



# Expectation And Satisfaction With Education, Professionals And Facilities Among Nursing Students

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*Abstract:* One way to do this is to determine the students' perceptions and their expectations of the educational environment. Students' perceptions and expectations can be a good basis for reform and improvement of the quality of the educational environment. There is a direct relationship between the learning of students and their perceptions of the educational environment. The research approach was quantitative in nature. 50 nursing students who fulfilled the inclusion criteria were selected using non probability convenient sampling technique. Interview method and rating scale was used to collect data. The study findings revealed that majority of the students had high level of expectation about their education, professionals and facilities in that, most of them were also satisfied with their education pattern, professionals and facilities.

**Index Terms - expectation. satisfaction.**

## I. INTRODUCTION

Student satisfaction is related to experiences and expectations. It is challenging for educational administrators to deliver quality experiences without student expectation insight. Without this insight, student satisfaction is at risk. Satisfaction is a comfortable sensation that prepared after the individual needs of educational, cultural, welfare and Etc (Javadi Parsa & Janpors, 1998-99). Thus student's satisfaction is a major criterion in determining the quality provided through the process of services or product; also, it is a source of taking competitive advantage. In a competitive environment in which organizations compete with each other to attract students, their satisfaction is a key element to succeed and an important objective of each organization is to achieve success because it leads to profitability and student's trust to the organization. But in the case of dissatisfaction, this experience acts as a negative propaganda against the organization.

Educational environment refers to the diverse physical facilities, the clinical settings where students learn, the design and delivery of the curriculum, and involve the skills, and attitudes of the teachers. Due to various undesirable aspects of the educational environment, students often do not attain the expected professional standard of nursing care. Educational environment influences how, why and what students learn. It is crucial in success of the curriculum. To provide quality enhancement of the educational environment, higher educational institutions should create and implement a strategy for their higher school improvement.

## II. NEED FOR STUDY

Nursing is a profession that requires a high level of education and training. Nursing students must learn a wide range of knowledge and skills in order to provide safe and effective care to patients. The educational environment, the professionals who teach and mentor nursing students, and the facilities where they learn are all important factors that can influence students' expectations and satisfaction with their education.

Crisp et al. (2009)<sup>4</sup> suggests that an appropriate alignment between the students' expectations and satisfaction with their learning experiences will only be possible by understanding their expectations. This aligns with Hassel and Ridout (2018)<sup>6</sup> who have evidenced that it may be that students' expectations can be better

managed (modified) and/or better met. Several factors have already been identified as influencing students' expectations of their university education, together with the capacity of students to complete their study requirements. These factors include inherent learner characteristics, attitude, communication skills, confidence, preferred learning exposure, learning capabilities, work, finance, and family commitments (Bourdeaux & Schoenack, 2016)<sup>2</sup>.

This study determined the gap between student expectations and perceptions to achieve a relatively accurate description of student satisfaction. Exploration of nursing student expectations before they begin and as they undertake their study will enable the development of strategies by nursing educational administrators to address any gaps. In addition, identifying and addressing students' expectations of study can increase the retention of students (Tower et al., 2015). In contrast, a lack of contextualization or understanding of expectations may result in low student engagement in learning (Bourdeaux & Schoenack, 2016<sup>2</sup>; Money et al., 2017).

Thus the investigator is interested in undertaking this study to identify the gap between the student's expectation & satisfaction about their education, facilities and professionals among nursing students.

### **HYPOTHESIS**

H o1 There is no significant relationship between expectation and satisfaction with education, professionals and facilities among nursing students.

H o2 There is no significant association between expectation and satisfaction with education, professionals and facilities among nursing students and the demographic variables.

### **ASSUMPTIONS**

Students expectation levels are slightly high hence they are not satisfied with education, professionals and facilities that are available.

## **III. LITRATURE REVEIW**

**Dursun Ergezen F, Akcan A, Kol E. (2022)**<sup>5</sup> conducted a cross sectional study about nursing students' expectations, satisfaction, and perceptions regarding clinical learning environment. The study result showed that nursing students primarily expected supportive attitudes and active participation in nursing practices. A total of 53.8% of the students were satisfied with the clinical learning environment. The two components they were most satisfied with were technical skills and interpersonal caring experiences. The students' professional perspective, ability to transfer theory to practice and satisfaction with clinical practice affected their perception of the clinical learning environment. It concludes that nursing students expect support and supervision from both the instructor and the clinical staff.

