

# **A STUDY OF SATISFACTION LEVEL AMONG NURSING STUDENTS IN CLINICAL LEARNING ENVIRONMENT AND ITS EFFECT ON MOTIVATION**

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## ***Abstract***

Satisfaction and motivation are two important variables for professional learning which lead to academic and carrier success. In nursing, balanced theories and skills will produce a competent and professional nurse. Most of the nursing students were given exposure to clinical experiences in an actual clinical environment which illustrate their working environment in the future. The factors that occur in clinical learning environment can affect the motivation of students and this will have an impact on academic achievement and aspiration to become a professional nurse. The aim of this study is to explore the nursing student's level of satisfaction among nursing student and motivation level towards clinical learning environment. This quantitative non experimental study was conducted in three private institutions which offers nursing diploma program. Data collection was taken with cross sectional design using questionnaire which focus on satisfaction and motivation in clinical learning environment. The obtained data was then analysed using descriptive and inferential statistics through SPSS version 21. The score value for both aspects; satisfaction and motivation level are high among nursing students nursing students which indicate the students are satisfied and feeling motivated in clinical learning environment. The mean scores of clinical learning environment was  $134.0 \pm 14.1$  and motivation was  $109.3 \pm 11.3$ . There was a significant correlation between satisfaction and motivation ( $P=0.01$  and  $R=0.612$ ). Based on the significant correlation between satisfaction and motivation among nursing students in clinical learning environment, it is suggested that an increase of satisfaction level can elevate students' motivation.

***Keywords:*** Satisfaction; motivation; clinical environment.

## **KESAN TAHAP KEPUASAN PELAJAR KEJURURAWATAN DI KAWASAN LATIHAN KLINIKAL TERHADAP TAHAP MOTIVASI**

### ***Abstrak***

Kepuasan dan motivasi adalah dua pembolehubah penting untuk pembelajaran profesional yang membawa kepada kejayaan akademik dan kerjaya. Dalam kejururawatan, teori dan kemahiran yang seimbang akan menghasilkan jururawat yang kompeten dan profesional. Pelajar memperoleh pengalaman klinikal dalam persekitaran klinikal sebenar yang menggambarkan persekitaran kerja mereka pada masa akan datang. Faktor-faktor yang terdapat di kawasan klinikal boleh memberi kesan terhadap motivasi dan pencapaian akademik pelajar serta aspirasi untuk menjadi jururawat profesional. Kajian ini bertujuan untuk meneroka tahap kepuasan dan motivasi pelajar di kawasan klinikal termasuk hubungan antara kepuasan dan motivasi. Kajian kuantitatif non eksperimental ini dilakukan secara rekabentuk cross sectional Borang soal selidik yang berfokuskan kepada kepuasan dan motivasi dianalisa secara deskriptif dan inferential menggunakan SPSS versi 21. Keputusan menunjukkan tahap kepuasan dan motivasi dalam kalangan pelajar di kawasan klinikal berada pada skor yang tinggi yang menandakan bahawa pelajar berpuashati dan bermotivasi. Purata skor *clinical learning environment* adalah  $134.0 \pm 14.1$  dan motivasi pula  $109.3 \pm 11.3$ . Terdapat korelasi signifikan antara kepuasan dan motivasi ( $P = 0.01$  dan  $R = 0.612$ ). Berdasarkan korelasi signifikan antara kepuasan dan motivasi di kalangan pelajar di kawasan klinikal, mencadangkan bahawa peningkatan tahap kepuasan dapat meningkatkan motivasi pelajar.

