



## ASSESS NURSING STUDENTS' SATISFACTION WITH NURSING PROGRAM AT THE PRIVATE NURSING INSTITUTE KARACHI PAKISTAN

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### Abstract

**Background:** Nursing education is a dynamic and multidimensional process that involves academic instruction, clinical training, interpersonal skills development, and exposure to diverse healthcare settings.

**Objective:** To assess nursing students' satisfaction with the nursing program in the private nursing institute in Karachi, Pakistan.

**Method:** This cross-sectional analytical study was conducted in a private nursing institute in Karachi from 10 February 2023 to 25 June 2023. One hundred forty undergraduate BSN and post-RN nursing students were part of the study.

**Result:** The study findings show that the mean satisfaction score, based on a total tool score of 145, was 59.31. Moreover, Gender differences showed insignificant disparity ( $p = 0.099$ ). Academic program and age were not significant predictors of satisfaction, while 1st-year students demonstrated higher satisfaction (mean score: 60.60) than 3rd-year students (mean score: 56.35,  $p = 0.021$ ).

**Conclusion:** In conclusion, the study indicates an overall moderate level of satisfaction among nursing students with their program, with a mean score of 59.31 out of 1450. While gender differences did not reach statistical significance, notable disparities in satisfaction were observed between

academic years ( $p = 0.021$ ). We should regularly update the nursing curriculum, teaching methods, and clinical training to match evolving healthcare demands and technology.

## Introduction

The student's reaction to an organization's achievement is satisfaction. In actuality, students' satisfaction measures how happy they are with the organization's unique offerings of goods and services (1). Student satisfaction is essential to academic success for individuals and institutions (2). Students' satisfaction is a key factor in determining the quality of services or products delivered, and it also serves as a source of competitive advantage (3). Furthermore, Nowadays, student satisfaction is a typical indicator for evaluating educational institutions' success (4).

Moreover, nursing education is a crucial aspect of the healthcare industry, as it plays a vital role in shaping the quality of healthcare services. Student nurses must receive quality education to become competent professionals and provide safe, effective, and compassionate patient care (5). Many developments have brought about significant changes in nursing, yet some obstacles still exist. Despite Saudi Arabia's notable advancements in nursing education, practice, and workforce, many obstacles still exist over the previous few decades. Among these are protracted worker shortages and a rise in employee turnover.

Moreover, hospitals will face significant pressures due to the anticipated population rise (6). Additionally, Pakistan's education system has to be improved due to a lack of master's and doctoral-prepared teachers, inadequate classroom facilities, and poor teaching circumstances, which all affect nursing education in Pakistan (7). Other studies found a low student-teacher ratio, a poorly designed curriculum, insufficient funding, inadequate clinical learning environments, insufficient opportunities for professional growth, a lack of independent decision-making, a lack of regulatory bodies' support for education, management, research, problems unique to the nursing profession, marginalization of nurses in the formulation of public policy and an absence of educational research are all contributing factors (8, 9).

Academic services are crucial in providing student nurses with the resources and support they need to succeed in their education and training (10). The satisfaction of student nurses with academic services is a vital aspect of the quality of nursing education. Student nurses who are satisfied with the academic services provided are more likely to succeed in their studies and have a positive educational experience. Furthermore, the association between academic self-efficacy and accomplishment was somewhat affected by satisfaction (11). Assessing student nurses' satisfaction with academic services can provide valuable insights into the effectiveness of academic services and assist educational institutions in improving the quality of nursing education.

Moreover, nursing students' satisfaction is essential in terms of satisfaction from their clinical placement, academic services and satisfaction from their clinical teacher (1, 12). Because it gives nursing students the knowledge and skills they need to deliver safe, effective care. A non-essential element of undergraduate nursing education is clinical experience (1).

Nursing students who are satisfied with their academic services are likelier to stay in their programs and complete their degrees. The authors note that factors such as the quality of teaching, availability of resources, and access to academic support can all influence student satisfaction with academic services (13). Furthermore, student Nurses' Satisfaction of Academic Services" is important because it aims to understand the level of satisfaction of student nurses with the academic services provided to them. This is crucial because students' satisfaction with the services provided by educational institutions has been linked to student retention and academic success.

