



SURVEY ON THE SATISFACTION OF FIRST-YEAR STUDENTS AT THE ISPITS OF TETOUAN REGARDING THEIR BASIC NURSING CARE INITIATION INTERNSHIP

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ABSTRACT

Evaluating clinical environments stands as a crucial aspect in contemporary nursing education, wherein the satisfaction of nursing students is held as a significant factor. The main objective of the study is to examine the satisfaction of first-year nursing students at the ISPITS in Tetouan regarding the introductory course in basic nursing care. To answer our question, we opted for a quantitative exploratory approach. A sample of 85 First-Year nursing students took part in the study. Data were collected using a questionnaire.

The results of the survey showed that 69% of the students were dissatisfied with their placement. In fact, although they were satisfied with the placement preparation session, the students were dissatisfied with the quality of the reception on the first day of the placement. In addition to the teaching environment, which was characterized by the scarcity of learning situations and the overcrowding of the wards, there was also a lack of the necessary equipment and materials, as well as dissatisfaction with the clinical supervision.

These results have enabled us to understand the extent to which the success of a clinical placement is complex and requires the involvement and investment of all those involved. Such involvement is a prerequisite if the placement is to offer meaningful, lasting, and mobilizable learning opportunities.

INTRODUCTION

The Covid-19 pandemic has exacerbated the shortage of nurses worldwide, with an estimated need for 13 million additional nurses over the next decade (International Council of Nurses, 2022). In Morocco, where the shortage of nurses is also a cause for concern, the government has drawn up an ambitious plan to increase the number of student nurses in training in order to

make up the shortfall in human resources in the health sector (Intervention du chef du gouvernement à la chambre des représentants, 2022).

However, this massive expansion poses challenges in terms of the quality of the training provided by the Higher Institutes for Nursing and Health Techniques (ISPITS).

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Training in nursing and technical health professions in Morocco is provided by the

health technicians (Hachoumi et al., 2021). The training programmes comprise a three-year bachelor's cycle and a two-year master's cycle, alternating between theoretical courses, practical work and clinical placements (Hachoumi et al., 2021). Clinical placements play an essential role in the training of nursing students, enabling them to develop the skills needed for their future profession (Barich et al., 2019).

The clinical learning environment (CLE) is a key element of nursing education. It encompasses all the factors that surround students and influence their professional development in the clinical setting (Vaismoradi et al., 2014). Studies have shown that CLE is beneficial for the development of clinical reasoning, critical thinking and experience of socio-cultural, biological, psychological and mental aspects of patient care (d'Souza et al., 2015). However, nursing students may experience anxiety about the dual roles they must assume as learners and professionals during their clinical placement (Steven et al., 2014).

Ensuring the quality of the clinical learning environment is essential to ensure a positive experience for nursing students (Perli & Brugnolli, 2009). High levels of student satisfaction are associated with an inclusive clinical learning environment that is supportive of their personal and professional development (Walker et al., 2016). Quality clinical placement experiences help to boost students' confidence, organizational skills and preparation for nursing practice (Edwards et al., 2004).

ISPITS, which are higher education establishments responsible for training nurses and

Furthermore, Aktaş and Karabulut, (2016) indicated that when nursing students graduate without sufficient experience and with insufficient practice, this is due to the inadequacy of the clinical learning environment. That is, an environment poor in situations conducive to learning.

The aim of this study is to explore the level of satisfaction of first-year nursing students at the ISPITS in Tetouan with their introductory placement in basic nursing care. The decision to carry out this survey stems from the importance of the introductory placement, as failure of the students' first clinical placement is likely to have a negative impact on the rest of their practical training. The specific objectives are to identify the conditions under which the placement takes place, measure the degree of student satisfaction with the clinical learning environment, and determine the factors influencing the smooth running of the placement.

Methodology

Choice of methodological approach

According to the researchers ASSIE and KOUASSI (2010), there are several research methods, and these can be chosen according to the objectives of the study to be carried out. In our case, to respond to our problem, we opted for a quantitative exploratory approach. This means that we used a research questionnaire. The aim of an exploratory study is to deepen our understanding of a subject or phenomenon. It focuses on collecting data, whether secondary or

primary, using an unstructured formal or informal

procedure to interpret them (Reyes et al., 2023).

Study population

The participants in this study were first-year nursing students at ISPITS Tetouan (n=117) during the academic year 2021- 2022, 85% of whom were female and 15% male. The majority (93%) of these respondents were between the ages of 18 and 20. Only 7% were aged over 20. However, the distribution of students consulted in the options for this study are as follows: multi-skilled nurses (47%), Community and family health nurses (28%) and Mental health nurses (25%).

Data collection

As mentioned above, we used a questionnaire for this study. This research tool comprises 5 items: general information on the participants, students' perception of the preparation and organization of the placement, students' perception of the reception and integration on the placement sites, students' perception of the pedagogical atmosphere of the placement and students' perception of the supervision received during the placement. It should also be noted that data

collection lasted one month.

Validity and reliability of data collection instruments

Once the questionnaire had been designed, these instruments were submitted for validation to a panel of experts specializing in nursing education and didactics. The aim was to analyse the relevance of each question to the field to which it related. Thanks to their expertise and cross-examination, we were able to obtain the final version of our research questionnaire.

Data analysis

The data from our questionnaire was processed and analysed using Excel software. This enabled us to present the results in graphical form, making them easier to read for the reader.

Results

a. Results relating to the preparation and organization of Courses

All the students in our sample unanimously stated that they benefited from a preparation session before their placement.

