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Undergraduate Physiotherapy Student Satisfaction: Insights Across Educational and Selected Domains

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Abstract: Background: *Physiotherapy is a science-based profession that emphasizes a holistic approach to health and well-being through rehabilitative interventions, preventive care, and research-driven practice. In recent decades, PT education has undergone significant global transformations, highlighting the role of student satisfaction as a key determinant of academic quality, motivation, retention, and institutional success.*
Objective: *This study aimed to evaluate the satisfaction levels of undergraduate PT students across various domains of academic and clinical learning, with a particular focus on addressing the scarcity of research in the Indian context.*
Methods:
This cross-sectional pilot study included 550 third- and fourth-year undergraduate physiotherapy students and interns from five colleges in Surat, India, selected through purposive sampling. Data were collected using a structured self-administered questionnaire covering seven domains (entry into profession, teaching and learning, clinical teaching, premises, canteen, library, and research facilities). Responses were rated primarily on a five-point Likert scale and analyzed descriptively.
Results:
Most students chose physiotherapy out of personal interest (84.2%) and valued friends/relatives or admission platforms as key sources of institutional information. Overall satisfaction was high in clinical teaching, research, and library domains, with moderate satisfaction in academic teaching and learning, where workload, pacing, and timely provision of materials were concerns. Institutional premises and canteen services showed acceptable but improvable satisfaction levels.
Conclusion:
Physiotherapy students reported high satisfaction overall, with moderate ratings for teaching and learning indicating areas needing improvement. Continuous institutional efforts and theory-driven research are essential to enhance the learning environment and address the complex, dynamic nature of student satisfaction.

Key Words: *Physiotherapy education, Student satisfaction, Undergraduate training, Learning environment.*

1. INTRODUCTION:

Physiotherapy (PT) is a science-based profession and takes a `whole person' approach to health and well-being, which include the patient's general lifestyle. Physiotherapists assess, plan and implement rehabilitative programs that improve or restore human motor functions, maximize movement ability, relieve pain syndromes, and treat or prevent physical challenges associated with injuries, diseases and other impairments. They apply a broad range of physical therapies and techniques such as movement, ultrasound, heating, laser and other techniques. They may develop and implement programs for screening and prevention of common physical ailments and disorders[1]. The physiotherapy (PT) profession is one that is acquired through formal academic training in colleges and universities. It is a field built on shared professional values, a commitment to serve the public, and the responsibility to contribute to knowledge expansion and research[2]. Over the past two to three decades, PT education has undergone significant transformation worldwide. Multiple factors have influenced these changes, particularly those related to demographic characteristics of PT students, as well as educational aspects that affect their academic performance and overall satisfaction. These factors play a key role in shaping the learning experience, clinical practice, and teaching opportunities available to future physiotherapists[3].

Students' satisfaction is recognized to be an important mean to assess institutional success and effectiveness to meet the changing demands of the students and the community in the era of close accountability, rapid technological, economic and social changes. Educationalists had agreed upon the importance, complexity and yet insufficiency of research on students' satisfaction[4]. Student satisfaction can be understood as a short-term attitude resulting from the evaluation of the student educational experience. Elliot and Healy[5] and VaÂzquez et al[6] have studied students as customers or clients. In their studies, students' satisfaction measurement in higher education follows the same methodology used in general customer satisfaction measurement. Studies that show student satisfaction has a positive impact on student motivation, student retention, recruiting efforts and fundraising emphasize the importance of student's satisfaction[7]. As a result, universities have exhibited their commitment to student satisfaction through mission statements, goals/objectives, marketing strategies, and promotional themes. Student's satisfaction contributed to intellectual, social, affective growth, classroom and college retention, academic performance, motivation and college persistence. Satisfied students were more successful and dedicated to accomplish their goals than unsatisfied students[7-9]. Evaluation of PT student's satisfaction regarding their course has been proven to be an important factor that affect quality, overall productiveness, student enrolment, retention, conclusion and graduation rate. Fundamentally, it has indirect impact that more the students are satisfied with their academic environment, more the chances that the student will stay in touch with school of PT and suggest that school to student of next intake. Increased competition, flexible institute environment, challenges, such as low academic fees, changing statistic of population, decrease admission rate and demographic need for availability have assist the school of PT to know significance of student satisfaction[10]. Various studies in the past in different parts of the world have focused on these issues and attempted to determine the satisfaction levels of students from various fields like health care professional students including PT students[3, 11-17]. A thorough review of literature from different databases showed lack of resources on studies on PT student's satisfaction in the Indian subcontinent. This prompted the researchers to conduct this study which focused on determining the satisfactory level of PT students from Surat, Gujarat, India, on various domains of interest which might be of help to understand the impact of the satisfaction on academic environment.

