



## Nursing Student's Satisfaction on Curriculum: Bachelor of Science in nursing program

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**Abstract: Background:** nursing student's satisfaction is considered as one of the important yardstick to measure any academic program outcome and its success. Therefore, in any higher educational institutions, ongoing evaluation of any programs and the student's satisfaction will positively affect the overall development of the students. Opportunities should be given to the students to share their opinion and it will help the faculty to modify or reform the curriculum according to the higher education standards thereby it directly maintains the pedagogic quality in nursing profession. **Aim & Design:** The aim of the study was to assess the satisfaction level among fourth year nursing students towards the BSN curriculum in college of health sciences. A **descriptive cross-sectional design** was used to conduct this study. **Setting:** Study was conducted at College of Health Sciences in Bahrain. **Sample:** Purposive sampling technique. **Tools:** Nursing Student Satisfaction Scale (NSSS) was used to obtain data on 6-point Likert scale. **Results:** The overall mean score of 80.88(19.1) revealed that the students were adequately satisfied with the curriculum & teaching aspects. The physical environment and infrastructure gained a maximum mean score of 70.1(25.3). In regard to professional social interaction, the overall mean score was 77.1 (25.4). There was a significant association between age and curriculum & teaching at the level of  $p < 0.05$ . **Conclusion:** Nursing students satisfaction towards nursing curriculum is an important yardstick to measure the level of satisfaction in terms of curriculum, teaching, professional interaction and learning environment.

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**Key words:** Nursing students, satisfaction, Nursing, curriculum

### 1. Introduction

The majority of higher educational institutions constantly reviewing quality process and other activities to review and evaluate their educational programs in terms of various assessments & evaluation, number of graduates and their placements in various organizations (Chen, Farmer, & Wayman, 2012). Thus, the valuable insight and perception of the student is considered as an important indicator in the quality assessment for the enhancement of the curriculum (Weirs-Jenssen, Stensaker, and Groggaard, 2002). In fact, nursing student's satisfaction is considered as one of the important yardstick to measure any academic program outcome and its success. Therefore, in any higher educational institutions, ongoing evaluation of any programs and the student's satisfaction will positively affect the overall development of the students (Brown & Marshall, 2008).

Kantek and Kazanci (2012) revealed the importance of assessing the students satisfaction and their feedback to update or to modify the existing

curriculum which fits best to the students expectation and meet their needs according to the higher education institutions standards. accreditation policy and standards. Student's satisfaction level is important to mould the quality of education and the academic institutional standards to compete with international standards and even to obtain accreditation for higher education academic institutions.

Satisfaction is defined as the psychological state, which results from confirmation or disconfirmations of expectations with reality (Liu, & Wang, 2007). Still, there is no clear understanding on defining the satisfaction level of the student and complexity of its nature, assessment and evaluation of curriculum, student satisfaction level are inseparable part of education. Furthermore, it must be acknowledged by college administrators due to the increased competitiveness between academic institutions had raised the importance of conducting ongoing research to measure the student satisfaction level. (Elliott &

Shin, 2002). Faculties had agreed upon the significance, complexity and lack of research on students' satisfaction (Belyukova & Fox, 2002).

Student's feedback on the teaching methods, design of the curriculum as a key source of outcome measures to enhance the teaching methods, continuous professional development for teachers, creating positive environment for the students (Hessler & Humphreys, 2008; Salamonson, Halcomb, Andrew, Peters, & Jackson, 2010).

Studies addressed that student satisfaction influences positively and significantly by certain factors such as student's demographic characteristics, students engagement in community services, utilization of campus facilities, faculty teaching style and different methods, learning activities, social and academic integration and the importance of education (Liegler, 1997).

Therefore, student satisfaction must be continuously assessed to explore the emerging academic needs of the students and prepare them to become competent professionals in the future; therefore, to maintain the students high level of satisfaction, educational institutions should strive for highest quality standards to attract, retain and maintain the quality education as well as satisfying the educational customers. (Douglas, Douglas, & Barnes, 2006).

#### **Justification of the study**

The proven research evidences revealed as there should be some provision and need assessment to explore the students needs and their satisfaction to meet their expectation as one of their academic accountability (Appleton-Knapp & Krentler, 2006). In Bahrain, the nursing education started in 1959 as a small school of nursing in order to train nurses locally. In 1979 College of Health Sciences had been established to educate and train health professional in nursing field. However, within Bahrain, no studies have been conducted on Bachelor of Science in Nursing (BSN) student's satisfaction with the nursing curriculum, faculty, social interaction, and environment. Assessing the nursing students' satisfaction on nursing curriculum may help the nursing educators and administrators to improve the nursing education program.

