



SATISFACTION WITH CLINICAL EXPERIENCE AMONG NURSING UNDERGRADUATES IN SELECTED PUBLIC AND PRIVATE TERTIARY INSTITUTIONS IN OVIA NORTH EAST LGA OF EDO STATE

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ABSTRACT

Nursing students' satisfaction with clinical experiences is one important criterion for evaluating clinical practice in nursing education. This study assessed the level of satisfaction with clinical experiences among undergraduate nursing students in tertiary institutions in Ovia North East Local Government Area, Edo state. A descriptive cross-sectional research design was adopted for the study. A total of three hundred and eighty (380) participants took part using convenient sampling and a self-structured questionnaire as instrument for data collection. Data were analyzed using descriptive statistics and hypotheses were tested using Independent T-test at 5% level of significance. All analyses were done using Statistical Package for Social Sciences (SPSS) version 20.0. Gender of respondents show that majority 117 (31%) were males while the remaining 263 (69%) were females. Age of respondents shows that 90 (24%) were less than 20 years, 160(42%) were within the age range of 20-25 years, 119(31%) were within the age group of 26-30 years, 11(3%) were above 30 years. Most respondents 197(58.1%) had poor satisfaction with their clinical experience. Generally, attitude towards clinical posting/exposure were positive (2.38 ± 1.12). Clinical environment factor (2.64 ± 1.03) and preceptor factor (2.60 ± 1.11) were found to affect the level of satisfaction with clinical experiences. This study established poor satisfaction with clinical experience among undergraduate nursing students. Clinical environment and preceptor factors were found to affect level of satisfaction. Improved clinical environment with experienced clinical instructors/preceptors should be adequately in place as they have a great impact on clinical experience.

INTRODUCTION

Students' exposure to clinical learning environment is one of the most

important factors affecting the teaching-learning process in the



clinical setting. Identification of the challenges of nursing students in the clinical learning environment could ameliorate clinical training and improve the quality of its planning and promotion of its students (Nahid, Zahra, Farkhondeh, Torabizadeh & Kalyani 2016). A clinical learning environment is a combination of several physical, psychological, emotional and organisational factors affecting the students' learning and how they confront the environment (Haraldseid, Friberg, & Aase, 2015). This environment has significant effects on students' positive learning and emotional well-being and students get apprised with the realities of their profession and functions of nursing in this environment (Tharani, Husain & Warwick 2017). Nursing students' satisfaction with clinical experiences is one important criterion used for the evaluation of clinical practice in nursing education (Henderson, Cooke, Creedy & Walker 2015).

Several studies have shown various level of satisfaction with clinical experience among nursing student for example (Zeinhom, Higazee, Rayan, Ades-Abu, & Alrawashdeh, 2017), a study in Jordan revealed that students were generally satisfied with their training experiences; with high mean satisfaction level regarding their laboratories experiences and moderate mean satisfaction level regarding their clinical experiences (45.3, 34.0) respectively. Another study in Rwanda shows that the majority of participants were highly satisfied with the clinical learning environment (58%), ward atmosphere (54%), the leadership of ward manager (58%) and

supervisory relationship (62%) (Musabyimana, Mukankusi, Nyandwi, Mugarura & Collins 2019). However, a study in Iran found that undergraduate nursing students did not procure the right skills during clinical placements as a result of inadequately prepared clinical teachers and poor application of theory in practice by practicing nurses (Baraz, Memarian & Vanaki, 2015). Undergraduate nursing students report similar challenges in clinical learning environments across many countries (Henderson et al., 2015). Several studies have stated that the incompetence of instructors, negative attitudes of staff, insufficient students' supports from hospital management and shortages of positive role models were predominant among the challenges experienced by undergraduate nursing students during clinical placements (Nursing GFAW, 2017). In Nigeria, Agu, reported that inadequate equipment in the clinical areas; teachers not involved in clinical supervision of students; teachers not able to finish teaching their courses; non-participation of students in planning of their programme and also supervisors" were some of the factors affecting students satisfaction with clinical experiences (mean scores < 3.0) (Anarado, Agu, Nwonu 2016). Furthermore, Gemuhay, Kalolo, Mirisho, Chipwaza & Nyangena (2019) reported barriers to effective clinical learning experience to include student factors such as lack of self-confidence and absenteeism, school factors such as improper supervision, and poor preparation of clinical instructors or clinical facility factors.



