

## SATISFACTION OF NURSING LEARNERS WITH TRAINING ACTIVITIES OF HANOI OBSTETRICS AND GYNECOLOGY HOSPITAL IN 2022

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### ABSTRACT

**Objective:** To describe the satisfaction of nursing learners with training activities of Hanoi Obstetrics and Gynecology Hospital. **Methods:** A cross-sectional descriptive study was conducted on 199 subjects who were trained at Hanoi Obstetrics and Gynecology Hospital. They are at diploma, bachelor, and master nursing levels and worked as healthcare providers at health facilities. The questionnaire with 5 points Likert scale was used to collect data from February 2022 to May 2022. **Results:** The mean of overall satisfaction with training activities was 3.9 compared with 5 – maximum value, in which learners show the highest satisfaction with the course about ethics, manners, and personality (3.97) and at least the course about meeting personal expectations (3.84). The mean of the components of satisfaction was as follows training program (3.92), lecturer (3.870), assessment of learning process (3.99), and learning environment (3.87). **Conclusion:** The satisfaction of nursing learners with the training activities of Hanoi Obstetrics and Gynecology Hospital is quite high (3.95), and the mean of each component is not asymptotic at level 5 (completely satisfied). In this respect, improving the quality of training is important to promote the satisfaction of nursing learners in particular and learners in general.

**Keywords:** Satisfaction, nursing, training, Hanoi Obstetrics and Gynecology Hospital.

### 1. INTRODUCTION

The changing medical environment, with complex technology and increasing patient needs, requires nurses to have extensive knowledge and specialized skills. Therefore, to provide high-quality nursing services, it is necessary to learn about teaching and learning in a clinical setting to make appropriate adjustments to the program as well as to implement training [1]. Clinical practice is a fundamental link for learners to acquire clinical competence.

Through clinical practice, nursing students/trainees (collectively, learners) become proficient in using their knowledge, skills, and attitudes to make nursing diagnoses and solve problems in real work [2].

Learner engagement and awareness are considered key factors in assessing the quality of educational programs [3], as improving the learner experience in the clinical learning environment can improve learning outcomes and contribute to high-quality nursing care [4]. For this reason, it is essential to assess how satisfied nursing

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learners are with training in a clinical setting based on their own experiences. Although the learners' vision is not complete and comprehensive, their perspectives and perceptions serve as indicators of improvement, allowing the design of educational programs by actual and their economy [5].

Student satisfaction is assessed through factors such as facilities, teaching staff, teaching methods, environment, enrollment, and support services [5]. Some authors describe student satisfaction as a subjective assessment of various educational-related outcomes and experiences [6]. Student satisfaction has also been identified as an important indicator that students enjoy learning and as an evaluative component in the assessment of learning outcomes [4],[5]. Up to now, there have been many studies about the satisfaction of nursing learners with the training activities of educational institutions [5],[6],[7]. However, there is a lack of data about t satisfaction of nursing learners with training activities of healthcare facilities.

Hanoi Obstetrics and Gynecology Hospital is a medical examination and treatment facility and a clinical practice facility of many colleges and universities. The hospital has diverse training activities with different courses. But up to now, information about learners' satisfaction with training activities is lacking. The research question is what is perceived of learners about the clinical teaching process? What needs to be improved to enhance training efficiency and student satisfaction in general and nursing students in particular? To answer the above questions, we conducted this study with the objective: *“To describe the satisfaction of nursing learners with*

*training activities of Hanoi Obstetrics and Gynecology Hospital”*.

## 2. RESEARCH METHODS

### 2.1. Subjects and period of the study

The research subjects are nursing learners studying at Hanoi Obstetrics and Gynecology Hospital. All nursing learners were invited to participate in the study and had access to basic information such as the design, aims, significance of the study, and their rights to participate. The anonymity of the participants was maintained throughout the study. They were given written informed consent before enrollment in the study. The cross-sectional descriptive study was conducted on 199 learners who met the research criteria from December 2021 to June 2022. In which the data collection period was from February 2022 to May 2022.

### 2.2. Research instrument

The questionnaire was developed based on the ISO:9001 process questionnaire of Hanoi Obstetrics and Gynecology Hospital and Students' Evaluations of Educational Quality Instrument-SEEQ) [8]. 22 items of the questionnaire were divided into 5 parts. Each question was rated on a 5-Likert scale ranging from completely dissatisfied (1) to completely satisfied (5). The way to determine the cut-off point of the scales used in this study has not been mentioned, besides, the guidelines on determining the cut-off point of the Likert scale are not clear. In this study, we propose the classification of the component and total scale as follows: the higher the mean score, the higher the satisfaction level. The instrument used for the study was originally in English and translated into Vietnamese according

to WHO guidelines. A pilot study was conducted on 30 nursing learners to assess the reliability of the questionnaire.

