Clinical Satisfaction among Undergraduate Nursing Students at Peoples Nursing School LUMHS Jamshoro

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ABSTRACT

Background: Clinical satisfaction among nursing students was essential for enhancing clinical learning, developing professional competence and fostering a commitment to the nursing profession. A positive clinical learning environment helps bridge theoretical knowledge with real-life patient care. However, factors such as lack of instructor support, limited practical exposure and stressful environments can negatively impact students' clinical experiences. **Aim:** To evaluate the level of clinical satisfaction among undergraduate nursing students at people nursing school, LUMHS Jamshoro, and to identify key factors that influence their clinical learning experiences. **Objectives:** To measure overall clinical satisfaction among nursing students. To identify factors influencing clinical satisfaction (instructor support, learning environment). To compare satisfaction across different academic years and clinical areas. To provide recommendation for enhancing clinical learning environments. **Methodology:** A descriptive cross-sectional study was conducted with a sample of 148 undergraduate nursing students from 2nd to 4th year. Data were collected using a validated Nursing Clinical Facilitator Questionnaire (NCFQ) based on 5 point Likert scale. SPSS version 23 was used for descriptive and inferential statistics. **Results:** Descriptive statistics were used to calculate mean age (23.16) SD (+2.00) years. Overall satisfaction mean score (4.18 + 0.87). Highest satisfaction were found in Instructor explain procedure clearly (Mean = 4.00), safe clinical environment (Mean = 4.07). Lowest satisfaction were found in participation in patient care decision (Mean = 3.37). Inferential statistics were used to check the association between gender and satisfaction. Male students (n = 77) showed higher satisfaction compared to female (n = 71); $p<0.04$. Association between academic year and satisfaction showed that final year students reported the highest satisfaction; $p = 0.001$. Association between clinical area and satisfaction showed that students were highest satisfaction in medical ward among different departments; $p<0.005$. **Discussion:** findings were indicate moderate to high satisfaction level, especially with instructor support and learning environment. However, limited involvement in decision-making and emotional support indicate areas needing improvement. Students in higher academic years displayed greater satisfaction, likely due to increased confidence and clinical exposure. These results align with existing literature and emphasize the importance of structured guidance, mentorship and active participation. **Conclusion:** The study concludes that instructor support, effective placement management and positive learning environment significantly influence clinical satisfaction. Enhancing these areas through mentorship, feedback and emotional support can lead to improved clinical learning and readiness for practice. Nursing educators and administrators should focus on tailoring clinical experiences to students' academic level and equitable opportunities across departments.

INTRODUCTION

Clinical satisfaction refers to the contentment and positive perception that nursing students have about their clinical learning, including support from instructors, learning opportunities and the clinical environment. (Papastavrou, Dimitriadou et al. 2016). Mobility of health care professionals is a growing phenomenon worldwide and in the case of Europe several policies have been developed in order to harmonize nursing education in the European countries. Thus, the duration and the content of both theoretical teaching and practice in the clinical areas is explicitly regulated by the European directive (Datta) S. R.,

et al. (2025) that recommends that 50 % of the total Duration of the under graduate nursing education need to include clinical practice in order to get a Registration as a nurse(Ahmed, Alrashidi et al. 2023).

