

## Perception of Nursing Student for Actual Clinical Learning Environment Related to Innovation and Satisfaction

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**ABSTRACT:** *Aim of study assessing student nurses' perceptions of actual clinical learning environments innovation and satisfaction.*

**Materials and Methods:** *A cross-sectional descriptive design was used. Accessible population included all undergraduate bachelors of nursing students (males & females) from level 4 up to 8. Total No. of male students were (144), total No. of female students were (147). In this study a self-administered questionnaire was used. Developed by Chan (2002) consisted of two main parts actual and preferred. The current study used only the innovation and satisfaction in actual part and a demographic data sheet.*

**Results:** *The study results revealed that, in general, the results of study displays, moderate perception the actual clinical learning environments both innovation and satisfaction.*

**Keyword:** Actual, Clinical, Nursing, Perception, Student, Innovation, Satisfaction

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### Introduction

The quality and safety of health care is a global objective. These considerations are need for proficient staff and adequate resources being available within clinical areas. Further to this, quality and safe health care relies on the effective educational preparation of nurses. In particular, deliberation needs to be given to create clinical contexts where students learn to integrate their theoretical knowledge with practice, and nurses are assisted to keep abreast of health care knowledge (Henderson, Briggs, Schoonbeek, & Paterson, 2011)<sup>1</sup>. Smedley and Morey stated that "nurturing clinical environments that promote trust and mutual respect are influential in developing nursing skills, knowledge and professionalism."<sup>2</sup>

### Design and Aim:

A cross-sectional descriptive design was adopted in this study, with Aim of study assessing student nurses' perceptions of actual clinical learning environments innovation and satisfaction

### Research Questions:

To fulfill the study aims, the following questions were addressed:

- 1- What is student Perception for actual Clinical Learning Environment related to innovation?
- 2- What is Perception for actual Clinical Learning Environment as related to satisfaction?

### Methods

#### Research Participants:

The research participants included

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student nurses at King Saud University enrolled in academic levels from the fourth through the eighth levels. These levels were selected because nursing students are not assigned to clinical settings before the 4th level; from that point, the students become familiar with their clinical environments and are able to formulate opinions regarding the characteristics of those environments and their level of satisfaction with these characteristics. A non-probability convenience sample was used, with 144 males and 147 females.

***Ethical Considerations:***

Ethical considerations were deemed highly important in this study. The respondents were assured that they could state their honest opinions regarding the characteristics of their clinical learning environments without fear that their teachers and/or the college administration would know who was dissatisfied or satisfied with the clinical learning environment. Although the research report would contain facts and figures, no names would be mentioned. The questionnaires were completely anonymous; even the researcher and the statistician were unaware of who provided which answers to specific questions.

***Data Analysis:***

Data entry and statistical analysis were conducted using the SPSS 16.0 statistical software package.

**Results**

Table 1 describes selected characteristics of the study subjects. Approximately half of the students (48.5%) were aged 23 and above. The gender distribution was nearly equal

between males (49.5%) and females (50.5%). With regard to academic level, slightly more than one-fourth of the students were in the sixth (25.4%) and seventh (26.5%) levels, whereas the eighth level contained the smallest number of participants (10.0%).

**Research Question 1:**

***What is Student Perception for Actual Clinical Learning Environment as Related to Innovation?***

Table 2 demonstrates the Subjects' Perception for actual Clinical Learning Environment as related to Innovation. The overall score from their perception was moderate ( $2.82 \pm 0.64$ ). This was apparent in almost all included items except "The clinical instructors often plan interesting activities" ( $2.53 \pm 1.17$ ) which showed low perception.

**Research Question 2:**

***What is Perception for Actual Clinical Learning Environment as Related to Satisfaction?***

Table 3 displays Subjects' Perception for actual Clinical Learning Environment as related to satisfaction. The results revealed that the overall score was moderate ( $3.26 \pm 0.65$ ). This was shown in all included items except " This clinical placement is not a waste of time " , " This clinical placement is not boring" and " I enjoy coming to this clinical placement " ( $2.33 \pm 1.42$ ) , ( $2.49 \pm 1.58$ ) and ( $2.38 \pm 1.44$ ) respectively which is low Perception .