2. METHODS AND MATERIALS:

This pilot cross-sectional study was conducted among third-year, fourth-year, and internship-level undergraduate physiotherapy (BPT) students from colleges in and around Surat, using a non-random purposive sampling approach. A total of 550 students from five colleges affiliated with two universities (one state and one private) participated in the study. Prior to commencement, approval to conduct the study was obtained from the Heads of the participating institutions following an explanation of the study's purpose and objectives. Five colleges granted permission, and all eligible third-year, fourth-year, and internship-level students from these institutions were included in accordance with the predefined inclusion criteria. Written informed consent was obtained from all participants after they were briefed about the study's objectives. Both male and female students aged 19 to 24 years were included in the sample. The study was conducted in accordance with the institutional ethical standards of the Ethics Committee on Human Experimentation and adhered to the principles outlined in the Declaration of Helsinki (1975).

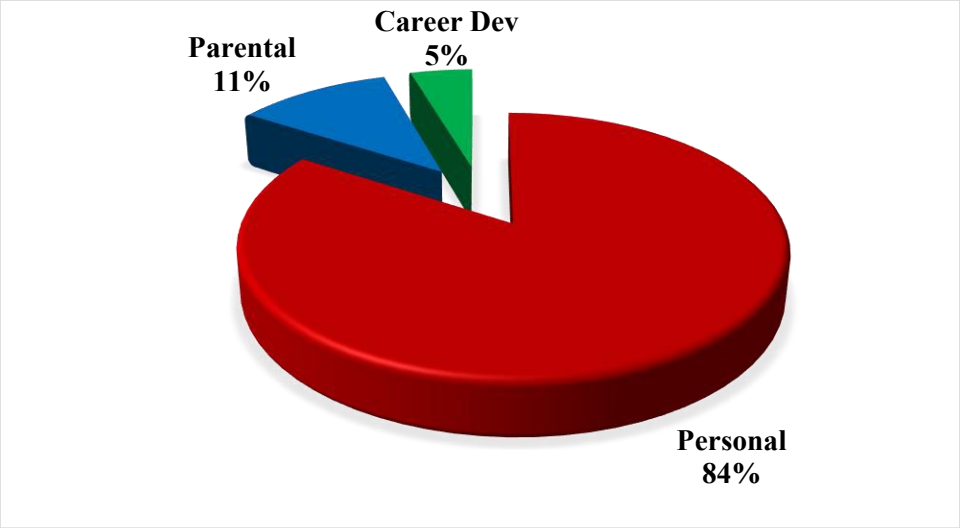
Data were collected using a self-administered questionnaire comprising items organized under seven categories. Most responses were measured on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).
Entry level – Questions related to the entry into Physiotherapy profession like information regarding the profession and institution for choosing, influence of decision to join the profession, belief of participants on the profession at entry level were included in this section.
Teaching & learning – 30 Questions related to course content, workload, subject materials, professional skills of teachers, their competencies, availability of tools and equipment for learning were included in this section of the questionnaire.
Clinical teaching and skills - Questions related to clinical teaching, learning and skills development, learning environment for clinical training were included in this section.
Premises – Questions related to satisfaction on the infrastructure and environment conducive to learning, safety and convenience were included in this section.
Catering/ canteen service – Availability of canteen and catering services and if available, the satisfaction of students on these services were evaluated in this section.
Library facilities – Questions related to services available in the library including availability of books, journals and student's satisfaction on the timings of library were included in this section.
Research facilities – The final part of the questionnaire included research facilities available in the institution and the involvement of students in research related activities.