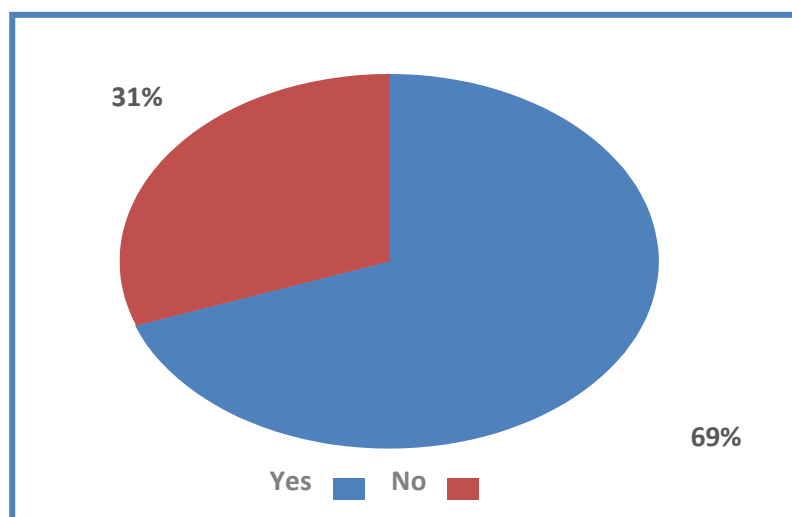


Figure 1: Students' views on access to information about the placement site.

The figure shows that a large number of students (69%) said that they had access to information about the placement during the pre-placement preparation session.

On the other hand, 31% said they did not have access to it.

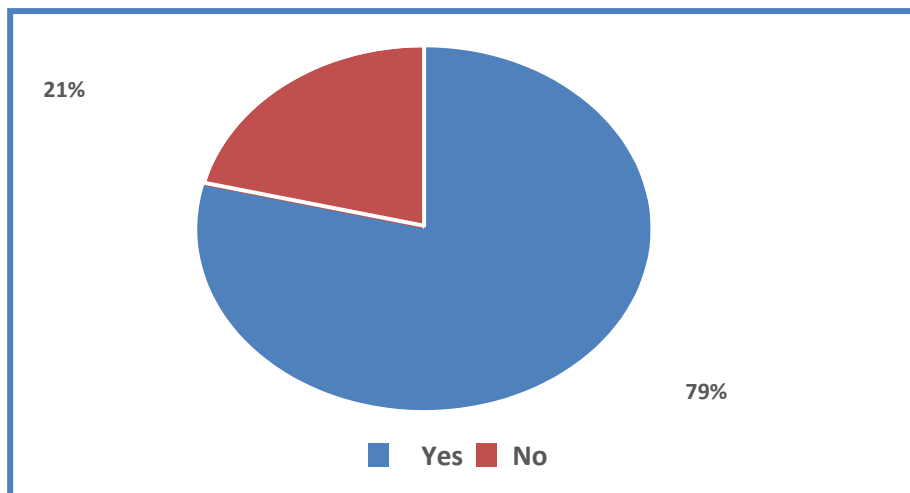


Figure 2: Students' opinions on the discussion of the placement objectives during the preparation session.

Based on all the students interviewed, Figure 2 shows that a significant majority(79%) confirmed that the aims of the placement had been discussed during the preplacement preparation session.

However, 21% of the remaining students expressed the feeling that these objectives had never been discussed during the said session.

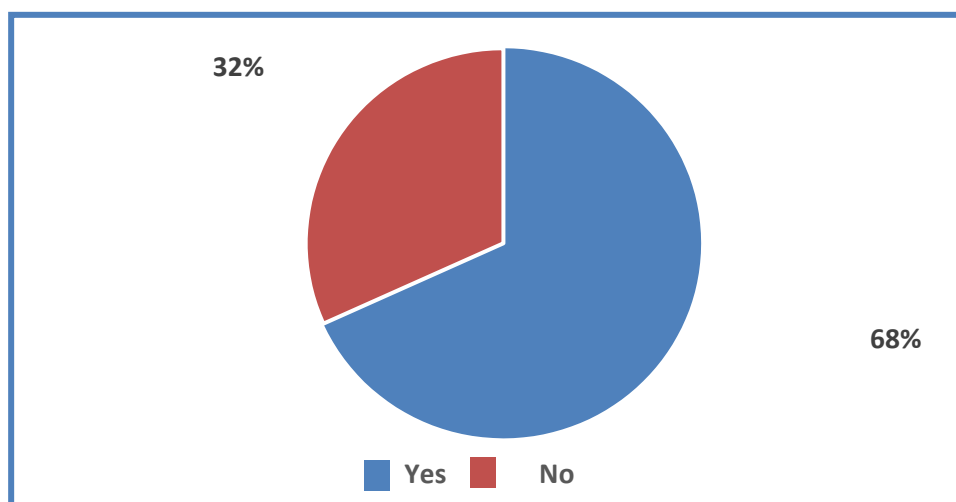


Figure 3: Students' opinions on the discussion of the placement charter.

According to the data shown in the graph in Figure 3, 68% of those questioned said that during the preparatory session for the course, the charter had been discussed. On the other hand, only 32% of respondents gave a negative

answer to this question. These results clearly highlight the significance attributed to discussing the course charter in preparation for this pedagogical activity.