**Part I. Sample Description**

**Table 1: selected characteristics of the study subjects (n=291)**

Selected characteristics	Frequency	Percent
<b>Age (years):</b>		
<20	31	10.7
20-22	119	40.9
23-+	141	48.5
<b>Gender:</b>		
Male	144	49.5
Female	147	50.5
<b>Educational academic Level</b>		
4 <sup>th</sup>	62	21.3
5 <sup>th</sup>	49	16.8
6 <sup>th</sup>	74	25.4
7 <sup>th</sup>	77	26.5
8 <sup>th</sup>	29	10.0

Table 1 describes the study subjects. Students' age was mostly 23 and more years (48.5%), with an almost equal gender distribution. As regards the

educational academic level, slightly more than one-fourth were in the sixth (25.4%) and seventh (26.5%), whereas the eighth level was the least represented (10.0%).

**Table 2: Subjects' Perception for actual Clinical Learning Environment related to innovation**

Innovation	Actual
	X±SD
1-New ideas are often tried out	3.28±1.34
2-Different ways of teaching are often used	3.37±1.34
3-new activities are always arranged to me	2.92±1.52
4-The clinical instructor used different teaching methods to guide me	2.96±1.56
5-My assigned clinical activities are rarely the same	2.79±1.47
6-The clinical instructor often plan interesting activities	2.53±1.17
7-I do different tasks in every shift	2.75±1.41
Overall score	2.82±0.64

Table2 demonstrates the Subjects' Perception for actual Clinical Learning Environment as related to Innovation .The overall score from their perception was moderate (2.82±0.64). This was apparent in almost all included items except “The clinical instructors often plan interesting

activities” (2.53±1.17) which showed low perception.

**Table 3: Subjects' Perception for actual Clinical Learning Environment as related to satisfaction**

Satisfaction	Actual
	X±SD
1-I look forward attending clinical placement	2.63±1.52
2-I am satisfied with what is done	2.89±1.51
3-I have a sense of satisfaction with this clinical placement	2.74±1.35
4-This clinical placement is not a waste of time	2.33±1.42
5-This clinical placement is not boring	2.49±1.58
6-I enjoy coming to this clinical placement	2.38±1.44
7-This clinical placement is interesting	2.96±1.40
Overall score	3.26±0.65

Table 3 displays Subjects' Perception for actual Clinical Learning Environment as related to satisfaction. The results revealed that the overall score was moderate (3.26±0.65). This was shown in all included items except " This clinical placement is not a waste of time " , " This clinical placement is not boring" and " I enjoy coming to this clinical placement " (2.33±1.42) , (2.49±1.58) and (2.38±1.44) respectively which is low Perception.

**Discussion:**

Clinical learning is the arena of clinical education in which undergraduate nursing students have the opportunity to develop vital application skills. Clinical settings encourage staff and students to learn by applying and reflecting on their knowledge, and practice can assist experienced nurses in questioning and exploring their own practices.<sup>3</sup> the effectiveness of a student's clinical experiences strongly influences the success of nursing programs.<sup>4</sup> In relation the Involvement in the current study the overall score from their perception was moderate, it could attribute to the fact that clinical learning

environment in Saudi Arabia does not provide a professional and supportive work atmosphere that give nursing students the latitude to maintain control over the delivery of nursing care, and the environment in which care is delivered.

In result of this study revealed that the overall score was moderate in related to satisfaction. Levett, Fhay, Parsons & Mitchell (2007) in their conducted study found that student nurses reported high levels of satisfaction and enhanced learning, when they perceived they were treated with respect and felt they were part of the team "<sup>5</sup>.

"Dunn and Hansford (1997) suggest that student satisfaction with the clinical environment can be both as a result of and influence in creative learning environment that emphasizes the importance of physical, human, interpersonal and organizational properties, mutual respect and trust among teachers and students. A positive atmosphere and a good team spirit are the most important features of a good clinical environment"<sup>6</sup>.

**Study limitations:**

- This study was conducted in a specific setting, the College of Nursing at King Saud University. Given the results, future studies should use a larger sample size to enable broader generalization of the results.

- This study assessed only the students' perspectives of the clinical learning environment. Considering the perceptions of clinical instructors would provide a broader perspective on this topic.

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