All the educational and learning activities during the clinical placements of Nursing students could be compound into a broader concept, the Clinical Learning Environment (CLE) (El Seesy, Banakhar et al. 2021) . According to my study was done in PNS, LUMHS Jamshoro students regarded the ward manager's leadership Style and good monitoring as important aspects of the clinical learning environment. Gender Differences in therapeutic settings, supervision, and learning environments exist. Nursing students expressed a high need to be heard, prepared, and supported, which is consistent with other research. Here, the assistance of preceptors and supervisors is essential, and it is emphasized once more how important it is to create an environment where students feel free to grow to the fullest. An analytical cross-sectional design used in Multan Pakistan showed that students were happy with their clinical learning experiences; however, satisfaction differed according on the college type and academic year(Bø, Madangi et al. 2022). This study offers fresh insights into undergraduate nursing students' perceptions of personal recovery, attitudes towards mental health nursing, and readiness for clinical placement, as well as their views on the stigma and recovery surrounding mental illness at the time of entry and departure from clinical placement. A hostile atmosphere, a strained rapport with the licensed nurses, a dearth of instructors, and a lack of resources were some of the elements that impacted the clinical learning experience for the students. Nursing students are encouraged to look for career options inside the secure preceptor ship setting because of the organization's favorable learning environment and the trusting relationship that forms during preceptor ship. The research was conducted as part of the nursing course at a university college during the third and fourth semesters of the student's clinical rotations in the surgical and medical departments of three separate hospitals. Overall, the clinical learning environment was well-received by the students .(Ahmad, Kaukab et al. 2024). Clinical satisfaction among undergraduate nursing students is a critical component of nursing education, as it directly influences students' learning outcomes, professional development, and future career commitment. The clinical learning environment serves as a bridge between theoretical knowledge and real-world practice, offering students the opportunity to apply their skills, develop clinical judgment, and build confidence in patient care. (Rodríguez-García, Gutiérrez-Puertas et al. 2021). Several factors contribute to students' satisfaction in clinical settings, including the quality of supervision, the level of support from clinical staff, the availability of learning resources, and the overall atmosphere of the healthcare environment. A positive clinical experience not only enhances students' academic performance but also fosters motivation, reduces anxiety, and promotes a deeper engagement with the nursing profession. (González-García, Díez-Fernández et al. 2021).Recent studies have shown that most undergraduate nursing students report high levels of satisfaction with their clinical training, particularly when they receive structured orientation, effective mentorship, and opportunities for hands-on practice. However, challenges such as inadequate supervision, lack of feedback, and stressful environments can negatively impact their experience and learning outcomes. (Saleh 2019).Understanding and improving clinical satisfaction is essential for nursing educators and healthcare institutions aiming to produce competent, confident, and compassionate nurses ready to meet the demands of modern healthcare. (Ibrahim, Abdelaziz et al. 2019)

Rationale of the Study

Clinical practice is a critical component of nursing education, providing students with the opportunity to apply theoretical knowledge in real healthcare settings. The quality of these clinical experiences greatly influences students' learning, confidence and readiness for professional roles. However, many nursing students face challenges such as lack of supervision, limited hands-on opportunities and stressful environments, which can affect their satisfaction and performance .Understanding the level of clinical satisfaction among undergraduate nursing students is essential for identifying areas that need improvement in clinical education. My study aims to assess students' satisfaction, explore factors influencing it and evidence based recommendation to enhance the clinical learning environment. By improving satisfaction, nursing institutions can promote better skill development, reduce students stress and ensure the preparation of competent future nurses.

The present study relates to SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). By exploring nursing students' clinical satisfaction, the study can help improve nursing education and ultimately healthcare quality. Satisfied nursing students are more likely to become engaged and competent healthcare professionals, contributing to better patient care and health outcomes.

Statement of the Research Problem

Despite the essential role of clinical education in shaping competent and confident nurses, many undergraduate nursing students report varying levels of clinical satisfaction during their training. These disparities can stem from multiple factors such as instructor behavior, workload, learning environment, supervision quality, and interpersonal dynamics within clinical placements.

Objectives of Study

1. To measure the overall clinical satisfaction of undergraduate nursing students.
2. To identify key factors influencing clinical satisfaction (Instructor support, learning environment, opportunities).
3. To compare clinical satisfaction across different academic years.
4. To provide recommendation for improving the clinical learning experiences.

Research Question

What factors influence clinical satisfaction among undergraduate nursing students during their clinical placements in hospital settings?

Hypotheses

- **Null Hypothesis (H_0):** There is no significant relationship between clinical satisfaction and instructor role among nursing students at PNS LUMHS.
- **Alternative Hypothesis (H_1):** There is a significant relationship between clinical satisfaction and instructor role among nurses at PNS LUMHS.

