Original article
Satisfaction of Student Nurses on the Academic Services in the School of Nursing

Ejercito M. Balay-odao, Ivy May V. Marbella, Myrizza U. Capili,

Clinical Instructor, School of Nursing, University of Baguio, Baguio City, Philippines

*Corresponding author: cito_balayodao@yahoo.com

Abstract: Academic services are essential resources for student nurses in their studies. These services are institutional methods which include the structure, rules, and regulations in the provision of academic services. Instructional services are skills and tools to enhance the knowledge, skills and attitude of student nurses. School resources are provided to students to improve their knowledge, skills and attitude. The study determined the level of satisfaction of student nurses on the academic services in the school of nursing in terms of institutional method, instructional services, and school resources, the factors that influence the academic performance of student nurses, and the difference in the level of satisfaction of the student nurses on the academic services in the school of nursing when respondents are grouped according to gender and year level. The study utilized a descriptive-survey design involving 187, first year to fourth year Bachelor of Science in Nursing students. A self-made questionnaire was used as the data gathering tool in this study. The findings of the study showed that students are moderately satisfied with the academic services rendered in the school of nursing. Teachers' commitment and student time management influence student nurses' satisfaction on the academic services in the school of nursing. Furthermore, the findings showed that gender, and year level has no significant effect on the level of satisfaction of student nurses on the academic services in the school of nursing. The findings imply the need for a continuous innovation of the academic services in the school of nursing.

INTRODUCTION

Student satisfaction has been widely recognized as an indicator of the quality of academic services in a school of nursing (Ramos, Barlem, Silva da Silveira & Bprdignon, 2015). Academic services are important resources for student nurses in their studies. These services include the institutional methods, instructional services, and school resources. Institutional methods include structure, rules and regulations in the provision of academic services. Instructional services are skills and tools to enhance the knowledge, skills and attitude of student nurses. School resources are provided to students to improve their knowledge, skills, and attitude.

The quality of academic services which are rendered are related to student satisfaction. The components of the quality of academic services encompass the entire aspects involved in the implementation of teaching and learning. The concept of student satisfaction can be viewed as customer satisfaction because of the relationship between the administration and the student. The patronage and retention of students depend on the services offered by the University. Student satisfaction is the overall response not only to the learning experience of a student but as a student's assessment of the services provided by universities and colleges (Wiers-Jenssen, Stensaker, & Grogaard, 2002). Student satisfaction also involves meeting or exceeding the student's expectations of campus reality (Boylston & Jackson, 2008).

The determinants of satisfaction are undoubtedly multifactorial, and vary from person to person, as well as from institution to institution (Stoltenberg, 2011). Nevertheless, ensuring student satisfaction is an unavoidable component in the school of nursing that will ensure attracting and retaining students and improving the reputation of the school. A study has proven that reviews, structure of the curriculum, social interactions, learning environment, and teaching strategies promote satisfaction in nursing education (Chen & Lo, 2015). In the learning environment, adequate lighting and ventilation, library facilities, skills laboratory, computer laboratory and availability of teaching/learning resources increase student satisfaction (Kabanya, Karani, & Mirie, 2017). Presence of adequate teaching materials including supplies and equipment enhances learning in nursing education and thereby, leads to student satisfaction.

Many student nurses claimed that a knowledgeable and skillful clinical instructor creates student achievement (Khleifat et al., 2006; Abboud et al., 2009; Abboud et al., 2010; Tarawneh et al., 2009; Al-Asoufi et al., 2017). This notion is affirmed of the findings of the study conducted by Douglas, Douglas and Barnes (2006) which showed that the quality of the teaching and learning will cause satisfaction or dissatisfaction. Also, prepared instructional materials affect students' learning experience and achievement. If these aspects are addressed, satisfaction level of students increase. According to Cawelti (2004), student achievement improved through positive behavioral reinforcement. Goals and modeling were the intent of the study. In academic improvement, teacher quality, class size and financial support were critical issues in educational organizations (Aung & Ye, 2016). Nowadays, outcome-based education is a new strategy to prepare a student as a life-long learner, critical thinker, problem solver, and provides broader understanding of nursing education (Schwarz & Cavener, 2018) and increase academic achievement of students. This academic improvement in nursing education is needed to provide satisfaction for students.

