

Satisfaction Level About Clinical Placement Among Nursing Students

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Abstract

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Background: Clinical placement is an integral component of undergraduate nursing education that allows students to apply theoretical knowledge in real healthcare settings. Students' satisfaction with clinical placement reflects the quality of the clinical learning environment and impacts their competence, confidence, and professional development.

Methods: A descriptive cross-sectional study was conducted among 208 third- and fourth-year BSN students from selected nursing institutions in Karachi, Pakistan. Participants were engaged using a convenience sampling technique. A questionnaire was used to collect data from students. The form was based on the CLES+T scale, which is a known tool to check clinical learning, supervision, and teacher support. The form had basic details about students, plus 17 questions about how happy they were with clinical placement. We used a 5-point scale from "strongly disagree" to "strongly agree". All answers were entered

into SPSS 27 and we present the results as counts and percentages.

Results: The majority of participants were under 25 years of age. About 72.2% of students were satisfied with their clinical placement, 25.0% were neutral, and just under 2.9% were dissatisfied. The positive part of their experience was that students highlighted teamwork, supervision, communication and instructor support.

Conclusion: Undergraduate nursing students displayed a generally high level of satisfaction with their clinical placement. Impactful supervision, supportive clinical instructors, and positive learning environments were key contributors to satisfaction.

Strengthening collaboration between nursing institutions and clinical settings may further improve students' clinical learning experiences and educational outcomes.

Introduction

Clinical learning, also known as clinical training, is learning and training that occurs in medical settings and incorporates the application of scientific and educational information and abilities, along with values and attitudes. It also involves providing nursing care to patients in a real clinical setting. Through practical contact with patients and their surroundings, nursing students acquire skills and information. In a real, controlled environment called a clinical placement.

(Chu et al., 2024). Nursing stands as one of the most esteemed professions, fundamentally characterized by the integration of theoretical knowledge with practical application. This dual approach is essential for cultivating a workforce capable of delivering high-quality, evidence-based care. Nursing education necessitates a strong combination of classroom learning and hands-on clinical practice (Bulut et al., 2021). Nurses play a vital role in hospital operations and patient care delivery; the nursing profession is considered the backbone of the healthcare system. In the delivery of healthcare around the world, nurses are crucial. Meeting the demands of the healthcare system requires health workers and nurses that are clinically knowledgeable and competent (Nawaz et al., 2024). A vital role in hospital operations and patient care delivery, the nursing profession is considered the backbone of the healthcare system. In the delivery of healthcare around the world, nurses are crucial. Meeting the demands of the healthcare system requires a health worker and nurses that are clinically knowledgeable and competent (Nawaz et al., 2024). One of the important aspects of clinical learning is learner satisfaction, which indicates a person's feelings and ideas about their learning experience that are necessary for gaining knowledge and skills (Wong WH et al., 2023). Students put their theoretical understanding to actual practice in a physical setting known as a clinical placement. The interactions between staff and students determine how a pleasant clinical placement develops (Sebae HA & Aziz EMA, 2017). In Bangladesh, the Bangladesh Nursing and Midwifery Council (BNMC) has established that nursing students should complete 3168 hours of clinical training, in addition to 2664 hours in classroom and skill laboratory settings. In Australia, undergraduate nursing programs normally require at least 800 hours of clinical placement. Clinical practice is widely acknowledged as the foundation of nursing education, and in Jordan, clinical assignments make up around 70% of the training term. These global standards demonstrate how clinical experience is widely recognized to be crucial in developing skilled nursing workers. Developments in simulation technologies have also started to supplement conventional clinical placements. Simulated clinical settings provide a safe, regulated context for practicing clinical operations, but they are unable to completely capture the intricacies and unpredictable nature of actual clinical situations. In order to promote critical thinking, problem-solving, and adaptive learning in dynamic healthcare situations, the real clinical experience is still important, even when simulations are useful supplements (Benti & Gameda, 2022).

The education of nursing students comprises "academic domain" and clinical training. A crucial and essential component of the nursing curriculum is clinical training (Abo-Elhady et al., 2022)

The standard of nursing care is crucial to the effectiveness of healthcare as a whole (Rashad et al., 2023). A supportive management environment, first-rate patient care, exciting student learning opportunities, and a decent psychosocial team climate are all components of an effective clinical learning environment (CLE) (Ergezen FD, Akcan A., 2022).