**Jessica Biles (2021)**<sup>7</sup> conducted a study about undergraduate nursing students' course expectations, actual experiences, and associated satisfaction levels. The survey responses showed that flexibility in subject requirements, the helpfulness of academic/teaching staff (lecturers and tutors), and clarity of teacher communications correlated strongly with satisfaction in those respective areas. Expectation-experience discrepancy correlated strongly with satisfaction in these areas: support to navigate university systems, the timing of subject availability, the helpfulness of academic staff, and timetable suitability. The strongest predictor of students' overall satisfaction with their course was the extent to which they felt "supported to navigate university systems." the study concludes that a better understanding of student course expectations can lead to better student satisfaction and, as such, educational administrators should work to innovate methods to discover and address student expectations.

**Cowen KJ, Hubbard LJ, Hancock DC (2018)**<sup>3</sup> conducted a descriptive study about concerns of nursing students beginning clinical courses . the result stated that Making a mistake, lack of course success, and not knowing how to do something were students' major concerns prior to the start of clinical experiences. Bad experiences with a nurse or instructor, freezing up, and uncomfortable patient/family experiences were also concerns. Not knowing how to do something persisted as a concern at the completion of the first year. Fears about being/feeling left alone in a clinical setting as well as concern about the senior year also emerged on the post survey. The study concludes that the faculty should structure learning activities that decrease anxiety and enhance students' confidence prior to initial clinical experiences. Opportunities might include in-depth orientation to clinical settings and various simulations that allow practice of skills and communication.

## **IV. METHODOLOGY**

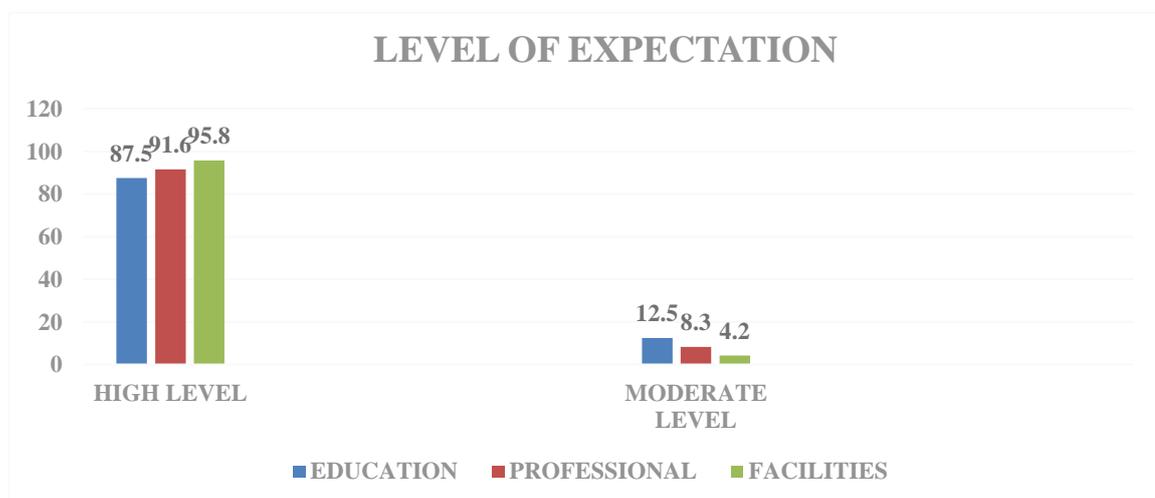
The research approach was Quantitative-evaluative in nature. A total of 50 nursing students were selected using Non probability convenient sampling technique. rating scale was used for collecting data. Interview method was used to obtain data from the students. The study was approved by the ethical committee constituted by the college. Permission was obtained from concerned authority of selected college in Chennai. Informed consent was obtained from the samples for their willingness to participate in the study.

## V. RESULTS AND DISCUSSION

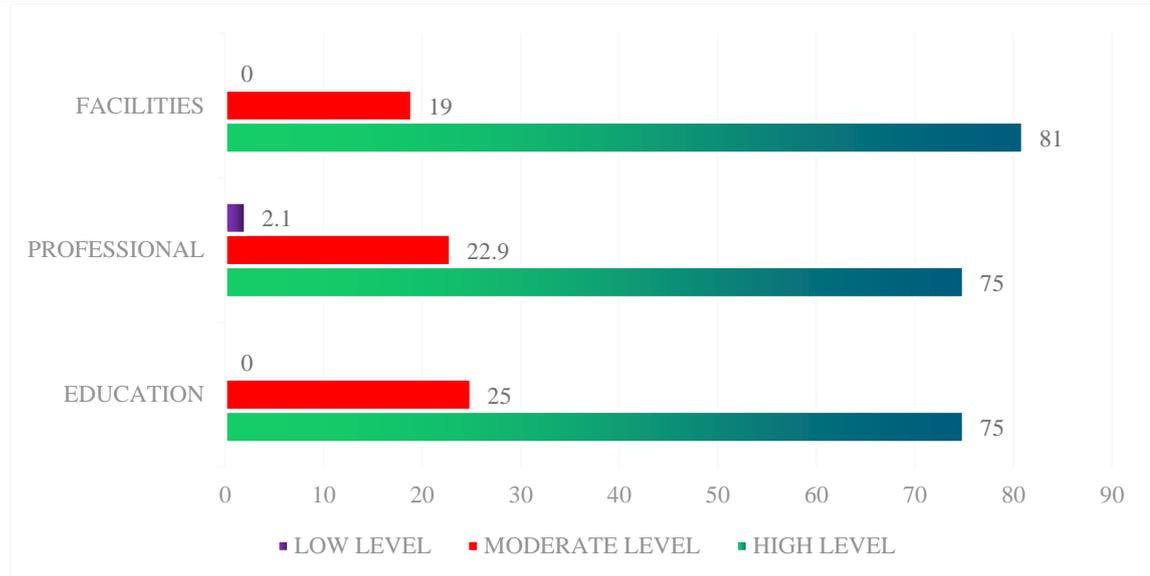
**TABLE 4.1:** Frequency and percentage distribution of the samples based on the Age, Educational status of mother, Educational status of father, Occupational status of mother, Occupational status of father, Getting scholarship, Mode of admission.