## Methodology

A Cross-sectional analytical study was conducted at the Advance Health Sciences Institute of Nursing in Karachi, Pakistan, from 10 February 2023 to 25 June 2023. The participant of this study incorporates all undergraduate BSN and post-RN nursing students; Participants were selected by a non-probability convenient sampling method. An Adopted questionnaire from (Atiya K. Mohammed 2019) (14) was used for data collection, and permission was also taken from the primary author. The

tool Cronbach's alpha is 0.96. The questionnaire has four sections; section A contains five questions about demographic data, e.g., Name, gender, age, academic program, and Academic year; Section B contains 12 questions regarding academic satisfaction; Section C contains nine questions regarding clinical satisfaction and Section D contain the 8 Question regarding the school resources. The questionnaire has 29 questions regarding 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, and 5–strongly agree, so the total score was 145.

The sample size was calculated through open EPI version 3 with a 95 % confidence interval with a total population of 230. The Obtained sample size is 145, but 5 participants did not fill out the questionnaire appropriately, so they were excluded, and data were entered from the 140 participants. The inclusion criteria of this research were all the undergraduate students studying at the Advance Health Sciences Institute of Nursing, Verbal consent to participate in the study, and filling out the questionnaire. The exclusion criteria included an unwillingness to participate in the study. The data collection and study approval were taken from the principal and director of the advanced health science institute. After the permission of the authorized person, the consent form was explained to the participant, and their confidentiality and identity were maintained. The questionnaire was explained to the participant for 10 min. Each participant was allowed 30 minutes to complete it. Data were analyzed through the statistical tool by SPSS 26.0 version Percentage and frequency were used for the socio-demographic data, and ANOVA and independent T-test were used for the association.

**Result**

**Demographic data of the participants n=140**

Variables	Frequency	Percent
<b>Gender</b>		
Female	16	11.4
Male	124	88.6
<b>Age</b>		
18 - 20 years	37	26.4
21- 23years	65	46.4
24-30 years	38	27.1
<b>academic year</b>		
1st year	30	21.4
2nd year	84	60.0
3rd year	26	18.6
<b>academic program</b>		
BSN	111	79.3
Post RN BSN	29	20.7

Table 1 shows that most respondents are male (88.6%), with females comprising a smaller portion (11.4%). In terms of age, the largest group falls within the 21-23 years range (46.4%), followed by 18-20 years (26.4%) and 24-30 years (27.1%). As for the academic year, the most represented group is the 2nd year (60.0%), followed by the 1st year (21.4%) and 3rd year (18.6%). In terms of academic programs, a significant majority are pursuing a BSN (Bachelor of Science in Nursing) (79.3%), while a smaller proportion are in the Post RN BSN program (20.7%).

**Table 2 Mean Score of Satisfaction of Nursing Program**

The mean score of satisfaction	
Mean	59.3116
Std. Deviation	6.23482

Table 2 shows the mean satisfaction score, 59.3116, of the total tool score of 145.

**Table 3 Association of Satisfaction with demographic variables**

Gender	N	Mean	Std. Deviation	P value
Female	16	61.8667	3.97971	<sup>a</sup> 0.099
Male	124	59.0000	6.39800	
academic program				
BSN	110	58.9909	6.43884	<sup>a</sup> 0.279
Post RN BSN	28	60.5714	5.27347	
age of the participants				
18 - 20 years	37	59.0270	5.96511	<sup>b</sup> 0.310
21- 23years	65	58.7231	6.27621	
24-30 years	38	60.6667	6.39643	
academic year				
1st year	30	60.6000	4.65055	<sup>b*</sup> 0.021
2nd year	84	59.7805	6.30114	
3rd year	26	56.3462	6.88734	
Total	138	59.3116	6.23482	

