

Student Satisfaction with Nursing Program at the Sulaimani College of Nursing

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Abstract

Background: Nursing students' satisfaction with their undergraduate program is essential and can serve as an instrument of assessment of institutional effectiveness and success.

Objective: To evaluate and understanding student satisfaction with nursing program in areas of curriculum, college environment, Faculty and clinical interaction with the college of nursing at university of sulaimani.

Methods: Cross sectional study was conducted for 170 students in nursing college at university of sulaimani, from period of 1st November to 25th February to identify their satisfaction with the nursing program. A non probability \ purposive sampling technique was applied to 170 the students of nursing studying in the second to fourth year. A questionnaire was constructed by the researchers to elicit the detailed information related to study objectives. Subjects were completed as interview technique. Content and Face Validity of the instrument was established and the reliability was measured by using Cronbach's alpha = 0.96. Formula in the questionnaire list.

All statistical computation is enhanced using statistical method (SPSS 21)

The result of the study showed that More than half (51.76) of the study participants were barely satisfied, younger students had greater satisfaction comparing their peers. There were no significant associations between students' satisfaction with the nursing program dimensions and participant's age and academic level.

Conclusion: Generally, the findings of the study showed that students' satisfaction with a nursing program was neutral. The study gets the attention to the many positive as well as negative aspects of the clinical experience of the nursing students at the college, and the need to rethink clinical skills training in nursing education.

Introduction

Nowadays students' opinion is considered as a necessary factor to evaluate quality in universities, student satisfaction has been viewed as an indicator of program success [1].

Satisfaction is defined as the psychological state, which results from confirmation or disconfirmations of expectations with reality [2] Lacking a standardized definition of student's satisfaction is considered a complex issue, even with its complexity it has been regarded as one of the most influential means of developing high quality education [3]. Studies point out that certain factors exert positive and significant influences on student satisfaction. These factors include student background characteristics, participation in the external community, access to and use of college facilities and services, faculty style of instructions, academic and social integration, learning activities, courses quality and usefulness of education [4].

Over the past decade, there has been growing evidence of the need for evaluation of the quality of nursing education for greater accountability because of the demands required by healthcare institutions and consumers. Research indicates there is evidence supporting student satisfaction measurement with increased student engagement and retention in higher education [3].

In higher education, student satisfaction has been viewed as an indicator of program success, and students with higher satisfaction levels progress well in their intellectual and social development. The level of student satisfaction with a nursing program is directly affected by several major constructs: the content and structure of curriculum, faculty teaching strategies, social interaction among students and faculty, and the learning environment, such as a nursing skills laboratory [1].

Recently the Ministry of higher Education in Kurdistan region has seen an increased emphasis on the monitoring of the quality of learning and teaching in higher education. This has led to more attention being paid to the revision of pedagogy.

Pedagogy most commonly understood as the approach to teaching refers more broadly to the theory and practice of education, and how this influences the growth of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are exchanged in an educational context, and it considers the interactions that take place during learning.

Nursing education is the process by which students internalize the art and science of nursing and become contributing members to the profession of nursing. Educational experiences should be stimulating and desirable, supporting growth in learners [1].

The curriculum must provide students with caring skills and knowledge utilized in the common domain of nursing practice and evidence-based research. Prior learning achieved by some students with a health career background is acknowledged through formal procedures, The Nursing Faculty encourages lifelong learning and leadership in nursing [5].

The study conducted by Sharif F & Masoumi S.2005 revealed that students were dissatisfied with writing, critical thinking and problem-solving skills. Students were strongly dissatisfied with the skill of decision-making and taking responsibility

Teaching faculty members significantly influenced satisfaction of nursing students with the teaching learning process positively. The relationship between the faculty and students is of extreme importance for planning and implementation of learning activities. This is where the students are involved in decision making in areas concerning their learning. Faculty performance and students experience are important variables that influenced students overall satisfaction. The students who received effective, meaningful academic coaching felt more satisfied [5].

The environment factor emphasizes the evaluation of the resources and facilities of the nursing laboratory and library. proposed that environment such as the college's facilities and services have an impact on overall student satisfaction. Library resources are viewed as an essential intervention to influence student learning. We should highlight that what offers real potential in the classroom is the pedagogical use professors ascribe to the use of technology. Incorporating these tools to the educational experience should be the product of a constant reflection by faculty members. Some of the elements to consider are the teaching strategy used, skills to be developed, topic and the problem studied in the classroom [6].

Students perceive a learning environment to be effective when faculty develop and promote a climate of mutual respect and trust, collaboration, positive affect, and supports. Students feel more satisfied with the program when the aesthetic aspects of the physical infrastructure are considered [7].