Many studies have addressed the issue of service quality and student satisfaction. The study of Hanaysha, Abdullah and Warokka (2011) showed that the positive contributor for student satisfaction on the services provided in a University are those services that exhibit tangibility, responsiveness, reliability, assurance, and empathy. The other benefit of highly satisfied students is that they engage in favorable word-of-mouth publicity (Poturak, 2014). Word-of-mouth recommendations from satisfied students lower the cost of attracting new students and in retaining existing students. Student endorsed their Universities because of their acquired knowledge and skills obtained through lectures, tutorials offered (Poturak, 2014) and these according to Douglas, Douglas and Barnes (2006) are the core services provided by the university.

On the other hand, Stoltenberg (2011) identified independent factors that affect student satisfaction based on services offered by universities. These include quality of teaching, student research facilities, library book collections and services, campus infrastructure, canteen facilities, space for group discussions, sport programs, ICT facilities, etc. Students' dissatisfaction with the undergraduate course process can negatively affect the education process. When students are dissatisfied with their education, their health, relationships, interest in learning may decrease, and educational gaps can also form between students at different schools (Ramos et al., 2015). Dissatisfied student nurses on the academic services perform less in the classroom and clinical area. Understanding the factors, the causes for satisfaction and dissatisfaction of a student nurse is significant. Numerous research studies have been conducted regarding student satisfaction but there were no studies which have focused on the level of satisfaction of student nurses at the University of Baguio. The scarcity of data on these aspects prompted researchers to conduct this study. This study is of relevance since nursing education combines both theory and practical knowledge and skills which makes learning somewhat complicated and challenging. The level of satisfaction of student nurses can be an important quality indicator concerning teaching and learning. One way to determine student satisfaction is to obtain student feedback.

Collecting feedback from student nurses will help identify the extent to which students were satisfied or not with the academic services provided for by the school of nursing. With this necessary changes and improvements could be made to ensure or improve student satisfaction. Again, understanding students' experiences and satisfaction is also important in order to provide and enrich their skills and make school of nursing education more student or customer centered. Results of the study could also serve as a diagnostic tool for universities to identify gaps and make improvements in programs and services offered to students in order to improve on their level of satisfaction.

Statement of the problem:

The study aimed to determine the level of satisfaction of student nurses on the academic services provided. Specifically, it sought to answers the following questions:
1. What is the level of satisfaction of the student nurses on the academic services in the school of nursing in terms of
A. Institutional method
B. Instructional services
C. School resources
1.1 Is there a significant difference in the level of satisfaction of the student nurses on the academic services in the school of nursing when respondent are grouped according to:
A. Gender
B. Year level
2. What are the factors that influence the academic performance of student?

METHODS
Research Design
The study utilized a descriptive survey design. Descriptive designs described relationships among variables (Burns, Gray, & Grove, 2007). The purpose of descriptive research is to observe,

describe, and document a phenomenon (Loiselle & Profetto-McGrath, 2007). The descriptive survey design was used to gain insights regarding the level of satisfaction of student nurses on the academic services provided in the school of nursing.

Locale and Population

The respondents of the study were 187 BSN students from first year to fourth year. The sample size was calculated using Yamane's formula, using the 5% margin of error. The BSN student respondents are those enrolled in their major nursing subjects, and are willing to participate in the study.

Data Gathering Instrument

A self-made questionnaire was used as the data gathering tool in this study. This questionnaire survey instrument was based from the student manual of the institution, the school of nursing manual and other related literature. The questionnaire is divided two parts. The first part consists of twenty-three (23) questions on academic services, sub-divided into three (3) concepts: institutional methods which have nine (9) questions, instructional services which have 11 questions and school resources which has three (3) questions. The second part consists of nine (9) questions for the factors that influence the academic performance of the student. The response of the students shall be along a 4-point Likert scale. The questionnaire was tested for its reliability. Cronbach alpha revealed a coefficient of .81 for the factors in student nurse's satisfaction and .91 for the satisfaction questions.

Data Gathering Process

The protocol was presented for review by the University Research Review Board for approval. Upon approval of Research ethics, a letter was presented to the Dean of the School of Nursing. The researchers then administered the questionnaire to the qualified respondents. The researchers explained the purpose or aim, process and benefits of the study before asking the respondents to sign the consent form. The consent form included the study goal, type of data, procedure, nature of commitment, respondent selection, potential risk, potential benefits, alternative compensation, confidentiality pledge, voluntary consent, and the right to withdraw and withhold information. After the respondents have completed the questionnaire, the researchers checked or scrutinized the questionnaire for missing data. After retrieval of data, it was tallied and tabulated.