***Kata kunci:*** Kepuasan; motivasi; persekitaran klinikal.

## **1.0 INTRODUCTION**

As other healthcare professions, nursing is a practiced based learning process in order to provide the highest quality of patient care. Every nurses will be exposed to clinical experience compulsorily. Clinical experience is the most important part that must have on every nurse. Therefore, in nursing education, clinical practice is a major component encompasses nearly 50% of the program content. This component plays an important role in nursing education and Grealish & Carroll (1998) noted that the learning process should aim at developing students' critical thinking and analysis skills, competence in psychomotor, communication, and time management skills, and to increase self-confidence in their ability to perform as nurses. Thus, in nursing education, nursing students must nursing students excel in both of the main components; knowledge and practice. Hence, this will boost their motivation which guides them to achieve an academic excellence.

Nursing education program is unlike other field of study. This particular field is concerned with clinical experience in addition to theoretical knowledge. To become a professional nurse, the person must adapt and integrate the theoretical knowledge with the skills during nursing care practices. Obviously, in nursing education program, the students are exposed into two main environments for their learning process; classroom or nursing school and clinical area. Clinical environment is the actual working area. Hence, exposure of students in this environment will absolutely provide an actual picture of the roles and responsibilities of a nurse. Thus, these will affect their motivation to excel in nursing profession. Clinical learning area has many elements that influence student motivation. A study done by Nasrin, Soroor, & Soodabeh, (2012) found that "concerns of becoming a nurse" was emerged as one of the important patterns in the process of motivation formation among the nursing students during clinical education. This pattern consisted of three categories; (i)"nurses clinical competency," (ii)"nurses as full-scale mirror of the future," and (iii)"monitoring and modelling through clinical education".

When talked about learning, the American Psychologist, Albert Bandura posits that people learn from one another, via observation, imitation, and modelling. People learn through observing others' behaviour, attitudes, and outcomes of those behaviours. This theory applies in the learning process, particularly in the clinical setting. Therefore, educators and instructors play an important role to control the situation in order to ensure that the students able to achieve their objectives. Students must well oriented and comprehend on the objectives to achieve during their clinical placement.

Nursing education program is a program that will prepare the students to become a professional nurse. This professional education program involves both theoretical and practical training processes. The development of the curriculum program is based on the guidelines of the nursing professional body included the area of clinical placement. This means that the practical training is equally contributing an important role in developing the students to achieving an academic excellence thus improving the competency of being a professional nurse. Nicol & Freeth (1998) described that the practical clinical skills are depending at the heart of nurses' professional practice; therefore, the mastery of fundamental clinical skills is an important component of courses leading to registration.

However, Mehrabi et al (2014) believed, in order to manage and succeed in this regard, training students with motivation is needed, as they are the generation making the future. Besides that, Joolae, Mehrdad, Bohrani. (2006) also emphasised that diminished motivation in nursing students, who are involved in human's life, has numerous impacts on public health through the problems causes for the nurses themselves leading to resources waste. Motivation in academic achievement is important moreover in nursing education in which academic excellence is composed of the balance of theoretical and practical.

Effectiveness of theory and clinical learning able to increase the motivation level of nursing students nursing students to achieve academic excellence subsequently to become a professional nurse. Despite that, there are some reasons that existed in the clinical environment that will draw the motivation level of the students. The ineffectiveness of clinical learning leads to an imbalance of achievement and may greatly impact on student's motivation to achieve academic excellence.

Motivation is an important key in the training field. Intelligence is not the only predicator of academic achievement and retention for nursing students. Every practical training placements have specific objectives which refers to a theory that been learned by the students.

Regrettably, not all the nursing students nursing students are aware with their objectives, and their effort to achieve the clinical objectives are often deviated due to implementing others general tasks. Nasrin et al (2012) described, submission to routines made the students disinterested in the work in the clinic.

Therefore, this paper concern to reveal the level of students' satisfaction and motivation in clinical learning environment as well as the relationship between students' satisfaction and motivation in clinical learning environment.

