

SATISFACTION OF CLINICAL LEARNING ENVIRONMENT
AMONG UNDERGRADUATE NURSING STUDENTS IN UNIVERSITI
SAINS MALAYSIA

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SATISFACTION OF CLINICAL LEARNING ENVIRONMENT
AMONG UNDERGRADUATE NURSING STUDENTS IN UNIVERSITI
SAINS MALAYSIA

by

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Dissertation submitted in partial fulfilment of the
requirements for the degree
Of Bachelor of Nursing (Honours)

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CERTIFICATE

This is to certificate that the dissertation entitled “Satisfaction Level of Clinical Learning Environment among Undergraduate Nursing Students in Universiti Sains Malaysia” is the bona fide record of research work done by Iswaneedawati Binti Abdul Jalil, Matric Number 134873 during the period of September 2020 to June 2021 under my supervision. This dissertation is submitted in partial fulfilment for the Bachelor of Nursing (Honours). Research work and collection of data belongs to Universiti Sains Malaysia.



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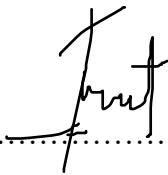
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DECLARATION

I hereby declare that this dissertation is the result of my own investigation, except where otherwise stated and duly acknowledged. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at Universiti Sains Malaysia or other institutions. I grant Universiti Sains Malaysia the right to use the dissertation for teaching, research and promotional purposes.



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TABLE OF CONTENT

CERTIFICATE	iii
DECLARATION	iv
ACKNOWLEDGEMENT	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABSTRAK	xii
ABSTRACT	xiii
CHAPTER 1	1
INTRODUCTION	1
1.1 Background of Study	1
1.2 Problem Statement	3
1.3 Research Question.....	4
1.4 Research Objectives	5
1.5 Research Hypothesis	5
1.6 Significance of Study	6
1.7 Conceptual and Operational Definition	7
CHAPTER 2	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Educational Environment.....	12
2.3 Nursing Education in Malaysia.....	13
2.4 Definition of Clinical Learning Environment	14
2.5 Component of Clinical Learning Environment.....	15
2.5.1 Ward Atmosphere	15
2.5.2 Supervisory Relationship	16
2.5.3 Leadership Style of Ward Manager	17
2.5.4 Roles of Nurse Teacher.....	18
2.5.5 Premises of Nursing in Ward	19
2.6 Roles of Clinical Learning Environment	19

2.7 Factor Affecting Satisfaction of Clinical Learning Environment	20
2.7.1 Influence of Student – Supervisor Relationship.....	20
2.7.2 Physical Setting in Ward.....	21
2.7.3 Student – Related Factor	22
2.7.4 Socio-demographic Factor Related to Satisfaction Level	22
2.8 Conceptual Framework of the Study.....	23
CHAPTER 3	25
METHODOLOGY.....	25
3.1 Introduction.....	25
3.2 Research Design.....	25
3.4 Sampling Plan	25
3.4.1 Sampling Criteria	25
3.4.2 Sampling Size Estimation	26
3.4.3 Sampling Method.....	27
3.3 Study Setting and Population.....	28
3.5 Instrumentation	29
3.5.1 Instrument	29
3.5.2 Translation of Instrument.....	30
3.5.3 Validation and Reliability of Instrument.....	30
3.6 Variables	31
3.6.1 Variable Measurement	31
3.7 Data Collection Method	33
3.7.1 Procedure of Data Collection	33
3.7.2 Flow Chart of Data Collection	34
3.8 Ethical Consideration.....	35
3.9 Data Analysis	36
CHAPTER 4	37
RESULT.....	37
4.1 Introduction.....	37
4.2 Results of the Study	37
4.2.1 Result on Socio-demographic Data of Respondents	37
4.2.2 Results on Clinical Learning Environment.....	39
4.2.3 Result on Association between Demographic Data and Total satisfaction level of CLE among Nursing Students in USM.....	56

CHAPTER 5	59
DISCUSSION	59
5.1 Introduction.....	59
5.2 Discussion of the Result.....	59
5.2.1. Satisfaction with the Clinical Learning Environment	59
5.2.2 Association between Socio-demographic data and Total Satisfaction level of CLE among Nursing Students in USM	62
5.3 Strength and Limitation of the study.....	64
CHAPTER 6	65
6.1 Summary of the Study Findings.....	65
6.2 Implications and Recommendations	66
6.2.1 Implication to Nursing Practise.....	66
6.2.2 Recommendation for Future Research.....	67
6.3. Conclusion	68
REFERENCES.....	69
APPENDICES	72
Appendix A: Instrument.....	72
Appendix B: Permission to Use Instrument.....	78
Appendix C: Research Information	79
Appendix D: Subject Information and Consent Form	83
Appendix E: Institutional Approval (Permission to conduct the study)	85
Appendix F: Ethical Approval	86