Statistical Treatment

Upon retrieval of the questionnaires, data were tallied and tabulated using SPSS Version 22.0.0.0.

The level of satisfaction of the student nurses in the academic services in the school of nursing in terms of institutional method, instructional services and school resources, and the factors that influence the academic performance of student nurses were determined using mean values. To determine if there is a significant difference in the level of satisfaction of the student nurses on the academic services in the school of nursing when respondents are grouped according to gender and year level, unrelated *t-test* and *F-test* were employed, respectively

Ethical Consideration

The researchers also ensured that the respondents were able to understand the research project, and their role in the study before signing the consent form. The questionnaire was given when the respondent consents as a participant. It was explained to the participants that there is no risk involved in the study, and that their participation in this research gives them an opportunity to share knowledge and experience on the academic services provided in the school of nursing. The information that was collected from this research project was kept confidential and all their rights was respected. Also, the researcher informed the participants that information collected during the research will be put away and no-one but the researchers will be able to see it. Students who are below 18 years old were asked to sign the assent form.

RESULTS AND DISCUSSION

Level of satisfaction of Student nurses

Table 1 shows the findings of the study on the level of satisfaction of the student nurses as to institutional method, instructional services, and school resources.

As to the institutional method, the statement "quality of instruction on major field" has the highest mean (3.20), followed by the statement "explaining the learning objectives of the subject" with a mean of 3.14. Both statements show the quality of the support programs and services offered in the school of nursing which will be utilized by the students to make their educational experiences more meaningful and productive. Having quality education is one of the reasons why students enroll in a particular school. Also, the findings show a good management of the faculty in the school of nursing. According to Douglas, Douglas and Barnes (2006) a better relationship between the service providers (Lecturer) and the service receiver who are the students is important. This is further supported by Sohail and Shaikh (2002) which pointed out that the only determinant of student satisfaction is the good relationship between students and lecturer. The statement "class

schedule is convenient" has the lowest with a mean of 2.93. The finding of the study could be associated with the schedule of the theoretical guidelines and clinical experience of student nurses. Theoretical guidelines of student nurses are scheduled every Mondays, Tuesdays and Wednesdays, and the clinical experience is every Thursdays,

Fridays and Saturdays, or vice versa. This kind of schedule divides the focus of student nurses, and some may find it difficult to adjust. Over-all, the BSN students are moderately satisfied in terms of the institutional methods that are established.

In terms of instructional services, the statements "Ability of the faculty to help student to set goal" and "Competence of instructors in the delivery of lecture" have the highest mean of 3.25, interpreted as moderately satisfied. Helping the student nurses to develop their goal is a form of motivation for the students. If a student is motivated, he/she will perform well in his/her studies. The good performance of student shows their satisfaction level in the quality of education they are receiving in a school. The ability of the faculty to motivate students, help them to set their goal. This has an impact on their performance and their success. This creates a positive environment where people feel supported to reach their performance potential and feel valued, knowing that the organization wants to find a good fit for their abilities (Jayasuriya, 2004).

Table 1: Level of Satisfaction of the Student Nurses on the Academic Services in the School of Nursing