## **2.0 LITERATURE REVIEW**

Nursing is seen as a field that exemplifies all of its domains in clinical settings. In other words, the skills, knowledge and attitudes of a nurse can be seen while performing the task of providing care to the patient. What is seen by the public will be assessed by the mind of them. This is called job outcomes and it is influenced by many factors. Job outcomes will be improved if job satisfaction and motivation are in good condition. These things also happen to nursing students because they also play a role similar to real nurses. The clinical environment for students is an area that provides learning resources and these environments will mould their performance both mentally and physically. Early research by Dunn (1995) came out with the statement that, the Clinical Learning Environment (CLE) is an interactive network of forces within the clinical setting that influences learning outcomes. Then less than five years back, Papastavrou, Dimitriadou, Tsangari, & Andreou, (2016) still agreed with Dunn by saying that, students' professional development will be enhancing by its environment in clinical setting. Clinical learning environment is the real working place and the students are exposed to this situation with their clinical objectives to excel or to obtain nursing skills on the real patient. Another early research was done by Astin, (1993) said that, student engagement in clinical learning will enhance their effectiveness of learning and promote higher learning abilities.

This is showed that clinical learning is the crucial part in nursing education program. The students are able to perform their skills that they learn and practice in the classroom as well as skill labs in clinical area using the real equipment on the real patients. Therefore, the healthcare facilities that received nursing students for their practical purposes must ensure that everything including the environment are appropriate for learning and teaching activities. However, Hamshire, Willgoss & Wibberley (2012) agreed, not all the clinical settings are conducive to students' learning outcomes or contributing to their competencies' development. Therefore, this type of platform will become part of dissatisfaction factor that exist in clinical area. Previous study by Hart & Rotem, (1994) noted that, recognition from the staff for students' contribution to patient care was not acknowledge were expressed while students are also part of the team and they jointly perform care tasks.

Melincavage (2011) explained that unfortunately not all students experience support by the clinical staff in the environment during their clinical placement, which can lead to superficial learning, student feelings of not belonging and increased student attrition. Students who experience anxiety during clinical placement may experience decreased learning opportunities, also resulting in student attrition. This is also one of the factors that will lead to

demotivation of the students. Due to this, ultimately the students will draw an unpleasant feeling to return to the practical training of the same clinical area and being unwilling to pursue a career as a nurse in the future. It is a challenge for nursing students to absorb the different roles of the nurses in the clinical setting while learning new clinical ideas and application of these in nursing practice.

Furthermore, D'Souza., Venkatesaperumal, Radhakrishnan, & Balachandran (2013) stated that, the entry in the new clinical environment has been described as a place where nursing students go through intense emotional experiences (reality shock). Students have described entering the clinical arena as though they were being "thrown in at the deep end". To produce individuals who can become a professional nurse, satisfaction levels need to be maintained and indirectly they will be motivated to undergo their clinical training. As studied by Karabulut, Aktaş & Alemdar, (2015), nursing students need a positive clinical practice environment in order to apply their knowledge and skills, due to the fact that the clinical practice settings play an important role in the nursing profession.

Besides of satisfaction, motivation is also one of the important key in the training field. Intelligence is not the only predictor of academic achievement and retention for nursing students. To reach the specific goal in nursing education and to achieve of qualified education, academic motivation is crucial. Research by D'Souza et al. (2013) discovered that, nursing students feel vulnerable in clinical environment and this indicate that learning in the clinical area presents a bigger threat to students than learning in the classroom.

Undoubtedly, most situations in clinical area brings a sense of pressure and lead to demotivation. Despite that, Dante, Valoppi, Saiani & Palese, (2011) tells that clinical training sessions also play a key part for nursing students and a positive assessment keeps them motivated. Therefore, a few things need to be emphasized to ensure that the student's level of motivation in the clinical area is in good pace. Encouragement and support from the faculty is one of the sources of motivation for the student as the educator better understands the needs and needs of the students. Lin, Wu, Lin, & Lee (2013) highlighted that, when students feel that their teachers support them in any educational process, they can potentially learn more things even the negative experiences in their clinical education. Speaking of motivation, Dembo & Seli, (2004) were saying that, motivation plays an important role in explaining of behaviours, predicting effects of actions and guiding behaviour to achieve objectives.