LIST OF TABLES

Table 1.1 Conceptual and Operational Definition	7
Table 3.1: Inclusion and Exclusion Criteria	25
Table 3.2: Summarization of Variable Scoring	33
Table 3.3: Data Analysis for Each Objective	36
Table 4.1: Socio-demographic data of respondents (n = 110)	38
Table 4.2: Satisfaction Levels of Clinical Learning Environment among Ward Atmosphere	40
Table 4.3: Satisfaction level on ward atmosphere	42
Table 4.4: Satisfaction Levels of Clinical Learning Environment among Supervisory Relationship	43
Table 4.5: Satisfaction level on supervisory relationship	45
Table 4.6: Satisfaction Levels of Clinical Learning Environment toward Leadership Style of Ward Manager	46
Table 4.7: Satisfaction level on leadership style of ward manager	47
Table 4.8: Satisfaction Levels of Clinical Learning Environment of Roles of Nurse Teacher	48
Table 4.9: Satisfaction level on roles of nurse teacher	49
Table 4.10: Satisfaction Levels of Clinical Learning Environment of Nursing Premises in Ward	50
Table 4.11: Satisfaction level on nursing premises in ward	51
Table 4.12: Satisfaction Levels of Clinical Learning Environment of Physical Setting	52
Table 4.13: Satisfaction level on physical setting	53
Table 4.14: Satisfaction Levels of Clinical Learning Environment of Student	54

Related Factor

Table 4.15: Satisfaction level on student related factor	55
Table 4.16: Total satisfaction level of clinical learning environment among nursing students in USM	55
Table 4.17: Association between demographic data and total satisfaction level of clinical learning environment among nursing students in USM	57
Table 4.18: Correlation between socio-demographic data (age) and total satisfaction level of clinical learning environment among nursing students in USM	58

LIST OF FIGURES

Figure 1: Conceptual model of Clinical Learning Environment (CLE) among nursing students	24
Figure 2: Stratified Sampling Method	28
Figure 3: Data Collection Flow Chart	34

**TAHAP KEPUASAN TERHADAP SUASANA PEMBELAJARAN
KLINIKAL DALAM KALANGAN PELAJAR KEJURURAWATAN
DI UNIVERSITI SAINS MALAYSIA**

ABSTRAK

Kualiti pembelajaran klinikal biasanya menggambarkan kualiti struktur kurikulum. Latihan klinikal memainkan peranan penting untuk pengajaran yang lebih baik dan kemahiran penting dalam pendidikan kejururawatan. Kajian ini bertujuan untuk menilai tahap kepuasan terhadap suasana pembelajaran klinikal dalam kalangan pelajar kejururawatan di USM. Selain itu, kajian ini juga mengkaji perkaitan antara tahap kepuasan suasana pembelajaran klinikal dengan data sosiodemografi pelajar tersebut. Kajian ini melibatkan 110 responden melalui persampelan rawak berstrata. Soal selidik dalam talian digunakan untuk pengumpulan data dari bulan Februari 2021 sehingga Mac 2021. Umur min responden adalah 21.15 (1.082) tahun, dengan usia diantara umur 19 tahun sehingga 23 tahun. Hasil kajian menunjukkan bahawa majoriti pelajar 87 (79.1%) mempunyai tahap kepuasan yang tinggi terhadap suasana pembelajaran klinikal. Terdapat tiga faktor sosiodemografi mempunyai perbezaan statistic yang signifikan yang statistik iaitu tahun pengajian ($p = 0.006$), jenis wad pada penempatan klinikal terakhir ($p = 0.032$) dan tempoh praktikal ($p = 0.013$) pelajar. Kesimpulannya, tahap kepuasan suasana pembelajaran klinikal adalah tinggi tetapi masih ada rasa tidak puas hati menunjukkan perlunya peningkatan lebih lanjut untuk memaksimumkan tahap kepuasan suasana pembelajaran klinikal dalam kalangan pelajar kejururawatan dan untuk perawatan kejururawatan yang lebih baik di masa hadapan.

