

Assessing the Level of Satisfaction regarding Implementation of Nursing Curriculum among Nursing Students at a Selected College of Kolar (Karnataka)

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Abstract

Nursing education is currently facing challenges related to the application of nursing knowledge in clinical environments and inability of students in application of nursing procedures in clinical settings. The measurement of student satisfaction is helpful to pinpoint teacher's strengths and identify areas for improvement. This study was undertaken to assess the level of satisfaction regarding implementation of nursing curriculum among nursing students. Using purposive sampling technique, 150 nursing (48-BSc, 48-GNM, 30-PB.BSc and 24 MSc(N)) students were assessed for their level of satisfaction by using semi-structured self administered questionnaire. The study revealed that the obtained mean value of GNM was 20.75 with SD of 2.99, for BSc (N) it was 21.29 with SD of 3.57, PB BSc (N) it was 19.29 with SD of 4.37 and in MSc (N) it was 19.60 with SD of 3.66. The study concluded that BSc (N) students had much better level of satisfaction regarding implementation of curriculum when compared to GNM, PB BSc (N) and MSc (N) students.

The Indian Nursing Council is a statutory body constituted under the Indian Nursing Council (INC) Act 1947. The Council is responsible for regulation & maintenance of a uniform standard of training for nurses, midwives, auxiliary nurse midwives & health visitors. The Council prescribes the syllabus and regulations for various nursing programmes and the same will be implemented by the schools & colleges of nursing & health care institutions through Nursing Education Board and affiliated Universities.

Rajiv Gandhi University of Health Sciences, Karnataka, a premier health science university in India was established on 1 June 1996 at Bangalore by the Government of Karnataka through its enactment of Rajiv Gandhi University of Health Sciences, Karnataka Act 1994 to encompass all the existing health science colleges & institutions. The phenomenal increase in the number of institutions and students admitted to various courses of medical & allied health sciences warranted the need to regular monitoring in planning, implementation and evaluation of systems, based on its accreditation body (Liegler, 1997).

Indira (2014), her article on status of nurses in India states that problems in nursing education

and services in India are due to poor educational infrastructure and resources, over-cluttered curriculum, inadequate educational monitoring and inadequate clinical experience.

Student's satisfaction in any of the educational programme, contributes to intellectual, social, affective growth, classroom and college retention, academic performance, motivation and persistence. Satisfied students are more successful and dedicated to accomplish their goals than unsatisfied students. It was found that students choose nursing studies because they have the opportunity to find a job easily, or because their score was only enough to enter nursing (Sharif & Masoumi, 2005; Baykal et al, 2005).

A descriptive survey was conducted to assess the extent to which academically related factors affect the overall satisfaction with major curriculum at a mid-sized public university. The results revealed that out of 11 factors identified in the model (quality of instruction, capstone experience, academic advising, overall college experience and preparation for career or graduate school) only five areas showed a statistically significant satisfaction with the clinical experience. The study concluded that such studies need to be replicated (Wayne County Summer Report, 2009). Hence, the researchers felt that the students are the main stakeholders; their level of satisfaction on implementation of nursing

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Table 1: Satisfaction of students on aims of curriculum (N=150)

S. No.	Criteria	Frequency		Percentage (%)	
		Yes	No	Yes	No
1	Knowledge regarding syllabus	146	4	97.3	2.6
2	Clinical exposure and opportunity to practice hands-on-skill in all specialty areas	97	53	64.6	35.3
3	Community posting	143	7	95.3	4.6
4	Research project	92	58	61.3	38.6
5	Ward management practical	126	24	84	16

Table 2: Satisfaction of students based on learning experiences (N=150)

S. No.	Criteria	Frequency		Percentage (%)	
		Yes	No	Yes	No
1	Class room teaching and learning	140	10	93.3	6.6
2	Clinical learning activities and supervision in each year	112	38	74.6	25.3
3	Field learning activities and supervision	138	12	92	8
4	Conducting research	82	68	54.6	45.3

Table 3: Satisfaction of students based on teaching/infrastructural facilities (N=150)

S.No.	Criteria	Frequency		Percentage (%)	
		Yes	No	Yes	No
1	Institutional facility	134	16	89.3	10.6
2	Multimedia teaching facility	126	24	84	16
3	Institutional library	127	23	84.6	15.3
4	E-Resources	99	51	66	34
5	Methods of teaching	141	9	94	6

curriculum will be a logistic for quality of education provided to them, which in turn helps to provide quality patient care to the society.