#### **Aim of the study**

The aim of the study was to assess the satisfaction level among fourth year nursing students towards the BSN curriculum in college of health sciences.

#### **Research questions**

1- What is the satisfaction level among fourth year nursing students towards the BSN curriculum?

2- What is the relationship between the satisfaction level among fourth year nursing students with the BSN curriculum with their demographic data?

## **2. Methods**

### **Design:**

A descriptive cross-sectional design was used to conduct this study

### **Setting:**

College of health and Sports sciences in Bahrain.

### **Sample:**

Purposive sampling technique was adopted.

### **Size:**

The study targeted fourth year BSN student, hundred fifty questionnaires were distributed, 121 students responded, a response rate of 80.6%. No inclusion or exclusion criteria were set except being enrolled in fourth year BSN program.

### **Data collection tool**

Nursing Student Satisfaction Scale (NSSS) was used to obtain data on student satisfaction with BSN program. The questionnaire has two parts; the first part was for student's demographic characteristics such as age, gender, marital status, and cumulative GPA. The second part has 29 items grouped into 3 subscales: curriculum and teaching, professional social interaction, and finally environment (Chen, & Lo, 2012).

Questionnaire was rated on 6-point Likert scale: 1= Not satisfied at all, 2= Not very satisfied, 3= somewhat dissatisfied, 4= Somewhat Satisfied, 5= Satisfied and 6= very satisfied. The scores of the items were summed-up and averaged by dividing by the number of items. Means, standard deviations, and medians and quartiles were computed. The reliability of the attitude scale was tested in a pilot study conducted on 15 students through assessing its internal consistency. It showed overall good level of reliability with Cronbach's Alpha Coefficient of  $r = 0.89$ . Cronbach's alpha reliability coefficients of each subscale were as follows: curriculum and teaching  $r=0.81$ , professional social interaction  $r=0.86$ , environment  $r= 0.84$ .

### **Procedure**

The researchers met with the students in groups, explained to them the purpose of the study and provided them with the instructions concerning the filling of the data collection form. Approximately 10-15 minutes were taken from each student to complete the questionnaire. The filled questionnaires were collected by the researchers and revised on-site to ensure completeness of the data. Data was collected over one month period.

### **Statistical analysis**

Data analysis was done using the statistical software SPSS version 20. Spearman rank correlation

test was used for the inter-relations among quantitative and ranked variables. Linear regression analysis was used to identify the factors independently influencing nurse's knowledge and attitude score. The level of statistical significance was set at  $p < 0.05$ .

#### **Ethical considerations**

An approval was obtained from the survey committee at University of Bahrain using appropriate channels. The researchers obtained an individual informed verbal consent to participate from each student after explaining to him/her the study aim. They were informed of their right to refuse or withdraw at any time no questions asked. Total anonymity and confidentiality were guaranteed, with reassurance that the collected information would be used only for research purposes.

### **3. Results**

#### **Sample characteristics**

The study enrolled (97 female students and 24 male students) as participants. Majority of them 107(88.4%) belonged to the age group of 20-23 years and the less percentage of 14 (11.6%) belonged to the age group of 24-27 years. In relation to marital status, most of them 72 (59.5%) were single and nearly half of them were married 49 (40.5%). When we assessed the students cumulative GPA score, the maximum score ranged from 2.5 to 2.9 with 46 (38%) and the least score ranged from 2.0 to 2.3 with 2.5%(3). (Figure1) Fig 1: Demographic Characteristics of the Participants.