Operational Definitions

- **Clinical Satisfaction**: Clinical satisfaction is the degree to which nursing students feel that their clinical learning experiences meet their educational needs, expectations, and professional development goals.
- **Nursing Students**: Nursing students are individuals enrolled in formal education programs with the goal of becoming licensed nurses—such as **Registered Nurses (RNs).**

LITERATURE REVIEW

Clinical satisfaction plays a pivotal role in the education and professional development of undergraduate nursing students. It reflects how students perceive their clinical learning experience which is essential for building competence, confidence and motivation in real-world patient care(Mbalinda, Najjuma et al. 2023). A satisfying clinical environment fosters better learning, enhances skill development and contributes to positive academic outcome.

Factors Influencing Clinical Satisfaction

Clinical education facilitates the integration and translation of nursing students' theoretical knowledge from academia to practice, thereby enabling learning through learning in a realistic clinical setting. An effective learning process in the clinical setting is essential to combine cog native, psychomotor, and appropriate attitudes in such a way to benefit both the learning needs of the student and the nursing care needs of the client. Student satisfaction with clinical experience and the overall simulated learning environment was a good indicator of the quality of nursing education. Student satisfaction is an important element of the study of the effectiveness of a clinical-based learning environment(Ghimire, Yunjing et al. 2024).

Role of Clinical Instructor in Hospital

The study showed that nursing students viewed as positive and beneficial the supervision from both preceptors and teachers and that supervision contributed to the fulfillment of intended learning outcomes to a large extent. Supervision by teachers was, to some extent, in this respect estimated to be higher(Opoku-Danso, Commey et al. 2025). The supervision sprovided by the group of facilitators helped students to fulfill their learning outcomes to a large extent . When preceptors and clinical lecturers were compared, preceptors as facilitators were rated as displaying more supportive behavior in their supervision than the clinical lecturers, and clinical lecturers as displaying more challenges in their supervision than the preceptors. The clinical instructor relationship between studying student's satisfaction with

clinical practice can be affected by their clinical competency; furthermore the clinical practice placement also affects their learning.

Impact of Preceptor Training on Student Satisfaction

Research conducted by (Mutua and Nyoni 2022) in Ghana assessed the effect of preceptor training on nursing students' satisfaction with clinical placements. The study revealed a significant increase in student satisfaction and perception of preceptor competence following the training program, emphasizing the role of well-prepared clinical educators in enhancing the clinical learning experience.

Blended Learning and Student Satisfaction

A systematic review by (Ayenew, Tadesse et al. 2024) examined undergraduate nursing students' acceptance and satisfaction with blended learning approaches. The review found that students generally expressed high satisfaction with blended learning, influence by factors such as online platform usability, instructional quality, and students' technological proficiency.

Evaluation of Students' Satisfaction

The literature underscores that clinical satisfaction among undergraduate nursing students is multifaceted, influenced by the clinical environment, educator preparedness, instructional method and institutional support. Enhancing these areas can lead to improved educational outcomes and better preparedness for clinical practice(Salifu, Christmals et al. 2022).

MATERIAL AND METHOD

Study Design

A descriptive cross-sectional study design was used to assess clinical satisfaction among undergraduate nursing students.

Study Setting

The study was conducted at peoples nursing school LUMHS JAMSHORO, including students from various clinical rotations.

Study Population

Undergraduate nursing students from (2nd, 3rd and 4th year)

Sample Size

A sample size 148 students was selected from population by using sample size calculator roasoft.
The margin of error 5%
The confidence level 95%
The total population 240
The sample size 148

Sampling Technique

Convenient sampling technique was used.