Materials and Methods

Mixed method approach with non-experimental quantitative and qualitative design was adopted. Based on objectives of the study, a semi-structured questionnaire on level of satisfaction regarding the implementation of nursing curriculum in terms of aims of curriculum, learning experiences, teaching/infrastructural facilities, organisation of learning experiences and curriculum evaluation among the nursing students was developed. Participants were asked to express their satisfaction in terms of Yes/No, if their response is No, then to give reasons. The questionnaire was validated by seven subject and research experts for its adequacy and appropriateness.

The inclusion criteria for the study were: final year GNM, BSc (N), PB BSc (N) and MSc (N) students who were willing to take part in the study and available at the time of data collection. Prior

to data collection, ethical clearance was obtained from the Institutional ethics committee and a written permission was obtained from Principals of seven Nursing Colleges of Kolar district. Informed consent was taken from all study participants. Using simple random sampling technique, around 150 [48 - BSc, 48 - GNM, 30 - PB BSc and 24 MSc (N)] students were included for the study. The data was collected using semi-structured self-administered questionnaire and analysed using SPSS version 22 for quantitative variables. The descriptive statistics included frequency distribution tables and diagrams were applied.

Results

Description of Socio-demographic Data of Nursing Students

With regard to socio-demographic data of nursing students, majority (91%) were in age group of less than 25 years, most (78.6%) of them were female, 32 percent were GNM, 32 percent were BSc(N), 20 percent were PB BSc (N) and 16 percent were MSc (N) students. With regard to marital status, 88 percent were unmarried, 59 percent of students' monthly family income was between Rs.11,000 to

Rs.20,000/- and 8 percent of them were working and studying.

Level of Satisfaction on Nursing Curriculum among Nursing Students

Table 1 indicates that majority i.e. 146 (97.3%) of them were aware of the prescribed syllabus by apex body and 4 (2.6%) were not having the knowledge regarding the syllabus, majority i.e. 92 (61.3%) had an opportunity to conducted research project and 58 (38.6%) of them have not got an opportunity to conduct research project, majority i.e. 97 (64.6%) had adequate clinical exposure and 53 (35.3%) of them had no clinical exposure and opportunity to practice hands-on skill in all specialty areas, 126 (84%) were exposed to ward management practical and 24 (16%) did not get practical ward management experience.

Majority, i.e. 140 (93.3%) of students were satisfied with the class room teaching and learning, 112 (74.6%) were satisfied with clinical facilities and 38 (25.3%) were not satisfied with clinical facilities and supervision and 82 (54.6%)

Table 4: Satisfaction of students based on organisation of learning experiences (N=150)

S. No.	Criteria	Frequency		Percentage (%)	
		Yes	No	Yes	No
1	Placement of subjects	125	25	83.3	16.6
2	Placement of practical exposure	117	33	78	22
3	Requirements specified in each year	123	27	82	18
4	Placement of library hours in each year	125	25	83.3	16.6
5	Method of evaluation system	126	24	84	16

Table 5: Satisfaction of students based on curriculum evaluation (N=150)

S. No.	Criteria	Frequency		Percentage (%)	
		Yes	No	Yes	No
1	Classroom I.A test technique	132	18	88	12
2	Clinical or community I.A test technique	133	17	88.6	11.4
3	Current method of conducting theory examination board or university level	131	19	87.3	12.7
4	Current method of conducting practical examination board or university level	128	22	85.3	14.7
5	Method of scoring mark in examination	108	42	72	28
6	Facility to Provide further changes to improve educational programme	121	29	80.7	19.3

had experience of conducting research project, 68 (45.3%) of them had no experience of conducting research project (Table 2). Table 3 indicates, majority i.e. 99 (66%) of the students were satisfied with the e-resources and 51 (34%) of students were not satisfied with e-resources facility, majority i.e. 127 (84.6%) were satisfied with the institutional library facility and 23 (15.3%) were not having Institutional library facility.

