

The Relation between Students Achievement and their Satisfaction level Post Attending Training at Delivery Room

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Abstract

Aim: was to investigate the relation between student achievement and their satisfaction level post attending training at delivery room. **Setting:** The study was conducted at the Obstetrical and Gynecological Department of the faculty of nursing at Ain Shams University. **Design:** A descriptive design was utilized. **Sampling:** A Purposive sample included (128) student nurse. **Data collocation Tools:** the first tool was interviewing questionnaire tool for assessing the general characteristics of students. The second tool is a checklist to assess student clinical achievement during training in the delivery room. The third tool is the satisfaction questionnaire for assessing student nurses' satisfaction post attending at the delivery room. The fourth tool is a questionnaire to assess barriers preventing student satisfaction during their training in the delivery room. **Results:** reveals that near three quarters among the student had clinical achievement in the delivery room, while forty nine of them had need reevaluation to assess clinical achievement in the delivery room. The result shows that near third quarter of students had satisfied with training in delivery room. While thirty seven of students were un satisfied with training in delivery room. On the other hand more than half of them reported no barriers related to clinical training in delivery room. **Conclusion:** This aim was significantly answered with the framework of present study research questions; and student clinical training objective achieved at training in delivery room. Nursing student satisfied with training in delivery room and student reported no barriers related training in delivery room. **Recommendations:** The clinical instructors should encourage student's trials to do difficult nursing tasks in a successful manner which tends to increase the students competency self-efficacy. Regular seminars and meeting should be held with the clinical instructors to discuss how to improve the factors that may strength them satisfaction about clinical training environment and competency self-efficacy among nursing students.

Key words achievement, student satisfaction, practical training barriers, delivery room

Introduction

The Delivery room is one of the most versatile rooms in a hospital called Labor, delivery, and recovery room (LDR). Additionally, the delivery room was the heart of the maternity ward, and it was essential to provide a safe and

supportive environment for the mother and baby during delivery in order to do so treatment is administered by a professional and experienced team from the obstetrics and gynecology department (Nilsson et al., 2018).

Student clinical achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards (Nilsson et al., 2018).

Successful instruction of standards results in student achievement. However, knowing the 'what' and the 'how' is just the first step to successful student achievement. Understanding the factors that can impact a student's ability to learn is equally important (Saoudi et al., 2019)

Nursing students education is composed of two complementary parts: theoretical teaching and practical training. A large part of nursing students education is carried out in clinical environments. Therefore, clinical student s training is considered to be an essential and integral part of the nursing student s educational program. Clinical training environments play an important role in acquiring professional abilities and training nursing students to become a registered nurse. Moreover, nursing student s educational clinical area is of great importance for nursing students in the selection or rejection of nursing as a profession (Junthong et al., 2017).

Classroom education and clinical training in nursing occur in a complex clinical learning environment influenced by many factors. This environment provides an opportunity for nursing students to learn experimentally and convert theoretical knowledge to various mental, psychological, and psychomotor skills that are of significance for patient care. Therefore, students' exposure and preparation to enter the clinical setting are

important factors affecting the quality of clinical training and education (Jamshid et al., 2016).

Clinical training for nursing student is an essential part of nursing education. Clinical training allows students to make decisions, apply theories, learn time management, and prioritize decisions to apply clinical practice (Azizi-fini et al., 2015).

Clinical training for nursing students occurs in a determined time and must be completed to teach nursing students specific experiences which enable them to be satisfied and competent in a variety of health care settings and becomes able to apply the knowledge and skills which be learned in the classroom and the labs (Cohen & Kitai et al., 2016).

According to (Serna & Anna, 2019), there are several factors influence the nursing student satisfaction including clinical and safe environment especially available and adequate equipment and supplies, good ventilation and lightning at delivery room, students and clinical instructors relationship. The other factors affect student satisfaction is ward's pedagogical atmosphere, leadership style and the sense of belonging.

The basic components of clinical training in nursing education are planning, organizing (placement), teaching, supervision, and evaluation. Acquisition of skills and the practice evidence based nursing in the clinical area represent the nursing education beginning with theoretical learning in the classroom and then applied into practice, equipping the student with the main information to bring theoretical understanding into the implementation of nursing skills in the clinical area which supports the process of nursing education to a great extent (Nahas, 2016).

Clinical teaching is to prepare student nurses to provide nursing services in a complex and rapidly changing practice environments. Students will be able to provide and coordinate the quality of the care to individuals, families, groups, and communities in various settings (Ress & Jolly et al., 2016). Clinical nursing education, clinical learning environment, behaviors of the clinical educators, and appropriate clinical knowledge and skills are found to influence students' perception (Sass & Dama, 2017).