Eligibility Criteria
Inclusion Criteria

- Undergraduate nursing students in 2nd year or above.
- Those who have attended clinical placements.
- Willing to participate and provide consent.
- Both gender

Exclusion Criteria

- Undergraduate nursing 1st year students

- Students on leave or not involved in recent clinical practice.
- Postgraduate nursing students
- Those who were not willing to participate

Data Collection Tool
A structured, self-administered questionnaire based on a 5-point Likert scale was being used, covering domains such as instructor support, learning environment and opportunities for practice.

Validity and Reliability
Validated questionnaire (Tool NCFQ = Nursing clinical facilitator questionnaire) was
Adopted, the permission was obtained and show strong internal consistency (Cronbach's alpha = 0.77).

Data Analysis
The data were analyzed using the statistical package for social science (SPSS) version 23.
Response on the five-point likert scale was recorded, and increased score now represent increasing degrees of each concept measured. Point 1 ("strongly disagree") was recorded to 5 ("strongly agree"), 2 was recorded to 4 etc. and 5 were recorded to 1 in order to change the numbers to a more logical description. In the cases of no response, the item was excluded.

RESULTS
Table 1
Age of Students

		Frequency	Percent	Mean Age	SD
Valid	18 to 20	25	16.9		±2.00
	21 to 23	75	50.7		
	24 to 26	48	32.4	23.16	
	Total	148	100.0		

On the behalf 0f mean age (23.16) SD +2.00 the majority (50.7%) of your students were aged 21-23, representing the typical age for 3rd year undergraduate nursing students. The youngest group (18-20) makes up only 16.5%, likely 2nd year students. Students aged 24-26 form 32.4%, possibly those who had academic delays were 4th year students.

Figure 1

Gender of Participants
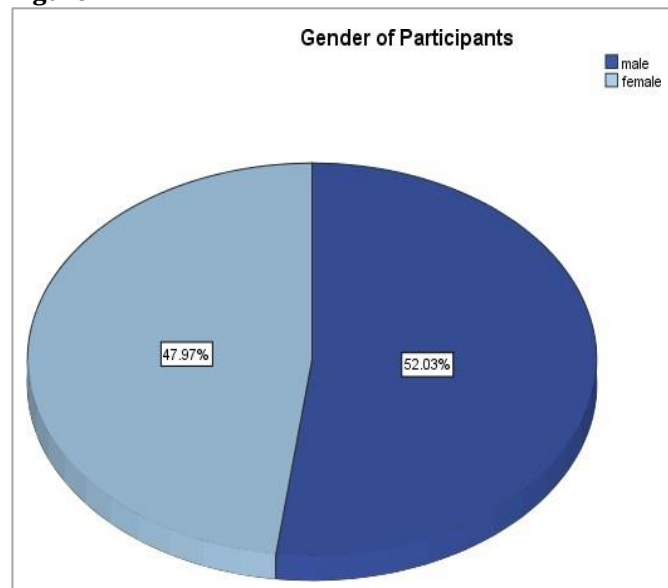
Table 2
*Overall satisfaction cat * GENDER OF STUDENTS Crosstabulation*

Count

		Gender of Students		Total
		Male	Female	
Overall satisfaction cat	not satisfied	12	10	22
	satisfied	65	61	126
p-value(chi-square)<0.04 Total		77	71	148

On bases p-value0.04 which was more significant that majority of male students (77) was more satisfied then female (71). Gender wise insights can help determine whether clinical satisfaction varies between male and female students.