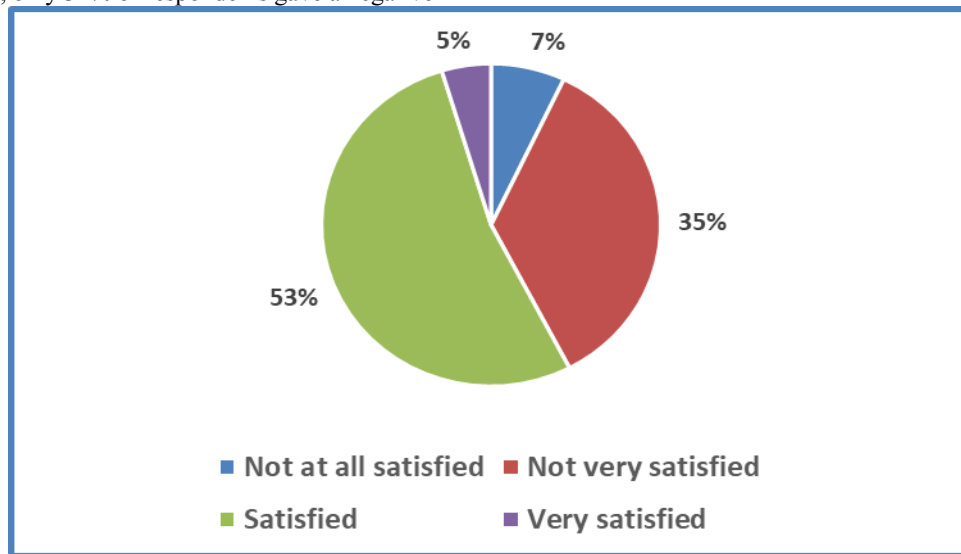


Figure 4: Student satisfaction with the work placement preparation session

The Figure shows that 49% of the students consulted were satisfied with the work placement preparation session. 39% of them were not very satisfied with this session.

However, 7% were not satisfied with the way the session was run. Finally, only 5% of respondents were very satisfied.

b. Results relating to the preparation and organization of Courses

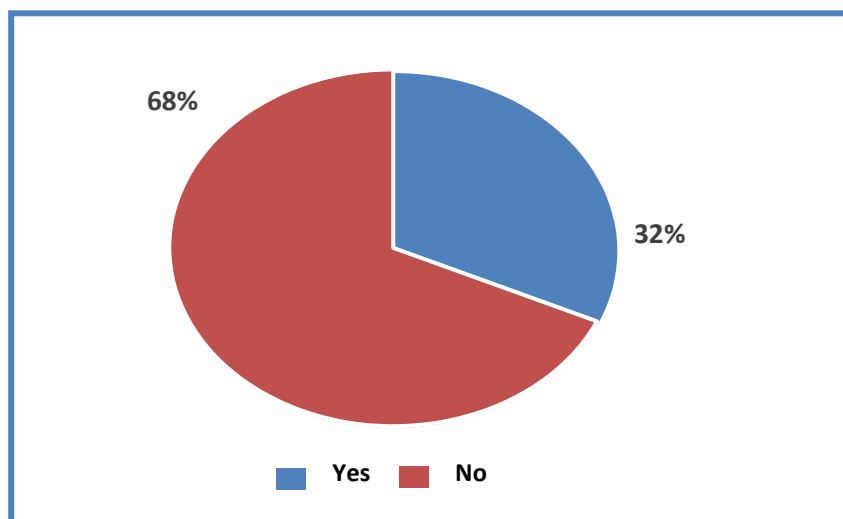


Figure 5: Students' views on the organization of an induction interview for students in the middle of their placement.

The results recorded for this question (figure 5) show that 68% did not have an induction interview with the

placement supervisor or tutor. On the other hand, 32% of them passed.

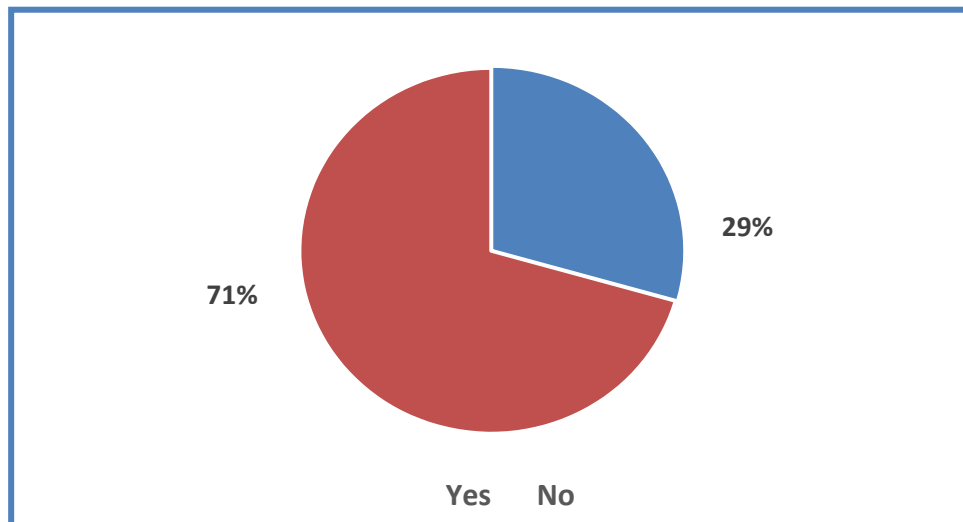


Figure 6: Students' opinions on access to information on the material and teaching resources on the course

According to Figure 6, 71% of students said that they had not received information about the course's material

and teaching resources on the first day, and only 29% had received such information.