Research evidence available indicates that clinical placement is an important part of the undergraduate nursing programme in the preparation of students for entry into the nursing profession as it provides undergraduate nursing students with the opportunity to learn within clinical practice environments in real life situations (Khishigdelger, 2016). Findings from Studies in Finland carried out by Lekkas, Mwanakayaya, Uzoka, & Ogie-Osahon, (2016) revealed that the nursing students indicated having had positive experiences regarding their clinical experience and that the general experience was positive, good and interesting. Furthermore, studies by Mburu in 2015 in Nairobi revealed that the students had inadequate supervision/feedback and the clinical learning environment was not conducive. Similarly, studies by Kaphagawani in 2017 in his Malawian study, findings differed to some extent where about 75% of the nursing students reported receiving help from the clinical staff and clinical educators. In Nigeria, the Bachelor of Nursing Science (BNSc) programme have been faced with a lot of discrimination among clinician in different nursing forum and from the researchers experience and anecdotal report these university graduated nurses are said to be inadequate in nursing skill. Nevertheless, one wonders why these level of inadequacy in skills among the undergraduate students, when right from their early years in the university they are being exposed to the clinical environment. The big question is, could it be that these undergraduate nurses are not satisfied with the level of clinical

experience they are exposed to? Since their satisfaction with these clinical experiences is fundamental to their skill acquisition and how grounded in the act of nursing they will become. Although studies have been conducted in this area from other countries, there is a dearth of empirical studies in Nigeria and especially in Edo state which is one of the states that produce graduates nurses. Therefore investigating student's level of satisfaction with clinical experiences among undergraduate nursing students in selected tertiary institutions becomes essential in order to promote clinical education strategies and meet the students' expectations regarding their clinical learning experiences and satisfaction. The objectives are to:

- Assess the level of satisfaction with clinical experience among undergraduate nursing students.
- Determine the attitude of undergraduate nursing students towards clinical postings.
- Ascertain the factors influencing the level of satisfaction with clinical experience among undergraduate nursing students.

MATERIALS AND METHODS

Research design/setting: A cross-sectional descriptive survey was adopted in two selected institutions in Ovia North East Local Government, Edo State. These institutions include:



University of Benin (UNIBEN) a first generation Federal University and Igbinedion University Okada (IUO), the first private university in Nigeria. These are the two tertiary institutions that run Bachelor of Nursing Science programme in Ovia North-East Local Government Area of Edo State and also have since been graduating students from the programme.

Target population/sample: The target population for this study was 300-500 level undergraduate nursing students in the two universities. The population comprised of 125 UNIBEN undergraduate nursing students and 156 IUO undergraduate nursing students; making a total of 407 students. A convenient sampling technique was used. All the 407 students who meet the inclusion criteria were used for the study. This method is considered appropriate because the students are not always available at the same time.

Instrument for data collection: The instrument for the research was a pretested self-structured questionnaire comprising of four sections: **Section A:** Comprises demographic data of the participants. **Section B:** Comprises questions on the level of satisfaction with clinical experience using open ended questions which involves the options (a) NOT SATISFIED-[with the allocation of 2marks] (b) SATISFIED-[with the allocation of 6marks] (c) HIGHLY SATISFIED-[with the allocation of 10marks]. Level of satisfaction was classified as; NOT SATISFIED with score range of 0-39, SATISFIED with score range of 40-69, HIGHLY SATISFIED with score range

of 70-100. **Section C:** Comprises questions on the attitude of undergraduate nursing students towards clinical postings using Likert Scale with the mean cut off of 2.5 [where 2.5 and above is considered a Positive Attitude(PA) and <2.5 is considered a Negative Attitude(NA)]. **Section D:** Comprises the factors influencing the level of satisfaction with clinical experiences among undergraduate nursing student using Likert Scale with the mean cut off of 2.5 [where 2.5 and above is considered a Factor(F) and <2.5 is considered Not a Factor(NF)].