Figure 2
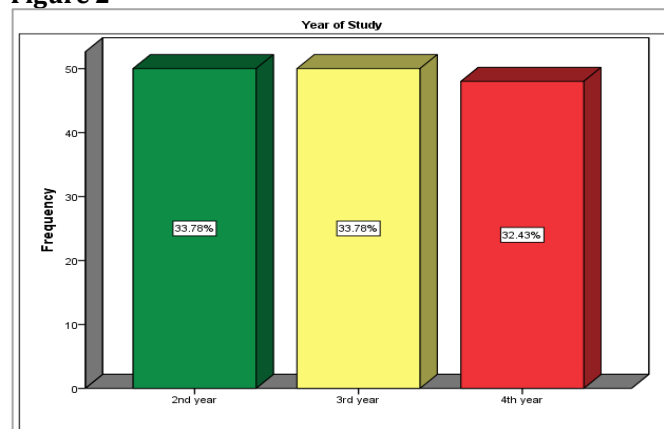
Year of Study

Table 3
*Overall Satisfaction cat * Year of Study of Students Cross tabulation*

Count

		Year of Study of Students			Total
		2nd year	3rd year	4th year	
Overall satisfaction cat	not satisfied	11	4	1	22
	satisfied	39	46	47	126
p-value(chi-square)0.001 Total		50	50	48	148

With the p-value(0.001) which show that final year students were highly satisfied (47) as compared with 2nd year (39), and 3rd year(46).

Figure 3

Clinical area attended
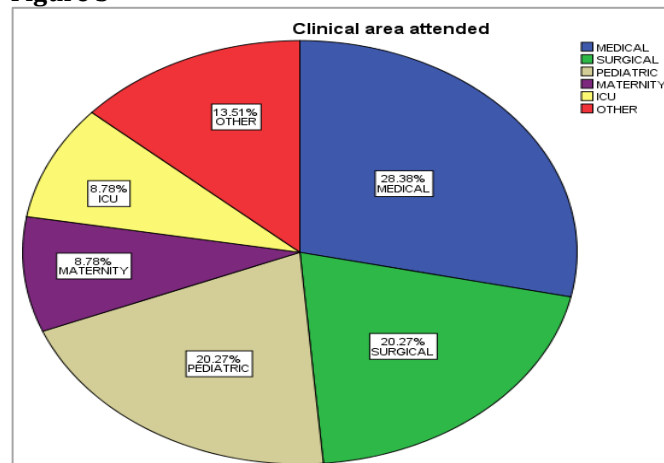
Table 4

*Overall Satisfaction Cat * Clinical Area attended Crosstabulation*

Count

		Clinical area attended						Total
		Medical	Surgical	Pediatric	Maternity	ICU	Other	
Overall satisfaction cat	not satisfied	9	3	3	1	3	3	22
	satisfied	33	27	27	12	10	17	126
p-value(chi-square)<0.005 Total		42	30	30	13	13	20	148

Overall satisfaction associated with clinical area was attended by undergraduate nursing students that the p-value<0.005 which show that students were more satisfied in medical department as compared to others department.

Table 5

Instructor support

Descriptive Statistics

	N	Mean	Std. Deviation
My clinical instructor was available when needed	148	3.9392	.95637
My instructor explained procedures clearly	148	4.0068	.85314
I received regular and helpful feedback	148	3.9730	.91060
Instructor encouraged critical	148	3.9189	.98639
Valid N (listwise)	148		

As seen in table-5, the score for all variables in the questionnaire were between 3.9 and 4.00. The highest mean value was observed for Instructor support followed by instructor explained procedure clearly.

Table 6

Learning environment

Descriptive Statistics

	N	Mean	Std. Deviation
The clinical area was well equipped	148	3.8446	.98086
The staff were cooperative and respectful	148	4.0743	.78325
I felt safe in the clinical setting	148	3.9595	.87192
Valid N (listwise)	148		

As seen in table-6 the mean score of all questionnaire were fall in between 3.8 and 4.00. The highest mean score were observed for learning environment that which environment is supportive and safe, enhancing satisfaction.

Table7

Learning Opportunities

Descriptive Statistics

	N	Mean	Std. Deviation
I had sufficient opportunities to practice procedure	148	3.7703	.96957
I was encouraged to apply	148	3.8311	.87589
I was allowed to participate in patient care decisions	148	3.3784	1.13333
Valid N (listwise)	148		

As we check the learning opportunities in table-7 the mean score were between 3.37 and 3.8. the students were satisfied with learning but feel under involved in hand on patient care.

