical training areas and its relation to nursing students' satisfaction.

Research Questions:

- What are the challenges in hospital clinical training areas as perceived by nursing students?

- What are the levels of nursing students` satisfaction?
- Is there a relation between challenges in hospital clinical area as perceived by nursing students and their satisfaction?

Subjects and method

Research design:

A descriptive correlational design was utilized to achieve the aim of the present study.

Setting:

The current study was conducted at Faculty of Nursing, Benha University.

Study subjects

Stratified simple random sample of (538) nursing students from second and fourth academic year(2022-2023).the simple size was taken from each stratum (an academic year) according to the following sample size formula **(Tejada and Punzalan, 2012):**

$$n = \frac{N}{1 + N(e)^2}$$

Where n= the required sample size = 538 nursing students, (N)= the total number of nursing students= 1693, (e)= Error tolerance = (0. 05)

Tools for data collection:

Two tools used for data collection**:**

The first tool: Hospital Clinical Area Challenges Questionnaire. It be developed by the researchers based on related literature review **(Abdelmaged, 2012; Saad, 2018; Harrison-White, 2018; Borjian et al., 2019; Chipwazabn et al., 2020; Berhi & Gerbretensage, 2021).** To assess challenges in hospital clinical area as perceived by nursing students. It consisted of two parts:

Part I: Demographic characteristics of nursing students as(age, gender, marital status, residence, academic year, previous year grade).

Part II: It was contained (50) items to assess challenges in hospital clinical area as perceived by nursing students, it grouped under four dimensions as the following; clinical training environment (19) items, student related challenges (7) items, challenges for supervisors of clinical training (14) items and supervisors relationship with students (10) items.

Scoring system:

Responses of nursing students were measured on a three points Likert Scale as follow ranged from agree (3), slightly agree (2), disagree (1).Total scores was ranged from (50-150),Total challenges level was considered high if total scores was more than 75% equal (113-150). Moderate level iftotal scores was ranged from (60-75%) equal (90-112). Low level if total scores lessthan 60% equal (50-89).

The second tool: Nursing Students Satisfaction Questionnaire.

It was developed by **(Chen et al., 2012)** and was guided after literature review (**Goda, 2020; Gonzalez-Garcia, 2021),** by adding two dimensions (clinical training-feedback) to assess nursing students` satisfaction level. It consisted of (53) items grouped under five main dimensions as the following; curriculum content (12) item, clinical training (10) items, interact with the clinical training supervisor(14) items, learning environment (8) items and feedback (9) items.

Scoring system:

Responses of nursing students was measured on a three points Likert Scale as follow ranged from(1-3) as; satisfied (3), to somewhat satisfied (2), dissatisfied (1). Total scores was ranged from (53-159), student who had a percent more than 75% equal (120-159) indicated high satisfiedlevel, if the score was from 60-75% equal (95-119) this indicated moderate satisfied level and if less than 60 % equal (53-94) this indicated low satisfied level **(Gonzalez-Garcia et al., 2021).**

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Tools validity and reliability

Validity: The tools were tested by Jury group consisted of seven experts from Nursing Administration; five Assistant Professors of Nursing Administration from Benha University and two professors of Nursing Administration from Tanta University. Some modifications in Arabic. statements were done in tools based on comments of jury experts such as modifying some words in some statements to give the right meaning for the phrase which did not understand

Reliability: The tools were tested by using Cronbach's Alpha coefficient, to estimates the consistency of measurement tools as the following: Challenges in clinical area Questionnaire (0.958); Nursing student satisfaction Questionnaire (0.990). Pilot study:

Ethical considerations:

The Benha University Faculty of Nursing Scientific Research Ethical Committee accepted this study. Before conducting the study, the respondent rights was protected by ensuring voluntary participation, so the informed consent was obtained from each participant after explaining the aim of the study, its potential benefits, method for filling data collection tools and expected outcomes. The respondent rights to withdraw from the study at any time were assured. Confidentiality of data obtained was protected by allocation code number to the questionnaire sheets. Subjects were informed that the content of the tools used for the study purpose only.

Field work:

Data collection took about one month during March 2023. The investing prepared electronically via Google form design and took the permission form heads of academic departments who explained the aim and the nature of the study and the method of filling the electronic questionnaires to the students in their department and the links were sent to nursing students through the What's APP groups via heads of different academic departments. Students' questionnaire (https://forms.gle/WCb1LZiqjLmSkJxf7), students started to open the link and fill the questionnaires. Data was collected daily and the average number of responses per day ranged between 20-30 responses.

