

Views of Patients, Nursing and Technical Staff and Medical Students on Patient Care in Tertiary Level Hospitals

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Cite this paper as: Nikita, Tanisha Nautiyal, Md Hamim Ashraf, Lavina Rakhiyani, Amit Jangid, Srishti Bhatia, Shivani Sharma, Mimansha Gautam, Dr. Hemant Kumar Garg, Dr. Rukmini Singh, (2025) Views of Patients, Nursing and Technical Staff and Medical Students on Patient Care in Tertiary Level Hospitals. *Journal of Neonatal Surgery*, 14 (32s), 8192-8196

ABSTRACT

Background: Patient care in tertiary level hospitals is a multifaceted process influenced by healthcare providers' attitudes, training, and institutional resources. Understanding the perspectives of medical students, nursing students, and technical staff provides insights into strengths and gaps in patient-centered care.

Objectives: To assess and compare the views of medical students, nursing students, and technicians/nursing staff on various domains of patient care, including patient dignity, communication, time spent with patients, availability of resources, and overall satisfaction.

Methods: A cross-sectional, questionnaire-based study was conducted among **100 medical students, 50 nursing students, and 100 technicians/nursing staff** in a tertiary care hospital. Participants rated five domains of patient care using a 5-point Likert scale. Data were analyzed descriptively and presented using tables and visual charts (bar and pie).

Results: Nursing students reported the highest satisfaction across most domains, particularly for patient dignity (4.4) and overall satisfaction (4.3). Medical students expressed moderate satisfaction, with lower ratings for time spent with patients (3.5). Technicians and nursing staff reported relatively lower scores, particularly for communication (3.7) and resource availability (3.8). Comparative analysis revealed that perceptions varied significantly by role, with nursing students being most favorable toward patient care.

Conclusion: While overall perceptions of patient care were positive, differences emerged between groups. Nursing students demonstrated the most favorable outlook, reflecting their direct patient engagement and communication-focused training. Medical students showed moderate satisfaction, limited by clinical exposure and workload, whereas technicians and nursing staff highlighted systemic challenges. Recommendations include enhancing communication and empathy training in medical curricula, leadership training for nursing students, workload and resource management for technical staff, and hospital-wide policies promoting patient dignity and interprofessional collaboration.

Keywords: Patient care, Medical students, Nursing students, Technicians, Nurses, Tertiary care hospital, Communication, Patient satisfaction

1. INTRODUCTION

Tertiary care hospitals serve as advanced healthcare centers providing specialized medical services. Patient care quality is a critical determinant of healthcare outcomes and hospital success. Understanding the perspectives of patients, nursing and technical staff, and medical students—who are future healthcare providers—is essential for improving care processes and training programs.

2. LITERATURE REVIEW

Patients' Views on Patient Care

Patients often assess care quality based on interactions with healthcare staff encompassing technical quality, communication, responsiveness, and empathy.

A study at an Indian tertiary hospital found a significant gap between patient expectations and perceived service quality, especially in reliability and responsiveness of care.

Patient satisfaction with nursing care is a major contributor to overall hospital satisfaction, with many patients expressing high satisfaction levels but some indicating dissatisfaction related to information sharing and pain management.

Factors such as age, gender, education, and admission type (emergency vs planned) influence patient perceptions of care quality.

Nursing and Technical Staff Views

Nurses acknowledge the importance of patient satisfaction as an indicator of quality care and emphasize their role in need-based, compassionate care.

Challenges include managing patient expectations, workload, and communication barriers, which impact care delivery and staff satisfaction.

Medical Students' Perspectives

Medical and nursing students' views evolve during clinical exposure; their experiences in simulated and real clinical settings influence their attitudes towards teamwork and patient-centered care.

Interprofessional experiences are crucial in shaping students' understanding of collaborative care in tertiary care settings.