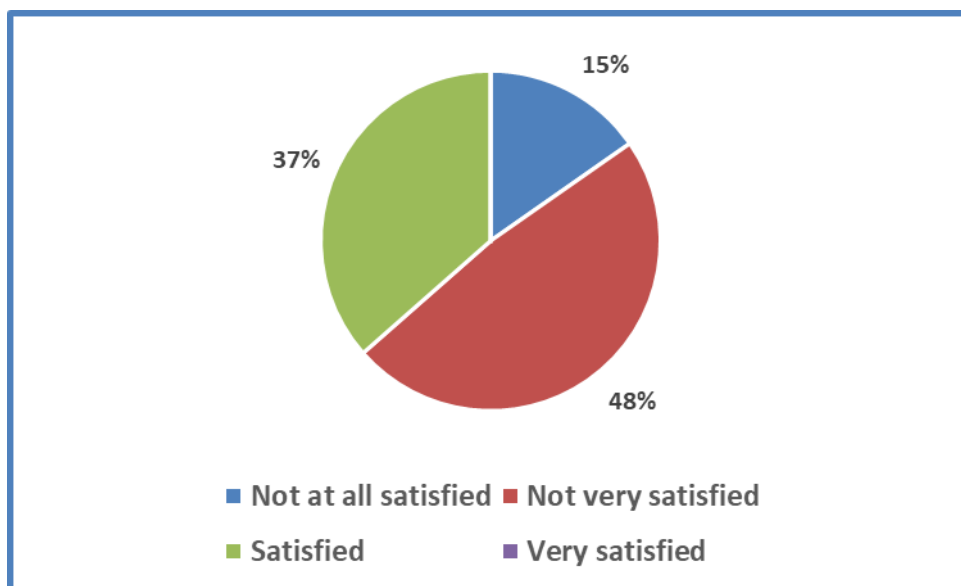


Figure 7: Level of student satisfaction with the welcome they received at the placement site.

As for student satisfaction with the quality of the welcome they received at the placement site, the results found on this question (Figure 7) showed that 48% of students were not very satisfied with the quality of this welcome.

On the other hand, 37% of these students were satisfied with the quality of the welcome they received. Finally, 15% of this population were not at all satisfied with the quality of this reception.

C. Results relating to the teaching environment

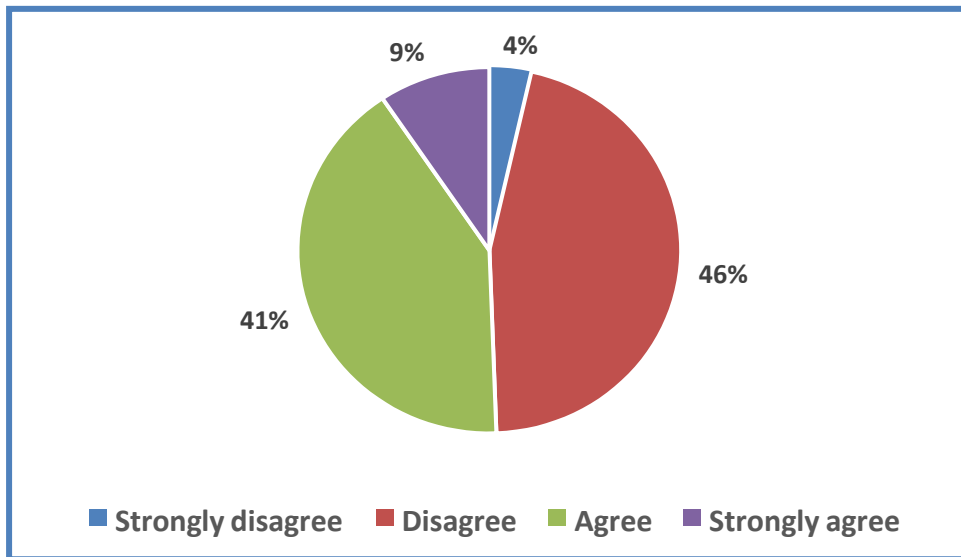


Figure 8: Students' views on how service staff work with them

According to the results shown in Figure 8, we can see that opinions were divided among the students on the question of cooperation with the service staff at the placement site. Indeed, 46% of the students felt that this collaboration was not good and that the staff were not at

all accessible. This is why they ticked the "Disagree" box. However, another 41% thought that their collaboration with the service staff was good and that they could approach them easily. They therefore ticked the "Agree" box.

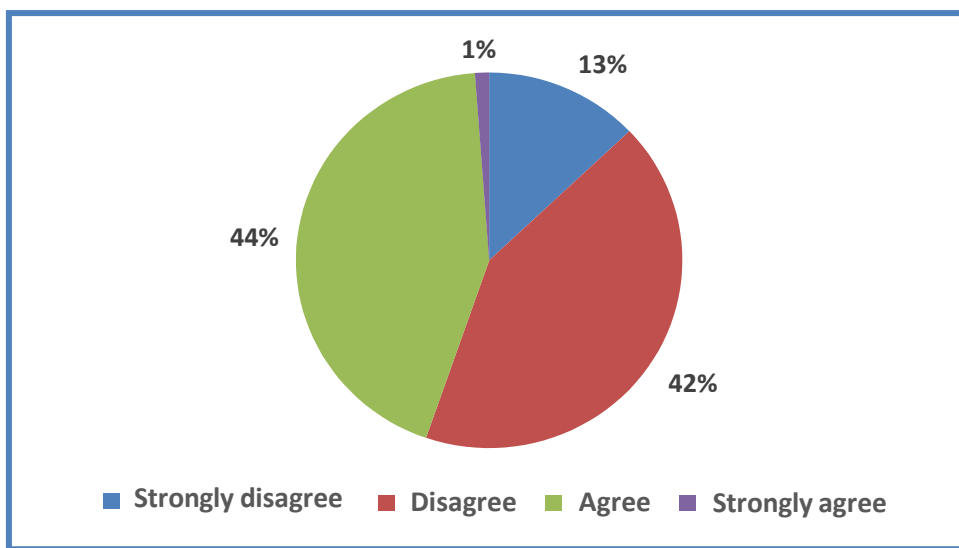


Figure 9: Presence of a positive atmosphere in the department.

According to Figure 9, 44% of the students consulted said they "agreed" that there was a better atmosphere in the department during their

placement. On the other hand, 42% of these students thought that the atmosphere in the department was negative.