Educational strategies such as clinical laboratory practices and using of simulation-based learning in a safe and less anxious environment than the hospital setting. Students' satisfaction with teaching and learning process were curriculum, instruction, method,

and the relationship between faculty members and their students. The environmental factors that influenced student nurses level of satisfaction were the teaching and learning resources and other related support services [8].

In our society, it was found that students choose nursing studies because they have the opportunity to find a job easily, or because their score was only enough to enter nursing. Students' opinion on their program cannot be ignored, through this study is progressively assessing students and program outcomes in order to provide evidence-based foundation for curriculum development and modification and also to determine the factors that influenced satisfaction of student nurses with the training process. This will ultimately impact positively on nursing care delivery to patients and clients since satisfied students are more likely to be successful and dedicated to accomplishing their goals than unsatisfied students. Satisfaction exerts a greater influence on academic performance than performance exerts on satisfaction. Educational psychologists have found that student satisfaction helps build self-confidence, which in turn helps students develop skills and acquire knowledge, thus, satisfaction can play a major role in the education of professional nurses. In Kurdistan literature, there is a lack of research on the matter, whereas in foreign literature, it is possible to find studies that investigated this variable in the context of undergraduate nursing students. The authors considered that the investigation of academic satisfaction is essential for planning and for the consequent improvement of institutional services and programs oriented toward students, which qualify the educational process, thus justifying this study.

Methodology

Cross sectional study was conducted for 170 students in nursing college at university of sulaimani, from period of 1st November to 25th February to identify their satisfaction with the nursing program. This study approved by the council of the college of nursing and the scientific council of maternal neonate nursing department.

The study carried out in in a nursing college in university of suliamani.

College of Nursing is one of the academic organizations, among University of Sulaimani. It was established in 2000. Since then the college has started with preparing and graduating Nursing Students to provide patient's care in different health care settings in Kurdistan region, particularly Sulaimani City, Students in the college have acquired a range of theoretical information about modern nursing science. Moreover, Practical lessons are tough in the clinical settings. This is in addition to college laboratory teaching methods.

A non probability \ descriptive sampling technique was applied in the present study.

The research population in this study consists of 170 the students of nursing studying in the second to fourth year of university.

The inclusion criteria of this research were the students studying in second to fourth years of college, verbal consent to participate in the study, and filling out the questionnaire. The exclusion criteria included an unwillingness to participate in the study.

In order to collect the proper information of study, the questionnaire developed by the researchers based on review of student satisfaction literature for the purpose of data collection.

The questionnaire has two main parts; Sociodemographic part and Nursing Student Satisfaction Scale (NSSS) over all items included in the questionnaire were (33) items and has been divided on four domains.

Part one: Include (7) questions about sociodemographic data such as (age, gender, marital state, academic year, residence, work during the study.....etc)

Part two: This part is considered as the vital issues of the study for measuring student satisfaction with the nursing program Included First Domain: (10) items regarding In-class Teaching, second Domain: (9) items regarding Clinical teaching, third Domain: (8) items regarding Program design and delivery, the fourth Domain (6) items regarding Support and resource.

A questionnaire was rated at 3-point Likert scale: 1= satisfied, 2= dissatisfied, 3=Barely satisfied

Method of data collection interview, each interview took approximately (15) minutes, 180 questionnaires were distributed, 170 students responded, a response rate of 95%.

A Pilot sample of the study has been conducted among (20) students in stage two and three,

Reliability was established using Cronbach’s alpha for self confidence = 0.96. Part one and two of the survey was a three Likert Scale describing to what extend participants satisfied or dissatisfied and barely satisfied with the statements. Content and Face Validity of the instrument was established through several activities. An extensive literature review was done on satisfaction and self-confidence of students related to clinical learning, especially.Face validity was established through independent expert opinion.

All statistical computation is enhanced using statistical method (SPSS 21). The data had been coded, tabulated, and presented in a descriptive form. The statistical procedure that was applied to determine the results of the present study included:

1. Alpha - Cronbach has been used for testing the reliability of the questionnaire.
2. Descriptive statistical data analysis(Frequency Distribution, Percentage, Mean of Score.
3. Inferential data analysis: (Chi square)

The Mean of the score were calculated from the ordinal data according to the three level scales as (3,2 and 1) the highest of the score indicated the severity of the problem. According to level Good level= 2.5-3
Fair level=1.8-2.49
Poor level=1- 1.79

There are criteria of the probability level of determining the significance of the test: P value as: (P< 0.05)
This study has some limitations The study is done in one college and the population is small which makes it difficult for generalization of the result, some of the students were not cooperative and shortage of the research studies on this topic.