Academic services	Mean	I
Institutional method		
1.Explanation of the learning objectives of the subjects	3.14	MS
2.Class scheduled are convenient	2.93	MS
3.Policies and procedures in the SON	3.08	MS
4.Information of assessment criteria	3.05	MS
5.Quality of instruction in major field	3.20	MS
6.Assessment of student needs	2.94	MS
7.SON administrators' concern on individual success	3.06	MS
8.Timeliness in the release of assessment of results.	3.11	MS
Area mean	3.06	MS
Instructional services		
1.Ability of the faculty in providing an objective assessment of student's academic performance.	3.20	MS
2.Ability of the faculty in assessing student needs	3.05	MS
3.Ability of the faculty to meet the objective of the objective of the subject	3.18	MS
4.Appropriateness of the rubric/assessment criteria used in the lecture	3.18	MS
5.Ability of the faculty to help student set goals	3.25	MS
6.Relevant activities provided during the lecture	3.20	MS
7.Adequacy of instructional materials used by instructors	3.11	MS
8.Opportunity of instructor to give feedback on the academic performance of students	3.16	MS
9.Understanding the diversity of students	3.17	MS
10. Competence of instructors in the delivery of lecture	3.25	MS
11. Relevant group work session during the lecture	3.13	MS
Area Mean	3.17	MS
School resources		
1.Lighting of the classroom	3.21	MS
2.Emergency plan in the building	3.10	MS
3.Ventilation of the classroom	2.86	MS
4.Adequacy of chairs	2.65	MS
5.Adequacy of equipment (e.g ECG machine, suction apparatus, etc) used for nursing skills	2.75	MS
6.Available mannequin in the skills laboratory	3.06	MS
7.Appropriateness of the skills laboratory	3.03	MS
8.Adequacy of supplies (e.g gloves, NGT, etc.) used during return demonstration	2.91	MS
9.Adequacy of current printed books	2.67	MS
10. Availability of online and E-book	2.76	MS
11. Availability of current journals or articles (online)	2.76	MS
12. Availability of current journals or articles (printed)	2.76	MS
13. Availability of range of professional journals	2.88	MS
Area mean	3.09	MS
Over-all Mean	3.11	MS

I - Interpretation

1.00 - 1.75 D dissatisfied
1.76 - 2.50 SS slightly satisfied
2.51 – 3.25 MS moderately satisfied
3.26 – 4.00 VS   very satisfied

The lowest mean of 3.05 is for the statement "Ability of the faculty in assessing the student needs." The finding of the study could be associated with the poor relationship between the faculty and students as mentioned by some student nurses. The poor relationship of faculty and student affect the planning and implementation of learning activities. This notion could be one of the reasons why some students mentioned that they are involved in decision making in some areas concerning their learning. Faculty performance and students experience are important variables that influenced student's overall satisfaction. In the study of Ziaee, Ahmadinejab, and Morravedji, (2004), they mentioned that students who received effective meaningful academic coaching felt more satisfied. This implies that faculty and student relationship should be further enhanced to develop a conducive learning environment.

On the other hand, the statement "lighting of the classroom" has the highest mean of 3.21 under school resources. Good physical environment leads to student's satisfaction. This notion is supported by the study of Wells and Daunt (2011) mentioned that the physical environment of a higher educational institution could lead to student satisfaction as an outcome. Also, Sojkin et al. (2012) identified that educational facilities are among the key determinants of student satisfaction in higher education.

The statement "emergency plan in the building" has the second highest mean of 3.10. The researchers included the concept on safety for two main reasons. One of the reasons why student nurses enroll in a school is Safety and Security. In the school building, an emergency plan is found in every floor of the building which serves as a precaution and guide to students during an emergency situation. Campus safety and security has been addressed in the literature considered by some researchers as of greater student concern (Zis, 2002). Manzo (2001) explained the importance of institutions taking a proactive position concerning safety and security on the college campus.

The lowest mean values were for the statements "adequacy of current printed books" and "adequacy of chairs" with mean values of 2.67 and 2.65, respectively. Student nurses identified these two statements which could be factors or reasons that may contribute to dissatisfaction. These constraints limit the chances of student success. Chairs and books were very important to the student nurses as they study, since these materials may influence students to learn more. Books will be used to enhanced student nurse's knowledge and learn things beyond what they have learnt in daily classrooms. Chairs are needed to provide comfort of student during their lecture.   According to Umameh (2013) inadequate educational facilities may contribute to poor performance and dissatisfaction of student. This finding brought to light the need to provide the needed basic facilities, which makes the environment favorable for learning and academic accomplishment. As stated in Abraham Maslow's hierarchy of needs (Saddock, Sadock, & Ruiz, 2014), students need to feel safe and secure in their environment. One way to provide safety and security for student nurses is by providing their basic needs like adequacy of current printed books and chairs. If student nurses are not satisfied with the availability of resources, student are not safe and secured.   With this existing problem, student nurses can't focus on higher-level needs of intellectual achievement in which the desire or enthusiasm to learn decreases as they mentioned.