Not only that, Kahu (2013) emphasized regarding the effective student-teacher relationships are an important influence on student engagement and consequently student learning and success. It is undeniable that leadership style of the mentor or ward manager playing an important role in developing student's

motivation as they will be as a role model for them to be a future nurse. Mehrabi, Behzadi, Sabouri, & Alavi, (2016) noted, it seems that to increase educational motivation, promotion of teachers' professional function and their familiarization with different educational motivation theories, improvement of learning and studying methods among the students and empowerment of supervisors' role, educating study skills, holding suggestions and complaints sessions for the students and application of various psychotherapy treatments can all play an efficient role. Other than that, nurse teacher or so called clinical instructor also play a role as a motivator. Rose. (2011) agreed that it is essential for nursing instructors to identify motivating factors for students to complete nursing education programs and get positive results. Salehian & Armat, (2009) found lack of hope and motivation among nursing students and stress, lack of motivation and gap between theory and practice were themes of the students' clinical experiences. Wlodkowski, (2008) noted that, motivation not only promotes learning, but also is an intermediate to learning; while students have motivation during the learning process, everything will be paved well, relationships will run smoothly, stress will decrease and creativity and learning will be more open.

Clearly here, the role of nurse teacher is important in order to increase student's motivation in clinical learning environment. Classroom environment is different as in the classroom there is no presence of foreign people and the students are also exposing only to academic staff. Unlike in clinical learning situation, whereby they have to interact with other professional healthcare that might be directly involve with teaching and learning process. The students will feel unfamiliar but this unfamiliarity will reduce with the presence of nurse teacher or mentor.

### **3.0 METHODOLOGY**

#### **3.1 Research Design**

Principally this study will be using quantitative research design. Main purpose of this study is to identify the effect of nursing student's satisfaction in clinical learning environment toward motivation level by using statistical analysis. Quantitative research is concerned with numbers, statistics, and the relationships between events. Babbie. (2010) stated, quantitative methods emphasize on the objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing data across groups of people or to explain a particular phenomenon. Researchers believed by using this

design, the bias can be eliminated as this design will use numbers and structured instrument to analyse and prove the results.

Non-experimental approach was applied in this study, because the variables was not controlled by researcher and the data was collected without making or introducing any treatments. The phenomena will be observed and no additional of variables will be introduced. Besides that, a cross sectional design is selected in collecting data for this study. Cross-sectional studies therefore provide a snapshot of the frequency of a disease or other health related characteristics in a population at a given point in time. This study collected the data on variables at once and it is practical save the time.

Students will gain clinical experience in clinical areas such as hospitals and health clinics. Learning activities that students do to obtain experience in the clinical area actually also exposing them to actual work environment as a nurse. Therefore, this situation can also be attributed to job satisfaction. The only difference, students working in clinical areas with the aim of gaining experience in context of learning purposes.

### **3.2 Instrumentation**

Hence, questionnaire is selected to be the instrumentation tool in obtaining data. The target population of this study was diploma students enrolled Nursing Diploma in private institutions in Melaka. Since the population of three private colleges in Melaka is not so much, census sampling was adopted to study the population. In this study, questionnaire will be selected as a tool to obtain the information and data from the respondent. The Clinical Learning Environment with addition of nurse teacher scale (CLES+T) will be utilized as a questionnaire. CLES+T which is developed and validated by Saarikoski, Warne, Isoaho & Leino-Kilpi (2008) and adapted in many languages as a self-report questionnaire designed to measure the nursing students' perceptions of their satisfaction of the Clinical Learning Environment and it is a further development of the Clinical Learning Environment scale (CLES) by Saarikoski, Warne & Leino-Kilpi (2002).