Results

Part One: Demographic characteristics

Table 1: Demographic characteristics of the study sample

Variables	No.	%
Age		
18-22	155	91.2
23-27	8	4.7
28-32	7	4.1
Total	170	100
Mean± SD 20.8±2.62		
Gender		
Male	46	27.1
Female	124	72.9
Total	170	100
Marital status		
Married	19	11.2
Single	150	88.2
Separated	1	0.6
Total	170	100
Academic level		
2nd stage	59	34.7
3rd stage	50	29.4
4th stage	61	35.9
Total	170	100
Residency		
Dormitory	99	58.2
Non dormitory	71	41.8
Total	170	100

Table (1) demonstrates that most frequent age group between 18-22 years (91.2 %), majority of them female (72,9 %) and the rest of them were male (27,1) , about the marital status most of them were single (88,2 %) The academic level, (34,7 %) of them 2nd stage (29,4 %) 3rd stage , and (35,9 %) of them 4th stage, and majority of them are living in dormitory (58,2 %).

Table 2: Graduation background and Working during study of the study sample

Variables	No.	%
Graduation background		
High school	152	89.4
Institute	18	10.6
Total	170	100
Working during study		
Yes	21	12.4
No	149	87.6
Total	170	100

Table (2) presents most of the students graduated from high school (89,4 %)and also the table show that (87,6 %) of them not working during the study.

Part Two: Student satisfaction with the nursing program.
Table 3: Distribution of the sample according to In-class Teaching

In-class Teaching	F (%)			Mean scores	Level
1. I can freely express my academic and other concerns to faculty members	31(18.2)	42(24.7)	97(57.1)	2.38	FL
2. Faculty members make every effort to assist students when asked	34(20.0)	33(19.4)	103(60.6)	2.40	FL
3. Faculty members make an effort to understand difficulties I might be having with my course work.	6(3.5)	104(61.2)	60(35.3)	2.31	FL
4. Faculty members are usually available after class and during office hours	62(36.5)	33(19.4)	75(44.1)	2.07	FL
5. I can freely express my academic and other concerns to the administration	9(5.3)	123(72.9)	38(22.4)	2.17	FL
6. Faculty are fair and unbiased in their treatment of individual students	27(15.9)	66(38.8)	77(45.3)	2.29	FL
7. Channels for expressing students' complaints are readily available	31(18.2)	59(34.7)	80(47.1)	2.33	FL
8. Faculty members are good role models and motivate me to do my best	25(14.7)	70(41.2)	75(44.1)	2.29	FL
9. The administration shows concern for students as individuals	7(4.1)	106(62.4)	57(33.5)	2.30	FL
10. Faculty members demonstrate a high level of knowledge in their subject area	32(18.8)	54(31.8)	84(49.4)	2.28	FL

Table (3) about class teaching in general, means of scores in all items recorded fair level of satisfaction.

Table 4: Distribution of the sample according to Clinical Teaching

Clinical Teaching	F (%)			Mean scores	Level
	Satisfy	Unsatisfied	Barely Satisfy		
11. Clinical instructors are approachable and make students feel comfortable about asking questions	14(8.2)	94(55.3)	62(36.5)	2.22	FL
12. Clinical instructors provide feedback at appropriate times, and do not embarrass me in front of others (classmates, staff, patients and family members).	41(24.1)	49(28.8)	62(36.5)	1.96	FL
13. Clinical instructors are open to discussions and difference in opinions	74(43.5)	28(16.5)	68(40.0)	2.19	FL
14. Clinical instructors give me sufficient guidance before I perform technical skills	51(30.0)	35(20.6)	84(49.4)	2.31	FL
15. Clinical instructors view my mistakes as part of my learning	38(22.4)	41(24.1)	91(53.5)	2.20	FL
16. Clinical instructors give me clear ideas of what is expected from me during a clinical rotation	45(26.5)	45(26.5)	80(47.1)	2.27	FL
17. Clinical instructors give me verbal and written feedback concerning my clinical experience	35(20.6)	54(31.8)	81(47.6)	2.27	FL
18. Clinical instructors provide enough opportunities for independent practice in the lab and clinical sites	39(22.9)	45(26.5)	86(50.6)	2.25	FL
19. Clinical instructors encourage me to link theory to practice	41(24.1)	44(25.9)	85(50.0)	2.30	GL

Table (4) about clinical teaching, this table shows that in general means of scores in all items recorded fair level of satisfaction except item No. 19 with (2.50) M.S, indicate good level.