S.No	Demographic data	Frequency (F)	Percentage (%)
1.	Age in yrs _____ a. 21years	50	100
2.	Educational status of mother a. Primary b. Secondary c. Higher secondary d. Graduate	12 15 9 14	25 30 18 28
3.	Educational status of father a. Primary b. Secondary c. Higher secondary d. Graduate	10 09 14 17	20 18 28 34
4.	Occupational status of mother a. Housewife b. Daily wages c. Private	36 06 08	72 12 16
5.	Occupational status of father a. Unemployed b. Daily wages c. Government d. Private e. Business	05 12 08 17 08	10 24 16 34 16
6.	Getting scholarship a. Yes b. No	28 22	56 44
7.	Mode of admission a. Counselling b. Management	28 22	56 44

Table 4.1 Shows that 100% of the samples were in the Age group of 21 years, 30% of mother's completed secondary education, 34% of father's were graduates, 72% of mother's were House wife, 34% of father's working in private sector, 56% were getting scholarship, 56% joined by counselling.



**fig 4.1:** diagrammatic representation of the overall percentage distribution of expectation of nursing students with education, professionals and facilities.



**Fig 4.2: Diagrammatic representation of the overall percentage distribution of satisfaction of nursing students with education, professionals and facilities.**

**Table 4.2: Comparison of expectations and satisfaction of nursing students with education. Professionals and facilities.**

S.No	VARIABLES	MEAN	STANDARD DEVIATION	PAIRED t- TEST
<b>EDUCATION</b>				
1	Expectation	34	4.93	t = 3.92 *S
2	Satisfaction	27	8.14	
<b>PROFESSIONALS</b>				
1	Expectation	40	4.57	t = 8.19 *S
2	Satisfaction	41	6.61	
<b>FACILITIES</b>				
1	Expectation	35	2.96	t = 5.62 *S
2	Satisfaction	33	5.82	

\*P<0.05, \*\* p<0.01, \*\*\*p<0.001, S – significant, NS – Non significant

Table 4.2 showed that education mean score for expectation was 34 with SD of 4.93 and mean score for satisfaction was 27 with SD of 8.14. The calculated paired t test value for expectation and satisfaction was 3.92 which was significant at p<0.05 level of significance. The mean score for expectation is higher in comparison with satisfaction. Hence the assumption stated that students expectation levels are slightly high hence they are not satisfied with education pattern is accepted.

Professionals mean score for expectation was 40 with SD of 4.57 and mean score for satisfaction was 41 with SD of 6.61. The calculated paired t test value for expectation and satisfaction was 8.19 which was significant at p<0.05 level of significance. The mean score for expectation is slightly lower in comparison with satisfaction. Hence the assumption stated that students expectation levels are slightly high hence they are not satisfied with professionals is not accepted.

Facilities mean score for expectation was 35 with SD of 2.96 and mean score for satisfaction was 33 with SD of 5.82. the calculated paired t test value for expectation and satisfaction was 5.62 which was significant at p<0.05 level of significance. The mean score for expectation is higher in comparison with satisfaction. Hence the assumption stated that students expectation levels are slightly high hence they are not satisfied with facilities is accepted.

Hence the hypothesis stated there is no significant relationship between expectation and satisfaction with education, professionals and facilities among nursing students is rejected.

## VI. CONCLUSION :-

The study was done to assess the expectation and satisfaction of nursing students about their education pattern, professional and facilities. The study findings revealed that majority of the students had high level of expectation about their education, professionals and facilities in that, most of them were also satisfied with their education pattern, professionals and facilities.

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