In relation of CLES+T, Papastavrou, Dimitriadou, Tsangari, & Andreou, (2016) stated that, the nursing students' satisfaction was described within five distinctive constructs. The ward's pedagogical atmosphere includes the teamwork and the personnel's interest in students' learning needs. The supervisory relationship constructs that stands for the sense of trust, student/mentor equality and continual feedback. The third construct reflects the ward's leadership style representing the relationships between the ward managers, the staff and the students. The premises of nursing on the ward refer to the organization of the



nursing care and the Nurse Teacher's role in clinical practice is defined as the nurse teacher's ability to minimize the theory-practice gap.

The CLES+T was designed and upgraded to measure the nursing student's perception toward learning environment and included the nurse teacher relationship. While the original CLES is only surveying the perception of nursing students until the supervisory relationship.

The questionnaire consists of 34 items classified into 5 dimensions: pedagogical atmosphere on the ward; supervisory relationship; leadership style of the ward manager; premises of nursing on the ward; role of the nursing teacher in clinical practice. Respondents are asked to score their perception of each item on a 5-point Likert-type scale ranging from "very dissatisfied" to "very satisfied". According to Karabulut, Aktaş, & Alemdar, (2015) the increase in the total number of points indicates that students have found the clinical learning environment to be appropriate.

This study also exploring the motivation level of the nursing students. Therefore, beside of using CLES+T as a part one, researcher will also use Academic Motivation Scale (AMS) by Vallerand et al (1992) as a part two to determine student's motivation toward their learning. This Academic Motivation Scale was translated from French and renamed. The former motivation scale was named as Echelle en Motivation en Education (EME) and has been developed in French. The former scale was translated through appropriate methodological procedures.

This English version of questionnaire is consisting of 28 items. Vallerand et al (1998) expanded this initial description introducing a new division of three subtypes of Internal Motivation (IM) referred to in the academic milieu: orientation towards knowledge (the task is carried out for the pleasure of learning), orientation towards achievement (satisfaction emerges when products are generated or when one's own limits are overcome), and orientation towards stimulating experiences (it involves activities developed to perceive comforting aesthetics, intellectual or sensorial sensations).

This version of AMS is aimed at adolescents and adults in academic environments and it has been commonly used in many research with motivation theme. In order to suit to the study topic, researcher did modify the AMS to the setting of clinical placement. The questionnaire will be preceded with the demographic data which will obtain the respondent data such as age, gender, university and educational background level.

### **3.3 Reliability and validity**

Prior to the actual data gathering exercise, reliability test was done on the data collected from the pilot study. Pilot study will be conducted in order to approve the reliability. Although the instrument used was taken from the established previous study, reliability test still proceeded to ensure that the measures and variables developed as the instruments in the questionnaire were appropriate, the instrument was tested for its reliability.

For clinical learning environment's items that used as an instrument the alpha coefficient for the 34 items is .934, suggesting that the items have relatively high internal consistency. Same procedure was done on the academic motivation scale and alpha coefficient for the 28 items is .875 which also suggesting that the items have relatively high internal consistency.

As for the concern of validity, the instruments that will be used in this study is adapted from CLES+T which is developed by Saarikoski., Warne, Kaila & Leino-Kilpi (2009) and Academic Motivation Scale (AMS) by Vallerand et al (1992). As to ensure the content validity of the instrument use, it has been consulted with an expert in this area and permission to use both instruments obtained by the researcher. The questionnaire was revised by few of nurse educators and the supervisor. The CLES+T was appropriate to be used and for the AMS, the researcher has made a little change in where the situation in the item is changed from college or class to the clinical learning area because the researcher wants to look to the level of motivation in clinical area.

### **3.4 Data Analysis**

Data was collected with cross sectional design and analysed using SPSS.