Upon closer look on the findings of the study, instructional services obtained the highest over-all mean (3.17) in relation to the level of student nurses' satisfaction. Students perceived that the school provides experiences that promote a sense of campus pride and sense of belonging. This finding conformed to the results of the study of Eaton, Williams, and Green (2000) who found that students were highly satisfied with teaching standards, personnel support, and nursing programs. The lowest over-all mean is for institutional method with a mean of 3.06. Student nurses perceived that instructional materials used, physical facilities, and effectiveness of the faculty in and out of the classroom evaluation needs improvement. In this regard, Siadat, Shams, Homaie and Gharibi (2005) in their study concluded that undergraduate students are not satisfied at the University of Education in performance management and evaluation, administrative, and supervision.

Generally speaking, the level of satisfaction of student nurses on the academic services in the school of nursing is moderate (3.11). The overall findings of the study denote that the student nurses were moderately satisfied with the institutional method, instructional services, and school resources, implying that the quality of academic services in the School of Nursing was good. The academic services of the School of Nursing were able to fulfill their requirements however, the findings imply that School of Nursing should continue to improve the quality of academic services rendered to students vis-à-vis student-faculty interaction. Since, Umbach and Porter (2002) concur that while peer groups continue to be a primary source of student satisfaction,

interactions within academic departments with selected faculty members are also significant and

the strongest predictor of satisfaction is the helpful attitude of the professors.

Table 2: Level of Satisfaction of The Student Nurses on the Academic Services in the School of Nursing when Respondents are Grouped According to Gender

Academic Services	Gender					
	Male (n=39)			Female (n = 148)		
	mean	I	SD	mean	I	SD
Institutional method	3.34	VS	.576	3.57	VS	.040
Institutional services	309	MS	.495	3.19	MS	.037
School resources	2.72	MS	.619	2.91	MS	.045
Total mean	2.98	MS	.496	3.10	MS	.035
t(185) = -1.569, p > .05, failed to reject null hypothesis						

The moderate satisfaction of students on the academic services in the School of Nursing at University of Baguio implies further improvement. The finding implies the need to help involve the faculty and administrators to develop new images of classrooms and instruction. This notion involved a process that will require the same sort of flexibility of time, resources, support, and heighten the relationship of student nurses and faculty. Addressing this concern will help improve student satisfaction. Some studies suggest ways on how to strengthen student satisfaction. In the study of Crowell and Williams (2003), they state that actual use of educational technologies in the classroom greatly heightens in promoting differentiated teaching methods. Also, Glenn and Ryan (2004) assert that colleges that offer first-year seminar courses, such as an academic-socialization model based around an academic theme, garner greater cohesiveness between teachers and students.

Significant differences in the level of satisfaction of the student nurses on the academic services in the school of nursing

Gender
Table 2 shows that the responses from female students have a slightly higher mean value than male students. The findings could be associated with the misrepresented number of males in the study. It is very evident that the population of female respondents is higher than male respondents. This mismatch in the respondent population is normal in the school of nursing, since nursing is female dominant course. This perspective is supported by the study of Mortenson (2006) which states that men are disproportionately

represented at both ends of the achievement spectrum – the strongest and poorest performers. Although, there is a difference in the mean between male and female, it is found statistically that there is no significant difference on the perception of student nurses on the academic services in the School of Nursing according to their gender. This is evident by the p-value of -1.569 which is higher than p at .05 level. The finding of the study is supported by numerous studies which have been conducted to examine the level of satisfaction of student. Research studies like those of Witowski (2008), Ilias, Abu Hasan, Rahman, and Yosoa (2008), and Adas and Abushmais (2011) found no significant difference between male and female students regarding satisfaction on academic services.

Year Level
The analysis of the variance as shown in Table 3 revealed that year level has no significant effects on the level of satisfaction of the student nurses on the academic services in the school of nursing with p values of .384, >.05.

The lack of a significant difference in terms of year level among student nurses in relation to their level of satisfaction on the academic services is associated with the BSN curriculum. In every year level, different skills are required and developed which the academic services of the school of nursing tries to address. In developing the knowledge and skills needed by student nurses per year level, syllabi are developed and ensured that there are responsive to the learning needs of the students on the particular year level.