Questionnaires were distributed to the undergraduate third year, fourth year students and interns and were given proper instructions to fill the questions. It took approximately 20 minutes to complete the questionnaire. After completion and collection, all questionnaires were checked for completeness and were taken for final analysis.

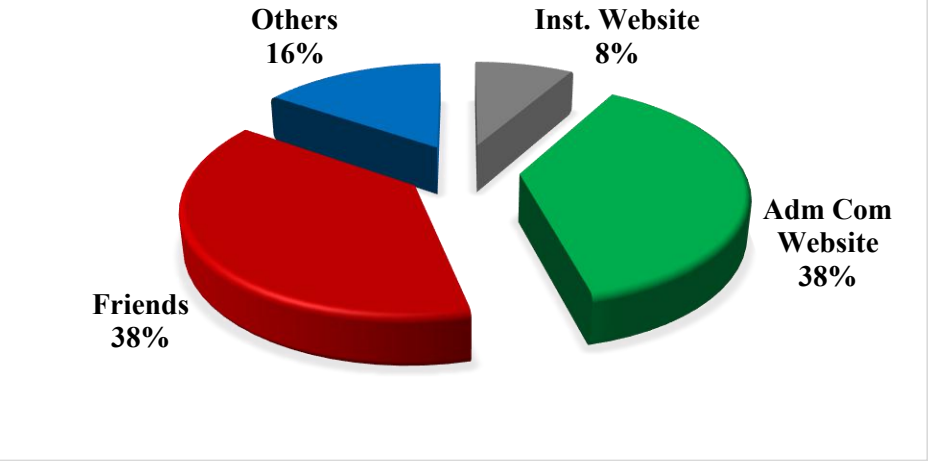
3. RESULTS:

Descriptive statistics of mean, standard deviation, frequencies and percentage were taken into consideration for analysis. All the data were analysed using SPSS v 20.0 and graphs were generated using Microsoft Excel.

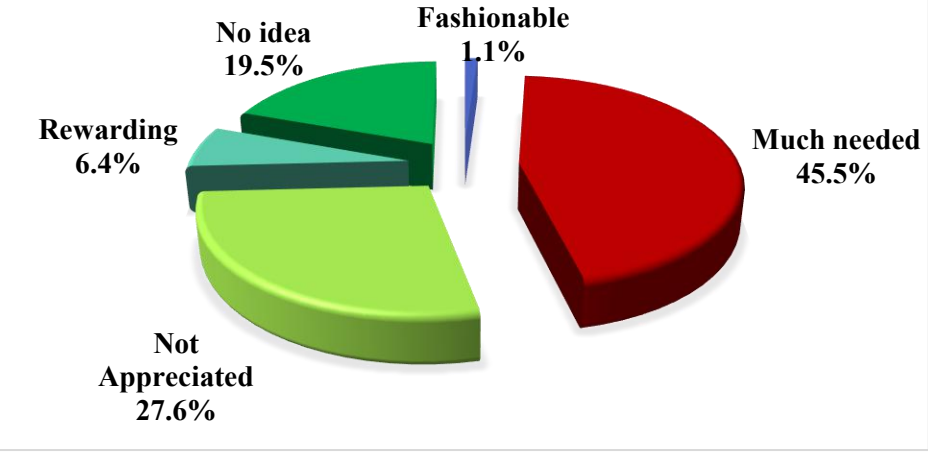
Graph 1: Percentage distribution of factors that influenced participants to join PT



Graph 2: Percentage Distribution of sources from where participants received information about institution



Graph 3: Percentage Distribution of Opinion of participants about Physiotherapy at the time of admission



Graph 4: Percentage Distribution of participant's opinion on life values that can be achieved by working therapist