## **4.0 RESULT**

The normality test was done and showed result of normal distribution of samples which identified the parametric test as the recommended category to be use in analyzing the data. The significance level was  $p > 0.05$  with confidence level at 95%. Result also discover that the satisfaction level among nursing students in clinical area is significant. Their motivation level also at the high level. Generally, they are satisfied to be in clinical area and aware on what they want to achieve. Researcher also identify positive correlation between satisfaction level and motivation level. However, there are still have minor response which is contrary to the results produced. Although it is minor, it should not be neglected and taken lightly.

## **5.0 DISCUSSION**

Clinical area is important as this is the platform that able to stimulate the students to enhance their skill in clinical judgment and also critical thinking. Besides that, the students are also expose to other socio culture and can improve their communication skills. Clinical learning environment actually is the real working environment of the nurses and these students are exposed to this atmosphere to get their clinical experience. If look more closely, the satisfaction they get is job satisfaction only the context of their goals is different from those trained nurses. Dunn (1995) believed the Clinical Learning Environment is an interactive network of forces within the clinical setting that influences learning outcomes. While Papastavrou et al (2016) revealed that the Clinical Learning Environment (CLE) is includes everything that surrounds students and affects their professional development in the clinical setting.

The relationship between satisfaction and motivation can be attributed to the Herzberg's Two-Factor Theory of Motivation by Frederick Herzberg. In the context of this study, we can see things like those in pedagogical atmosphere can be categorized as hygiene factors. This takes into account the things that can improve the level of external motivation such as praise and appreciation for students and facilities that can meet the needs of clinical learning. While the category of motivational factors such as instructor's or ward manager's recognition towards students' performance. Referring to Ryan and Deci (2000), intrinsically motivated students have a driving force to learn, perform, and a wish to succeed. Attaining consequences (for example a desired grade) or avoiding punishment (for example from parents) outside oneself briefly explains extrinsic motivation. Extrinsically motivated student will perform for attaining a desired grade or some other external reward.

Clinical area can also trigger anxiety towards the students. This is because they will face various types of health professionals such as doctors, matrons, senior nurses, physiotherapists and as well as the patient and their relatives. The students will perform nursing procedures on real patients and activities as well as their behaviour will always be observed. These are among the things that can cause students to feel nervous and afraid to be in clinical area. According to Moscaritolo (2009), from the nursing students' point of view, CLE is "the most anxiety-provoking component of nursing education" as they have to satisfy a dual role, that of the learner and that of the worker.

The actual clinical situation is very different with the simulation laboratory conditions or wards. Although students are reminded of this difference,

it still does not guarantee that students are comfortable being in a real clinical situation. Nursing students will undergo practical training in different clinical areas based on their clinical objectives and also based on the ability of a healthcare facility to receive trainees in their place. This is agreed by Hamshire, Willgoss & Wibberley (2012) which said that, not all the clinical settings are conducive to students' learning outcomes or contributing to their competencies' development.

Usually in Malaysia, the nursing program will send students for clinical training purposes at public health facilities and there are also those who send in private healthcare facilities. In fact, it has also been set in the standard nursing program by the Malaysian Nursing Board. In general, the staff provide a good rapport with the students and appreciate their involvement in clinical area. Therefore, the level of student satisfaction in this study is high. This is contrary to the study done in Cypriot in 2010 by Papastavrou et al whereby the students in their study giving lowest score to this factor. According to the same study, Papastavrou et al (2010) believed that there are two of the elements describing clinical learning experience in several studies are: the need of the students to be appreciated (manifested in a learning environment where students are a part of a nursing care team) and a need to be supported. Indirectly here, nowadays, both elements is able to be fulfilled as this study revealed high score in satisfaction and motivation. Another reason that can be consider is, currently, clinical placement of the nursing students are more broad and is not limited by region or type of facility. Therefore, most health facilities are physically and mentally prepared to accept students for clinical training purposes. Furthermore, the healthcare facility has been defined as part of the learning and teaching platform or used to call as teaching hospital.