Table 8

Confidence and Competence

Descriptive Statistics

	N	Mean	Std. Deviation
I felt confident handling patient care task	148	3.9324	.73459
Clinical experience enhance my nursing skill	148	4.0878	.79906
I was able to think and act independently	148	3.7027	1.05275
	148		

As focused on table-8 that is on confidence and competence which mean score level between 3.7 and 4.00. the students feel confident and academically enriched to gain derived experience and enhance nursing skills.

Table 9

Placement Management

Descriptive Statistics

	N	Mean	Std. Deviation
Clinical rotations were well organized	148	3.7027	.92919
Duration of clinical posting was sufficient	148	3.8581	.89602
Shift time was reasonable	148	3.7500	.96097
Valid N (listwise)	148		

Table-9 was explained about placement management which was mean scored in between 3.7 to 3.8. It was showing that the placement management duration of clinical posting that was sufficient for students to manage the clinical expertise.

Table 10

Stress and Support

Descriptive Statistics

	N	Mean	Std. Deviation
I experienced stress during clinical training	148	3.4865	1.33751
I had access to emotional or peer support	148	3.3311	1.16869
I was able to balance clinical work with academic study	148	3.9054	1.05842
Valid N (listwise)	148		

Table-10 was explained about stress support which was mean scored in between 3.3 to 3.9. On another side the stress and support helpful in gaining skillful knowledge that was able to balance clinical work with academic study.

Table 11

Overall Satisfaction

Descriptive Statistics

|	N	Mean	Std. Deviation
Overall i am satisfied with my clinical learning experience	147	4.1837	.87602
Valid N (listwise)	147		

Table-11 show the overall clinical satisfaction was good among nursing students. The learning environment and teaching quality were strength.

High satisfaction with instructor support and learning outcome.

Moderate satisfaction with clinical setting.

Low satisfaction in patient care practices

Figure 4

Clinical Satisfaction Categories
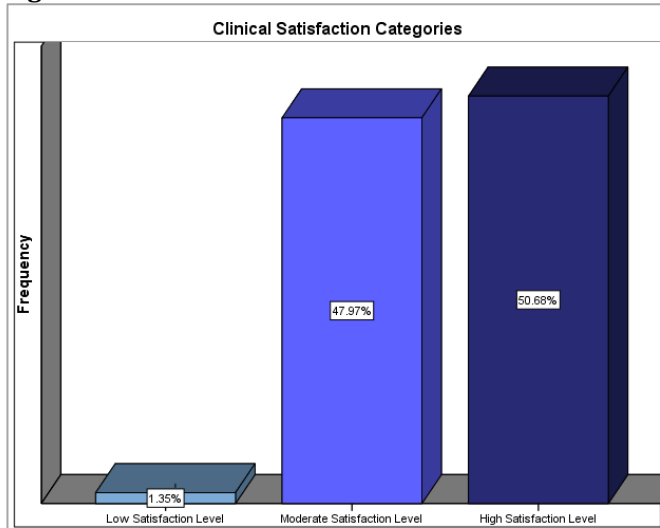
DISCUSSION

This study explored the clinical satisfaction of undergraduate nursing students at peoples Nursing School, LUMHS Jamshoro. A total of 148 students from 2nd, 3rd and 4th years participated, with an almost equal distribution across academic years and a balanced gender ratio (52% male, 48% female). Most students were aged between 21-23 years.

The analysis revealed that students generally reported moderate to high satisfaction with their clinical experiences. The highest satisfaction scores were related to clear explanation of procedures by instructor (Mean = 4,0068) and feeling safe in clinical setting (Mean = 4.0743). These finding support the importance of instructor guidance and a secure environment, which are crucial for effective clinical learning.

However, the lowest satisfaction score was observed in participation in patient care decision (Mean = 3.3784) suggesting limited involvement in hand-on activities, especially in earlier years. This aligns with previous research indicating that inadequate clinical learning engagement reduces learning opportunities and student confidence (Ali etal., 2023).

Interestingly, final-year students likely felt more confident and satisfied due to greater exposure, aligning with year-wise trend in clinical competence. These results highlight the need to enhance clinical autonomy and active participation for all students.