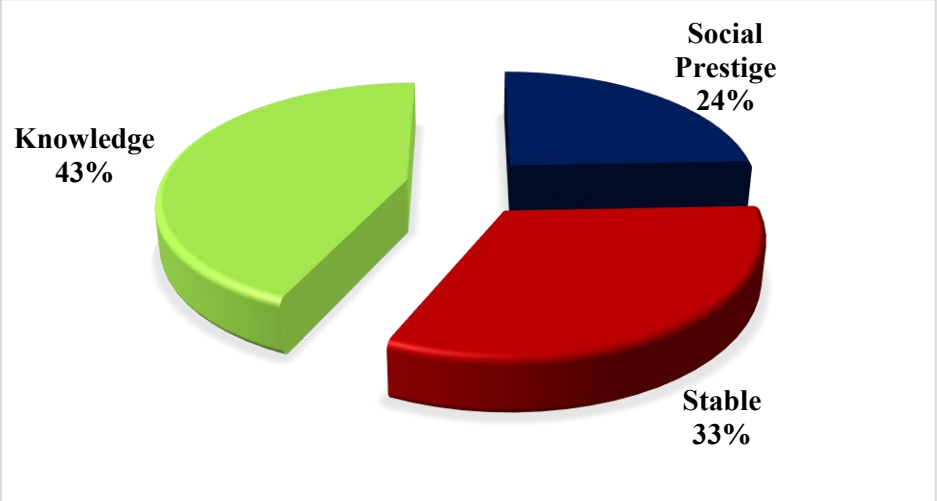


Table 1: Percentage distribution of responses on satisfaction to Teaching and learning

		n (%)				
No	**Characteristics**	**1**	**2**	**3**	**4**	**5**
1.	This course content was difficult as compared to other courses	32 (5.8)	98 (17.8)	180 (32.7)	176 (32)	64 (11.6)
2.	Workload specified in this course content was harder as compared to other courses	18 (3.3)	96 (17.5)	161 (29.3)	205 (37.3)	70 (12.7)
3.	Course pace was appropriate and was easy to complete	63 (11.5)	152 (27.6)	153 (27.8)	146 (26.5)	36 (6.5)
4.	l have found the course intellectually challenging and stimulating	12 (2.2)	33 (6.0)	125 (22.7)	296 (53.8)	84 (15.3)
5.	I have learned something which I consider valuable during these years in my course	9 (1.6)	10 (1.8)	68 (12.4)	213 (38.7)	250 (45.5)
6.	My interest in the subject has increased as a consequence of this course	13 (2.4)	28 (5.1)	112 (20.4)	238 (43.3)	159 (28.9)
7.	l have learned and understood the subject materials of this course	5 (0.9)	15 (2.7)	112 (20.4)	303 (55.1)	115 (20.9)
8.	Course content was informative and easily understandable	12 (2.2)	48 (8.7)	204 (37.1)	237 (43.1)	49 (8.9)
9.	Assessment methods mentioned in the syllabus were appropriate	12 (2.2)	55 (10)	128 (23.3)	280 (50.9)	75 (13.6)
10.	Information regarding subjects in the course was not made available at the beginning of year	65 (11.8)	149 (27.1)	153 (27.8)	130 (23.6)	153 (9.6)
11.	I do not expect anything I have learnt on this module to be of direct use to me in my career	98 (17.6)	157 (28.5)	128 (23.3)	130 (23.6)	37 (6.7)
12.	Things I learnt based on this syllabus will cause me to look at my profession in a different way for the rest of my life	15 (2.7)	42 (7.6)	109 (19.8)	240 (43.6)	143 (26.0)
13.	References needed for reading were available in library	30 (5.5)	65 (11.8)	95 (17.3)	197 (35.8)	163 (29.6)
14.	The learning objectives of the studies were explained to me	6 (1.1)	54 (9.8)	126 (22.9)	269 (48.9)	95 (17.3)