#### **Curriculum and Teaching:**

In relation to curriculum and teaching assessment, majority of the students were highly satisfied with the mean score with the SD of 86.2 (17.4) in the area of "The nursing curriculum progressed logically from simple to complex concepts. The study participants obtained the highest mean score with the SD of 85.3 (17.0) in the area of "The nursing curriculum prepared me to become a professional nurse". Further study participants expressed in the component of "The course syllabi clearly described what was expected of me in each nursing course with the mean score & SD of 85(17.9). The statement of "Nursing curriculum was relevant to current nursing practice" the study participants scored the mean and SD value 80.3(20.8). And the majority of the participants gained the mean score and SD of 83.7(15.1) in the area of "The nursing curriculum helped me to improve my communication skills. The less mean score with SD 72.3(22.7) was obtained in the area of "The nursing faculty effectively used technology to enhance my learning. Nearly the same level of mean score with SD of 72.5(28.8) was achieved in the area of "The nursing faculty made an effort to make their topics interesting". The average

mean score with SD 81.3(19.3) & 81.4(15.1) was obtained in the area of "The nursing faculty were knowledgeable in the field of nursing & "The nursing curriculum enhanced my ability to solve problems when caring for patients" respectively. The students were highly satisfied in relation to nursing curriculum that progressed from simple to complex with the mean score of 86.2(17.4). (Table 1) Table 1. Nursing students satisfaction in relation to curriculum and Teaching.

#### **Professional & Social Interaction:**

In regard to professional aspects, high number of students with mean score of 82.5 with SD 18.3 were completely satisfied in the area of positive professional interactions with their nursing faculty & and felt trusted with their nursing faculty members. Major proportion of nursing students felt satisfied in the component of that the nursing faculty encouraged their students learning. The same level of satisfaction 41(33.9%) & 41(33.9%) was obtained in the area "Nursing faculties were positive role models of professional nursing" & "Nursing faculty were fair / unbiased in their assessment of my learning. Less number of students 35(28.9%) were satisfied in the area of respect given by the nursing staff in the clinical setting. The average number of 37(30.6%) students were satisfied in the area that they felt comfortable to ask questions to nursing faculty. (Table 2) Table 2. Nursing student's satisfaction in relation to professional & Social interaction.

#### **Learning Environment:**

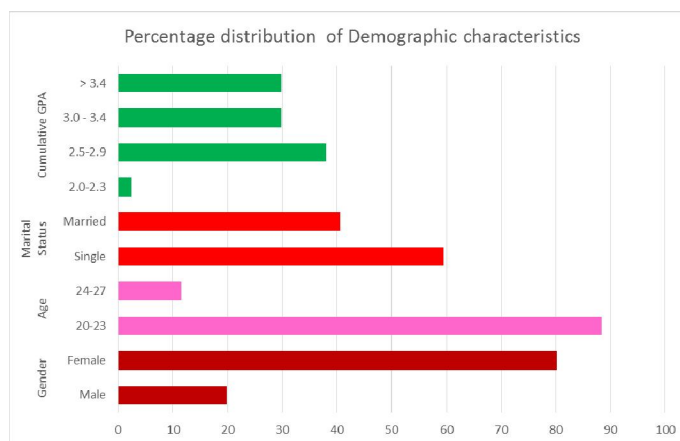
Though the results of the study show that there was an adequate satisfaction in the curriculum and social interaction, majority of the students were not satisfied with the infrastructure and the learning environment. Results revealed that the students were highly satisfied 38(31.4%) & 38(31.4) equally with the library resources and were adequate for their learning. And 44(36.4%) were satisfied in the area of physical environment of the classroom for their learning. The students were dissatisfied with the mean scores of 53.6 (SD 35.1) especially, infrastructure of the nursing lab, space available for practice in the lab, upgraded & sufficient equipment available in the nursing lab for their learning. (Table 3) Table3. Nursing student's satisfaction in relation to learning environment.

#### **Comparison of student's satisfaction with their background variables:**

For this comparison, gender, age, marital status & GPA scores were taken as background variables to associate with background variables. There was a significant association between age and curriculum & teaching at the level of  $p < 0.05$ . The other variables were not significantly associated with curriculum aspects. There was no any association between the background variables and professional, social

interaction. In the educational environment, there was a significant association between the age and environment & GPA score and environment with the

“p” value of  $p=0.000$  &  $p=0.008$  respectively and highly significant at the level of  $p<0.001$  level.