Statistical analysis:

Data were collected, tabulated, statistically analyzed using an IBM personal computer with statistical package of social science (SPSS) version 26 where the following statistics were applied. Descriptive statistics: In which quantitative data were presented in the form of Mean, standard deviation (SD), frequency, and percentages distribution. Correlation (r): was used to study association between two qualitative variables. The used tests of significance included p-value test; A significance level value was considered when p-value ≤ 0.05 and a highly significance level was considered when p- value ≤ 0.001, non-significance when p- value >0.05.

Results:

Table (1): Shows that more than two thirds (67.7) of the studied nursing students was in the age group ≤ 21 years old with M±SD (21.03±1.18). Regarding to gender and marital status, the majority of nursing students (86.4%-88.8%) of them were females, unmarried. Additionally, more than three quarters (77.3%) of them were from rural area and more than half (53.3%) of them were in second academic year. Regarding to previous year grade less than two thirds (65.4%) of nursing students were had excellent grade.

Figure (1): Illustrates that the highest level of challenges in hospital clinical training areas was less than two thirds (65.2%) of nursing students, while the lowest level of challenges in hospital clinical training areas was (10.3%) of nursing students.

Figure (2): Demonstrate that more than half (57.2%) of nursing students reported that they were high satisfied and (15.5%) of them were low satisfied.

Table (2): Demonstrates that there was highly statistically significant positive correlation between total challenges in clinical training areas and total nursing students satisfaction.

Table (1): Frequency distribution of studied nursing students regarding their personal characteristics (n=538)

Personal characteristics	No	%
Age		
≤ 21 years	364	67.7
21+ years	174	32.3
Range	19-24	
Mean ±SD	21.03±1.18	
Gender		
Male	73	13.6
Female	465	86.4
Marital status		
Married	60	11.2
Unmarried	478	88.8
Residence		
Rural	416	77.3
Urban	122	22.7
Academic year		
Second year	287	53.3
Fourth year	251	46.7
Previous year grade		
Excellent	352	65.4
Very good	161	29.9
Good	14	3.2
Acceptable	8	1.5

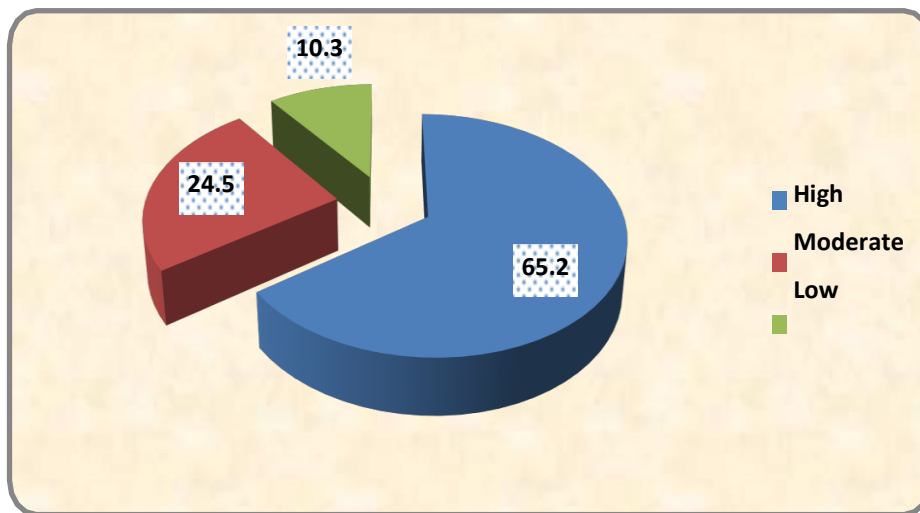# Challenges in Hospital Clinical Training Areas and Its Relation to Nursing Student' Satisfaction

Figure (1): Percentage distribution of challenges in hospital clinical training areas as perceived by nursing students
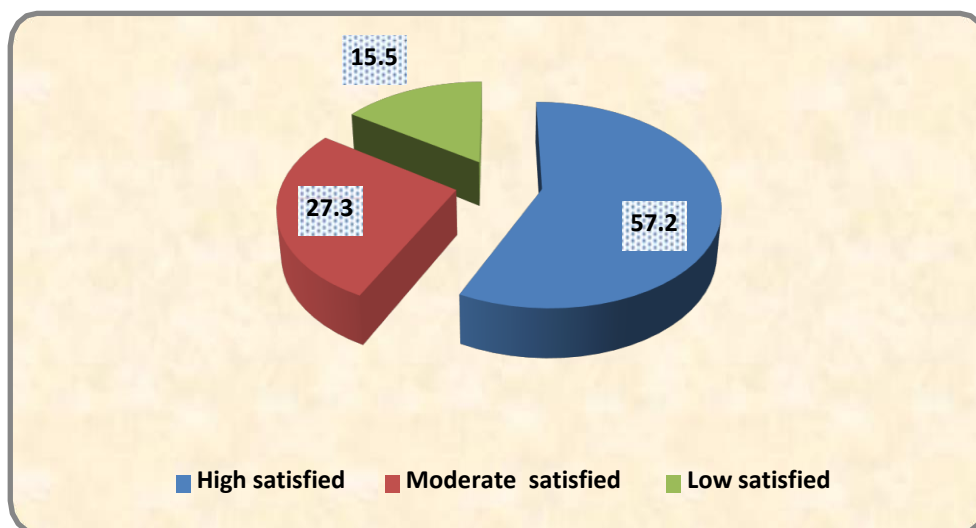