Learning outcome include not only showing practical skills in clinical practice, but also abilities to work independently and take responsibility, aims that are associated with higher education. The items in the questionnaire cover aspects relevant for both instructor and learning environment, such as planning of the clinical period and supervision strategies.

The clinical role of instructor has been subject to debate since the transfer of nursing education into higher education institution. The role of instructor has changed, from that of a clinically skilled practitioner to a role where emphasis is placed on co-ordination and the support of students and environment interaction.

CONCLUSION

This study aimed to evaluate the overall clinical satisfaction of undergraduate nursing students and identify the key factors that influence their clinical learning experience. The finding revealed that majority of students reported moderate to high level of satisfaction, with small proportion experiencing low satisfaction. Among the factors explored, instructor support, availability of learning opportunities, and proper placement management were found to significantly impact students' perceptions of their clinical experience.

The study also compared satisfaction level across different academic years, revealing that clinical satisfaction generally improved with each year of study. Senior students, particularly those in their final year, reported higher satisfaction-likely due to increased confidence, competence and familiarity with the clinical setting.

These results underscore the importance of creating a supportive and enriching clinical environment. Addressing stress, improving support system and ensuring students were placed in well-managed, educationally rich clinical settings can greatly enhance learning outcomes.

Based on the findings, the study recommends that nursing faculties strengthen instructor-student engagement, provide consistent mentorship and improve the structure of clinical placements. By doing so, institutions can ensure that students were better prepared for professional practice and were more satisfied with their clinical education.

Limitations

- Small sample size
- Single-center study
- Self-reported data
- Cross-sectional design
- Limited scope of variables
- Lack of longitudinal follow-up

Recommendations

- Enhance instructor support
- Improve clinical placement management
- Increase learning opportunities
- Address students stress and provide support
- Tailor clinical experience by year level
- Strengthen collaboration with healthcare facilities
- Regular feedback and evaluation

It is impossible to mention all by name, but there are some whom we would particularly like to thanks my preceptor **Madam Khushboo Chandio Lecturer in People's Nursing School LUMHS** for her intellectual guidance and supervision throughout the study.

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QUESTIONAIRE

Sect A: Demographic Information

1. Age: ____

2. Gender: Male ☐   Female ☐   Other ☐

3. Year of study: 1st ☐   2nd ☐   3rd ☐   4th ☐

4. Institution type: Public ☐   Private ☐

5. Last clinical area attend: Medical ☐ Surgical ☐ Pediatric ☐ Maternity ☐ ICU ☐ Other: ☐

Sect B: Clinical Satisfaction Scale

Please rate your agreement with the following statements.

Scale: (1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

No.1	Instructor Support	1	2	3	4	5
1	My clinical instructor was available when needed					
2	My instructor explained procedures clearly					
3	I received regular and helpful feedback					
4	Instructor encouraged critical					
No.2	Learning Environment	1	2	3	4	5
1	The clinical area was well-equipped					
2	The staff were cooperative and respectful					
3	I felt safe in the clinical setting					
No.3	Learning Opportunities	1	2	3	4	5
1	I had sufficient opportunities to practice procedures					
2	I was encouraged to apply theoretical knowledge					
3	I was allowed to participate in patient care decisions					
No.4	Confidence and Competence	1	2	3	4	5
1	I felt confident handling patient care tasks					
2	Clinical experience enhanced my nursing skills					
3	I was able to think and act independently					
No.5	Placement Management	1	2	3	4	5
1	Clinical rotations were well-organized					
2	Duration of clinical posting was sufficient					
3	Shift timing was reasonable					
No.6	Stress and Support	1	2	3	4	5
1	I experienced stress during clinical training					
2	I had access to emotional or peer support					
3	I was able to balance clinical work with academic study					
No.7	Overall Satisfaction	1	2	3	4	5
1	Overall, I am satisfied with my clinical learning experience					