15.	The assessment criteria for the studies were explained to me at the beginning of the year	29 (5.3)	88 (16.0)	108 (19.6)	255 (46.4)	70 (12.7)
16.	Teachers professional skills were up-to-date	12 (2.2)	36 (6.5)	122 (22.2)	232 (42.2)	147 (26.7)
17.	I had the opportunity to give teachers, feedback on the studies	19 (3.5)	40 (7.3)	119 (21.6)	251 (45.6)	121 (22.0)
18.	I got enough supportive, constructive and timely feedback from teachers	16 (2.9)	37 (6.7)	153 (27.8)	211 (38.4)	133 (24.2)
19.	The teachers assessed students equally	49 (8.9)	79 (14.4)	131 (23.8)	188 (34.2)	103 (18.7)
20.	The teachers were competent on the topics	10 (1.8)	56 (10.2)	139 (25.3)	247 (44.9)	98 (17.8)
21.	Students' different backgrounds were taken into account in instruction	44 (8.0)	92 (16.7)	133 (24.2)	207 (37.6)	74 (13.5)
22.	Teachers made students feel welcome in seeking help advice in or outside of class	19 (3.5)	16 (2.9)	98 (17.8)	256 (46.5)	161 (29.3)
23.	Teachers demonstrate enthusiasm to teach and share professional and personal experiences	9 (1.6)	27 (4.9)	104 (18.9)	242 (44.0)	168 (30.5)
24.	Teachers show mutual respect for student's views and opinion	14 (2.5)	33 (6.0)	136 (24.7)	251 (45.6)	116 (21.1)
25.	Teachers are flexible to the learning needs of the student	10 (1.8)	26 (4.7)	103 (18.7)	271 (49.3)	140 (25.5)
26.	Teachers are fair in evaluating and grading the students	28 (5.1)	48 (8.7)	141 (25.6)	222 (40.4)	111 (20.2)
27.	Teachers exhibit a good sense of humor in teaching	9 (1.6)	39 (7.1)	143 (26.0)	255 (46.4)	104 (18.9)
28.	Instructor was adequately accessible to students during office hours or after class	8 (1.5)	41 (7.5)	200 (36.4)	232 (42.2)	69 (12.5)
29.	There are enough necessary tools and equipment for studies	16 (2.9)	52 (9.5)	142 (25.8)	232 (42.2)	108 (19.6)
30.	Teaching aids like multimedia projection, audio visual aids are available	6 (1.1)	23 (4.2)	89 (16.2)	226 (41.1)	206 (37.5)

(1-Strongly Disagree, 2-Disagree, 3-True Sometimes, 4-Agree, 5-Strongly Agree)

Table 2: Percentage distribution of responses on satisfaction to Clinical teaching and skills

		n (%)				
No	**Characteristics**	**1**	**2**	**3**	**4**	**5**
1.	Teachers clearly stated the students learning objectives and their expectations at the clinical setting	16 (2.9)	26 (4.7)	137 (24.9)	297 (54)	74 (13.5)
2.	Teachers demonstrate knowledge and expertise during the clinical sessions	5 (0.9)	24 (4.4)	112 (20.4)	294 (53.5)	115 (20.9)
3.	Teachers facilitate student collaboration with members of Healthcare teams	10 (1.8)	89 (16.2)	126 (22.9)	249 (45.3)	76 (13.8)
4.	Teachers facilitate learning by creating a link between the theory and practice in the clinical setting	4 (0.7)	20 (3.6)	107 (19.5)	255 (46.4)	164 (29.8)
5.	Opportunities are provided to enhance students' development of clinical reasoning skills	4 (0.7)	22 (4)	129 (23.5)	305 (55.5)	90 (16.4)
6.	Teachers observe my clinical skill frequently	10 (1.8)	45 (8.2)	147 (26.7)	250 (45.5)	98 (17.8)
7.	Teachers organize clinical learning experiences from simple to complex	8 (1.5)	34 (6.2)	160 (29.1)	267 (48.5)	81 (14.7)