**SATISFACTION OF CLINICAL LEARNING ENVIRONMENT
AMONG UNDERGRADUATE NURSING STUDENTS IN
UNIVERSITI SAINS MALAYSIA**

ABSTRACT

The quality of clinical learning usually reflects the quality of the curriculum structure. Clinical practice plays a substantial role for better teaching and essential skill in nursing education. This study aimed to evaluate the satisfaction level of the clinical learning environment among nursing students in USM. Besides, this study also investigates the association between socio-demographic data with the total satisfaction level among undergraduate nursing students in USM. This study involves 110 respondents through stratified random sampling. The online questionnaire was used for data collection from February 2021 to March 2021. The mean age of the respondents was 21.15 (1.082) years ranged from 19 years to 23 years old. The findings revealed that majority 87 (79.1%) of students have a high satisfaction level in the clinical learning environment. Three socio-demographic data which are years of study ($p = 0.006$), type of ward in last clinical placement ($p = 0.032$) and duration of practical ($p = 0.013$) have statistically significant difference with total satisfaction of clinical learning environment. In conclusion, the satisfaction level of the clinical learning environment is high but there is still have dissatisfaction shows the need for further enhancement to maximise the satisfaction level of the clinical learning environment among nursing students and for better nursing practise in the future.

CHAPTER 1

INTRODUCTION

1.1 Background of Study

A clinical learning environment is a setting where learners can learn and practice nursing skills and nursing care for the patient under supervision (Haraldseid et al., 2015). Clinical practice play a substantial role for better teaching and essential skill in nursing education (Khatoun et al., 2019). It is the timeframe for a student to enhance their cognitive, psychomotor, and affective skills that had been learned throughout practical or theory classes. Also, it helps students to adapt to clinical or working environments in the future when they need to encounter real patients with a real situation. The student usually practices every procedure or skill using a mannequin or with healthy friends, but in the clinical environment, they will experience treating a patient that is sick with multiple diseases in a more challenging situation.

In the clinical setting, there are an interactive network forces includes staff nurses, patients, doctors, clinical instructor that influence clinical learning outcomes and give impact on student learning behaviour (D'Souza et al., 2015). Students need to cooperate with the team to provide quality nursing care to the patient. The quality of nursing care is parallel to the roles of students in taking care of a patient. Hence, clinical experience is vital for student learning and professional development. students need to engage in a clinical learning environment because it is a vital component in the curricula of pre-li-censure nursing (D'Souza et al., 2013).

Few feedback from student report that most of the student perceives clinical environment is fearful, anxiety, stressful and vulnerable especially for novice or student with limited clinical experiences (Vizcaya-Moreno et al., 2018). Their relationship with staff nurses, patient, clinical instructor and also senior is important in building their confidence hence give better clinical experience to them (D'Souza et al., 2015). This is because the aims of student in clinical posting itself are to increase self-confidence, sharpen the skills, using critical thinking in real situation, problems solving and safety practices throughout the ward.

Therefore, many factors influence student's satisfaction in the clinical learning environment. In the previous study, there is a positive link between student's satisfaction and pedagogical atmosphere (Papastavrou et al., 2016), peer support (Brynildsen et al., 2014), duration of clinical placement (Warne et al., 2010) and supervisory relationship (D'Souza et al., 2015), premises of the ward and nurse role teacher (Khatoon et al., 2019). Besides, a study regarding the perception of students in a clinical learning environment reveals that high academic achiever's performance is significantly better than low academic achiever's performance (Ahmed et al., 2018). That could mean that the CGPA of students plays a role in the satisfaction of the clinical learning environment especially among nursing students.

Besides, leadership style of the ward manager also can be the factor to contribute in the satisfaction of the clinical learning environment among nursing students because the ward manager is the one that make sure the environment is conducive in the ward (Musabyimana, 2017). A study by (Kwashie, 2019) implies that the condition of physical setting in term of clinical learning environment is important to engage student nurse's knowledge requisition. Inadequate physical environment such as no restroom, no equipment can impact negatively to students (Serçekuş & Başkale, 2016). Last but

not least, student-related factors such as students playing tantrums during clinical or not enough knowledge in nursing care also can be a factor that affects the satisfaction of the clinical learning environment in nursing students (Kwashie, 2019). Because of that, student's satisfaction with the clinical learning environment, supervision and roles of nurse teachers is important to be evaluated as these can assess student's satisfaction and improve nurse education among undergraduate nursing students in the future.

1.2 Problem Statement

One of the important parts of the nursing curriculum is clinical education (Serçekuş & Başkale, 2016). Clinical learning environments play a vital role in clinical education for nursing students. Ward atmosphere, the leadership style of ward manager, supervisory relationship are important factors in satisfaction of clinical learning environment among nursing students. The student nurse is not an expert as a staff nurse, they came for clinical to learn and adapt to ward environment practically only for a certain period. Therefore, the satisfaction and feedbacks need to be measure to improve and produce a good product of students from the university.