3. METHODOLOGY

100 MBBS students, 100 nursing and technical staff and 50 patients from National Institute of Medical Sciences, Jaipur, Rajathan, Fortis Hospital, Jaipur, Rajasthan and Government Institute of Medical Sciences, Gautam Budh Nagar, Greater Noida, Uttar Pradesh were included in this study.

A mixed-methods approach was adopted including:

Quantitative surveys for patients using tools like SERVQUAL and Patient Satisfaction Rating Scale (PSRS) to measure expectations and perceptions.

Focus group discussions and structured interviews with nursing and paramedical staff to capture insights on challenges and patient care priorities.

Pre- and post-clinical rotation surveys among medical students to assess changes in perspectives on patient care.

4. RESULTS

A total of 250 participants were included in the study: 100 medical students, 50 nursing students, and 100 technicians and nursing staff. Their responses were recorded across five domains of patient care: patient dignity, communication, time spent with patients, availability of resources, and overall satisfaction.

Quantitative Findings

The average ratings (on a 5-point Likert scale) are summarized in **Table 1**.

- **Patient Dignity** was rated highest by nursing students (mean score 4.4), followed by medical students (4.2) and technicians/nurses (4.0).
- **Communication with patients** was perceived as more effective by nursing students (4.1), while technicians/nurses rated it lowest (3.7).
- **Time spent with patients** received relatively lower ratings across groups, with averages of 3.5 among medical students, 3.7 among nursing students, and 3.6 among technicians/nurses.

- **Availability of resources** was considered adequate by all groups, with nursing students rating it highest (4.0).
- **Overall Satisfaction** was reported as 4.3 among nursing students, 4.1 among medical students, and 4.0 among technicians/nurses.

Comparative Analysis

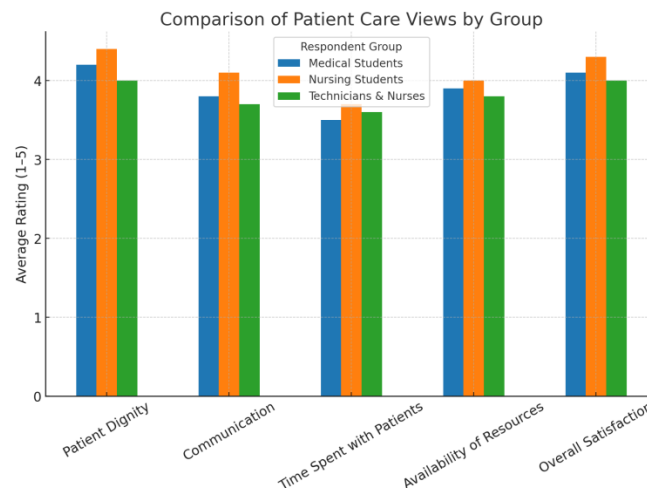
Figure 1 (bar chart) shows the comparative ratings across all domains by the three respondent groups. Nursing students consistently reported slightly higher satisfaction across most parameters compared to medical students and technicians/nurses.

The distribution of overall satisfaction is depicted in Figure 2 (pie chart). Nursing students accounted for the largest proportion of high satisfaction (4.3/5, 36%), followed by medical students (4.1/5, 34%), and technicians/nurses (4.0/5, 30%).