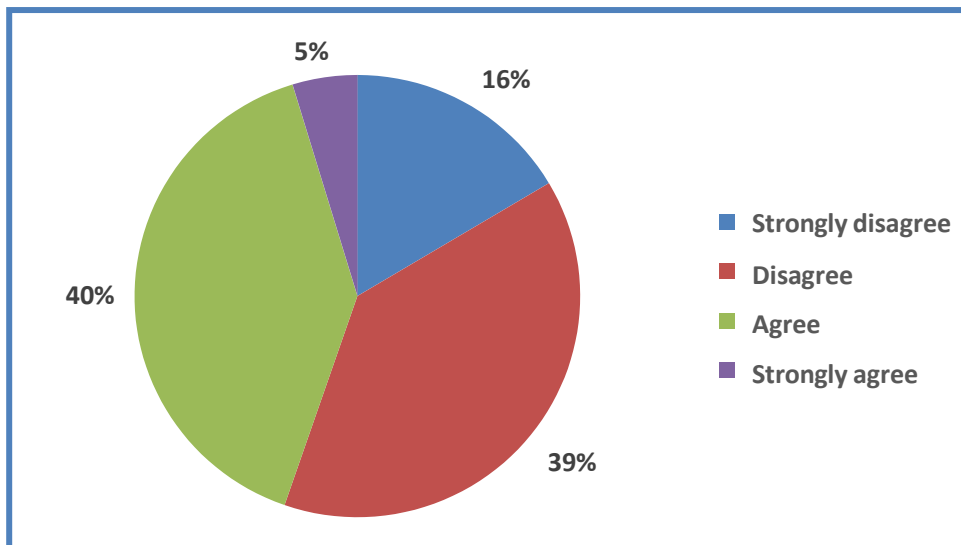


Figure 10: Students' opinions on the presence of a variety of care situations sufficient to put into practice the skills and knowledge developed in class.

Figure 10 shows that 55% of the students felt that there was not enough diversity of care situations to put into practice the skills and knowledge developed

in class, while 45% felt that there was sufficient diversity of care situations.

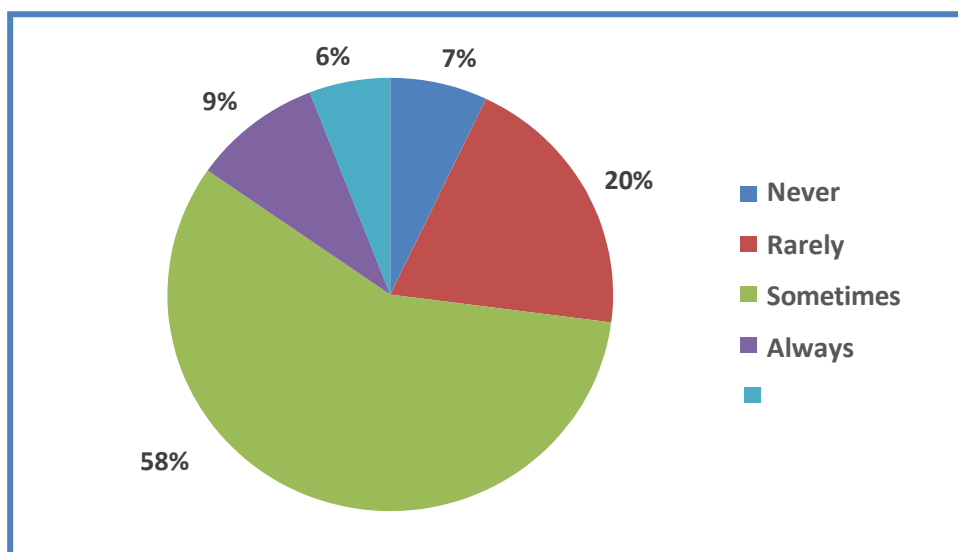


Figure 11: Students' views on encountering problems in receiving information about patient care.

According to Figure 11, 58% of the students consulted replied that they sometimes encountered problems in

receiving information relating to patient care, while only 7% had never encountered this problem.

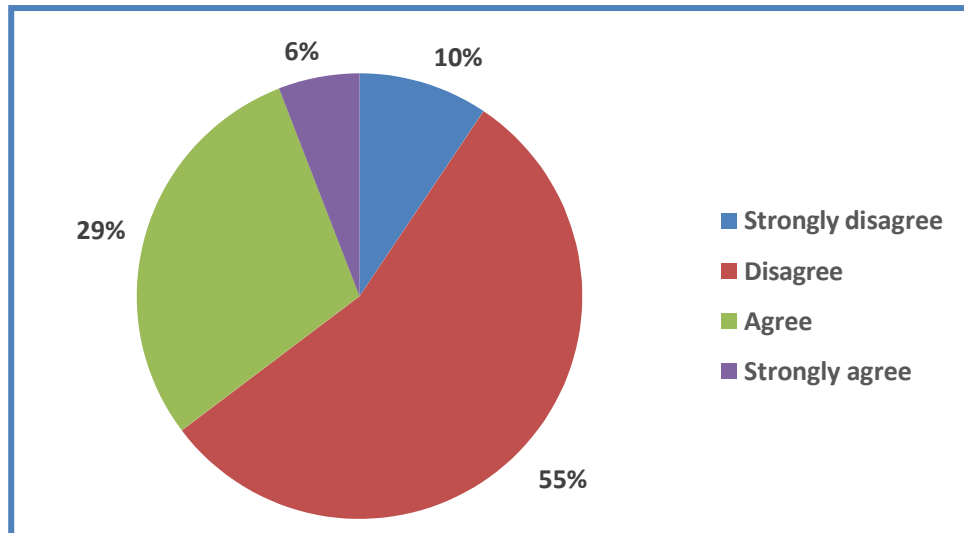


Figure 12: Students' views on the service as a good learning environment.