The study reveals the level of satisfaction of the clinical learning environment among nursing students was moderately satisfied and some of the students express dissatisfaction showed that CLE still needs an improvement to improve nursing education (Musabyimana, 2017). A previous study identified that a supervisor from university is not full-time in a clinical placement which means other professionals such as staff nurses in the ward should play role in clinical teaching (Lamont et al., 2015). These circumstances may bring dissatisfaction to students regarding a supervisory relationship. A supervisor should engage with students and usually supervise the procedure done by patients, advise the better nursing care for patients and assess student's ability in the ward (Chuan & Barnett, 2012). The absence of supervisor in the

ward can create a possible accident in the ward such as negligence or malpractice of student nurses that will endanger patient and student life. Beside staff nurse in the ward having difficulties and lacking time to spend time with students to meet their learning needs (Lamont et al., 2015) which lead to the knowledge gap that can cause deep dissatisfaction of CLE among nursing student(Musabyimana, 2017).

Based on the literature review research about this study has never been reported in Malaysia and the satisfaction of Malaysian student nurses toward their clinical learning environment is lacking. Therefore, this study is important to be conducted to evaluate the satisfaction of CLE among undergraduate nursing students in USM. Hence, improvement can be done if needed to provide better nursing care to a patient in a future generation.

1.3 Research Question

1. What is the satisfaction level of the clinical learning environment among undergraduate nursing students in USM?
2. What is the satisfaction level of clinical learning environment satisfaction in terms of ward atmosphere, supervisory relationship, and leadership style of ward manager, roles of nurse teacher and premises of nursing in the ward, physical setting, and student-related factors?
3. Is there association between socio-demographic data with total satisfaction level among undergraduate nursing students in USM

1.4 Research Objectives

General Objectives

To determine the satisfaction level of clinical learning environment and factor associated with satisfaction of clinical learning environment among undergraduate nursing students in USM.

Specific Objectives

1. To determine the satisfaction level of clinical learning environment among undergraduate nursing students in USM in term of 7 domains of satisfaction.
2. To determine the association between socio-demographic factors with the total satisfaction level of clinical learning environment among nursing students in USM.

1.5 Research Hypothesis

- 1 (H₀) =There is no association between socio-demographic factors (e.g.: gender, age, year of study, duration of practical, type of ward on last clinical placement, CGPA) with the total satisfaction level of clinical learning environment among undergraduate nursing students in USM.
- 2 (H_A)=There is an association between socio-demographic factors with the total satisfaction of clinical learning environment among undergraduate nursing students in USM.

1.6 Significance of Study

The mastery of clinical skills is important as prerequisite knowledge before entering a working environment (Haraldseid et al., 2015). To have strong prerequisite knowledge, the student itself must excel in the study and having knowledgeable experience during practical. In order to make it successful, their satisfaction level is important to be assessed. Therefore, this study has much significance for nursing students in meet their learning needs and be prepared before entering working life.

Because there is no study on clinical placement satisfaction in USM, we believe that this study is helpful as a benchmark for clinical teaching satisfaction from student's point of view and also this will give knowledge for students, clinical supervisor or nurses out there regarding student nurses level of satisfaction during posting in USM. These research findings can also benefit nurses or supervisors in charge for students to have better clinical teaching for students to meet their learning needs in the future.

Other than that, this study is significant for nursing schools in USM and can be referred or evaluated by other nursing schools or health facilities in advance. These findings are useful for education, research, administration and nursing practice area. More elaborated studies will use these study findings as a benchmark for research.

Other than that, these study findings also can be a guideline for clinical practice in the education area. Besides, this study can create awareness for those who influence nursing student's satisfaction levels such as ward managers, supervisors or staff nurses. Last but not least, this study will trigger administrators to create policy for clinical teaching and learning of nursing students in USM or other healthcare facilities.

1.7 Conceptual and Operational Definition

Table 1.1: Operational Definition and Conceptual Definition

TERMS	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION
Clinical learning environment	Clinical learning environment defined as "an environment in which any person who has the opportunity to influence the care of a patient learns" (Chappell, 2016)	Clinical learning environment in this study refer to ward atmosphere, supervisory relationship, and leadership style of ward management, of nursing students in Hospital Universiti Sains Malaysia (HUSM)

Table 1.1, continued

Satisfaction	Satisfaction refers to a good feeling that you have when you have achieved something (Oxford dictionary)	In this study, satisfaction refers to the happiness of student when fulfilled their expectation during clinical placement. This can be measured through CLES+T instrument and when students achieve a high satisfaction level which is above 75% of total scoring and low satisfaction level if total scoring below 50%.
Ward atmosphere	Ward refers to a room in a hospital that has beds for many people, often people who need similar treatment. Atmosphere refers to the air that you breathe in a place. (Cambridge Dictionary)	Ward atmosphere refers to the ward environment and psychosocial climate of the ward (Warne et al., 2010). High satisfaction of ward atmosphere if total scoring above 75% and low satisfaction level if total scoring below 50% based on the question in CLES+T instrument.