Although the clinical learning environment is essential to students' enjoyment with their practicum experience, it can also bring about nursing students' anxiety and stress

(Adam and associates, 2021). In line with previous studies, a nursing student expressed a strong need to be heard, prepared, and encouraged prior to clinical placement. The support of supervisors and preceptors is crucial in this situation, and the need of fostering an atmosphere where students feel free to develop to the fullest is underlined once more. (Habib I, Bibi A, et al., 2023). Appropriate placement of clinical experiences develop self-confidence, enhance critical thinking and create problem-solving abilities, which are crucial elements for establishing a professional identity and a dedication to nursing ideals (**Alhassan A, et al., 2024**).

During clinical, nursing students move from abstract concepts to practical applications of their skills. Therefore, the atmosphere is essential for the development of clinical abilities, critical thinking, professional competence, and the closing of the gap between academic scholarship and practice. Students' professional development is greatly added by working closely with seasoned healthcare professionals who offer insightful advice on patient care, safety procedures, and team dynamics. Students who are satisfied with their clinical placement acquire experiences that are critical to their future development as professionals (Can et al., 2023). Measurement of satisfaction informs improvements to nursing programs, raising the bar for education. Enhancing clinical supervision and taking proactive measures to support nursing students' education and skill development are crucial (CHU et al., 2024), emphasized by the fact that good placements improve professional growth, student retention, and academic achievement (Neupane et al., 2023). This research provides new information about how undergraduate nursing students view personal recovery, attitudes toward mental health nursing, clinical placement readiness, and the stigma and recovery associated with mental illness when they enter and exit mental health clinical placements (Rana A, et al., 2024). Among the factors that affected the students' clinical learning experience were a hostile environment, a troubled relationship with the licensed nurses, a shortage of teachers, and a lack of resources (**Noreen et al., 2023**). For student nurses and midwives to be ready to deliver safe and efficient care after graduation, clinical assignments are essential. The learning experience can be greatly impacted by the location of these assignments, whether they are in community settings, health clinics, or hospitals. Due to more practical chances and encouraging learning environments, students allocated to clinics frequently express greater levels of satisfaction.(J et al., 2023;Modarres M, et al., 2021).Classroom theory and hands-on training in labs and clinical settings form the cornerstones of contemporary nursing(Pattison et al., 2022).According to a Ghanaian study, the most important elements supporting clinical learning were autonomy, supervision, and receiving new information. Students in clinical settings, however, reported difficulties such as inadequate resources, staff attitudes, and poor teaching approaches (Amoo SA, et al.,2022). Inadequate clinical facilities and lack of equipment are a common problem in resource-constrained situations, which severely impairs students' experiential learning opportunities (Ziba et al., 2021; Abuosi et al., 2022). In Pakistan, as per researcher knowledge, fewer literature has been conducted which resulted a high level of students' satisfaction (26.62%) with clinical placement however, the studies were limited to only private sector institute only (Thapur et al,2023). Since there is a difference between both private and public institutions in terms of clinical supervision, teaching methodologies and workload, therefore there is a need to conduct similar study in public sector institute. Therefore, this study was aimed to assess the satisfaction of nursing students about clinical placement among undergraduate nursing students at public and private nursing sector institute Karachi.

Methodology:

The study used a descriptive cross-sectional study designed to assess the level of satisfaction about clinical placement among undergraduate nursing students. It was conducted at both public and private nursing institutes in Karachi Pakistan. The

sample was collected from third- and fourth-year undergraduate nursing students because they have an adequate clinical exposure to clinical areas. A convenient sampling technique was used in this study and the total sample size was n=208 students out of 450 population, which was calculated through open epi at 95% confidence interval, and 50% of population proportion. Students who had not yet completed their clinical duties due any reason were excluded from the study due to lack to lack of clinical experience. Data were collected through a self-administered, structured questionnaire developed for this study on satisfaction with clinical placement among undergraduate nursing students. Participants were fully informed about the purpose, procedures, and potential risks of the study. Participation was

Characteristics	Frequency	Percentage
Age		
Below 25	187	89.9
Above 25	21	10.1
Gender		

entirely voluntary, and written consent was obtained prior to data collection. The questionnaire consisted of two parts; Demographic data and knowledge assessment with a 5-point Likert scale.

