SENIOR-YEAR NURSING STUDENTS REGARDING THEIR SATISFACTION TOWARD THE CURRICULUM OF BACHELOR OF NURSING SCIENCE PROGRAM, COLLEGE OF NURSING AND HEALTH, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract— To study students' satisfaction level toward the Curriculum of Bachelor of Nursing Science Program, College of Nursing and Health, Suan Sunandha Rajabhat University. A representative sample includes 103 senior-year nursing students who are the graduates of class of 2016 . Their responses to the satisfaction survey toward the curriculum of nursing science program were analyzed through a computer package software for mean values and standard deviations. The research found that the mean satisfaction score of all topics was "very satisfied" (the mean of 3.50-4.49). When looking at the top mean scores on each of the topics,: Topic on curriculum management and administration that shows purposes and objectives of student development (the mean of 4.22), Topic on the need of labor market and social that shows opportunities to secure job as available in a job market (the mean of 4.39), Topic on instructors regarding personality and dress code of the instructors (the mean of 4.36), Topic on activity supports that shows collaborative supports among teachers during activity participations (the mean of 4.38), Topic on teacher's advice that shows language communicated by student advisors (the mean of 4.34), Topic on lesson plans and teaching resources which includes teaching materials and handouts (the mean of 4.22), and the last topic on satisfaction of classrooms and laboratories (the mean of 4.06). These research findings show confidence in teaching management of the College of Nursing and Health, and can be used for improvement and development of classrooms and laboratories.

Keywords— The satisfaction ,Senior-Year Nursing Students in Nursing Science Program, College of Nursing and Health, Suan Sunandha Rajabhat University

I. INTRODUCTION

In order to produce undergraduate students into a nursing field to provide holistic nursing care for cultural-diverse clients at every age group and health condition in all level of health care institutions by using both science and art in nursing, the fundamental of such development actions is to have effective teaching-learning process using a competent curriculum of the nursing science program.

Thoughts and principles for a curriculum design used in College of Nursing and Health emphasize capability development of individuals, families and communities to be able to take care their own health conditions, focus on promoting good health and prevent potential health risks, focus on using English proficiency in career, and focus on continual using information technology for self-learning as well as managing students' learning processes, learning contents, and activities that fit their skills and interests. Moreover, the curriculum design also encourages learning from real-life experiences so that students are able to perform, to think, and to apply knowledge with ethic. Lastly, the curriculum tends to create awareness toward self-reliance and living happily in a cohesive society [1].

Curriculum evaluation involves a systematic approach to examine the finding whether the teaching curriculum of certain class holds value and is suitable or not. [2] Then, the information obtained earlier will be used for further improvement and development for a better curriculum. With all of the reasons above, the researchers would like to use "management-oriented evaluation" method that focuses on finding important information for management's decision to evaluate the curriculum. [3] When consider the CIPP evaluation model [4], this research emphasizes the evaluation of students' level of satisfaction toward the program from the following aspects: 1. Satisfaction toward curriculum management and administration 2. Satisfaction toward response to labor market and social needs 3. Satisfaction toward teachers, activity support and giving advice, and 4. Satisfaction toward teaching resources and facilities.

II. METHODS

A. Study design

This study used survey research design that launched questionnaires. The questionnaires were validated by three experts. The results of Index of Item Objective Congruence (IOC) were equal to 1 [5] and the survey launched in March 2016.

B. Participants

One hundred and eighteen students who are senior-year nursing students in graduated class of 2016 . There are 103 returned questionnaires (accounted for 87.29 percent of total graduates)

III. MEASUREMENT

A research tool used in this study to see satisfaction levels of senior-year nursing graduates toward the Nursing Science Program's curriculum is a five-point Likert-type rating scale (range 1-5, 1 meant least satisfied, 5 meant most satisfied)

Section 1: Satisfaction toward curriculum management and administration contains 6 questions as followed 1.1 program provides explicit student development plans 1.2 program provides student focused learning process involving analysis and synthesis thinking in lessons for understanding and applying in certain situation 1.3 program promotes student development according to their learning objectives 1.4 program arranges extracurricular activities 1.5 program specifies explicit purposes and objectives of student development 1.6 program provides constant governance and follow-up on student learning