Table 3: Level of Satisfaction of the Student Nurses on the Academic Services in the School of Nursing when Respondents are Grouped According to Year Level

Academic Services	Year Level											
	First Year (n = 103)			Second Year (n = 25)			Third Year (n = 32)			Fourth Year (n = 27)		
	mean	I	SD	mean	I	SD	mean	I	SD	mean	I	SD
Institutional method	3.35	VS	.496	3.67	VS	.509	3.66	VS	.382	3.99	VS	.472
Institutional services	3.09	MS	.471	3.27	VS	.460	3.23	MS	.404	3.31	VS	.464
School resources	2.87	MS	.538	3.03	MS	.538	2.91	MS	.503	2.68	MS	.579
Total mean	3.10	MS	.448	3.32	VS	.449	3.27	VS	.336	3.29	VS	.414
F(3, 183) = 1.022, p = .384, > .05, failed to reject null hypothesis												

Similarly, a research work by Ahmed, Touama, and Rayan (2015) examined students' perspectives about nursing education and found that according to students the teaching methods were clear, the teachers showed positive attitudes toward supervision, and the content of the courses was comprehensive. The findings of the study contradict the results of Elasan and Keskin's research (2014), the showed that level of student satisfaction is associated with their year level. Since, as the education year increased, student satisfaction decreases, and this was explained by the higher unrealized expectations of those in advanced classes (Elasan and Keskin, 2014).

Factors that influence student nurse's academic performance
Table 4 shows the factors that influence student nurses' academic performance in the school of nursing. The number one factor that influences student satisfaction is teacher's commitment with a mean of 3.38, followed by time management of student with a mean of 3.36. The two statements pertain to dedication of both student and faculty. The collaborative effort between student and faculty is one of the factors that influence performance of individual students as well as the school in general. In the learning of the students, the commitment of the faculty is very influential. This notion is related to the position and referent power bases of the faculty like authority figure, a mentor, and role model to influence student's satisfaction. Schreiber and Shinn (2003) indicate that a teacher's attitude toward the school and toward the individual student has more of an influence on achievement and satisfaction than other institutional factors.

The least perceived factors that influence student performance is distance to and from the school.

This finding shows that the residential area of the student is not one of the factors to consider when they will study in the institution. This notion could be supported by the idea that Baguio City is the summer capital of the Philippines. The weather in the area is very conducive for learning. This finding supports the study of Afolayan, Bitrus, Onasonya, Babafemic and Agama (2013), in which environment had a low significant effect among other factors on academic satisfaction of students. On the other hand, the finding contradicts the findings of Adeyemo (2012), which found that there is a significant relationship between environment/location and academic satisfaction.

Conclusion and Recommendation
The research has shown that the level of satisfaction of student nurses on the academic services rendered in the school of nursing is satisfactory. Student and faculty factors are the most influential on the student nurses' performance. Furthermore, student nurses' satisfaction on academic services is not related to their gender and year level. The findings imply the need for a continuous innovation of the academic services in the school of nursing. The researchers recommend that faculty should further enhance their instructional method adopting appropriate technology in their lectures. Trainings should also be done on alternative methods in classroom management and supervisions. Faculty should further improve their relationship with the students by providing opportunities for tutorial services and enhance consultation hours by getting to know the individual learning needs of the students. Furthermore, Basic amenities should be provided in the school of nursing, such as additional classrooms and sufficient armchairs and library materials.

Table 4: Factors that Influence the Academic Performance of Student Nurses of the University of Baguio

Factors	Mean	I
1. Teacher's Commitment	3.38	VME
2. Time management of student	3.36	VME
3. Time use for teaching	3.35	VME
4. Teaching and learning methods	3.32	VME
5. Students Readiness	3.27	VME
6. Teaching and Learning environment	3.22	ME
7. Accessibility of Laboratory service	3.18	ME
8. Accessibility of library service	3.16	ME
9. Distance to and from the school	3.06	ME

I - Interpretation
1.00 – 1.75   NE no effect
1.76 – 2.50   SE with slightly effect
2.51 – 3.25   ME with moderate effect
3.26 -4.00   VME with very much effect

REFERENCES
Adas, D. & Abu Shmais, W. (2011). Students' perception towards blended learning environment using the Occ. An Najah University Journal for Research Humanities, 25(6), 1681-1710.

Adeyemo, S. A. (2012). The relationship among school environment, Student approaches to learning and their academic Achievement in senior secondary school.*International journal of Education 3(1).* Retrieved June 10, 2019, http://www.soeagra.com\ijert.htm.