The Clinical Learning Environment, Supervision and Nurse Teacher (CLES+T) Scale is a validated (0.64) and reliable (0.93) tool that was used to evaluate the satisfaction of undergraduate nursing students with clinical placement (Atay et al, 2018). The data were analyzed using SPSS version 26 and presented with descriptive statistics (frequencies and percentages). Ethical principles were upheld through informed consent, confidentiality, protection of participants from harm and obtaining ethical approval prior to data collection.

Result:

Table 1 Show that the participants below age 25 were 187 (89.9%) and the participant age above

25 were 21 (10.1%). according to the gender, male was 105 (50.5%) and female was 103 (49.5%). Regarding academic year, 3rd year students were 104 (50%) and 4th year students were 104 (50%).

According to Marital status Single was 189 (90.9%) and married was 19 (9.1%). The family type of the participant Nuclear was 71 (34.1%) and joint was 110 (52.9%) single was 27 (13.0).

Male	105	50.5
Female	103	49.5
Academic year		
Third year	104	50.0
Fourth year	104	50.0
Marital status		
Single	189	90.9
Married	19	9.1
Family type		
Nuclear	71	34.1
Joint	110	52.9
Single	27	13.0

Table 1 Demographic Characteristics of the study participants n=208

Table 2 shows the participants responses to the clinical satisfaction questionnaire. Regarding students 'clinical placement, the first question, "Good relation with the team" were found mostly agreed 41.8% while 28.4% were neutral and 26.4% were strongly agreed, while the disagree 1.9% and strongly disagree, percentage was 1.4% respectively. For second question of tool, 53.4% of the participant feels to be treated as the part of team while 21.2% were neutral and 18.3 were strongly agree, while only 4.8% participant were disagreeing and 2.4% participant was strongly disagreed. Moving toward the third question responses "good working relation with the preceptor" were 48.1% agreed, 27.9% neutral and 18.3% strongly agreed while 3.4% were disagree and 2.4% strongly disagree. The fourth questioned answer satisfactory feels by the participant were 47.1% agreed, 25% neutral and 16.3% strongly agreed while 9.6% were disagree and only 1.9% was strongly disagree. The fifth question was "Team explained procedure": 48.1% agreed 19.7% neutral, and 16.3% strongly agreed and 12% disagreed while 3.8% was strongly disagree, according to the responses. Give and take response were 39.4% participant agreed, 29.3% were neutral 17.8% were strongly agreed while 8.7% disagree and 4.8% strongly disagree. Next we address seventh question, "Motivated and eager to learn" 43.3% agreed, 32.2% strongly agreed 18.8% neutral while 4.8% was disagree and only 1.0% was strongly disagree. Next question, question no eight was, "Preceptor's good sense of humor, response was 40.4% agreed, 34.6% neutral and 18.35 strongly agreed and 5.8% was disagree while 1.0% was strongly disagree. Turning to the next question "The learning opportunities showed by preceptor" score reveal that 44.2% participant were agreed, 29.3% were neutral and 17.3% were strongly agreed and disagree 7.2% while 1.9% was strongly disagree. Another question, encouragement provide by preceptor to ask question reveal that 40.4% participant were agreed, 27.9% were neutral, 20.2% strongly agreed, 8.7% were disagree and 2.9% were strongly disagree. Appropriate patient care questionnaire score tells that 47.1% agreed, and 30.3% neutral and 16.3% was strongly agree, 4.8% were strongly disagree and only 1.4% participant shows negative response. "Nurse informed participant about their patient care" was 46.2% agreed, 23.6% neutral and 22.1% strongly agreed, 6.3% were strongly disagree and only 1.9 % were disagreed. Next question according to the questionnaire focus on "Team encourage to ask questions" demonstrate that 40.9% participant were agree 31.3% neutral while 13% were strongly agree and only 11.1% were disagree further only 3.8 responses were strongly disagreed. Looking forward for next question, Preceptors confidence on own skill display that 51% participant shows agreement, 26% were strongly agree, 18.3% neutral, 3.4% disagree and 1.4% strongly disagree. Moving to question no fifteen, "Preceptor place importance on my learning needs"46.2% participants were agreed, 27.9% neutral and 14.4% was strongly agree, 10.1% disagree and 1.4% were strongly disagree. The second last question Preceptor

reliance scored display mostly participants 38% agreed, 18.8% strongly agreed, some response 27.4% neutral while only few 12% exhibit disagreement and only 3.8% strongly disagree. One final question “Preceptor favored my autonomy” scores behaves that 32.7% were agree, 26% neutral, 19.2% were strongly agree while only 13.9% were disagree and 8.2% were strongly disagree respectively. However, most of the student’s response were agree, neutral and strongly disagree. On the other hand, some students show disagreement and only few show strongly disagreement in all the questions.