Validity/ reliability of instrument: face and content validity of the instrument was done by two experts in the field of nursing and measurement and evaluation from the University of Benin. Reliability was ensured by conducting a pretest study of the instrument. The instrument was administered to 10% of the total population (students in Ambrose Ali University, Ekpoma Edo State) that were not part of the real study. Data were analysed using split half reliability test method and the Cronbach's alpha values 0.79, 0.81 and 0.70 for section B, C and D respectively which showed that the instrument was reliable.

Method of data collection: Two research assistants were recruited and trained on the contents and the administration of the instrument. With the help of the research assistants, the questionnaire were administered to the students at their various nursing classes after acquiring oral consent which was obtained from them after the explanation of the aim and contents.



Each of the sections took not more than 5 minutes to fill. The questionnaires were retrieved immediately after filling. Data were analyzed using descriptive statistics (frequency table, percentage mean and standard deviation). Hypotheses were tested using independent t test and multiple regression at 5% level of significance. Statistical package for the social sciences (SPSS) version 21.0 was used for all analysis.

Ethical consideration: Ethical clearance/ approval with a protocol number CMS/REC/2012/178 was obtained from Ethical and Research Committee of the College of Medical Sciences, University of Benin. Consent of respondents was sort for before proceeding and confidentiality was held in high esteem.

Results

Socio-demographic characteristics of respondents

Gender of respondents show that majority 263 (69%) were females while the remaining 117 (31%) were males. Age of respondents shows that 90 (24%) were less than 20 years, 160(42%) were within the age range of 20-25 years, 119(31%) were within the age group of 26-30 years, 11(3%) were above 30 years. The class distribution of the response consists of 120 (32%) 300 Level Nursing Student, 100(26%) 400 Level Nursing students, and 160 (42%) 500 Level Nursing Students. 239 (63%) of the respondents were from University of Benin. and 141 (37%) were from Igbinedion University. Respondents marital status shows that 365(96%) were single, majority 15(4%) were married, 0(0%) were divorced. The Ethnicity responses to the questionnaire consist of 140 (36%) Bini, 90 (24%) Esan, 10 (3%) Hausa, 72 (19%) Igbo, 68 (53%) Yoruba. The religion responses consist of 202 (53%) Christians and 178 (47%) Muslims



Table 1: Showing the Level of Satisfaction of the respondents with clinical experience

It reveals that 197(58.1%) had poor satisfaction with their clinical experience, 173(45.5%) were moderately satisfied, while only 10(2.6%) were satisfied with their clinical experience.

ITEMS STATEMENT	n=380			Mean
	Not Satisfied	Satisfied	Highly satisfied	
1. I am ___with the knowledge I have gained from my clinical experience	198 (52%)	101 (27%)	81(21%)	3.92
2. As a student, I am ___with the fact that I am only made to concentrate on basic tasks. E.g., vital signs	191(51%)	141 (37%)	46(12%)	4.04
3.I am___ with the availability of equipment & supplies to facilitate my learning in the clinical area	189 (51%)	138 (36%)	53 (13%)	3.91
4. I am ___with the fact that I am given clear idea of what is expected of me during my clinical practice	197 (52%)	133 (35%)	50 (13%)	3.43
5. I am ___with the attitude of staff nurses towards guiding students in carrying out procedures in the ward.	212 (56%)	109 (29%)	59 (16%)	3.92
6. I am ___ with the contributions made by my school to enhance students' clinical learning.	189(51%)	129(33%)	62(16%)	4.04
7. I am___ with the attitude of clinical instructors towards students' clinical practice.	193(51%)	129(34%)	57(15%)	3.87
8. I am ___with the practice opportunity the clinical area provides	192(51%)	160 (42%)	28 (7%)	3.99
9. I am ___ with the provision of clinical orientation to students at the beginning of each clinical posting to enhance clinical learning.	215(57%)	115(30%)	50(13%)	3.96
10. I am ___with the general supervision & observation of students' performance in the clinical area.	226(59%)	66(17%)	88 (20%)	3.90