Table 5: Distribution of the sample according to Program Design and Delivery

Program Design and Delivery	F (%)			Mean scores	Level
	Satisfy	Unsatisfied	Barely Satisfy		
20.This program provides a variety of good and relevant courses	16(9.4)	71(41.8)	83(48.8)	2.45	FL
21. The program enhances my analytical skills	16(9.4)	58(34.1)	96(56.5)	2.47	FL
22. Most courses in this program are beneficial and contribute to my overall professional development	22(12.9)	63(37.1)	85(50.0)	2.37	FL
23. The quality of instruction I receive in my classes is good and helpful	29(17.1)	47(27.6)	94(55.3)	2.38	FL
24. I usually have a clear idea of what is expected of me in this program	25(14.7)	59(34.7)	86(50.6)	.35	FL
25. The program is designed to facilitate teamwork among students	18(10.6)	69(40.6)	83(48.8)	2.26	FL
26. pAs a result of my courses, I feel confident about dealing with clinical nursing problems	21(12.4)	83(48.8)	66(38.8)	2.11	FL
27. Going to class helps me better understand the material	51(30.0)	49(28.8)	70(41.2)	1.74	PL

Table (5) explores that in general means of scores in all items recorded fair level of satisfaction except item No. 27 with (1.74) M.S, indicate poor level.

Table 6: Distribution of the sample according to Support & Resources

Support & Resources	F (%)			Mean scores	Level
	Satisfy	Unsatisfied	Barely Satisfy		
28. The level of service is that provided by library employee is good	66(38.8)	81(47.6)	23(13.5)	2.38	FL
29. The number of teaching halls according to the needs and suffice	23(13.5)	58(34.1)	89(52.4)	2.51	GL
30. The laboratories proper and have needed a staff, that's available.	17(10.0)	49(28.8)	104(61.2)	2.04	FL
31. The service is like (computer ,data show), facilitate my studying	44(25.9)	75(44.1)	51(30.0)	2.28	FL
32. Social events available,	22(12.9)	78(45.9)	70(41.2)	2.61	GL
33. The water closet is clean and services are available	9(5.3)	47(27.6)	114(67.1)	2.65	GL

Table (6) reveals the sample according to Support & Resources in general means of scores in three items recorded fair level of satisfaction while another three items have a good level of satisfaction.

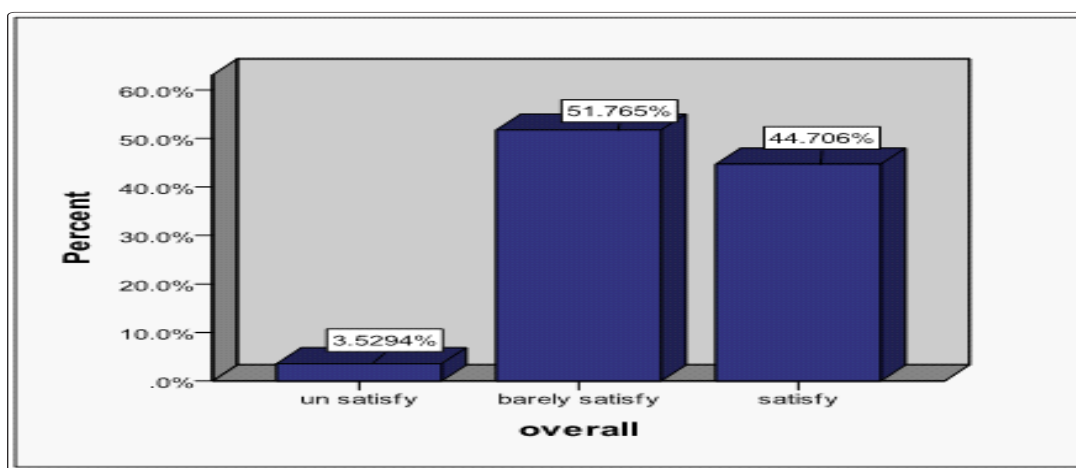


Figure 1: Disturbusion of Sample according to overall satisfaction in all domains regarding Nursing program

The figure (1) shows the overall student's satisfaction level regarding college program. More than half (51.76) of the study participants had barely satisfy, minorities (3.529) were unsatisfied.

Table 8: Association between age group and overall satisfaction

Variables	N=170					
	Satisfy		Barely satisfy		Unsatisfied	
	F	%	F	%	F	%
Age						
18-22	71	45.8	80	51.6	4	2.6
23-27	3	37.5	5	62.5	0	0
28-32	2	28.6	3	42.9	2	28.6
Fisher exact test = 13.94 P. Value = 0.084 Not significant df = 4						

Table (8) demonstrates that there is no significant association between students age and overall student satisfaction regarding nursing program.