Table 2 Responses of the participants to each statement

Serial no	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Good relationship between team and me.	1.4%	1.9%	28.4%	41.8%	26.4%
2	Treated as the part of the team	2.4%	4.8%	21.2%	53.4%	18.3%
3	Good working relationship with the preceptor.	2.4%	3.4%	27.9%	48.1%	18.3%
4	Questions Satisfactorily Answered.	1.9%	9.6%	25.0%	47.1%	16.3%
5	Team explained procedures to me	3.8%	12.0%	19.7%	48.1%	16.3%
6	The more I gave, the more I got.	4.8%	8.7%	29.3%	39.4%	17.8%
7	Motivated and eager to learned.	1.0%	4.8%	18.8%	43.3%	32.2%
8	Preceptor had a good sense of humor.	1.0%	5.8%	34.6%	40.4%	18.3%
9	Preceptors showed me learning opportunities.	1.9%	7.2%	29.3%	44.2%	17.3%
10	Preceptor encourage students to ask questions.	2.9%	8.7%	27.9%	40.4%	20.2%
11	Patients were cared for appropriately	1.4%	4.8%	30.3%	47.1%	16.3%
12	Nurse informed me about their patients cares.	1.9%	6.3%	23.6%	46.2%	22.1%
13	Team encourage to me ask questions.	3.8%	11.1%	31.3%	40.9%	13.0%
14	Preceptor was confident about his/her skills.	1.4%	3.4%	18.3%	51.0%	26.0%
15	Preceptor placed a great deal of importance on my learning need.	1.4%	10.1%	27.9%	46.2%	14.4%
16	Preceptor relied on me.	3.8%	12.0%	27.4%	38.0%	18.8%

17	Preceptor favored my autonomy.	8.2%	13.9%	26.0%	32.7%	19.2%
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The figure 1 demonstrate overall satisfaction level of students regarding clinical placement. The finding shows that the majority of students 117(56.6%), agreed those students were satisfied with their clinical placement. furthermore, 33(15.9%) students strongly agreed, demonstrating a high overall level of satisfaction. Meantime 52 (25.1%) students were neutral indicating neither satisfaction nor dissatisfaction. Only a small proportion of students broach dissatisfaction, with 5(2.4%) students disagreeing. And 1(0.5%) student strongly disagreeing. Overall result recommend that most undergraduate nursing students had a positive level of satisfaction with their clinical placement, as more than two third of the participant reported agreement and strong agreement.