As seen in Table 4, 117 (78%) of the participants were satisfied with the concurrent practical exposure, 33 (22%) of students were not satisfied with concurrent practical exposure in each year, 123 (82%) of them were aware of year-wise specific requirements, 27 (18%) of them did not know the requirements specified in each year.

Table 5 shows that majority i.e. 132 (88%) of the students were exposed to class IA, 18 (12%) of students were not exposed to class IA test and majority i.e. 133 (88.6%) were exposed to clinical IA test. 17 (11.4%) were not exposed to clinical IA test.

Comparison of Level of Satisfaction

Mean score of GNM was 20.75 with SD of 2.99, in BSc (N) the mean score was 21.29 with SD of 3.57, in PB BSc (N) it was 19.29 with SD of 4.37 and in MSc (N) the mean score was 19.60 with SD of 3.66. Hence the BSc (N) students had much better satisfaction on curriculum implementation compared

to GNM, PB BSc (N) and MSc (N) students.

Association of Level of Satisfaction with Selected Socio-demographic Variables

Results revealed no statistically significant association of level of satisfaction with age, gender, marital status, family income, working status and occupation at 0.05 level, with a ‘p’ value of 1.00, 0.16, 0.52, 0.82, 0.37, and 1.00 respectively at 1df.

Discussion

The aim was to assess the level of satisfaction of GNM Nursing, BSc Nursing, PB BSc Nursing, MSc Nursing students of selected colleges of Kolar on nursing curriculum. Findings revealed that majority (91%) of students were less than 25 years of age group, most (78.6%) were female, 32 percent each were from GNM and BSc Nursing, 20 percent were PB BSc Nursing and 16 percent were from MSc Nursing course. With regard to marital status, 88 percent were unmarried, 59 percent of students were from family’s income with between Rs.11,000 to Rs.20,000. These findings were supported by the study conducted by Ahvaz Jundishapur university of medical sciences in 2012.

With regard to results on level of satisfaction among nursing students, though majority of the students expressed satisfaction, dissatisfaction was also prominently observed in the major areas like practical learning as they were not exposed to practical and research projects including e-resources and library facility. The findings are consistent with a cross sectional research conducted on nursing students’ satisfaction in their study. The findings indicated that 83.3 percent of the students had little satisfaction as to the situation of educational environment, 47.2 percent about situation of clinical environment, 41.7 percent concerning the theoretical educational method by professors, and 41.7 percent as to the method of clinical education by clinical trainers. Also 47.2 percent were not that satisfied with the method of evaluation by the school professors, 80.6 percent with the method of relationship with colleagues and also 62.5 percent with the nursing social image. Moreover, findings indicated that 33.3 percent of the participants in this research were dissatisfied with the method of evaluation by clinical trainers and 50 percent with

the method of nursing management (Hakim, 2014).

Conclusion

The present study was an attempt to assess the level of satisfaction regarding implementation of nursing curriculum among nursing students of both UG and PG programmes at selected nursing colleges of Kolar district. The students were satisfied with the theoretical aspects of the curriculum implementation and not satisfied with the practical or application of the knowledge.

Recommendations

As the core principle of nursing education/curriculum is providing hands-on-skills to the students, the study recommends that there is an urgent need to rectify these lacunae by the accreditation body and affiliated Universities in order to improve the level of satisfaction of nursing students, which can in turn improve the quality of patient care.

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