Table 1.1, continued

<p>Supervisory relationship</p>	<p>Supervisor defined as a person who supervises a person or activity. Supervisory relationship refers to the relationship of the supervisor with the person received supervision (Oxford dictionary)</p>	<p>Supervisor in this study refers to a lecturer, clinical instructors and staff nurses. Supervisory relationship means a relationship between lecturer, clinical instructor, staff nurse and student nurse in respective ward. High satisfaction of supervisory relationship is defined by total scoring above 75% while low satisfaction of supervisory relationship defined by total scoring below 50% based on the question in CLES+T instrument.</p>
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Table 1.1, continued

<p>Leadership style of ward manager</p>	<p>Ward manager means a person that is responsible for the management of hospital ward (Encyclopedia.com, 2020)</p>	<p>Ward manager in this study refers to team leader or sister in that ward. High satisfaction level of the leadership style of ward manager if total scoring above 75% while low satisfaction level if total scoring is below 50% based on the question in CLES+T instrument.</p>
<p>Roles of nurse teacher</p>	<p>Nurse teacher also called nurse educator are registered nurses who combine their clinical experience and academic expertise to train students in nursing skills (writers, 2020).</p>	<p>Nurse teacher in this study refers to all nursing lecturers and clinical instructors that teach academically and experienced as a registered nurse. High satisfaction of roles of nurse teacher if total scoring is above 75% while low satisfaction level is total scoring below 50% based on questionnaire.</p>

Table 1.1, continued

<p>Premises of nursing in ward</p>	<p>Premises of the ward means the organization of nursing care in a ward (Papastavrou et al., 2016)</p>	<p>Premises of nursing in ward refer to a student getting expert about information flow related to patients such as documentation, procedures or nursing care of a patient in the ward. High satisfaction level on premises of nursing in the ward is when total scoring is above 75% while low satisfaction level where total scoring is below 50% based on question on CLES+T instrument.</p>
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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Literature review was developed to present the existing body of knowledge regarding satisfaction of clinical learning environment among nursing students in Universiti Sains Malaysia (USM). In this literature review, previous study on this topic in different opinions of researchers will be discussed and elaborate to broad our knowledge regarding this topic. The outcome of previous research is discussed and synthesized in helping increase the satisfaction of clinical learning environment among undergraduate nursing students in the future.

2.2 Educational Environment

Education environment refers to the diverse physical location, contexts and culture in which students teach (Hutchinson, 2003). Besides, the student can learns in different types of setting such as classroom, library or in this study context, ward environment is the place where students meet their learning needs. A good environment such as conducive, quiet and clean environment will promote students to learn better.

Nursing educations has evolved globally from apprenticeship style of learning into highly formal educations learning based on high institution of learning which are universities and colleagues. The aim for evolvment was to produce qualified nursing students with high knowledge and expert skills regardless area of specialization such as paediatric, medical, surgical, psychiatric, maternal health or adult health (Kwashie, 2019).

2.3 Nursing Education in Malaysia

The aim of nursing education is to develop nursing profession. In Malaysia, the Nursing Board Malaysia is the body that regulates the nursing profession. The main function of Nursing Board Malaysia is maintaining a qualified registered nurse by nursing licensure (Nursing Board Malaysia, 2010). Secondly, set professional guideline and for all levels of nursing including, nursing care, management, nursing education and research. All nursing programme in Malaysia are under control of Nursing Board Malaysia. For example, the number of student intake and criteria for every programme must abide the guideline of Nursing Board Malaysia (Nursing Board Malaysia, 2010).

Moreover, the environment of classroom, clinical placement area and all facilities including hospital and classroom had been standardized by Nursing Board Malaysia. For example, the ratio for student and patient must be 1:4 and must be respondent with the student's required learning outcomes. While, at any one placements, ratio clinical instructor to students must not exceed 1:15 and based on the number beds in ward and placement must be corresponds to the level of care taught. These guideline will be reviewed from time to time when necessary by Curriculum Committee of Nursing Board Malaysia (Nursing Board Malaysia, 2010).

Besides, nursing students in Malaysia required learning in three different settings. The settings include theory teaching in classroom, practical component in simulation lab and clinical learning in the hospital. Nursing Board Malaysia also had set the guideline in total credit hours that must be completed throughout the study and credit hours for one semester must not exceed 20 credit hours. Also, in order to fulfil training and to sit for Nursing Board Registration examination, candidates must complete 80% coverage of lectures, 100% clinical experience exposure, sit for final

exam and medical leaves for more than 1 year programme should not exceed 9 days per year (Nursing Board Malaysia, 2010).