**Fig.1. Percentage distribution of demographic characteristics of participants**

**Table 1: Nursing students' satisfaction in relation to curriculum and Teaching (n=121)**

Components	1		2		3		4		5		6		Mean	SD
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%		
The nursing curriculum enhanced my ability to solve problems when caring for patients.	1	0.8	3	2.5	4	3.3	22	18.2	62	51.2	29	24.0	81.4	15.1
The nursing faculty were knowledgeable in their field.	2	1.7	3	2.5	7	5.8	19	15.7	55	45.5	35	28.9	81.3	19.3
The nursing curriculum helped me improve my communication skills.	2	1.7	1	0.8	2	1.7	21	17.4	56	46.3	39	32.2	83.7	15.1
The nursing curriculum prepared me to use the nursing process in my clinical practice.	1	0.8	3	2.5	5	4.1	14	11.6	55	45.5	43	35.5	84.2	16.6
The nursing faculty collaboratively worked with each other in their teaching.	2	1.7	5	4.1	8	6.6	34	28.1	42	34.7	30	24.8	77.4	21.9
I feel confident about my ability to practice in clinical settings as a result of the nursing curriculum.	1	0.8	3	2.5	7	5.8	12	9.9	51	42.1	47	38.8	84.4	18.0
The nursing faculty effectively used technology to enhance my learning.	3	2.5	8	6.6	12	9.9	34	28.1	50	41.3	14	11.6	72.3	22.7
I believe that the nursing curriculum has prepared me to take the NHRA exam.	3	2.5	4	3.3	5	4.1	34	28.1	52	43.0	23	19.0	77.1	20.0
The nursing faculty effectively explained essential concepts.	1	0.8	3	2.5	7	5.8	23	19.0	52	43.0	35	28.9	81.3	17.7
The nursing curriculum prepared me to become a professional nurse.	1	0.8	2	1.7	6	5.0	15	12.4	46	38.0	51	42.1	85.3	17.0
The nursing faculty made an effort to make their topics interesting.	4	3.3	9	7.4	17	14.0	24	19.8	45	37.2	22	18.2	72.5	28.8
The nursing curriculum was relevant to current nursing practice.	1	0.8	7	5.8	5	4.1	21	17.4	53	43.8	34	28.1	80.3	20.8
The course syllabi clearly described what was expected of me in each nursing course.	1	0.8	3	2.5	4	3.3	19	15.7	42	34.7	52	43.0	85.0	17.9
The nursing curriculum progressed logically from simple to complex concepts.	1	0.8	2	1.7	4	3.3	20	16.5	35	28.9	59	48.8	86.2	17.4

**Table 2. Nursing student's satisfaction in relation to professional & Social interaction (n=121)**

Components	1		2		3		4		5		6		Mean	SD
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%		
I was respected by the nursing faculty.	1	0.8	10	8.3	10	8.3	24	19.8	40	33.1	36	29.8	77.5	26.6
The nursing faculty were positive role models of professional nursing.	4	3.3	9	7.4	13	10.7	29	24.0	41	33.9	25	20.7	73.3	28.7
I was respected by the nursing staff in the clinical setting.	4	3.3	7	5.8	13	10.7	33	27.3	35	28.9	29	24.0	74.1	28.3
I felt comfortable asking questions of nursing faculty.	3	2.5	8	6.6	6	5.0	30	24.8	37	30.6	37	30.6	77.7	27.4
The nursing faculty encouraged my learning.	1	0.8	2	1.7	11	9.1	22	18.2	43	35.5	42	34.7	81.7	19.6
I had positive professional interactions with my nursing faculty.	3	2.5		0.0	4	3.3	27	22.3	46	38.0	41	33.9	82.5	18.3
I felt trusted by my nursing faculty.	1	0.8	6	5.0	10	8.3	22	18.2	46	38.0	36	29.8	79.5	22.4
The nursing faculty were fair/unbiased in their assessment of my learning.	7	5.8	4	3.3	10	8.3	33	27.3	41	33.9	26	21.5	74.1	29.2
The nursing faculty had reasonable expectations of my performance.	4	3.3	9	7.4	12	9.9	30	24.8	40	33.1	26	21.5	73.6	28.8

**Table 3. Nursing students satisfaction in relation to learning environment (n=121)**

Components	1		2		3		4		5		6		Mean	SD
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%		
The physical environment of the classroom was comfortable for my learning.	3	2.5	11	9.1	16	13.2	33	27.3	44	36.4	14	11.6	70.1	25.3
The equipment in the nursing lab was up to date.	10	8.3	18	14.9	23	19.0	35	28.9	28	23.1	7	5.8	60.2	30.9
The equipment in the nursing lab was in good repair.	7	5.8	19	15.7	30	24.8	30	24.8	27	22.3	8	6.6	60.3	29.2
There was sufficient equipment in the nursing lab for my learning	19	15.7	21	17.4	29	24.0	24	19.8	23	19.0	5	4.1	53.6	35.1
The nursing lab had sufficient space for my learning.	11	9.1	21	17.4	24	19.8	24	19.8	29	24.0	12	9.9	60.3	37.0
The library resources were adequate for my learning.	3	2.5	6	5.0	14	11.6	22	18.2	38	31.4	38	31.4	77.5	28.3