**Table 1. Information about the scale used in the study**

Subscale	Items	Point range	Cronbach' Alpha coefficient
Training program	05	5 - 25	0.87
Instructor	05	5 - 25	0.91
Evaluation of the training process	04	4 - 20	0.84
Training environment	05	5 - 25	0.88
Overall satisfied with the course	03	3 - 15	0.65

### 3. RESULTS

**Table 2. Learners' satisfaction with the training program (n = 199)**

No	Training program (CT)	Min	Max	Mean	SD
CT1	Methods and criteria for assessing the training process	2	5	3.98	0.514
CT2	The method of organizing training is reasonable and scientific	2	5	3.97	0.568
CT3	Course materials are provided fully and reasonably	2	5	3.90	0.572
CT4	The length of training (both theory and practice) is appropriate	2	5	3.89	0.563
CT5	The syllabus and training plan of the program is very complete and clear	2	5	3.88	0.522

Learners are most satisfied with the method and criteria for evaluating the training process. The lowest satisfaction content is the syllabus and training plan.

### 2.3. Data collection methods

Learners who meet the selection criteria were invited to participate in the study and explained the purpose of the study. Learners who agreed to participate in the study were interviewed directly to collect research information.

### 2.4. Data analysis

Data were analyzed using SPSS software version 20.0. Descriptive statistics including mean, and standard deviation were used to describe the variables of the study.

### 2.5. Research ethics

The research proposal was approved by the Ethical Council in Biomedical Research of the Nam Dinh University of Nursing under Certificate No. 472/GCN-HĐĐ, March 3, 2022, and approved by Hanoi Obstetrics and Gynecology Hospital. The implementation process ensures compliance with the ethical principles outlined in the Declaration of Helsinki of 1975, as amended in 2000.

**Table 3. Learner's Satisfaction with instructor (n = 199)**

No	Instructor (GV)	Min	Max	Mean	SD
GV1	Instructors are always friendly, willing to share experiences with learners	2	5	4.00	0.559
GV2	Instructors have extensive and up-to-date course knowledge	3	5	3.92	0.361
GV3	Instructors always encourage learners to actively participate in activities in the class	2	5	3.83	0.492
GV4	Instructors always strictly follow class time and effectively use class time	2	5	3.81	0.5
GV5	Instructors' training method is clear and easy to understand	2	5	3.80	0.542

Learners are very satisfied with the friendliness and willingness to share the experiences of the instructors. However, learners were the least satisfied with the instructors' training method.

**Table 4. Learners' satisfaction with evaluating the training process (n = 199)**

No	Evaluate the training process (DG)	Min	Max	Mean	SD
DG1	Feedback on examinations helps learners improve learning outcomes	3	5	4.08	0.534
DG2	The content of the examinations can be evaluated the competencies of learners	3	5	4.02	0.485
DG3	Learning outcomes are evaluated in many ways suitable to the characteristics of each learning content	3	5	3.95	3.95
DG4	Assignments are reasonable, promoting the self-study of learners	3	5	3.94	3.94

Learners show the highest level of satisfaction with the feedback on examinations helps learners improve learning outcomes, the lowest is the suitability of the assignments is reasonable, promoting self-study of learners.

**Table 5. Learners' satisfaction about the Clinical Practice Environment (n = 199)**

No	Training environment (MT)	Min	Max	Mean	SD
MT1	The hospital's environment creates favorable conditions for learners' study and activities.	2	5	3.95	0.547
MT2	The number of patients and disease patterns meet the needs of clinical teaching and learning.	2	5	3.90	0.544

No	Training environment (MT)	Min	Max	Mean	SD
MT3	The classrooms meet the needs of seating, light, and sound and are suitable for teaching and learning	3	5	3.89	0.583
MT4	The hospital's facilities (lecture halls, equipment, storage places, and learning facilities) meet the needs of learners and learners.	2	5	3.80	0.594
MT5	Food and beverage services (canteens) of the hospital are suitable for the needs of learners and learners.	3	5	3.80	0.536

Learners were most satisfied with the hospital's environment. Learners expressed low satisfaction with canteen services at the hospital.

**Table 6. Learners' overall satisfaction with the course (n = 199)**

No	Overall Satisfaction (HL)	Min	Max	Mean	SD
HL1	The course helps me practice ethics, manners, and personality	3	5	3.97	0.384
HL2	My clinical knowledge and skills have improved markedly after the course	3	5	3.90	0.395
HL3	The course met my expectations	2	5	3.84	0.493

The majority of learners are satisfied with the course. They believe that the course has helped them train in ethics, behavior, and personality as well as clinical knowledge and skills.