Abboud, M. M., Saeed, H. A., Tarawneh, K. A., Khleifat, K. M., & Al Tarawneh, A. (2009). Copper uptake by Pseudomonas aeruginosa isolated from infected burn patients. *Current microbiology*, *59*(3), 282-287.

Abboud, M. M., Aljundi, I. H., Khleifat, K. M., & Dmour, S. (2010). Biodegradation kinetics and modeling of whey lactose by bacterial hemoglobin VHb-expressing Escherichia coli strain. *Biochemical Engineering Journal*, *48*(2), 166-172.

Afolayan, J. A., Bitrus, D., Onasonya, O. Babafemic, A., & Agama, J. A. (2013). "Relationship between anxiety and academic performance of nursing students, Niger Delta University, Bayelsa State, Nigeria. *Advances in Applied Research*, vol 4(5):25-33. Retrieved on June 10, 2019 from http://www.pelagiaresearchlibrary.com.

Ahmed M. Z., Touama H. & Rayan A. (2015) Students' perspectives about nursing education. American Journal of Educational Research 3(3):288-291.

Al-Asoufi, A., Khlaifat, A., Tarawneh, A., Alsharafa, K., Al-Limoun, M., & Khleifat, K. (2017). Bacterial quality of urinary tract infections in diabetic and non-diabetics of the population of Ma'an Province, Jordan. *Pakistan J Biol Sci*, *20*, 179-88.

Aung, J. S., & Ye, Y. (2016, August). *www.assumptionjournal.au.edu.* Retrieved from www.assumptionjournal.au.edu: http://www.assumptionjournal.au.edu/index.php/Scholar/article/download/2184/1533

Boylston, M., & Jackson , C. (2008). Adult student satisfaction in an an accelerated RN-to-BSN program: a follow-up study. *J Prof Nurs*, 285-295.

Burns, N., Gray, J., & Grove, S. (2007). *Understanding Nursing Research: Building an Evidence-Based Practice.* St. Louis Missouri: Elsevier Health Science.

Chen, H. C., & Lo, H. S. (2015). Nursing student satisfaction with an associate nursing program. *Nursing Education Perspectives* , 36:27-33.

Crowell, C. & Williams, J. (2003). Providing institutional support for educational technologies: A case study. *T H E Journal (Technological Horizons in Education), 21*, 114-26.

Douglas, J., Douglas, A. & Barnes, B. (2006), "Measuring student satisfaction at a UK university", *Quality assurance in education*, 14(3), 251-267.

Eaton N., Williams R. & Green B. (2000) Degree and diploma student nurse satisfaction levels. Nursing Standard 14:34-39.

Elasan S. & Keskin S. (2014) A research on satisfaction of Vocational Health Professions High School. Journal of Human Sciences 11:251-264.

Glenn, P. & Ryan, M. (2004). What do first-year students need most: Learning strategies instruction or academic socialization? *Journal of College Reading and Learning, 34,* 4-15.

Hakim, A. (2013). Student nursess' satisfaction. *International Journal of Nursing*, 1-8.

Hannaysha, J. R. M. Abdullah, H. H. & Warokka, A. (2011), "Service quality and students' satisfaction athigher learning institutions: The competing dimensions of Malaysian Universities' competitiveness",*Journal of Southewest Asian research,* IBIMA publication, Article ID 855931

Ilias, A. L., Abuttasan, H. F., Rahman, R. D., & Yosoa, M. R. (2008). Student satisfaction and service quality: Any differences in demographic factors? International Business Research, 1 (4), 131-143.

Jayasuriya, N. (2004). *Theories of Educational performance:* Retrieved on 22/3/2013 from http://www.criticalglobalisation.com/Issue3/127_138_interview_ _jcgs3.pdf/.

Kabanya, C. N., Karani, A. K., & Mirie, W. (2017). Determinants of Satisfaction with Training Process among Final Year Nursing Students at Kenya Medical Training College. *Kabanya C N. Biomed J Sci & Tech Res*.

Khleifat, K., Abboud, M., Al-Shamayleh, W., Jiries, A., & Tarawneh, K. (2006). Effect of chlorination treatment on gram negative bacterial composition of recycled wastewater. *Pak. J. Biol. Sci*, *9*, 1660-1668.

Loiselle, C., & Profetto-McGrath, J. (2007). *Canadian Essential of Nursing Research.* Philadelphia: Lippincott William & Wilkins.