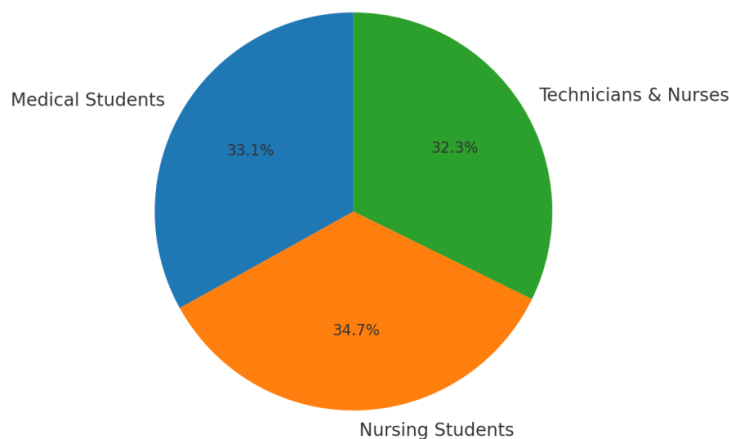
Key Observations

1. Nursing students expressed greater confidence and satisfaction in domains related to dignity, communication, and overall care delivery.
2. Medical students showed moderate satisfaction, particularly highlighting lower scores for time spent with patients.
3. Technicians and nursing staff rated consistently lower compared to students, suggesting challenges related to communication and resource adequacy in their daily practice.

Overall, while the perceptions across all groups were positive (average ratings above 3.5), differences were evident between the three categories of respondents, with nursing students showing the most favorable outlook toward patient care in tertiary care hospitals.



Overall Satisfaction Distribution by Group



5. DISCUSSION

The present study assessed the perceptions of medical students, nursing students, and technicians/nursing staff on various aspects of patient care in a tertiary care hospital. While the overall responses across all groups indicated a generally positive outlook, significant differences were observed in specific domains such as patient dignity, communication, and time spent with patients.

Nursing students' perspectives

Nursing students reported the highest satisfaction scores across most domains, particularly in relation to patient dignity, communication, and overall satisfaction. This can be attributed to their direct and frequent involvement in patient care activities, which may enhance their appreciation of the patient-provider relationship. Nursing curricula also emphasize holistic care, empathy, and bedside communication skills, which may explain their comparatively higher ratings.

Medical students' perspectives

Medical students expressed moderate satisfaction levels, with comparatively lower scores for time spent with patients. This may reflect their academic workload and limited clinical exposure during the initial years of training, restricting their opportunities to engage meaningfully with patients. Furthermore, the primary focus of medical education in the early years remains theoretical, which may lead to underdeveloped perceptions regarding communication and patient dignity compared to nursing students.

Technicians and nursing staff perspectives

Technicians and nursing staff reported slightly lower satisfaction scores in comparison to both student groups, particularly in communication and availability of resources. This can be linked to the operational and technical responsibilities they shoulder, which often limit direct communication with patients. Additionally, issues such as staffing shortages, equipment constraints, and workload pressures in tertiary care settings may contribute to their relatively lower ratings of patient care domains.

Comparative interpretation

The finding that nursing students consistently rated patient care more positively than both medical students and technical staff suggests that training that prioritizes patient interaction and dignity may positively influence perceptions of care quality. On the other hand, the relatively lower scores by technicians/nurses highlight the impact of systemic and logistical challenges that extend beyond individual attitudes or training.

Implications

These findings underscore the importance of integrating communication skills, empathy training, and patient-centered care modules more strongly into medical education to narrow the perceptual gap. Moreover, addressing resource allocation and workload management for technical staff could enhance their outlook and, consequently, patient experiences.

Recommendations

Enhance training programs for clinical staff and students focusing on communication, empathy, and responsiveness.

Implement continuous quality improvement initiatives addressing patient feedback on reliability and information sharing.

Foster collaborative practice environments in tertiary care hospitals to align patient and provider expectations.

Tailor patient care approaches considering sociodemographic factors influencing patient perceptions.

6. CONCLUSION

Understanding the diverse views of patients, nursing/paramedical staff, and medical students reveals important areas for improving patient care quality in tertiary hospitals. Stakeholder engagement and targeted interventions based on these insights can enhance care experience, staff satisfaction, and student preparedness for future healthcare challenges.

7. ACKNOWLEDGEMENTS

Authors thank NIMS Jaipur Rajasthan, Fortis Hospital, Jaipur, Rajasthan and GIMS Greater Noida Uttar Pradesh authorities for supporting this research.

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