Table 9: Association between gender and overall satisfaction

Variables	N=170					
	Satisfy		Barely satisfy		Unsatisfied	
	F	%	F	%	F	%
Gender						
Male	16	34.8	26	56.5	4	8.7
Female	60	48.4	62	50.0	2	1.6
X ² = 6.434 P. value= 0.035 Significant df= 2						

Table (9) demonstrates that there is a significant association between gender and overall student satisfaction regarding nursing program.

Table 10: Association between academic level and overall satisfaction

Variables	N=170					
	Satisfy		Barely satisfy		Unsatisfied	
	F	%	F	%	F	%
Academic level						
2 nd stage	27	45.8	30	50.8	2	3.4
3 rd stage	17	34.0	30	60.0	3	6.0
4 th stage	32	52.5	28	45.9	1	1.6
X ² = 4.672 P. Value = 0.330 Not significant df= 4						

Table (10) demonstrates that there is no significant association between students stage and overall student satisfaction regarding nursing program.

Discussion

The finding of the study performed by [9] also had obtained on a similar total of 170 participants and mostly agree with present finding, which they present that most individuals were female (88.8%), aged 24.9 years on average, most students were single (77.1%), did not work (73.5%), had their studies funded by their families (66.5%), and students who lived with their parents prevailed (40.6%).

Another study was carried out at College of Nursing- Jeddah, King Saud bin Abdul Aziz University present that the total number of participants in this study were 117 female student nurses; 86 (73.5%). Of the 150 questionnaires which were distributed to students, 117 (78%) returned appropriately completed questionnaires. The participants' age ranged from 19 to 28 [10].

Two studies conducted by Ansari (2002a, 2002b) examined the effects of academic background and demographics on student satisfaction at a university [11,12]. The findings suggested that participants with a diploma in nursing had higher satisfaction levels than the participants with a baccalaureate degree in nursing (BSN). In addition, the older participants had higher satisfaction levels than the traditional students who were less than 21 years old.

Conclusion

After analyzing the findings of our study, it concludes that most frequent age group between 18-22 years (91.2 %), the majority of them female (72,9 %) and the rest of them were male (27,1).

The findings of the study revealed that students' satisfaction with a nursing program was neutral. The overall student's satisfaction level more than half (51.76) of the study participants had barely satisfy regarding college program. The study gets the attention to the many positive as well as negative aspects of the clinical experience of the nursing students at the college, and the need to rethink clinical skills training in nursing education. In another the students were mildly satisfied with the college environmental resources and support.

Finally the study found that a curriculum relevant to clinical practice, with high academic and pedagogic quality of the faculty, and positive psychosocial interaction are essential components in enhancing student satisfaction with their education.

Teachers who are friendly and supportive toward their students may assist students in feeling that they belong or are cared for while also increasing student satisfaction. Teachers who take the time to have quality individual interactions with their students also increase the student's sense of a supportive environment, as well as satisfaction. Students also view teachers who use diverse and best teaching practices that help foster collaboration as being supportive, and show increased levels of satisfaction [13].

Kabanya C N1, et al., (2017) focus upon that Faculty team also follows up the students in clinical areas and receives reports about the student performance in the clinical areas [14]. This study showed that students were satisfied with commitment of clinical supervisor's, availability of clinical cases (patients and clients), and objectivity of clinical assessments.

Recommendation

1. Higher education is going through a series of changes which force it to acclimate to the demands and needs of current society, for which reason the academic field must be adapted to the needs of the university population.
2. Universities have the responsibility of preparing alumni to carry out their professional roles according to the requirements of the work field.
3. Encourage evidence-based practice starting at the initial Health Science classes until the culmination of the academic degree.
4. Train Nursing faculty members the face-to-face workshops

on the use of the most commonly used technological tools by Nursing students and how to integrate these tools in classes as part of teaching strategies.

5. Establish a list of minimum skills for information and communication competencies within Nursing. This will help Nursing alumni in their immersion to the workforce, which requires a base amount of technical language know-how.
6. Develop a guide for information search based on the competencies of the Nursing program for health sciences professors.
7. There is need to carry out further research to determine whether satisfaction with the teaching and learning process translates into better performance in nursing practice after graduation.
8. Educationalists had agreed upon the importance, complexity and yet insufficiency of research on students' satisfaction.
9. A collaboration between higher education and health care sectors to make the clinical learning environment best meet the needs of undergraduate nursing students. This collaboration should aim to establish creative models for clinical education which take into account current health and education so reforms.

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