Section 2: Satisfaction toward response to labor market and social needs contains 4 questions as followed 2.1 program delivers knowledge, skills and experiences for future career and living in society 2.2 program gives students opportunities to secure job as available in a job market 2.3 program delivers knowledge, skills and experiences that brings students' confidence before entering a job market 2.4 program equips students with capabilities that accepted and desired by a job market and social

Section 3: Satisfaction toward teachers, activity support and giving advice contains 9 questions as followed 3.1 ethics and morals of teachers 3.2 teacher acts as a role model 3.3 personality and dress code 3.4 working experiences of teachers 3.5 teachers' supports on activities 3.6 teachers provide opportunity for students to participate in school activities 3.7 provide sponsorship for activity arrangement 3.8 teachers' participations in activities 3.9 quality of advisors' discussion on problem solving and their language used when giving advise

Section 4: Satisfaction toward teaching resources and facilities contains 6 questions as followed 4.1 quality of instructional materials 4.2 computers and communication technology 4.3 class handouts 4.4 Readiness of classrooms and laboratories 4.5 suitability of the program assigning teachers to teach each subject 4.6 other school facilities

IV .DATA ANALYSIS

This study uses Descriptive Statistics to analyze data using mean and standard deviation and interpret data which is satisfaction level for each topic. The response scales are Completely Satisfied (mean score 4.50-5.00 from full score of 5), Very Satisfied (mean score 3.50-4.49), Somewhat Satisfied (mean score 2.50-3.49), Slightly Satisfied (mean score 1.50-2.49), Not at all Satisfied (mean score 1.00-1.49)

V. RESULTS

Section 1: Satisfaction toward curriculum management and administration: this section receives Very Satisfied level by ranking mean score achievement by topic as "program provides explicit student development plans" (mean score 4.31) followed by topic "program provides constant governance and follow-up on student learning" (mean score 4.28), topic "program specifies explicit purpose and an objective of student development" (mean score 4.22), topic "program promotes student development according to their learning objectives" and topic "program arranges extracurricular activities" (have the same mean score 4.21) and topic "program provides student focused learning process involving analysis and synthesis thinking in lessons for understanding and applying in certain situation" (mean score 4.20), respectively (Table 1)

Table 1: Mean and standard deviation (SD) of satisfaction toward curriculum management and administration, answered by 103 graduates

Curriculum Management and Administration	Scores		
	Mean	SD	Satisfaction Level
1. Program provides explicit student development plans	4.22	0.59	Very Satisfied
2. Program provides student focused learning process involving analysis and synthesis thinking in lessons for understanding and applying in certain situation	4.20	0.58	Very Satisfied
3. Program promotes student development according to their learning objectives	4.21	0.57	Very Satisfied
4. Program arranges extracurricular activities	4.21	0.55	Very Satisfied
5. Program specifies explicit purposes and objectives of student development	4.31	0.56	Very Satisfied
6. Program provides constant governance and follow-up on student learning	4.28	0.57	Very Satisfied

Section 2: Satisfaction toward response to labor market and social needs: this section receives Very Satisfied level by ranking mean score achievements from higher to lower respectively as followed: topic "program gives students opportunities to secure job as available in a job market" (mean score 4.39), topic "program delivers knowledge, skills and experiences for future career and living in society" (mean score 4.38), topic "program delivers knowledge, skills and experiences that brings students' confidence before entering a job market" and topic "program equips students with capabilities that accepted and desired by a job market and social" (have the same mean score 4.37), respectively (Table 2)

Table 2 Mean and standard deviation (SD) of satisfaction toward response to labor market and social needs, answered by 103 graduates

Response to labor market and social needs	Scores		
	Mean	SD	Satisfaction Level
1.Program delivers knowledge, skills and experiences for future career and living in society	4.38	0.59	Very Satisfied
2.Program gives students opportunities to secure job as available in a job market	4.39	0.58	Very Satisfied
3.Program delivers knowledge, skills and experiences that brings students' confidence before entering a job market	4.37	0.56	Very Satisfied
4.Program equips students with capabilities that accepted and desired by a job market and social	4.37	0.56	Very Satisfied

Section 3: Satisfaction toward teachers, activity support and giving advice: the result from this section receives Very Satisfied level for all topics. Ranking of mean score achievements from higher to lower are as followed: topic "teachers' personality and dress code" (mean score 4.36), topic "working experiences of teachers" (mean score 4.33), topic "ethics and morals of teachers" and topic "teacher acts as a role model" (received the same mean score 4.30), respectively.