#### 4. DISCUSSION

The results showed that the learners had high overall satisfaction with the course at Hanoi Obstetrics and Gynecology Hospital. Specifically, the majority of learners are satisfied with the course when they think that the course has helped them practice ethics (3.97), secondly, that the learners' clinical knowledge and skills have been clearly improved significantly after the course (3.9), and finally the course met learners' expectations (3.84). However, Hanoi Obstetrics and Gynecology Hospital needs to continue to make improvements in training activities to meet the new needs of students and affirm its position in the training of medical personnel specialized

in Obstetrics and Gynecology. The findings are similar to the results of Vu Thi Hang et al., according to which the satisfaction of learners with the training service of the Thai Nguyen University of Medicine and Pharmacy is at a high level [7]. Moraros' study in 2013, to evaluate student feedback on the flipped classroom model, involved 67 master's students in an epidemiology class. The results showed that 80% of students find the flipped classroom model somewhat effective or very effective (mean = 4.1/5.0), with more than 80% of students satisfied with the quality of courses [9]. According to a study conducted on nursing students about simulation practice using an SSE scale with a 5-point Likert scale at the Nam Dinh University of Nursing, 88% of students

were very satisfied, 11.5% of students are satisfied and only 0.5% of students are not satisfied. The overall satisfaction is 4.13 [10].

The training program is the most important factor, throughout, contributing to the improvement of training quality, and is a mandatory requirement for training activities. The training program includes the following elements: training plan, evaluation criteria, training organization, course materials, length of study, and syllabus [1], [5]. The results showed that the mean of the satisfaction factors about the "Training program" is from 3.88 to 3.98. Thus, there is not a high level of satisfaction among learners with the training program. Which learners are most satisfied with the methods and criteria for evaluating the learning process (3.98); followed by satisfaction with the method of organizing training (3.97) and the lowest is the satisfaction of learners with the syllabus and training plan (3.88). So, it is necessary to develop a training program by actual needs and improve applicability. Hanoi Obstetrics and Gynecology Hospital needs to reduce theoretical teaching time, and increase research and practice time for each course. Developing a syllabus for each module to the needs and goals of the course. In addition, it is necessary to provide full course materials for learners. This is one of the tools to evaluate the quality of training, on the one hand, to ensure that the training program is properly planned. On the other hand, it helps students to have a specific learning plan and to be proactive and active in learning.

An instructor is a person who teaches, communicates with students in the classroom, and manages the course and learners in class. The instructor plays a leading role in

the learners' satisfaction with the course. Learners highly appreciated the friendliness and willingness to share the experiences of the lecturers (4.0). However, learners did not appreciate the training method of the instructor (3.80). 82.5% of students strongly agree that instructors are related to students' satisfaction [10]. The results of this study are similar to the findings of Brett Williams, and Simon Dusek with a mean score of 4.01 - 4.29 [11]. So, the Instructor is an important person in training. The instructors help the students to summarize the problems, providing sufficient information, and the objectives of the lesson. The instructors are enthusiastic, attract students, provide sufficient information, and help students identify the problems that can and cannot be done. Therefore, learners can experience situations confidently and have confidence truly capable.

The results showed that learners have high satisfaction with "Evaluating the learning process". Which, mean of the satisfaction factors is from 3.94 to 4.08. Learners show the highest level of satisfaction with the feedback on examinations helps them improve learning outcomes (4.08). Our research results are similar to the research results of Lee S.H [1], which showed that students want publicity and quick feedback on examination scores. So that, learners can be easily changed to improve learning outcomes. the lowest is the suitability of the assignments is reasonable, promoting self-study of learners (3.94). The instructors need to adjust the assignments to suit the needs of the learners.

Facilities play an important role in the quality of education and training and are considered one of the factors affecting the quality of learning. It plays an active role



in improving the quality of teaching and learning [3]. Learners highly appreciated the hospital's disease model in meeting learning needs (3.90) as well as the hospital's environment (3.95). This is an advantage in attracting learners to register for courses here. Learners expressed low satisfaction with the canteen services at the hospital (3.80) and the facilities of the hospital (lecture halls, equipment, storage places, and learning facilities) (3.80). It means that learners are not satisfied with the facilities of Hanoi Obstetrics and Gynecology Hospital. This result can be explained because of the location of the hospital. The hospital is located in the center of Hanoi city so the costs are often expensive and limited space.

The study has described the reality of learners' satisfaction with training activities at Hanoi Obstetrics and Gynecology Hospital. However, this study still has some limitations such as not classifying the level of student satisfaction with training activities, and evaluating of learning process between visiting instructors and instructors at Hanoi Obstetrics and Gynecology Hospital.

## 5. CONCLUSION

The majority of learners have high overall satisfaction with training activities at Hanoi Obstetrics and Gynecology Hospital. Learners believe that: (i) the course has helped them practice ethics (3.97); (ii) learners' clinical knowledge and skills have improved significantly after the course (3.9); and (iii) the course meets learners' expectations (3.84). the mean of each component is not asymptotic at level 5 (completely satisfied). Therefore, Hanoi Obstetrics and Gynecology Hospital needs to continue to improve the quality of training to enhance student satisfaction.

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