Evaluation during the clinical training for nursing student is essential to assess students' performance in clinical settings accurately. It is essential to have a useful evaluating tool. The evaluation system is known as the propulsion and motivating factor for the students to teach (Walsh et al., 2016). Nursing education's clinical training benefit is achieved through adequate clinical placement, teaching, supervision, and evaluation (Duteau, 2017).

Aim of this study

To investigate the relation between student achievement and their satisfaction level post attending training at delivery room.

Research Questions

1. What are the relation between student achievement and their satisfaction level post attending training at delivery room?
2. What are barriers that prevent student achievement and satisfaction during training at delivery room?

Subjects and Methods

Design: A descriptive study design was utilized to achieve the aim of the study.

Setting: The study was conducted at the Obstetrical and Gynecological Department, Faculty of Nursing Ain Shams University

Sampling: Sample Size: All third year Male and female nursing student. They were totaled (128 students) at the Obstetrical and Gynecological Department at (2019-20) during the first trimester.

Sample Type: A Purposive sample

Inclusion Criteria:

1. Student third academic year.(2019-2020)

Tools of data collection:

I-Interviewing Questionnaire tool was included:

Structured questionnaire was constructed to assess student general characteristics such as (age, residence, address and previous educational level.) (4questions).

2-observational check list:

to investigate student s nurse clinical achievement contains (sixty nine items). It was mostly developed from a checklist supported by USAID 2018.

❖ Scoring system

Scoring system for assessment student clinical achievement in the delivery room Each question was scored as two for correct and one for incorrect.

3-Modified student satisfaction questionnaire test version (it was modified by Gamal 2017)

To investigate student satisfaction about their clinical training at delivery room contains (**eight items**).

The total score for assessment of student satisfaction regarding their clinical training scored as the following "satisfied" and "unsatisfied," and the total score was expressed as a percentage.

Each item was scored as (1) for unsatisfied, (2) for satisfied.

Total satisfaction score calculated as follows:

- Unsatisfied < 60% of the total knowledge score..
- Satisfied is more than or equal to 60% of the total knowledge score.

4- Assessment of the barriers facing nursing students during their clinical training at the delivery room:

The questions were developed by the researcher. Include (seven items) questions were reported by student. answers by YES or NO (YES as barrier and NO as no barrier).

Validity of the Tools:

Tools of data collection were reviewed by expertise and according to the comments the necessary modifications were considered.

Ethical Considerations

Ethical aspects considered before starting the study as the following:

Approval consent was obtained from the scientific research ethical committee Faculty of Nursing Ain Shams University An approval later obtained from the Maternity University Hospital director, before conducting the study.

- The study's aim was explained and clarified to the nursing students by the researcher before applying the tools to gain the student nurses' confidence and trust to participate in the study.
- Oral consent was obtained from each student nurse in order to participate in the study.
- Maintain confidentiality, dignity, and self-esteem of students.

Administrative design:

Hospital approval to conduct this study was obtained from dean of Faculty of Nursing, Ain Shams University through an issued letter containing the title & aim will be directed to the Director of Maternity University Hospital for obtaining his approval for data collection.

Statistical design:

Data entry was done by using Excel computer software package, while data were coded; tabulated and analyzed by using a program of statistical analysis package for social science (SPSS). Data was presented by using:

Descriptive statistics in the form of frequencies and percentages mean and standard deviation was used Chi square test was used to estimate the statistical significant difference. A significant difference was considered when ($p < .05$) and it was considered highly significant when ($p < .001$). The necessary tables

were prepared and statistical formulas were used.

Results

Table (1): shows that there was a highly statistically significant relation between total clinical training achievement of the studied students and their age, educational level, and attend training courses respectively at ($P = < 0.01$). Simultaneously, there was no significant relation with their residence at ($P = > 0.05$).

Table (2): shows a positive, highly significant correlation between clinical training achievement and satisfaction level at p -value < 0.01 .

Table (3): shows a positive, highly significant correlation between satisfaction level and barriers at p -value < 0.01 .

Table (4): shows a positive, highly significant correlation between clinical training achievement and barriers at p -value < 0.01 .

Table (5): shows that 78.1% and 68.8% of students reported that barrier related to - culture barriers and physical set-up respectively. While, 87.5% and 70.3% of students reported had no barriers related to lack of proper clinical instructor monitoring and evaluation and institutional (Hospital) support, respectively.

Relation and correlation between the studied variable.

Table (1): Relation between the studied students' demographic characteristics and their total clinical training achievement ($n=128$).