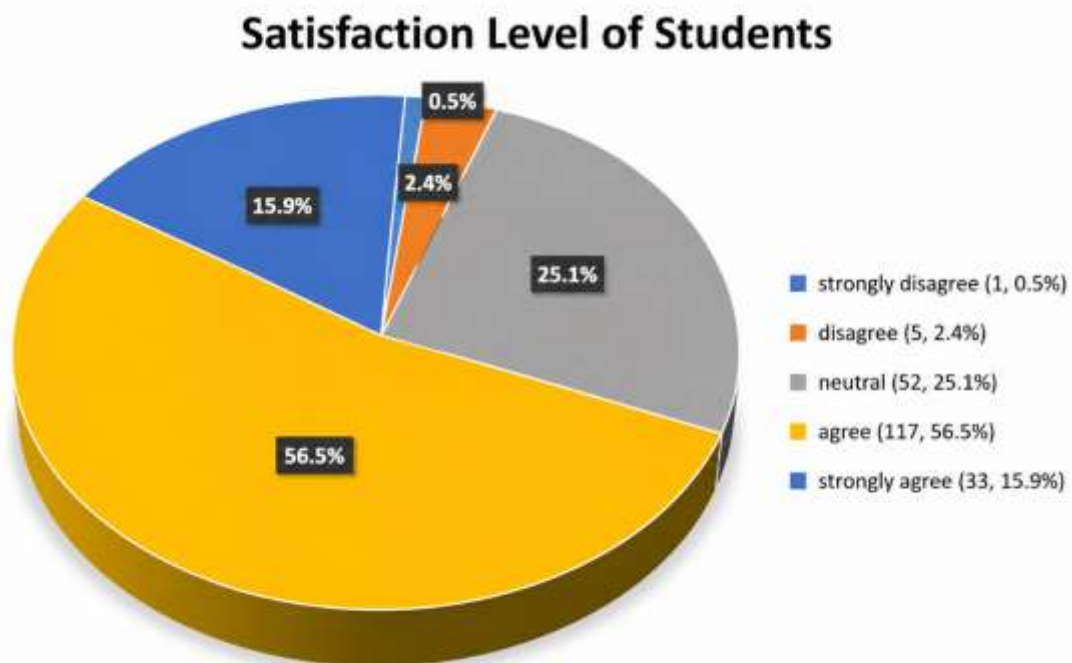


Figure no 1: Satisfaction level of student

Discussion

According to demographic characteristics, most of the participants were below 25 (89.9%) years of age. The finding of the current study showed that most of the participants were below age 25 is because mostly young adult enrolled in undergraduate programs. These findings are aligned with the study conducted by Ergezen et al. (2022), as the majority of participants of undergraduate nursing were younger in age and they show positive response toward the clinical learning environment. It was also noted in the finding that the students who were younger had more interested in continuously leaning skills and were motivated towards enhancement of professional knowledge comparatively. In contrast, a study of Zhang et al. (2022) reported that there is no significant association between the age of participants and satisfaction with clinical learning environment. Alternatively, there is a great influence of factors such as quality of supervision, mentoring relationships, and the pedagogical atmosphere on students' clinical experiences than age differences. The study findings also display almost equal distribution of male (50.5%) and female

(49.5%) participants. However, the statistics shows the male proportion was slightly higher than female which indicated that males' students have increasing tendency towards nursing profession. These, results are similar, with Ahmed et al. (2023), who observed if equal learning opportunities and supervision is provided to the students both male and female during clinical training so experienced comparable levels of satisfaction will be achieved. According to academic year, both third-year and fourth-year students equally participated in this study. The equal representation strengthens the reliability of the findings because students from both intermediate and senior clinical levels contributed their experiences. Similarly, Mazalová et al. (2022) reported that nursing students from senior academic years generally perceived the clinical learning environment more positively because of greater confidence and clinical exposure. Dissimilarly, a study conducted by Ergezen et al. (2022) reported senior students may have higher expectations from hospital and clinical staffs so the satisfaction did not always increase with academic progression. Most of the participants were single (90.9%), which reflects the normal demographic profile of undergraduate nursing students. Marital status has not consistently been associated with students' clinical satisfaction. Majority of participants belonged to joint family. Although family support may contribute to students' emotional well-being.

Table 2, revealed that most of the participants responses were positive regarding of their clinical placement. The response of first question revealed those students had good relationships with healthcare team members. Positive interpersonal relationships are essential because it improves communication, confidence, and teamwork during clinical practice. In continent, the findings reported by Ergezen et al. (2022), supports that supportive clinical staff and positive interpersonal relationships show great impact on nursing students' satisfaction and professional development during clinical practices. The responses of third and tenth item demonstrated that majority of students felt themselves treated as members of the healthcare team and satisfied with preceptors. Similarly, Zhang et al. (2022) found that students those supervised by supportive preceptors shows higher clinical satisfaction level and stronger intentions to pursue nursing careers after graduation. Students also reported positive responses of items good working relationships with their preceptors, where preceptor placed a great deal of importance to the students' learning, the more, the students gave attention, the greater they got preceptor relied on them and also preceptor favored their autonomy. Competent preceptors provide clinical guidance, constructive feedback, emotional support, and opportunities for independent learning. These findings align with the study conducted by Jassim et al. (2022), who revealed that supportive preceptors have highly influenced on nursing students' communication skills, confidence and overall clinical learning experiences during their clinical experience and practice. Preceptor had a good sense of humor response were also mostly strongly agreed. A positive sense of humor in clinical teaching helps reduce students' anxiety, improves communication, and creates a supportive learning environment. Noreen et al. (2023) reported that students appreciated preceptors who maintained positive interpersonal relationships and created a welcoming clinical environment during placement. The response to the question "Preceptors showed me learning opportunities" also showed that mostly participants were strongly agreeing similarly research conducted by Bibi et al. (2023) summarized that meaningful clinical learning opportunities provided to students contributed to overall satisfaction with clinical placement. Another important finding of this study revealed that students agreed the healthcare team explained procedures before patient care, patients were cared for appropriately and Nurse informed me about their patients cares also shows mostly positive responses. It represented that proper explanation of procedures helped students connect their theoretical knowledge with practical application which improves patient safety and student's confidence during their clinical practice.