Manzo, K. K. (2001). Crime Seen. *Community College Week, 13(2), 6-8.*

Mortenson, T. (2006, September). The State of American Manhood. Postsecondary Opportunity, 171.

Nursing Review. (2017, May 28). *http://nursingreview.co.nz.* Retrieved from http://nursingreview.co.nz: http://nursingreview.co.nz/filipino-nurses-our-fastest-growing-nursing-workforce/

Palmares, R. (2018, January 17). *www.xiliumhealth.com*. Retrieved from www.xiliumhealth.com:

hhttps://www.xiliumhealth.com/blog/nursing-education-philippines/

Poturak, M. (2014), "Private universities service quality and students satisfaction", *Global business and economics research journal*, 3(2), 33-49.

Ramos, A. M., Barlem, J. G., Lunardi, V. L., Barlem, A. S., Silva da Silveira, R., & Bordignon, S. (2015). *Satisfaction with academic experience among undergraduate nursing students.* Florianopolis, 24:187-195: Text Context Nursing.

Saddock, B. J., Sadock, V. A., & Ruiz, P. (2014). *Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 11th Edition.* Lippincott Williams & Wilkins.

Schreiber & Shinn, (2003). ERIC review: The impact of financial crises on access and support services in community colleges. *Community College Review, 31* (2), 73-79.

Schwarz, G., & Cavener, L. (2018, October 20). *webapp1.dlib.indiana.edu.* Retrieved from webapp1.dlib.indiana.edu: http://webapp1.dlib.indiana.edu/virtual_disk_library/index.cgi/4273355/FID1736/journals/enc2371/2371.htm

Siadat, A., Shams, B., homaie, R., & Gharibi, L. (2005). Satisfaction of Students and Faculty Members of Graduate Studies from Educational Services Management at Isfahan University of Medical Sciences. Iranian Journal of MedicalEducation, 5(2), 100-107.

Sohail. S, Jegatheesan. R and NorAzlin, (2-4 April 2002). Quality Practices in the Higher Education Sector: A Malaysian Case Study. 7th International Conference on ISO 9000 & TQM. Melbourne, Australia: RMIT.

Sojkin, B., Bartkowiak, P. and Skuza, A. (2012), "Determinants of higher education choicesand student satisfaction: the case of Poland", Higher Education, Vol. 63 No. 5, pp. 565-81

Stoltenberg, G. (2011, November). *www.duo.uio.no.* Retrieved from www.duo.uio.no: https://www.duo.uio.no/bitstream/handle/10852/30621/MYxTHESIS.pdf

Tarawneh, K. A., Al-Tawarah, N. M., Abdel-Ghani, A. H., Al-Majali, A. M., & Khleifat, K. M. (2009). Characterization of verotoxigenic Escherichia coli (VTEC) isolates from faeces of small ruminants and environmental samples in Southern Jordan. *Journal of basic microbiology*, *49*(3), 310-317.

Umameh, M. (2013). *Survey of students' poor performance in Mathematics in SSCE*: Retrieved on 06/9/2019 from http://www.academia.edu/2646236/Survey_ of_students_poor_performance in_Mathematics_in_SSCE.

Umbach, P. & Porter, S. (2002). How do academic departments impact student satisfaction? Understanding the contextual effect of departments. *Research in Higher Education 43*, (2), 209-234.

Wells, V. and Daunt, K. (2011), "Eduscape: an exploratory analysis of the physical Learning environment", Proceedings of the Academy of Marketing Annual Conference 2011,Liverpool, 5-7 July.

Wiers-Jenssen, Stensaker , & Grogaard. (2002). Student Satisfaction: Towards an empirical deconstruction of the concept. *Journal Quality of Higher Education*.

Witowski, L. (2008). The relationship between instructional delivery methods and students learning preferences; What contributes to students' satisfaction in an online learning environment? Ph.D Dissertation. Retrieved on June 11,2019 from http:/gradworks.umi.com3310726.pdf.

Ziaee V, Ahmadinejab Z, Morravedji AR, (2004) An evaluation on medical students' satisfaction with clinical education and its effective factors. Med Educ online 9(1): 4365.

Zis, S. (2002). Changing student characteristics: Implications for new student orientation. *Journal of College Orientation and Transition,* 10(1), 64-68.