Figure 12 shows that 65% (sum of disagree and strongly disagree) of respondents do not consider the service to be a good learning environment. However, 35% of these

respondents considered it to be a good clinical learning environment.

d. Results relating to work placement supervision

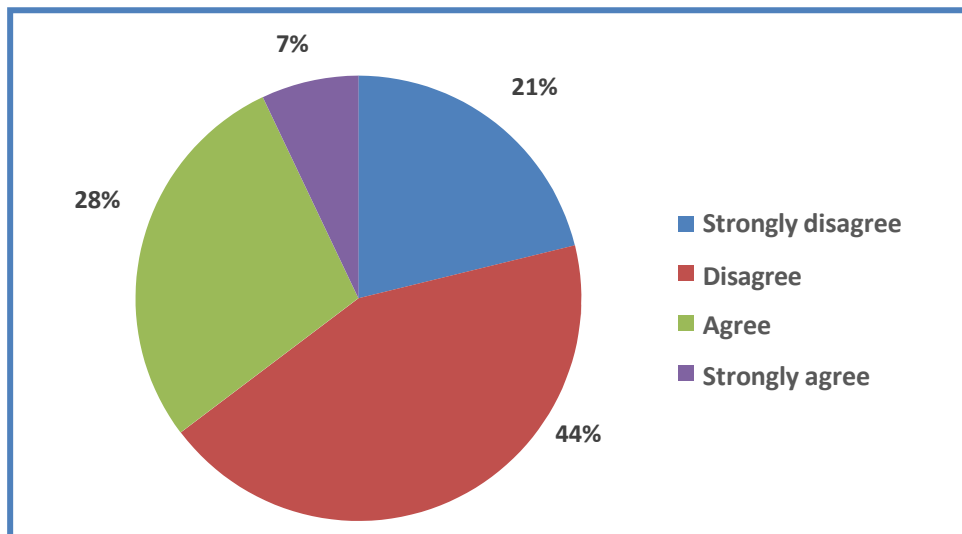


Figure 13: Students' opinion of the placement supervisor's ability to implement the learning objectives of the clinical placement.

According to Figure 13, a large proportion of the students consulted (65%) (sum of disagree and strongly disagree) indicated that the placement supervisor was unable to

implement the learning objectives of the clinical placement.

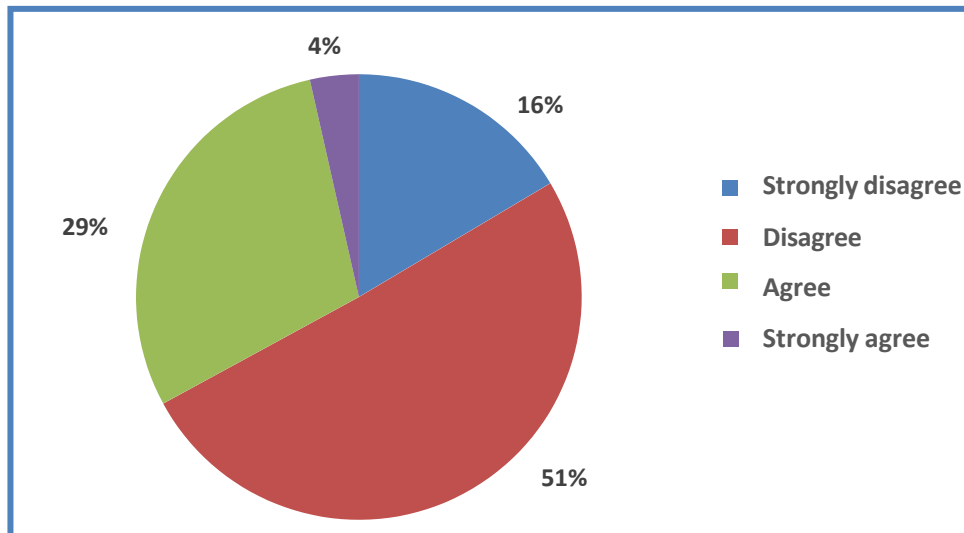


Figure 14: Students' views on the support provided by the supervisor to help students reconcile theory and practice.

The results in Figure 14 showed that 67% of the students consulted thought that their placement supervisor was unable to help them reconcile theory

and practice. Only 33% showed that their placement supervisor helped them to reconcile theory and practice.

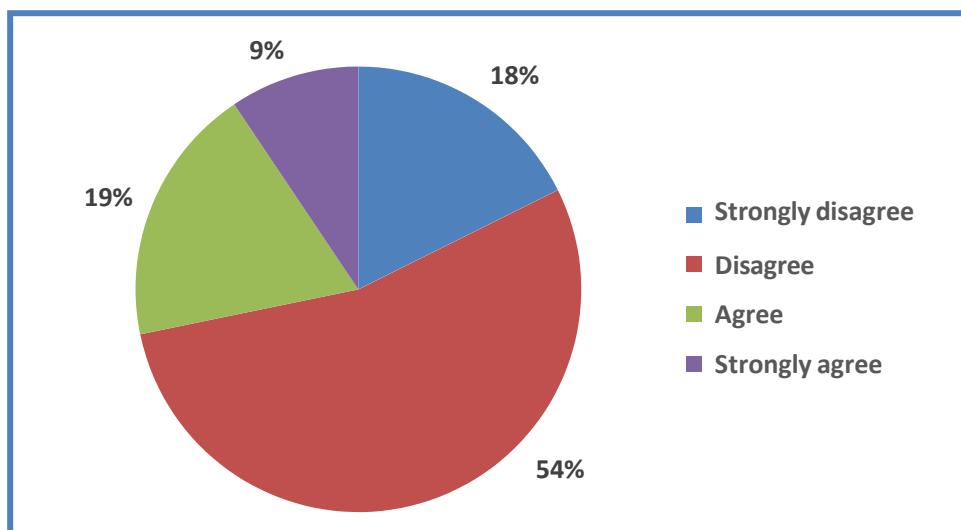


Figure 15: Students' views on the availability of nursing staff on duty to answer questions and help with patient care.