Figure (2): Percentage distribution of total satisfaction level among nursing students

Table (3): Correlation between total challenges in hospital clinical training areas and total nursingstudents' satisfaction

Total challenges in hospital clinical trainingareas	Total satisfaction	
	r	P value
	0.510	0.000**

Discussion:

Concerning challenges in hospital clinical training areas. The findings of the present study showed that about two thirds of nursing students reported that total levels of challenges in hospital clinical areas was high. From researcher point of view this result might be due to weak possibilities available for clinical training in the hospital and the capacity of the hospital is not commensurate with the number of trainer students, In addition to the number of patients is not enough compared to the number of nursing students in department, the student's lack of awareness of his role and responsibilities during clinical training.

The finding of the current study was agreed with **Oren, (2019)** who conducted a study about "Assessing health threatening problem among nursing or midwifery students during the clinical education course" who stated that majority of studied nursing students reported that challenges in clinical training areas was high.

In addition to, **Chan, (2022)** who conducted study about "Development of the clinical learning environment inventory; using the theoretical framework of learning environment studies to assess nursing students perception of the hospital as a learning environment" stated the majority of studied nursing students stated that challenges in clinical training areas was high.

Regarding ranking with mean scores and standard deviation of challenges in hospital clinical training area. The finding of the present study showed that the first ranking with highest mean score was supervisors of clinical training challenges. While the last ranking with lowest mean score was challenges of clinical training environment. From the researcher point of view this might be due to the supervisor did not clarify the

tasks required of each student before the start of the training. Also, the supervisor does not give the student enough time for questions regarding clinical training and lack of time for the supervisor to follow up on the trainer students and lack of interaction with students. This result was consistent with **Harrison-White and Owens (2018)** who conducts study about "The relationship between nursing students and their mentors as an important factor in the decision of how they treated students in the CLE" they mentioned that some supervisor abused their rights and power to exploit students, which had negative effects on students' assessment of clinical training**.** Furthermore, **Bleda et al., (2020)** provided a clear discussion about "The Perceptions of Professional Values among students" stated that nursing educators have top tier communication skills, possess excellent critical thinking abilities, and have a solid clinical background.

Regarding challenges in hospital clinical training areas in relation to clinical training environment, the findings of the current study revealed that highest percent of nursing students agreed that nursing documentation of the nursing care plan unclear and incomplete and the capacity of the hospital is not commensurate with the number of trainer students was among challenges of hospital clinical training areas. From researcher point of view this result could be explained as unclear and incomplete nursing care plan was among challenges faced nursing students as it hinders students to complete their assignment and clinical training sheets to apply their clinical training skills, also hospital crowded with health care team and students which hinder students opportunity to demonstrate their clinical training.

This result was agreed with **Ayele et al.**

(2021) who conducted a study "Attitude towards documentation and its associated factors among nurses working" and reported that level of factors influencing effective documentation include incomplete documentation reported by nursing students. Also, this result was in the same line with **Seidu, (2021)** who conducted a study about" Factors influencing documentation in nursing care by nurses "who reported that factors influencing knowledge, attitude, and practice of nurses on documentation as nurse sometimes neglect documentation provided nursing care.

Concerning percentage distribution of nursing students' satisfaction total level, the findings of the current study, clarified that more than half of nursing students reported that they were high satisfied. From the researcher point of view this result might be due to training process has a specific schedule and is activated according to the teaching plan, clinical training supervisor is fully knowledgeable in relevant nursing information, clinical training supervisors give me oral and written feedback regarding the clinical training and clinical training encourages students to ask any questions any time and actively participate during the explanation. This result was parallel to **Chan et al. (2017)** who conduct study about "Uncovering nursing students view of their relationship with educators in a university context" who stated that nursing students was satisfied about clinical training. Besides **Kandeel and Ahmed, (2019)** who conduct study "Assess nursing students' perception of their clinical practice in intensive care units " and revealed that the majority of nursing students highly satisfied about the quality of clinical trainings. Additionally, this result come in harmony with **Woo et al., (2020)** who showed that the most of students were

high satisfied.