For supports on student activities, mean score achievements from higher to lower are as followed: Topic "teachers' participations in activities" (mean score 4.38), topic "teachers provide opportunity for students to participate in school activities" (mean score 4.32), and topic "provide sponsorship for activity arrangements" (mean score 4.29), respectively

Regarding the aspect on giving advice to students, mean score of satisfaction level from higher to lower are as followed: Topic "language used when giving advice by teachers" (mean score 4.34), and topic "quality of advisors' discussion on problem solving model" (mean score 4.27), respectively (Table 3)

Section 4: Satisfaction toward teaching resources and facilities: the result from this section receives Very Satisfied level for all topics. Ranking of mean score achievements from higher to lower are as followed: topic "class handouts" (mean score 4.22), topic "suitability of the program assigning teachers to teach each subject" (mean score 4.21), topic "computers and communication technology" (mean score 4.11), topic "quality of instructional materials" (mean score 4.10), topic "other school facilities" (mean score 4.09), and topic "Readiness of classrooms and laboratories" (mean score 4.06), respectively (Table 4)

Table 3 Mean and standard deviation (SD) of satisfaction toward teachers, activity support and giving advice, answered by 103 graduates

Teachers, activity support and giving advice	Scores		
	Mean	SD	Satisfaction Level
1.Ethics and morals of teachers	4.30	0.56	Very Satisfied
2.Teacher acts as a role model	4.30	0.61	Very Satisfied
3.Teachers' personality and dress code	4.36	0.57	Very Satisfied
4. Working experiences of teachers	4.33	0.58	Very Satisfied
5. Teachers' supports on activities and opportunity provided for students to participate in school activities	4.32	0.55	Very Satisfied
6. Provide sponsorship for activity arrangements	4.29	0.64	Very Satisfied
7.Teachers' participations in activities	4.38	0.54	Very Satisfied
8.Quality of advisors' discussion on problem solving	4.27	0.60	Very Satisfied
9.Teachers' choice of language used when giving advice	4.34	0.53	Very Satisfied

Table 4 Mean and standard deviation (SD) of satisfaction toward teaching resources and facilities, answered by 103 graduates

Teaching resources and facilities	Scores		
	Mean	SD	Satisfaction Level
1. .Quality of instructional materials	4.10	0.60	Very Satisfied
2.Computers and communication technology	4.11	0.66	Very Satisfied
3.Class handouts	4.22	0.66	Very Satisfied
4.Readiness of classrooms and laboratories	4.06	0.76	Very Satisfied
5.Suitability of the program assigning teachers to teach each subject	4.21	0.62	Very Satisfied
6.Other school facilities	4.09	0.73	Very Satisfied

DISCUSSION & CONCLUSION

The survey results of senior-year nursing graduates in class of 2016 shows that students from such class were "very satisfied". Here are interesting points to highlight:

From the study, students were "very satisfied" with curriculum management and administration in all aspects asked in the questionnaires. Reasons to this finding derives from effort to specify explicit purposes and objectives of student development aiming not only to enhance students' knowledge and abilities but also to promote learning skills of 21st century by doing both inside and outside classrooms.[6] Examples of these activities were projects such as "Project to be a

qualified nursing graduates by developing nursing skills and knowledge", "Project to bring academic experts to be a visiting lecturer from aboard for teaching development and promoting English communications", "Project to promote leadership ability and decision making in nursing for sophomore year students", "English camp to develop English communication skills for all nursing students in Nursing Science Program". These projects involve quantitative analysis and the use of information technology during the time of the projects.