Figure 15 shows that 72% (sum of disagree and strongly disagree) of students felt that nurses on duty were not available to answer students' questions and

help with patient care. In contrast, only 28% of students felt that the nurses on duty were available to carry out this task.

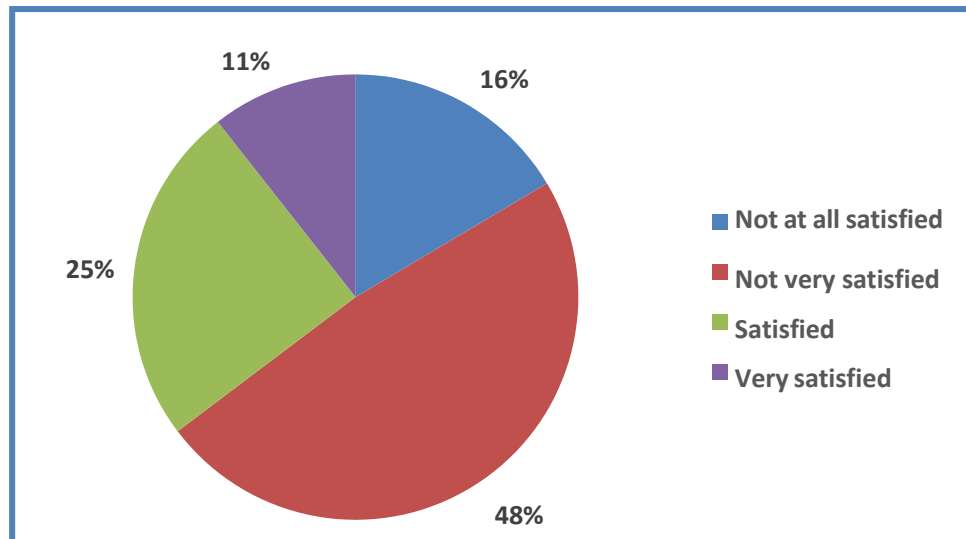


Figure 16: Degree of student satisfaction with placement supervision.

According to the results shown in Figure 16, 48% of the students consulted were not very satisfied with the supervision they received during their placement. A rate of 16% was not at all satisfactory, so we can conclude that more than half (64%) of the

students were dissatisfied with the quality of the supervision they received during their placement. Finally, 36% of these students were satisfied with the supervision they received.

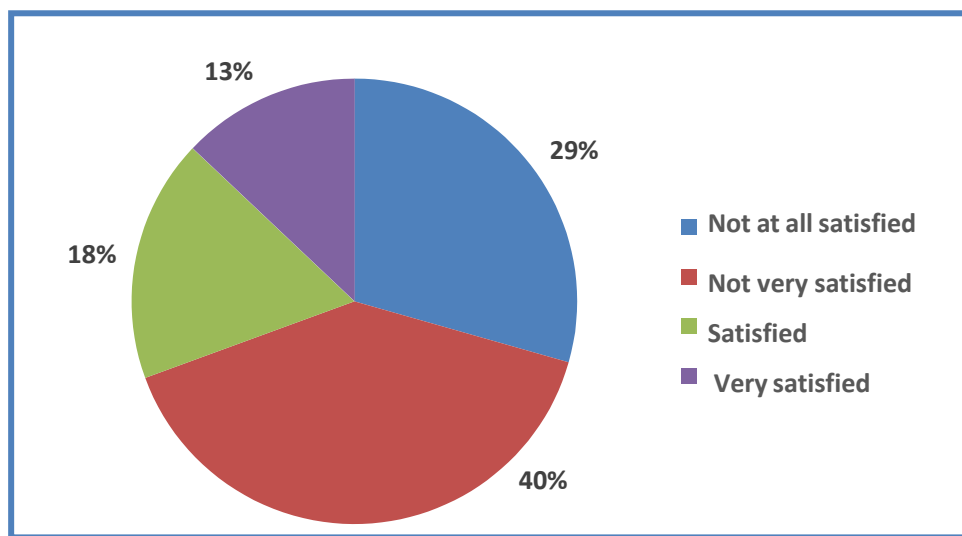


Figure 17: Students' overall satisfaction with their placement.

Figure 17 shows that a large number (40%) of the students consulted were not very satisfied with their placement. A further 29% were not at all satisfied with their placement.

If we add up the different results obtained on this question, we can conclude that 69% of the students were dissatisfied with this placement. Only 31% found it satisfactory.

Discussion

The results show that all the students enrolled in the second semester of the degree course at ISPITS in Tetouan benefited from a preparation session before starting their placement. These results demonstrate the importance attached to preparation before going to the placement site and underline the awareness of training institutions of the importance of preparing student nurses for the placement. As far as we are concerned, this prior preparation session could improve students' confidence, help them acquire specific skills needed for the placement and facilitate their integration into the clinical learning environment (Wei et al., 2021).

Figure 1 shows that the majority of students (69%) had access to information about the placement during the preplacement preparation session, which seems to be a good thing for their preparation. However, it is alarming that almost a third of students (31%) did not have access to this information, which could have a detrimental effect on their ability to prepare properly for the placement. Indeed, it is necessary to identify the main reasons for this result in order to improve the quality of preparation and ensure that all students benefit from adequate preparation in order to do very well on their induction placement. Clinical training plays a crucial role in the acquisition of nursing students' skills (Joolae et al., 2015).

The results show that a large proportion of the students (79%) felt that the placement objectives were presented during the preparation session, which may indicate that the session was effective. However, given that 21% of the students did not feel that these objectives had been addressed during the session, this raises concerns about the conduct of the preparation session for all learners. It is therefore necessary to identify the reasons for this shortcoming in order to improve the quality of this session, and to ensure that all students obtain the necessary information before they leave for their placement.