Apart from that, the level of acceptance of the health facilities were also higher if they appreciate the presence of the students because it indirectly relieves the workload in the clinical area. This situation is more to the implication of the win - win situation. Moreover, the placement of nursing students in the facility is subject to the agreement of understanding signed in advance. This is also one of the reasons for increasing the level of acceptance of both parties, namely between health facilities and institutions because each is bound to the agreement clause. Apart from that, a positive pedagogical environment involves not only the level of acceptance of the facility, but also take into account the readiness and students' awareness of the importance of their clinical training.

Clearly here, the pedagogical atmosphere is actually considered both parties response that is the level of acceptance of the facilities and the level of readiness of the nursing students. Both of this will escalate the level of satisfaction

of the students. This interactive clinical environment is important to the development of students' teaching and learning process. Support from the staff who are part of the clinical team and as well as the learning aura which created in the environment will make the environment more conducive and positive. The feeling of unwelcome and unwanted during the students' clinical placement will affect students' performance psychologically which can demotivate them to be a professional nurse in future.

Although for this study, all of us aware that the institutions will provide the clinical instructor to supervise the students, this does not mean that the staff nurses and ward manager will just not involve in the activity of the students. The staff of the healthcare facility that involve in students' clinical placement must grab this opportunity to nurture the students to become a professional nurses in future. This is because according to Papastavrou et al (2010), it is also possible that the presence of clinical teachers who are designated to supervise and guide students on the ward made ward managers and staff to involve in teaching and learning process which this can also provide benefit to them in aspect of professional development. In the context of learning, we cannot ignore the theories of learning. According to social learning theory, students will imitate the behaviour they observed. Besides of nurse educators and clinical instructors, the nurses and ward managers also need to know how to apply the theory of learning in teaching and learning process. These people need to know how to handle the students systematically to avoid the students from misperceive. Their attitude must relevant with the role as a supervisor as they need to show the positive example of behaviour to the students.

Communication is another important part that strongly related to supervisory relationship. Clear communication will enhance the relationship and students will easily comprehend the needs of clinical learning. Rapport and good relationships will increase the level of acceptance of students in the clinical area thus affecting the level of satisfaction and motivation of students. Clinical area is a place that will stimulate the students to utilize their skill of clinical reasoning, decision making and critical thinking. Therefore, in order to have those skills, communication is needed. They need to communicate with all the healthcare staff regardless nurses and they are also dealing with middle and higher management.

The role of teaching in nursing has its challenges. According to Matthew-Maich & Matthew-Maich, (2015), effective teaching nurtures effective nurses, enhancing student success and improving satisfaction with student learning experiences and outcomes. Instructors and educators need to ensure the theory and practice integrate with each other. In addition, soft skills also important to be inculcate as these nursing products will deal with human lives. Any measures

taken must have a rationale. These are among the things that need to be reminded to every student prudently. In general, nurse educators will deliver the subject matter at college and clinical instructors will take over the task of monitoring and teaching in clinical areas.

Besides that, the instructors itself must comprehend with the students' clinical objectives and must have the ability to utilize and manipulate the clinical learning environment to suits with the students and learning needs. Provide an opportunity to the students for them to practice their skills in clinical reasoning, decision making and critical thinking independently but still under observation so that they do not wandering.

In carrying out this study, it can be seen that the importance of the satisfaction and motivation of students in their program of study especially in nursing. This is because these areas require high competence in terms of knowledge and skills. Learning and teaching processes in this area involve various responsible parties not subject to the institution of study alone. Based on this study suggested that the management of hospitals or health clinics encourage their staff to be more serious in becoming a role model to students. It is also encouraged that both parties be more open in sharing ideas and opinions to strengthen the teaching and learning process in the clinical area. This will indirectly reduce the gap between the service and academia. It is also recommended that hospital or clinic management be involved in the evaluation of the student so that the responsibilities of educating these nurses can be shared. Other than that, it is recommended that the academic institution to encourage the involvement of qualified health personnel to be involved in teaching as an instructor or perhaps the institution may appoint individuals from the health industry as honorary teachers.