2.4 Definition of Clinical Learning Environment

The Clinical Learning Environment (CLE) is a multifaceted and complex social entity that will influence student learning outcomes in clinical settings. These are the learning environment that includes ward atmosphere, supervisory relationship among students, staff nurse and nurse teacher (Papastavrou et al., 2016; Saarikoski & Leino-Kilpi, 2002). Other than that, clinical learning environment defined as environment with actual patient where students can apply skills and knowledge regarding nursing care towards the patient (Flott & Linden, 2016). This study focus on utilising the physical space or whatever present in physical space must be utilised for learning purpose. Also, this study stress that between physical spaces there are interactions going on between persons and utilisation of equipment to achieve positive learning outcomes (Flott & Linden, 2016).

Besides, clinical learning environment refers to clinical healthcare workers in which nursing students complete their clinical placement, which is one of the subject for that semester (Papastavrou et al., 2016). The concept of CLE can be defined as learning process that occur in ward under supervision that is professional on healthcare organization (Flott & Linden, 2016). In this study context, supervisors refer to clinical instructor or staff nurses who are professional in healthcare settings.

(Hegenbarth et al., 2015) defined clinical learning environment as clinical setting where physical, physiological, social, cultural characteristics combined along with group member's individual characteristic for which nursing students works to meet learning objectives. Clinical setting also the place those students learn specific culture

such as dialect, belief, improve social relationship and learn communication skills with patients and relatives and getting used for become a staff nurse later.

2.5 Component of Clinical Learning Environment

The clinical nursing environment is perceived as the most influential to gain knowledge and mastering skills (Tiwaken et al., 2015). A conducive, supportive environment is important to ensure satisfaction of clinical. In order to achieve satisfaction in clinical learning environment, there were five components that must be followed such as ward environment, supervisory relationship, leadership style of ward manager, roles of nurse teacher and premises of nursing in ward.

2.5.1 Ward Atmosphere

Ward atmosphere can be an important influential factor in provide conducive working environment among working staff in hospital. A ward with good atmosphere can enhance students learning as the staff ready to cooperate and guide student to meet their learning needs. The same study reveals that pedagogical atmosphere is one factor characterized by positive engagement in nursing care in the clinical learning environment (Chuan & Barnett, 2012).

Previous study emphasizes the important of collaboration between healthcare and educational institution regarding clinical learning environment (Khatoon et al., 2019). Insufficient communication between them can lead to tension and poor support, hence; affect their performance throughout clinical placement. Researchers also show that decent learning will improve if collaboration with staff nurses and clinical staff was improved (Khatoon et al., 2019).

To conclude, good ward atmosphere characteristics are on non-hierarchical, good communication, displaying teamwork and enough equipment for nursing care. (Chuan & Barnett, 2012) also describes the characteristics of good ward atmosphere are cooperation, attitude and friendliness of the staff.

2.5.2 Supervisory Relationship

Supervisory relationship is considered very important in ward for nursing students during clinical attachment. (Papastavrou et al., 2016) examined physiological relationship, attitudes of supervisor towards students and feedback by students regarding their supervisor in ward during clinical placements. This is important to make improvement in clinical education related with supervisory relationship. Supervisory relationship is one to one relationship that must be close together to enhance student learning, provide support and guidance throughout clinical postings (Saarikoski & Leino-Kilpi, 2002).

Supervisor is refers to clinical instructor that is pointed to give supervision on nursing students in particularly ward. Also, supervisor in this study can be staff nurses responsible for teaching student nurses throughout the shift and clinical placements. Clinical instructor need to give full supervision and correct all the wrongdoings of students in that ward and make students relate theoretical knowledge in the classroom with a practical environment that is real and more challenging. Besides, staff nurses are person in charge to supervise students behaviour and nursing care if absent of clinical instructor to avoid nursing malpractice and negligence that will be done by student nurse (Khatoon et al., 2019).

The clinical supervisors which are clinical instructor and staff nurses have significant roles in supporting student's professional development. A cross sectional

study that aim to describe healthcare student's evaluation on CLE reveals that more than half students get enough supervision and the students evaluated the clinical learning environment and supervision is good (Pitkänen et al., 2018). Clinical instructor must supervise student frequently in a week at least 4 times a week to ensure students get full supervision.

2.5.3 Leadership Style of Ward Manager

Today, most of nurse managers need to use leadership styles that are appropriate for the constantly changing and complex healthcare system (Vesterinen et al., 2013). There are many challenges facing by public healthcare system nowadays such as recruiting professionalism and staff retention. Because of that, most of the staff nurses are burden physically and mentally with the heavy workload every shift, therefore, nurse manager are the one that can influence satisfaction of nurses in that work unit (Vesterinen et al., 2013). Besides, in term of clinical learning environment, ward manager is the one that responsible in making conducive environment in ward for learning, nursing care, patient safety, patient need and satisfaction of whole staff and patient in that ward (D'Souza et al., 2015).