**Classification of level of satisfaction**

Classification	Score range	Frequency	Percentage
Poor satisfaction	0-39	197	51.8%
Moderate satisfaction	40-69	173	45.5%
High satisfaction	70-100	10	2.6%

**Note weighed score for each variable; Not Satisfied (2), Satisfied (6), highly satisfied (10) (total score 100)*

Table 2: Attitude of Undergraduate Nursing Students.

Table 2 shows that the majority of the respondents have positive attitude to clinical posting as majority of the items (items 1,2,3,4,6,7,8 and 9) have average mean score of <2.5 (items 1,2,3,4,6,7,8 and 9) while few have negative attitude in only two items (5 and 10) where their average mean score were >2.5. Generally the grand average mean of 2.38 ± 1.12 shows that their attitude was positive towards clinical posting/exposure.

n=380

Items Statement	SA=4	A=3	D=2	SD=1	Mean (x)	st.D	Remark
1. I have a nonchalant attitude towards attending clinical postings generally.	29(8%)	36 (9%)	197(52%)	118(31%)	1.94	.84	PA
2. I don't like attending postings because students are denied opportunities to be involved in ward activities.	26 (7%)	137(36%)	134(35%)	83(22%)	2.28	.88	PA
3. I feel clinical posting is a complete waste of time.	118(31%)	0(0%)	127(33%)	135(36%)	2.27	1.24	PA



4. I don't like attending clinical postings because of the negative attitude of the staff nurses.	89(23%)	100(26%)	54(14%)	137(36%)	2.37	1.19	PA
5. I feel the entire clinical aspect of nursing is less important than the theoretical aspect.	163(43%)	84(22%)	17(4%)	116(31%)	2.77*	1.28	NA
6. I think postings should be made optional for nursing students.	78(21%)	115(30%)	69(18%)	118(31%)	2.40	1.13	PA
7. I feel clinical postings is time and energy consuming	99(26%)	55(14%)	158(42%)	68(18%)	2.48	1.06	PA
8. I think clinical postings should be done after graduation	67(18%)	127(33%)	89(23%)	97(26%)	2.43	1.05	PA
9. I think clinical posting is a method of punishing the student by the school	111(29%)	82(22%)	66(17%)	121(32%)	2.48	1.21	PA
10. I think clinical posting is of no use to student nurses.	149(39%)	35(9%)	52(14%)	144(38%)	2.50*	1.33	NA
Grand average mean					2.38	1.12	

Mean cutoff 2.5; < 2.5 is PA, 2.5 and above is NA: NA= negative attitude, PA= positive attitude

**Table 3a: Preceptor Factor**

Table 3a reveals preceptor factors to influence satisfaction with clinical experiences among undergraduate nursing students with an average mean of 2.60.

n=380						
Items Statement	SA=4	A=3	D=2	SD =1	mean±SD	Remark
1. The preceptor does not show a positive attitude towards supervision.	163(43%)	94(25%)	36(9%)	87(23%)	2.88±1.19	F
2. The preceptor does not demonstrate clinical competency in the ward.	85(22%)	127(33%)	21(6%)	147(39%)	2.39±1.21	NF
3. The preceptor does not demonstrate effective leadership in the ward.	93(24%)	77(20%)	124(33%)	86(23%)	2.50±1.09	F
4. The preceptor does not carry out regular observation of students' performance in the ward.	160(42%)	68(18%)	114(30%)	38(10%)	2.92±1.06	F
5. The preceptor does not possess great enthusiasm for teaching in the ward.	213(56%)	37(10%)	37(10%)	93(24%)	2.97±1.28	F
6. The preceptor does not correct mistakes without belittlement.	29(8%)	36(9%)	197(52%)	118(31%)	1.94± 0.84	NF
Total Average Mean					2.60±1.11	F