The results in Graph 5 show that the discussion of the placement charter is largely taken into account during

the preparation session, with 68% of respondents stating that it was addressed. On the other hand, 32% of students felt the opposite, stressing the importance of paying close attention to this aspect of the preparation session. Preparation to ensure that all students receive important information about the placement charter before they leave for the clinical setting.

The results in Figure 7 show that almost half the students (49%) were satisfied with the way the placement preparation session went. On the other hand, the high percentages of respondents (39%) who were not very satisfied, as well as the significant rate of those who were not at all satisfied (7%), raise questions about the effectiveness of this session. Only a small group of respondents (5%) expressed total satisfaction, highlighting the need to improve this session in order to better meet the needs of all students during preparation.

The results of this study are really important and raise some pertinent questions about how students are supported and welcomed on placement. Indeed, it is truly alarming to note that almost two-thirds of students did not have an induction interview with their placement supervisor or tutor, which could have a negative influence on their integration and learning in the clinical placement. In addition, the low rate of students who had access to information on the material and teaching resources of the placement from the first day could compromise their adaptation and, above all, their performance. The fact that the majority of students did not visit the planned sites before the start of the placement is also a cause for concern, especially as it could affect their practical learning. Finally, students' mixed satisfaction with the quality of reception at the placement site is a matter that needs to be dealt with sensibly, since adequate reception is crucial to a successful work experience. In short, these results should prompt institutions to question their practices and improve the support and induction of placement students, with the aim of improving their

practical skills and future success.

The results in Figure 13 show a divergence of opinion among the students regarding cooperation with the service staff at the placement site. While 41% reported good co-operation and easy accessibility, 46% disagreed, stating that the staff were not accessible. Figure 16 shows a balanced distribution of opinions on the service atmosphere, with 44% agreeing and 42% disagreeing on whether it was positive or negative. Figure 18 reveals that 55% of the students lacked the diversity of care situations to put into practice their knowledge and skills.

However, 45% reported sufficient diversity. In addition, Figure 20 shows that 58% of students experienced difficulties in receiving patient care information, identifying potential communication gaps. Finally, Figure 22 shows that 65% of students did not think the department was a good learning environment, while 35% felt it was conducive to clinical learning.

Overall, these results highlight the importance of improving collaboration, atmosphere, diversity of care situations, communication of information and the learning environment in order to optimize the clinical placement experience for nursing students. These findings meet those of Arkan, Ordin and Yilmaz (2018).

Our results highlight significant problems with the supervision and placement experience of nursing students. A significant majority (64%) of students felt that their placement supervisor was unable to achieve the learning objectives of the clinical placement, and 67% felt that the supervision did not help to articulate theory and practice. In addition, a significant proportion (72%) of students felt that the nursing staff on duty were not available to answer questions and help with patient care. These results clearly illustrate a lack of adequate supervision and support during the placement, which can have a negative influence on students' learning and development of technical skills. These findings are consistent with

those of Happell et al. (2015).

The results also show a high level of overall dissatisfaction among students with regard to the supervision and conduct of the placement. In fact, almost two-thirds of students (64%) were dissatisfied with the quality of clinical supervision during their placement, while 69% were dissatisfied with the way the placement was run. These figures reflect an alarming situation and raise questions about the quality of the placement experience for these future nursing students. Urgent measures should therefore be taken to improve supervision, staff availability and the overall satisfaction of students on clinical placements in order to ensure better preparation and a solid, enriching experience for their future careers as nurses (Brynildsen et al., 2014).

Conclusion

This study identified the important factors that contribute to the success of a clinical placement. The success of this clinical and educational activity requires the investment of all the players: placement supervisors, department staff, administration of the placement site, and ISPITS administrative and teaching teams. The combined efforts of all these players help to create a high-quality environment for the students concerned.

Generally speaking, the results of this study showed that the majority of respondents (69%) were not satisfied with the quality of the introductory course in basic nursing care that they had completed. The points of dissatisfaction raised by the students concerning their placement were:

- The poor quality of reception on the first day of the course, characterized by a lack of communication with the supervisor and service staff;
- The poor teaching atmosphere at the placement site, characterized by a lack of interest on the part of staff in supervising students;
- The scarcity of learning situations due to the overcrowding of services by trainees from private training schools;

- The shortage of equipment and materials needed to supervise student trainees in clinical settings;
- The inability of the supervisors to give concrete expression to the objectives of the course and to reconcile theory with practice;
- The unavailability of nursing staff on the ward to support students in their practical learning or to care for patients.

Despite these dissatisfactions noted by the students, there is one positive aspect and satisfaction noted by them concerning their placement: the placement preparation session. For the students, this session was well conceived and well organized.

Based on these results, we can conclude that the introductory course in basic nursing care offered to first-year students at ISPITS Tetouan during the 2021-2022 academic year was not satisfactory. All the conditions for the best possible placement were not being met at the placement site. Such a study was important in highlighting the shortcomings that needed to be corrected, so that the competent authorities and the players involved could step up their efforts to improve the quality of the placement environment offered to students.

The clinical learning environment is an integral part of student learning and is valuable in providing educational experiences relevant to practice. Therefore, satisfaction could be used as an important factor contributing to the development of clinical learning environments in order to meet students' needs and expectations and enhance their clinical learning.

To achieve this objective, we need to review the design and organization of this placement, by introducing a new clinical placement training programme. This will enable all the players involved to operate effectively to ensure the success of this activity, and above all, it will provide students with good clinical supervision.

In short, we believe that other similar and more representative studies are appropriate to further

explore the level of student satisfaction with the factors influencing the quality of their placement, as well as to propose better solutions to improve the conditions of this educational and clinical activity. For this reason, we are sharing the results of this study with other researchers interested in exploring similar themes addressed in this article.

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