Based on one study, current problem is regarding ward manager that complains of students. The author of this study complained of routinely heard when new students come for clinical postings "Where are we going to put them all"? (Morrison & Brennaman, 2016) That sentence usually mentioned by ward manager due to shortage of clinical placement necessary for student learning and shortage of preceptor of nursing school for posting. This leads to deep dissatisfaction of clinical learning environment to nursing students (Morrison & Brennaman, 2016).

Furthermore, nursing student need support during clinical placement. A good ward manager with good leadership style will enhance clinical learning to meet their learning objectives. Research by (Magnani, 2014) said that a positive clinical experience had been reported by student nurse when ward manager recognize their effort and appreciate their nursing care on patient. Therefore, a positive learning environment during clinical practise can be achieved.

2.5.4 Roles of Nurse Teacher

The roles of nurse teacher in satisfaction level of nursing students towards clinical learning environment was develop by (Saarikoski et al., 2008) from original questionnaire (Saarikoski & Leino-Kilpi, 2002) on 2008. Nurse teacher is person that able to integrate theoretical knowledge into everyday practise of nursing (Vizcaya-Moreno et al., 2018). Also, nurse teacher will enhance clinical learning base, engage students in clinical learning as well as improving clinical performance while teaching and evaluating students (D'Souza et al., 2015). Furthermore, a qualified nurse teacher was a person that had been employed by an educational institution, whose role spans both theoretical and clinical teaching (Saarikoski et al., 2008). The good characteristics of nurse teacher are teacher that reduce practise gap and give her expertise to clinical team. Besides, a good relationship between students and nurse teachers can be seen if both of them comfortable together and felt like colleagues when together (Papastavrou et al., 2016).

2.5.5 Premises of Nursing in Ward

Another component is premises of nursing in ward. Study by (Papastavrou et al., 2016) shows a strong significant correlation between pedagogical atmosphere and nursing premises in ward because that study shows higher satisfaction level of student if they involve with nursing care of patient with clear information flow and clear documentation within nursing care. Good premises of ward are characterized by clear philosophies of ward, clear documentation and nursing care plan and procedures, clear information flow related to patient's care and when the patient received individual nursing care by nurses in charge (Papastavrou et al., 2016).

2.6 Roles of Clinical Learning Environment

Clinical learning environment plays significant roles for nursing student to become professional staff nurse in future. Many previous studies defined CLE as complex setting that made up of interactive forces which are, staff, students, doctors, clinical instructors and patient who will influence learning outcomes of student nurse (Flott & Linden, 2016; Saarikoski & Leino-Kilpi, 2002). Nursing is a practise-based profession that requires student engagement in the clinical environment before being a staff nurse to facilitate knowledge and sharpen the skills such as nursing care skills or communication skills. Therefore, clinical placement is very important for nursing profession (Kwashie, 2019).

A study indicates that learning environment usually accounts 50% of nursing curriculum (Henderson et al., 2012). This is because nursing students experience various clinical setting such as different ward, hence they move from one environment to another environment. Students learn effectively when they get supporting environment (D'Souza et al., 2013). Besides, it is clear that knowledge from classroom

is not enough to become competent staff nurse that meet expectation of healthcare workforce (Truong, 2015). Therefore, practise in clinical setting can help student transform knowledge and theory from classroom, then integrate and apply by providing care to patient in this world (Truong, 2015).

Besides, study from USA states that nursing students develop their nursing skills through experience by participating and observing registered nurse when they do nursing care towards patient (Adelman-Mullally et al., 2013). Moreover, students can reflect and improving themselves by learning from previous experience such as learn from staff nurse or team member. Thus, it is obviously that clinical posting re one of powerful learning tool available for nursing student to strengthen their knowledge and skills through practical application (Truong, 2015).

2.7 Factor Affecting Satisfaction of Clinical Learning Environment

There are many factors that will affect satisfaction of clinical learning environment. The factors that highlighted in this study are influence of student-supervisor relationship, physical setting in ward and student-related factors.