Mean cut off 2.5; <2.5 is not a factor, 2.5 and above is a factor. F=factor, NF=not a factor



Table 3b: Clinical Environment Factor

The table below shows that clinical environmental factor highly influences the level of satisfaction with clinical experiences among undergraduate nursing students negatively with an average mean of 2.64 ± 1.03 .

n=380

Items Statement	SA=4	A=3	D=2	SD=1	Mean± SD	Remark
1. The clinical environment do not encourages participation.	26(7%)	137(36%)	62(20%)	83(22%)	2.28±0.88	NF
2. The clinical area do not provides me with an adequate practice opportunity.	118(31%)	0(0%)	127(33%)	135(36%)	2.27±1.23	NF
3. I don't have access to the necessary equipment for my work the clinical area.	134(35%)	142(37%)	66(17%)	38(10%)	2.98± 0.96	F
4. There are no sufficient supplies to facilitate my learning in the clinical practice.	221(58%)	113(30%)	24(6%)	22(6%)	3.40±0.84	F
5. The staff nurses not are willing to spend time to teach students in the ward.	78(21%)	116(31%)	71(19%)	115(30%)	2.41±1.12	NF
6. The staff nurses do not guide students in performing new skills.	101 27%	55(14%)	158(42%)	66(17%)	2.50±1.06	F
7. The staff nurses do not demonstrate procedures clearly for students' learning.	88(23%)	135(36%)	91(24%)	66(17%)	2.64±1.01	F
8. The staff nurses in the ward are not good role models.	131(34%)	90(24%)	72(19%)	87(23%)	2.69 ±1.16	F
Total Average mean					2.64±1.03	F

Mean cut off 2.5; <2.5 is not a factor, 2.5 and above is a factor. F=factor, NF=not a factor



Table 3c: School Administrative Factor

The table below revealed that School Administrative Factor with an average mean of 2.74 ± 1.16 is not a factor that affects the level of satisfaction with clinical experiences among undergraduate nursing students.

Items Statements	SA =4	A =3	D=2	SD=1	Mean±SD	Remark
1. My school administration contributes positively to students' clinical practice.	178(47%)	41(11%)	59(16%)	102(27%)	2.77 ± 1.28	NF
2. My school has a well-equipped practical demonstration laboratory for students' clinical practice.	163(43%)	94(25%)	36(9%)	87(23%)	2.88 ± 1.19	NF
3. The laboratory has a large space for all the students to observe what is being thought.	85(22%)	127(33%)	21(6%)	147(39%)	2.39 ± 1.21	F
4. The school laboratory has enough equipment that can enable many students to practice procedures during the same period.	93(24%)	77(20%)	124(33%)	86(23%)	2.50 ± 1.09	NF
5. My school provides clinical orientation to students at the beginning of each clinical posting to enhance clinical learning.	160(42%)	68(18%)	114(30%)	38(10%)	2.92 ± 1.06	NF
6. Teachers in the school are involved in supervision of students in the clinical areas.	213(56%)	37(10%)	37(10%)	93(24%)	2.97 ± 1.28	NF
Total average mean					2.73 ± 1.16	NF

Mean cut off 2.5; <2.5 is a factor, 2.5 and above is not a factor. F=factor, NF=not a factor



Table 4: Difference in the level of satisfaction with clinical experience between undergraduate nursing students of the private tertiary institution and public tertiary institution

Group Statistics						
school		N	Mean	Std. Deviation	Std. Error Mean	
satisfaction	Igbinedion	141	47.546	11.5940	.9764	
	Uniben	239	43.548	11.7793	.7619	
Independent Samples Test						
				satisfaction		
				Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F			.296		
	Sig.			.587		
	T			3.215	3.228	
	Df			378	297.526	
t-test for Equality of Means	Sig. (2-tailed)			.001	.001	
	Mean Difference			3.9980	3.9980	
	Std. Error Difference			1.2436	1.2385	
	95% Confidence Interval of the					
	Difference	Lower			1.5528	1.5606
		Upper			6.4432	6.4353

Values are mean \pm S.E.M (Standard error of Mean).