**Table 4. Comparison of student's satisfaction with their background variables (n=121)**

Curriculum and Teaching		Professional Social Interaction				Environment	
	Mean	SD	Mean	SD	Mean	SD	
<b>Gender</b>	Male	79.32	15.05	80.56	12.78	51.29	14.41
	Female	81.27	10.72	76.31	15.35	55.40	14.59
	<b>P-Value</b>	<b>0.553</b>		<b>0.213</b>		<b>0.218</b>	
<b>Age</b>	20-23	80.10	11.85	76.22	14.95	52.96	14.08
	24-27	87.45	8.26	85.19	13.14	68.13	12.47
	<b>P-Value</b>	<b>0.032</b>		<b>0.041</b>		<b>0.000</b>	
<b>Marital Status</b>	Single	81.15	11.02	77.39	15.12	54.86	14.72
	Married	80.49	12.65	76.80	14.78	54.18	14.54
	<b>P-Value</b>	<b>0.761</b>		<b>0.830</b>		<b>0.802</b>	
<b>GPA</b>	2.0-2.3	90.08	9.98	88.89	16.14	78.57	7.14
	2.5-2.9	82.69	11.10	76.45	16.26	56.94	14.79
	3.0-3.4	78.34	13.01	75.31	14.08	52.71	13.90
	> 3.4	80.36	10.71	78.91	13.84	51.46	13.51
	<b>P-Value</b>	<b>0.191</b>		<b>0.395</b>		<b>0.008</b>	
Total	80.88	11.66	77.15	14.93	54.58	14.59	



#### 4. Discussion

The present study revealed the nursing students satisfaction towards the nursing programme in terms of curriculum and teaching, professional & social interaction and learning environment. The similar components were studied by other authors stating that the Students satisfaction level in a nursing program is influenced by several components particularly curriculum structure, teaching methods, professional interaction, infrastructure and educational resources. These constructs are determining the educational standards at the university level (Hsiu-Chin Chen & Huan -Sheng Lo, 2015) and to step into a positive influence on the curriculum change and faculty development (Salamonson et al, 2010).

In curriculum and teaching aspect, the students were maximum satisfied with curriculum design, clear description of course syllabi and expected outcome from each course, Faculty knowledge, ability to integrate theory into practice, improved communication skills, mutual collaboration with faculty and student, increased confidence level to work at clinical settings. The overall mean score 80.88 with the SD of 19.1 revealed that the students were adequately satisfied with the curriculum & teaching aspects. These findings are consistent with other findings as student centered curriculum will positively influence the educational experience of the students and future practice in the nursing profession (Floyd, Lewis & Walker, 2010). Teaching and learning environment is mainly influenced by a faculty who really set a goal to achieve the higher level satisfaction by establishing trustworthiness, respect each other, student support, key influencer collaborator & supporter (Ojeda Flores & Navarro, 2011)

We found that the knowledge of the faculty in the nursing field influenced the level of satisfaction among nursing students. These findings were supported by Wiers- Jenssen et al. (2002) revealed that there is direct positive relationship between faculties intellectual capacity on the subject content and student's academic achievement.

In our study, the physical environment and infrastructure gained a maximum mean score of 70.1(25.3) and revealed that they are satisfied with the learning environment. These findings are supported by Wiers-Jenssen et al (2002) studied that the physical environment and classroom infrastructure have a positive influence on student's satisfaction.

In regard to professional social interaction, the overall mean score was 77.1 (25.4). The findings are also supported by Zafir & Nissim (2011) revealed as communication between students and teacher had greater impact on teaching and learning environment that contributes to student satisfaction. The

environmental factor that influenced nursing students level of satisfaction were teaching and learning material & resources and other related supportive services (Brown JF & Marshall B, (2008).

#### 5. Conclusion:

Nursing students satisfaction towards nursing curriculum is an important yardstick to measure the level of satisfaction in terms of curriculum, teaching, professional interaction and learning environment. Opportunities should be given to the students to share their opinion and it will help the faculty to modify or reform the curriculum according to the higher education standards thereby it directly maintains the pedagogic quality in nursing profession.

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