2.7.1 Influence of Student – Supervisor Relationship

Student supervisor relationship refers to relationship between student and clinical instructor or staff nurse in health care team. It is important factor that will influence satisfaction level of clinical learning environment among nursing students (Saarikoski et al., 2008; Truong, 2015). Previous studies have reflected on the effect of supervisory relationship towards satisfaction of CLE such as (Warne et al., 2010). Warne and colleagues had study effect of supervisory relationship in nine European countries including Cyprus, Belgium, England, Finland, Ireland, Italy, Netherlands,

Spain, and Sweden using questionnaire Clinical Learning Environment Supervision + Nurse Teacher (CLES + T) and the findings indicated 42% were satisfied, 44% neither dissatisfied nor satisfied. The level of satisfaction was clearly linked to quality of supervisory relationship. The findings are similar with findings of other studies such as (D'Souza et al., 2015; Henderson et al., 2012; Musabyimana, 2017; Papastavrou et al., 2016). This clearly shows that supervisory relationship can affected satisfaction level of student nurse during clinical posting.

2.7.2 Physical Setting in Ward

The next factor that can influence satisfaction of CLE is physical setting in ward. Physical setting or physical condition of the ward includes equipment for procedure, prayers room, place for students keep their bag, or having clinical meeting (Kwashie, 2019). The healthcare organization should be having complete equipment at the ward in order to delivering care towards patient. A previous study reported that materials or equipment in hospital are not in line with theoretical component of curriculum; therefore, they were having bit difficulties. Therefore, this brings to the reality that clinical practise is very different with content of the curriculum (Tiwaken et al., 2015).

Besides, to get positive clinical learning, placement of the student at the ward is crucial together with the availability of resources when need to provide nursing care to the patient (Flott & Linden, 2016). Studies from Turkey stated that inadequate ward facilities such as no restroom or prayers room or insufficient equipment can impact negatively to students in Turkey (Serçekuş & Başkale, 2016). Therefore, setting in the ward itself can bring major factor of dissatisfaction to nursing students during their clinical placement.

2.7.3 Student – Related Factor

The next factor that can influence satisfaction level of CLE among nursing student is student-related factor itself. Students perceived that clinical learning environment plays significant roles in enhancing skills and knowledge to reach a competent level (Tiwaken et al., 2015). Before entering clinical posting, students must rich with theory and knowledge hence easy for them to practise what have been learned in a correct way.

A study on staff nurse's attitudes towards student nurses in clinical work highlighted many student-related factors that influence clinical learning (Awuah-Peasah, 2013). Some of the problem that were reported are late coming to ward, absenteeism, using mobile phone during work, no participation in ward round showing bad performance in the ward. Besides, excessive anxiety during practical also leads to negative learning outcome for students (Awuah-Peasah, 2013). Therefore, students must be ready physical and mentally before starting clinical to avoid student-related factors that can prevent students from achieving their learning objectives.

2.7.4 Socio-demographic Factor Related to Satisfaction Level

Besides ward atmosphere, supervisory relationship, and leadership style of ward manager, socio-demographic data of participants in which nursing students also can affect satisfaction level of CLE among participants. Socio-demographic data includes gender, age, years of study, CGPA, programme of study and duration of practical, frequency of supervision in a week and student-related factors. Based on a previous study, students with higher age, higher GPA, increase number of clinical course was higher significant with total of CLE score (D'Souza et al., 2015). Besides, a study done in nine European countries reveals that longer duration of practical means better clinical

experience (Warne et al., 2010). This study can relate with a high satisfaction level of clinical learning environment among nursing students.

2.8 Conceptual Framework of the Study

The theoretical literature for this study is based on Clinical Learning Environment theory developed by Chan (Chan, 2001). The theory is based on assumption that quality of clinical learning environment is depends on three important domains which are leadership style of ward manager, supervisory relationship and ward atmosphere and involving roles of nurse teacher who facilitate the integration of theory into practise (Fulmer et al., 2011)

In this model, Clinical Learning Environment is portrayed as having eleven items to form the Clinical Learning Environment. Each of eleven items were grouped under three thematic areas which are leadership style of ward manager, supervisory relationship and ward atmosphere (Kwashie, 2019). All the areas were involved both of staff on ward and clinical teachers. Student satisfaction on ward atmosphere includes premises of nursing and learning on the ward as well as patient relationship. Other than that, supervisory relationship covers the hierarchy or ritual on the ward as well as staff-student relationship. In order to have quality clinical learning environment, clinical teacher and clinical nurse must establish a suitable supervisory relationship (Kwashie, 2019). This model is depicted in figure 1.



Figure 1: Conceptual model of Clinical Learning Environment (CLE) among nurse students. Source: Melba Sheila, (2015)

In other words, the model clearly defined a linear relationship between leadership style of ward manager, supervisory relationship, ward atmosphere and quality of clinical learning environment. Evidence stated that the positive leadership of ward manager will lead to good atmosphere and enable students to develop interpersonal relationship; supervisory relationship will enhance and lead to quality clinical learning environment that will improve the satisfaction level of nursing students towards clinical learning. (Cisic & Frankovic, 2015).