Obviously there are three elements need to be highlighted namely the ability of clinical environment to provide teaching and learning needs, the awareness of the student regarding the important of clinical exposure and the cultivation of soft skills among students. The hospital or healthcare facilities need to ensure the appropriateness of the location to accept the presence of students or suitability to be teaching facilities. These include terms of policy, regulation, cost, convenience and availability of their staff because of the things that affect the level of satisfaction of students in the clinical area. The provision of conducive clinical training environment will result in harmony and interactive working situation as well as the presence of students will also reduce workload in the context of win-win situation. The presence of students in this clinical area is also in fact giving recognition to the facility.

Students need to be aware of the importance of their preparation before being placed in clinical areas in terms of theoretical and practical knowledge so they can apply accordingly. Orientation and understanding of placement objectives are also important so that learning and teaching activities are more focused and effective. All of this is actually a way of helping students to improve their level of satisfaction in the area of clinical practice and, indirectly, their motivation levels will also increase. A high level of motivation will also increase the enthusiasm of the students.

Curriculum improvements that require to emphasize the application of soft skills. Soft skills are generally interpreted as one's skill in building a good relationship with oneself and others, which is what is called intrapersonal and interpersonal skills. These soft skills will encourage teamwork spirit, good communication, skill in problem solving and conflict management. This is actually the ability to equip students to adapt themselves in clinical learning environment. Apart from that, this study also explains the importance of quality instructors or educators. Therefore, the institutions should play a role to provide qualified instructors, competent and professional. They must also be given an appropriate enrichment activities or professional development program to improve their quality because the good instructor or educator will deliver good teaching activities that will produce a good and competent student. The institution should also be aware and ensure that students are exposed to clinical areas that are appropriate to their level of study.

If all three elements take into account, it will improve the factors in the clinical environment for teaching and learning purposes. This will increase opportunities for students to excel and become a competent and professional nurses. Indirectly will also escalate the quality of care.

## **6.0 CONCLUSIONS**

Satisfaction and motivation are both important to the students. Satisfaction is a feeling of relief for the achievement of a goal. While motivation is the driving forces to achieve something. Both of these are crucial for nursing students to achieve success in academics and to be a professional nurse in future.

Increase level of satisfaction involves two main elements. First element is clinical learning environment itself. In clinical learning environment, there will be clinical team which consists of hospital staff including nurses, ward managers, doctors and other health professionals. Their role can affect the students' level of satisfaction in aspect of their acceptance of the students as well as their level of awareness and understanding of the learning needs of these students. While the

organization will affect the level of student satisfaction with the implementation of their policies, rules and regulations. Furthermore, the routine task of the clinical area also can influence the effectiveness of learning and teaching process.

Second element is the readiness of the students themselves. Part of it is the theory of knowledge and skills that have been taught to students during lectures and laboratory skills because students will integrate their knowledge in clinical areas with the application of essential principles. Then, the students' understanding of their clinical objectives to be achieved in the clinical area so that student activity in the clinical area is directed to meet the stated goals. Next is regarding providing the instructors that is competent, professional and responsible because the instructor must be proficient in monitoring and providing an innovative way to deliver teaching appropriate to the circumstances and needs of students.

Both elements will indirectly increase students' confidence and self-esteem to be in the clinical area. Nursing students will always be positive in achieving their satisfaction. Based on the results of the correlation test in the study found that high levels of satisfaction will increase the motivation of the students. It also indirectly provides students with a greater sense of responsibility as a real nurse. Professional development of a nurse is starting from the time he ventures into this field. Sufficient knowledge, experience and awareness will increase the level of confidence. Support from instructors as well as clinical teams is important to produce professional and ethical nurses.

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