Otherwise, this result was in disagreement with **Hakim, (2018)** who reported that most students had little satisfaction concerning their field of study. Conversely, this result was disagreed with **Navarro et al., (2015)** who conduct study about "Satisfaction with the offered courses" and revealed that was student had low satisfaction level regarding higher educational facilities services. Also, **Martirosyan (2015)** who conduct study of "An examination of factors contributing to students' satisfaction" and reported that students satisfaction levels in clinical training area was low.

Concerning correlation between total challenges in hospital clinical training areas and total nursing students' satisfaction the findings of the current study, demonstrated that there was highly statistically significant positive correlation between total challenges in clinical training areas and total nursing students' satisfaction. From researcher point of view this result may be due to nursing students' satisfaction improved through providing students constructive feedback, continuous support, providing chances to demonstrate clinical activities in laboratories under the guidance and direction of a clinical instructor, providing nursing students with a various clinical activities and encouraging them to demonstrate clinical activities independently until they become competent and skillful so increasing nursing students satisfaction among nursing students. This result was in agreement with **El- Gilany et al., (2017)** who found that there was a highly statistically significant positive correlation between education relationships and total students' satisfaction. Also, the finding was matching with **Berhe, (2019)** who found that there was a highly statistically significant positive correlation between relations among

nursing students and education staff. Similarly **Babelan et al., (2015**) who done study about the state of teacher-students' verbal interactions during teaching process and its relationship with academic achievement of middle school students and teachers play an important role in student's academic satisfaction.

Conclusion:

The highest challenges in hospital clinical training was supervisors' clinical training challenges, the lowest challenges clinical training environment. Additionally, more than half of nursing students reported that they were highly satisfied. Moreover, there was highly statistically significant positive correlation between total challenges in clinical training areas and total nursing students' satisfaction.

Recommendations:

For Faculty administration:

1. Staff development programs for clinical instructors are needed to promote their skills in providing effective clinical training for nursing students.
2. The clinical training supervisor needs to be prepared well to assist nursing students to solve the problems facing them in the clinical learning environment.

For clinical training supervisors:

1. Nursing students need to receive a detailed and accurate orientation before entering the clinical setting and inform the students about knowledge of the objectives of the clinical training.

2. Opportunities need to be allowed for nursing students to express their opinions about effectiveness and challenges at clinical training areas.

Further research:

1. Developing an improvement strategy to enhance the effectiveness of clinical training.

2. Replication of the study on a larger probability sample is highly recommended to achieve generalizable results.

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التحديات في اماكن التدريب العملي بالمستشفيات وعلاقتها برضا طلاب التمريض

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التدريب العملي هو عنصر أساسي في تعليم التمريض والاطباء . رضا الطلاب موقف قصير المدى الناتج عن تقييم الخبرات والخدمات و يشمل رضا طلاب التمريض أربعة أبعاد تتعلق بالتفاعل الاجتماعي المهني، والمناهج الدراسية، وبرنامج التمريض، وبيئة التعلم. لذلك، يعتبر الرضا عن التقييم من بين الموضوعات الأساسية للإجراء التنظيمي والسلوك التنظيمي ولكن يوجد الكثير من التحديات والصعوبات التي تواجه الطلاب اثناء التدريب العملي. هدفت الدراسة إلى تقييم التحديات في مجالات التدريب العملي في المستشفيات وعلاقتها برضا طلاب التمريض. التصميم: تم استخدام التصميم الارتباطي الوصفي وقد أجريت الدراسة بكلية التمريض جامعة بنها. تكونت عينة البحث من (538) من طلاب التمريض من الفرقة الدراسية الثانية والفرقة الدراسية الرابعة للعام. كشفت نتائج الدراسة أن أعلى التحديات في أماكن التدريب العملي بالمستشفى هي التحديات الخاصة بالمشرفين على التدريب العملي، تليها التحديات الخاصة بالطالب، تليها علاقة المشرفين بالطلاب، بينما كانت أقل العوامل هي بيئة التدريب الإكلينيكي و أفاد أكثر من نصف (57.2٪) من طلاب التمريض أنهم راضون بدرجة عالية بينما اقل من نصف الطلاب (15.5) منهم كانوا راضين بشكل منخفض و توجد علاقة ذات دلالة إحصائية عالية بين التحديات في أماكن التدريب العملي ورضا طلاب التمريض. واوصت الدراسة بضرورة عمل برامج تطوير الموظفين للمدربين   لتعزيز مهاراتهم في تقديم تدريب إكلينيكي فعال لطلاب التمريض