<sup>a</sup> independent T-test has been applied

<sup>b</sup> ANOVA test has been applied

The table presents descriptive statistics and P-values for various variables in the study. Regarding gender, there were 16 females and 124 males, with females reporting a higher mean satisfaction score (61.87) compared to males (59.00), though the difference was not statistically significant ( $p = 0.099$ ). In terms of the academic program, there were 110 participants in the BSN program and 28 in the Post RN BSN program, with no significant difference in satisfaction means between the two groups (BSN: 58.99, Post RN BSN: 60.57,  $p = 0.279$ ). Concerning age, participants aged 24-30 years reported the highest mean satisfaction score (60.67), followed closely by those aged 18-20 years (59.03) and 21-23 years (58.72). The analysis of the academic year revealed that 1st-year students had the highest mean satisfaction score (60.60), significantly higher than 3rd-year students (56.35,  $p = 0.021$ ).

## Discussion

In recent years, the demand for high-quality healthcare services has underscored the significance of nursing education in preparing competent and skilled nursing professionals. Keeping an ideal number of qualified nurses on staff is one of the top concerns for every health system, as nursing is regarded as the foundation of healthcare. Pakistan's rapidly expanding population is causing a severe shortage of nurses, with the country's nurse population ratio estimating a lack of up to 1.3 million nurses. Nursing programs play a pivotal role in shaping aspiring nurses' learning experiences and skill development (15). However, despite the crucial role of nursing education, there remains a need to comprehensively assess the level of satisfaction among nursing students with their respective nursing programs.

Present findings show that 60% of the participants aged between 21-23. Similarly, another study by (Makarem 2019) supports the present finding that the majority of participants, 50.3%, are between 21- 23years (16).

Although the current study result shows 11.4% female and 88.6% male students, another study shows that 34% were male and female were 66% (17). The two studies might have employed different sampling methods or sources, leading to differences in the types of students included in each study.

The findings revealed that 30% belong to 1st year and 84% are from the second year. In contrast, a study found 89.9% from 1<sup>st</sup> year and 10.3% from 2<sup>nd</sup> year (18).

The current findings revealed that the mean satisfaction score, satisfaction, is 59.3116, and the total tool score is 145. Other findings also demonstrated that the degree of satisfaction with the academic

field is not ideal (13). In contrast, a study from Saudi Arabia indicates that nursing is accepted in Saudi Arabia, as most nursing students and their families have good opinions toward studying nursing. Even though female students made up 96.5 percent of the student body polled in this study, they had a good opinion of nursing (19). Another study found that more than 60% of the sample ranked becoming a nurse as their top career choice and were satisfied with nursing. Most students who responded to the poll stated that they chose nursing because they wanted to work in the medical field. Overall, they had highly positive opinions about the field (20). Dissatisfaction leads to poor mental health and, subsequently, poor nursing care. In ensuring quality standards in higher education, it is recommended that the nursing school be flexible and consider students' educational needs. Moreover, the results of this study demonstrate the need for nursing schools to conduct regular satisfaction surveys to close the gap between students' wish lists and the provision of service questionnaires.

The current findings show that females reported a higher mean satisfaction score (61.87) compared to males (59.00), though the difference was not statistically significant ( $p = 0.099$ ). In contrast, another study found a significant gender difference (21).

The analysis of the academic year revealed that 1st-year students had the highest mean satisfaction score (60.60), significantly higher than 3rd-year students (56.35,  $p = 0.021$ ). These findings were aligned with the previous study. This study found differences in their academic year ( $p = 0.035$ ) (22). In contrast, a previous study conducted in Pakistan found no significant difference (12).

### **Conclusion and Recommendations**

The study shows a moderate mean score of student's satisfaction with the nursing program. While gender differences did not reach statistical significance, notable disparities in satisfaction were observed between academic years ( $p = 0.021$ ). We should regularly update the nursing curriculum, teaching methods, and clinical training to match evolving healthcare demands and technology. Only one nursing institute was reviewed in this study, so the results cannot be generalized. Nursing program administrators may consider conducting regular satisfaction surveys to ensure that nursing students continue receiving high-quality clinical education and support.

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