At significant level of 0.05, the level of satisfaction with clinical experience of Igbinedion University students is significantly higher than the level of satisfaction with clinical experience of the University of Benin undergraduate nursing students ($p < 0.05$).

Table 5: Comparison between the attitude of nursing students towards clinical posting between the private tertiary institution and public tertiary institution

Group Statistics					
school		N	Mean	Std. Deviation	Std. Error Mean
Igbinedion		141	25.74	5.454	.459
Attitude	Uniben	239	22.85	6.377	.412
Independent Samples Test					
		Attitude			
		Equal variances assumed		Equal variances not assumed	
Levene's Test for Equality of Variances	F	7.993			
	Sig.	.005			
t-test for Equality of Means	T	4.499		4.683	
	Df	378		330.436	
	Sig. (2-tailed)	.000		.000	
	Mean Difference	2.891		2.891	
	Std. Error Difference	.643		.617	



95% Confidence Interval of the Difference	Lower	1.628	1.677
	Upper	4.155	4.106

Values are mean \pm S.E.M (Standard error of Mean).

At significant level of 0.05, the attitude towards clinical posting of Igbinedion University students is significantly higher than the attitude towards clinical posting of the University of Benin undergraduate students ($p < 0.05$).



Discussion

Findings from this study revealed a poor level of satisfaction with clinical experiences among undergraduate nursing students. All ten item responses show that the frequency of not satisfied were above 50%. This finding agrees with that of Rajeswaran, (2016) study in Botswana which revealed that nursing students were generally dissatisfied with clinical experience as there was lack of teaching and guiding support, lack of organizational resources and inadequate clinical supervision. Additionally, a Rwandan study also reported that a good number of students showed a low level of satisfaction with their clinical experience although, these findings differ from the findings of Lekkas *et al.* 2016, in Finland who observed that the nursing students reported having had positive experiences regarding their clinical experience and that the general experience was positive, nice, good and interesting. This is in agreement with the findings from Jordan study by Zeinhom, *et al.* (2017) reported that the nursing students were generally satisfied with their training experiences. The difference in findings of the present study and that reported in Finland and Jordan could be attributed to provision of adequate amenities and other learning facilities that tend to increase the level of interest and enthusiasm of the students in clinical practice. This of course is the characteristics of developed country like Finland compared to a developing country like Nigeria where there is inadequate provision of educational facilities and learning environment may be nonconductive and hostile. Also in

developed country, the use of high-fidelity simulations is a common phenomenon that can boost the morale of these students to want to be interested in human cases after being exposed to simulated case. There are increases in students' satisfaction with their clinical education in both clinical field and nursing laboratories. In Nigeria and other developing countries the reverse is the case. Therefore increasing satisfaction among undergraduate nursing students which will invariably impact on their clinical skill, a lot needs to be done by the regulating body and government as well as other stakes holders in the profession.

Findings from the present study showed that majority of nursing undergraduates have a good attitude towards clinical posting. This is similar to that of Gharaibeh *et al.* (2017) in Jordan which showed that the total attitude score was encouraging with significant differences between first, second and third year students. Also, Aragaw *et al.* (2019) reported that the prevalence of a favorable attitude towards clinical practice was found to be 42.9% and the odds of having favorable attitude were found to be 2 times higher among students who prepared well for clinical practice. Although the attitude of the respondents in the present study to clinical posting was positive it did not reflect in their level of satisfaction to clinical experience. This implies that these students are ready to be committed