Curriculum management consists of constant governance and audit that follow up on the finding of teaching and learning process. This process owns by the curriculum committees who will evaluate and plan teaching and learning development throughout the academic year. Then, the team will use operating results and information obtained for improving the curriculum which is a student-focus emphasis. For example, classes that had previously been conducted purely by lectures could hinder transitioning knowledge from lectures into real world practices.[7] The improved curriculum would involve students' self-studies and researches, then include them into discussions during the lectures.

Result from the research shows "very satisfied" level regarding the aspect of response to labor market and social needs. This result goes along with the research that College of Nursing and Health, Suan Sunandha Rajabhat University had conducted regarding the strong expectation of junior and senior year students that when they graduate, their capabilities would be generally accepted by public. This shows that the curriculum of Nursing Science Program, College of Nursing and Health causes students to achieve their learning goals. Also, this defines the characteristic of graduate students, and defines results of students' goals along the study of this curriculum.

Regarding the teacher aspect, the research finding shows a level of "very satisfied" which goes along with the research about experiences in teaching career. [8],[9] College of Nursing and Health assigns teacher to teach each subject according to teacher's qualification, experience and expertise in nursing field of such subject. This includes academic works such as subject on Nursing for Adult Clients and work experiences at Internal Medicine in a hospital or experiences in surgery no less than 2 years. In addition, teacher needs to possess field experiences at a clinic not less than 2 years. Teacher can teach consecutively for 1 year. Each teacher can teach no more than 2 subjects and needs to take part in the Supervision of Teaching at a clinic for 1 subject per semester. The Supervision of Teaching at a clinic is compulsory to all teachers with the said criteria.

Regarding the support on college's activities, the program arranged several activities in order to develop students' knowledge and abilities and to promote learning skills of 21st century. As previously discussed in details, College of Nursing and Health highly succeeds in arranging several activities. Both teachers and students well participate in those activities. The activities and campaigns are evaluated and the evaluation feedbacks will be used for the next year improvement.

Regarding the advising aspect, College of Nursing and Health controls and takes care of providing consultancy and advice to all students both in academic and life aspects at least 3 times per semester. Students meet their advisors by appointment for date and time during the office hours so that students can inquire about each subject they are currently taken.

Regarding the teaching resources and facilities, a teacher who is responsible for a specific subject will call up for a meeting with other teachers to select textbooks and journals related to nursing and health for the college's library, so that they are always up-to-date and sufficient for promoting effective student learning. Moreover, nursing laboratory has been taken care of, and teaching equipment have been ensured that they are enough for enrolled students. Students can use the lab and borrow instructional materials from the nursing lab to promote knowledge, understanding and expertise in nursing field works.

Regarding the learning support materials aspect, examples that the program provides learning support materials are physical facility, equipment, technological and service promptness. Those learning support materials support students' efficient and effective learning up to the standard of higher education. These includes textbooks, database for information search on nursing and health related topics. From this survey, satisfaction level toward classrooms and lab obtains receives mean value of 4.06 which falls into "very satisfied" level. Even though the score falls in to "very satisfied", the scores still lower when compares to other aspects. A potential reason is that classrooms and labs of College of Nursing and Health, Suan Sunandha Rajabhat University are currently on improvement phase. Finally, the study found out that students were satisfied with the aspect of response to labor market and social needs. When comparing mean score of this topic, it receives the highest mean rating score especially regarding the curriculum. The Program gives students opportunities to secure job as available in a job market. (mean score 4.39)

RESEARCH SUGGESTION

College of Nursing and Health is recommended to procure more learning support materials for students. For example, there should be database computers provided for searching for topics on nursing and health. Moreover, it is advisable to expand a nursing lab and renovate classrooms to have smart screens and other media for self-studying. For the next research, the survey should be launched to the management team, teachers of specific curriculums and teachers of each class about their satisfactions

toward curriculum and their evaluation toward students' learning achievement. This reflects the achievement of a curriculum implemented on students— whether or not that the curriculum hit its objective and on which scales. Also, the next research should cover students' satisfaction toward field practicing in every field work areas for further improvements because they are the gist of student-focus learning method that involves analysis and synthesis thinking in theoretical lessons in order to apply lessons in real-work situations in order to attain better knowledge, skills and experiences, and to build confidence for future career.

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