Correspondingly Donovan et al. (2022) demonstrated that effective communication, better explanation of procedures, and student-centered teaching play a great role in improving learning experiences among undergraduate nursing students. The analysis shows that in response of fourth the majority answered “Satisfactorily” and for fourteen “Preceptor was confident about his/her skills”, item also showed highly responses of “strongly agree”. Likewise, research finding conducted by Wu et al. (2026) demonstrate that the preceptor who has expertise in clinical practice and knowledge provided effective guidance and created a positive learning environment which significantly increased overall satisfaction level. Majority of students also agreed that preceptors motivated them to learn and encouraged them to ask questions. Similarly, findings by Strandell-Laine et al. (2022), found that effective cooperation for educational needs between nurse teachers and clinical supervisors enhanced student’s satisfaction with clinical education.

The study found that most undergraduate nursing students had a positive clinical placement experience. Total **72.4% of participants were satisfied**, with **56.5% agreeing** and **15.9% strongly agreeing**, advocating that the clinical environment, supervision, and practical learning opportunities efficiently supported students' clinical education and skill development. Yet, **25.1% of students reported neutral responses**, showing that some had mixed experiences or perceived areas needing improvement, such as supervision and learning opportunities. Only **2.9% of participants expressed dissatisfaction**, suggesting that negative experiences were minimal but should still be explored to identify factors affecting students' satisfaction. Overall, these findings are mostly consistent with previous studies showing that supportive supervision, effective mentorship, and positive clinical learning environments enhance nursing students' satisfaction. Therefore, nursing institutions should continue to strengthen mentorship, provide regular feedback, and improve clinical learning experiences to support students' professional development.

Conclusion

It is concluded that positive responses of undergraduate nursing students regarding satisfaction level of clinical placement was found. Moreover, a good bonding with the healthcare team, preceptor’s support and learning opportunities provided a significant role. The findings also determined that the quality placement contributes to the better enhancement in learning, improvement in clinical competence, developing confidence, professional skills, and provision of readiness for future practice, that can ultimately contribute to better understanding and satisfaction. Another factor, preceptor guidance, support and confidence own skills also play a great role in clinical satisfaction. In addition, the opportunities, encouragement and motivation provided by preceptor and giving answers of questions asked by students also increased clinical satisfaction level. In conclusion, all these factors combine plays a significant role to meet student’s satisfaction level among undergraduate nursing students.

Recommendation

Nursing institutions need a strong quality of clinical placement by assure a supportive and well-organized clinical learning environment for undergraduate nursing students. Clinical instructor and preceptor need to provide regular supervision, productive feedback and effective guidance to improve student’s clinical learning experiences and satisfaction.

Also, hospital staff and preceptor should provide a better learning environment for the students and motivate them. Affiliated hospital and nursing colleges must need to collaborate to provide equal learning opportunities sufficient clinical exposure, and hand on practice for all students regardless of the clinical placement site. This advice is supported by recent studies highlighting the importance of student feedback and supportive clinical environments.

Limitation

The study has some limitations; as the study is cross-sectional means there is only a snapshot at once no other factors are being studied like changes in satisfactions level and experiences over time. Secondly, convenience sampling technique is chosen which means there may be a selection biasness and it may limit the representatives of data. Thirdly, one is that the findings are obtained by self-reported questionnaire in which there may be a recall bias, personal perception or social desirability bias. Finally, important aspect is study is descriptive, which may limit the deeper understanding of students' experiences, perception and satisfactions regarding clinical placement.

Some limitations of this study were the use of self-reported questionnaires, cross-sectional design, convenience sampling, and the 5-point Likert scale that might have limited the generalizability and depth of participants' responses.

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