to clinical posting but unfortunately what they experience when they are there is not encouraging. This is true as the researchers have interacted with many undergraduate students who express their disappointment at what they encounter during clinical posting. Their expectations are always shattered whenever they present themselves for such exercise. What could be the reason for this poor level of satisfaction, devastation and uttered disbelief among the undergraduate student despite positive attitude to clinical posting? The present study revealed that *preceptor factor*; such as lack of positive attitude towards supervision, the preceptor does not demonstrates effective leadership in the ward, lack of regular observation of students' performance in the ward during clinical posting, lack of enthusiasm for teaching in the ward were reported. The study also reveal *clinical environmental factors* such as not having access to the necessary equipment for work in clinical area, lack of sufficient supplies to facilitate learning in the clinical practice, staff nurses in the ward not guiding students in performing new skills, staff nurses in the ward not demonstrating procedures clearly for students' learning, and staff nurses in the ward not acting as a good role models to emulate and some cases no preceptor/clinical instructors to facilitate learning. This finding is

similar to that reported in a Caribbean school of nursing where preceptor-ship was identified as being the greatest negative impact on their learning. It also revealed that clinical environment factor highly influences the level of clinical satisfaction with clinical experience. Correspondingly, this agrees with findings from a Tanzanian study, by Gemuhay, *et al.* (2019) that barriers to effective clinical learning and satisfaction was due to improper supervision and poor preparation by clinical instructors. Furthermore, this is in line with Mburu (2015) in Nairobi which revealed that the students had inadequate supervision/feedback and the clinical learning environment was not conducive. However, these findings differ from Kaphagawani (2017) in the Malawian study where about 75% of the nursing students reported receiving help from the clinical staff and clinical educators. The difference between these findings may be attributed to lack of role clarity, workload, and lack of knowledge among lecturers and preceptors which could also be traced to poor educational system as may be evident in developing country like Nigeria. However, other factors to effective learning and satisfaction with clinical experience according to Gemuhay *et al.* (2016) were students' attitude which includes lack of self-



confidence and absenteeism. Though these were not factors in the present study as the attitudes were positive, nevertheless, poor clinical orientation among students, lack of distribution and clarifying clinical learning objectives to students, and irregular visits and supervision of students in clinical area could be a source of concern which need great attention by all stake holder in nursing education especially as it concern universities. Student's experiences in practice form a significant part of their acquisition of professional knowledge, skills, competencies and attitudes, and it is imperative that this environment offers an excellent learning culture. This requires Preceptors/clinical instructors who are knowledgeable and skilled not only in their clinical practice, but also in facilitating learning and in undertaking assessments.

Hypothesis tested showed that the level of satisfaction with clinical experience among students from the private university was significantly higher than the level of satisfaction with clinical experience among undergraduate students from the public university ($p > 0.05$). Also the attitude of students from the private university toward clinical experience is significantly higher than the attitude of government own university towards clinical experience. The reason is not far fetch as many private institutions are working relentlessly when compared with government own institutions as a result of commitment

of staff to the goals and visions of the owners of such institutions in addition to high level of monitoring. This may be as a result of lack of commitment or "not my fathers' business" syndrome that is common in the public institutions along with government lack of sufficient attention and commitment to education especially in Nigeria. In most cases this is also the trend in other sectors aside education.

Conclusions

The study shows that there is generally poor satisfaction with clinical experience among the undergraduate nursing students. Factors such as preceptors and the clinical environment have been implicated as cause of poor satisfaction.

Recommendation

1. It is strongly recommended that Nursing and Midwifery Council of Nigeria (N&MCN) should go tough on any erring institutions that have not implemented the preceptor-ship programme
2. Nursing and Midwifery Council of Nigeria N&MCN should organize training and retraining to ensure these preceptor/clinical instructors are not just on clinical skills and competence but also in human management.
3. The government through the Ministry of Health should



demonstrate responsibility by providing the necessary resources both in infrastructures and human capital.

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