Items		Total clinical training achievement				χ^2	P-Value
		Student achievement (n=95)		Student need reevaluation (n=33)			
		N	%	N	%		
Age (year)	20-<22	64	67.4	4	12.1	27.842	<0.001**
	22- 24	31	32.6	29	87.9		
Residence	Rural	49	51.6	19	57.6	0.154	0.695
	Urban	46	48.4	14	42.4		
Previous education level	Secondary school	39	41.1	29	87.9	19.726	<0.001**
	Technical Institute	56	58.9	4	12.1		
Training courses	Yes	61	64.2	7	21.2	16.498	<0.001**
	No	34	35.8	26	78.8		

*significant at $p < 0.05$.

**highly significant at $p < 0.01$.

Table (2): Correlation between study sample satisfaction level and their clinical training achievement post attending their training at the delivery room.

Satisfaction level	Clinical training achievement
	$r=0.760$ p -value < 0.001 **

*significant at $p < 0.05$. **highly significant at $p < 0.01$.

Table (3): Correlation between study sample satisfaction level and their barrier during training at the delivery room.

Satisfaction level	Barriers
	r= -0.543 p-value 0.003**

*significant at $p < 0.05$. **highly significant at $p < 0.01$.

Table (4): Correlation between study sample barriers and their clinical training achievement post attending their training at the delivery room.

Clinical training achievement	Barriers
	r= -0.665 p-value 0.005**

*significant at $p < 0.05$. **highly significant at $p < 0.01$.

Barriers facing nursing students during clinical training at the delivery room.

Table (5): Frequency distribution of the studied sample according to their self-reported barriers during the clinical training at the delivery room (n=128).

Items	Yes		No	
	N	%	N	%
1-physical set-up	88	68.8	40	31.3
2- institutional (Hospital) support	38	29.7	90	70.3
3- time constraints.	85	66.4	43	33.6
4- lack of resources.	92	71.9	36	28.1
5- lack of student's skills of expertise.	112	87.5	16	12.5
6- lack of proper clinical instructor monitoring and evaluation.	16	12.5	112	87.5
7- culture barriers.	100	78.1	28	21.9
Total	76	59.4	52	40.6

Discussion

The present study was aimed to investigate the relation between student achievement and their satisfaction level post attending training at delivery room at obstetrical and gynecological department. This aim was significant answered with the framework of present study research questions.

According to first question What are the relation between student achievement and their satisfaction level post attending training at delivery room?

The present study finding and relived high significant relation was observed between studied sample clinical achievement post attending their training at delivery room and their satisfaction this due to the availability of equipment, availability of disinfected solution and protective clothes as well as health team acceptance of student training in delivery room. Additional mothers welcomed of student training during labor as barriers this was'nt agreed with(Burman ME,2019)

another correlation was reported study was highly significant relation was observed between study sample achievement post training and their satisfaction shows that there was positive highly significant correlation between practical training achievement and satisfaction level at p value <0.01. this findings agreed with **Rambod M (2016)** the relation between nursing students' educational satisfaction and their academic success.

According to second question (what are barriers that prevent student satisfaction at delivery room?) Concerning student self-reported barriers during their practical training at the delivery room, the results of the present study revealed that, the student nurses reported that health team at the hospital didn't welcome the presence of the student. On the other hand the results which were documented by **Hanifi et al., (2018)** reported that proper communication with students increased the motivation.

These findings were matched with the results of the study which conducted by **Jamshidi et al., (2016)** who demonstrated that, conflicts and improper treatment between the staff and students negatively affect the practical teaching.

Furthermore, the results of the present study revealed that the majority of the student nurses reported that personal protective equipments were not available at the department. These findings were similarity to **Flott & Linden, (2015)** who reported that other barrier to clinical education was related to un-standardized wards with inadequate facilities and not providing an opportunity for doing nursing care independently. It was obvious that clinical learning needed some facilities and equipment in clinical settings which develop the clinical

experiences of nursing students. Unfortunately most of our hospitals are old and have not been appropriately designed for clinical training. Therefore when the ward is overcrowded, clinical teaching is influenced and becomes difficult to perform an effective teaching and for solving these problems, collaboration between healthcare agencies and nursing education have been proposed for conducting an effective clinical learning.

Regarding student self-reported barriers during their application of practical training skills at the hospital. The results of the current study were in the same line with **Jamshidi (2018)** who studied, the challenges of clinical teaching in nursing skills and life-long learning from the standpoint of nursing students and educators, this study inconsistency between the theoretical and practical training 88%, conflict between the goals of training and educational expectations of students and staff 90%, lack of strength students in planning care 87%, the lack of community and patients knowledge about the nursing profession 76%, lack of students support by teachers 68%.

The current study reported that, students were suffering from feeling embarrassment when seeing wound bleeding. Also the study findings by **Papastavrou et al., (2015)** reported that, supportive environments facilitate a process of socialization where anxiety lessens, confidence increases and learning is enhanced. Like the findings of **Bryan et al., (2019)** which reported that, the students identified anxiety as an influential factor that impacted the learning in the clinical area. This finding agreed with **Del Prato et al., (2019)** who reported that, clinical staff and educators need to recognize that students thrive in an environment where students feel

respected and a part of the team as anxiety levels of nursing students increased in the presence of unsupportive clinical environments and inhibited learning.

The present result findings congruent with **Killam, (2018)** who reported that high levels of anxiety during the initial clinical experience associated with the fear of making mistakes and unapproachable clinical staff has been reported in other settings. These barriers may be due to there is no support from the educator during the training and some times teacher does not attend the training with the student.

The current study found that mothers didn't accept the student instructions and student find no acceptance from the patient. This result was agreed with **Esmailiv et al., (2015)** who documented in the study that lack of patient's confidence on nursing students was found as a barrier of practical training. In a teaching hospital there were many medical and nursing students as well as other students who were trying to learn clinical experiences, when patients seeing the students, patients may think that students don't have the clinical skills, so patients may not have confidence in students. These barriers may be attributed to ignoring the health team of the student rights to learn and also teacher does not support the students when dealing with the patients and does not illustrate the role of students to help the patient.

Additionally, the current study illustrated that student didn't achieve their practical training objectives at the hospital. In another study by **Mabuda et al., (2018)** reported that lack of opportunities for learning was reported as a main barrier to practical training.

Furthermore, the current study found that trained procedures at faculty lab weren't applied in the hospital training. Similarly, according to **Burns and Poster, (2018)** who reported in the study, the differences between the assessments may also mean that cooperation between nurse education and nursing practice is insufficient, referring to the theory-practice gap. On the other hand, the current results of the study were supported by **Cheraghi et al., (2015)** who reported that due to the domination of task-oriented work in clinical settings and nurses' clinical behaviors cannot support nursing students' efforts to integrate theory and practice.

Concerning the correlation between total barriers and total satisfaction score; the current study revealed that there was a highly negative significant correlation between total barriers score and total satisfaction score.while, The study of **Edraki, (2016)** reported that there was a positive correlation between the rate of satisfaction about the field of study and academic achievement in students. This may be due to different in culture facilities and educational levels.

Educator must stress the importance of barriers at student clinical training and must study each barrier to be solved in the future and replaced by new strategies to facilitate student learning practical achievement through constructive criticism to empower student competent learning process and to provide the student with a supportive learning environment and enhance student satisfaction during their clinical training within the faculty lab or the hospital. Also, the findings in the present study pointed out the importance of training faculty members to find new strategies for student training.

Conclusions

The Present study conclude that nursing student have clinical training achievement and satisfied post attending training at the delivery room. There was a highly statistically significant relation between total clinical training achievement of the studied students and their total satisfaction level post attending clinical training at delivery room. this study findings revealed many barriers face student during clinical training at delivery room related to culture barriers, physical set-up, time constraints, lack of resources and lack of student's skills of expertise. Students reported had no barriers related to lack of proper clinical instructor monitoring and evaluation and institutional (Hospital) support.

Recommendations

1. Student's assessment and evaluation for their achievement essential aspects of the clinical learning environment should be performed in a supportive manner and be used for formative guidance, not just summative evaluation.
2. Counseling sessions are needed to help students to verbalize their feeling about their clinical experience and achievements.
3. Role of academic guidance must be enhanced to follow students during guidance sessions and detected any problem facing students.
4. Flexible and multiple learning strategies including cooperative learning, problem based learning and learning could be blended with work book, online learning and simulation laboratories have been proposed to meet the needs of students as learning tools.

5. The clinical instructors should encourage student's trials to do difficult nursing tasks in a successful manner which tends to increase the students competency self-efficacy.
6. Regular seminars and meeting should be held with the clinical instructors to discuss how to improve the factors that may strength them satisfaction about clinical training environment and competency self-efficacy among nursing students.

Further researchers are required:

1. Investigation of the factors affecting clinical training environment and competency self-efficacy among nursing students in their clinical placement.
2. Further students regarding perception of the clinical learning environment from clinicians, clinical instructor, as well as patients, will provide a broader spectrum to complete the picture.
3. Investigation of satisfaction of clinical instructors regarding the efficiency of students in the hospital environment clinical training may be required.

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Conflict of interest:

- No

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