8.	Teachers question me frequently to elicit underlying reasoning	9 (1.6)	32 (5.8)	166 (30.2)	244 (44.4)	99 (18)
9.	Teachers utilize teaching and evaluative practices that promote student self-directed learning	5 (9)	21 (3.8)	131 (23.8)	295 (53.6)	98 (17.8)
10.	Teachers create supportive work environment	6 (1.1)	34 (6.2)	140 (25.5)	274 (49.8)	96 (17.5)
11.	We are assigned procedure or assignment appropriate for my clinical skill level	4 (0.7)	30 (5.5)	135 (24.5)	291 (52.9)	90 (16.4)
12.	We are provided frequent timely feedback on our performance	9 (1.6)	53 (9.6)	142 (25.8)	269 (48.9)	77 (14)
13.	We are provided specific practice opportunity in our clinical skills	5 (0.9)	30 (5.5)	93 (16.9)	306 (55.6)	116 (21.1)
14.	My practical learning period helped me to improve my learning achievement	2 (0.4)	20 (3.6)	76 (13.8)	271 (49.3)	181 (32.9)
15.	I believe that practical learning will promote my further employment opportunities	3 (0.5)	13 (2.4)	54 (9.8)	191 (34.7)	298 (52.5)

(1-Strongly Disagree, 2-Disagree, 3-True Sometimes, 4-Agree, 5-Strongly Agree)

Table 3: Percentage distribution of responses on satisfaction to Premises

		n (%)				
No	**Characteristics**	**1**	**2**	**3**	**4**	**5**
1.	The institution's class rooms are comfortable, spacious and promote learning ambience	45 (8.2)	54 (9.8)	101 (18.4)	258 (46.9)	92 (16.7)
2.	The institution's public areas are comfortable	41 (7.5)	69 (12.5)	118 (21.5)	210 (38.2)	112 (20.4)
3.	It is easy for physically disabled people to enter the area and buildings	17 (3.1)	42 (7.6)	77 (14.0)	264 (48.0)	150 (27.3)
4.	My institution is easily accessible from any part of the city	29 (5.3)	91 (16.5)	154 (28)	197 (35)	79 (14.4)
5.	Temperatures in the study premises are appropriate	44 (8.0)	80 (14.5)	141 (25.6)	199 (36.2)	86 (15.6)
6.	Lighting in the study premises is appropriate	22 (4.0)	43 (7.8)	93 (16.9)	272 (49.5)	120 (21.8)
7.	My belongings are safe and secure at the institution	6 (1.1)	21 (3.8)	77 (14.0)	284 (51.6)	162 (29.5)
8.	The institution's premises are tidy	23 (4.2)	50 (9.1)	130 (23.6)	233 (42.4)	114 (20.7)
9.	Parking arrangements are sufficient and convenient	60 (10.9)	78 (14.2)	80 (14.5)	197 (35.8)	135 (24.5)

(1-Strongly Disagree, 2-Disagree, 3-True Sometimes, 4-Agree, 5-Strongly Agree)

Table 4: Percentage distribution of responses on satisfaction to Catering / Canteen Services

		n (%)					
No	**Characteristics**	**0**	**1**	**2**	**3**	**4**	**5**
1.	The canteen premises are tidy	106 (19.3)	41 (7.5)	57 (10.4)	122 (22.2)	149 (27.1)	75 (13.6)
2.	The canteen/catering services function well	106 (19.3)	25 (4.5)	75 (13.6)	111 (20.2)	158 (28.7)	75 (13.6)
3.	The menu in the canteen is suitable for me	106 (19.3)	35 (6.4)	84 (15.3)	116 (21.1)	124 (22.5)	85 (15.5)
4.	The food is good	106 (19.3)	31(5.6)	51 (9.3)	120 (21.8)	160 (29.1)	82 (14.9)
5.	Timing of canteen are suitable for me	106 (19.3)	36 (6.5)	49 (8.9)	83 (15.1)	174 (31.6)	102 (18.5)

(1-Strongly Disagree, 2-Disagree, 3-True Sometimes, 4-Agree, 5-Strongly Agree)

Table 5: Percentage distribution of responses on satisfaction to Library Facility

		n (%)				
No	**Characteristics**	**1**	**2**	**3**	**4**	**5**
1.	There are sufficient books related to all subjects in the library	18 (3.3)	51 (9.3)	114 (20.7)	214 (38.9)	153 (27.8)
2.	There are sufficient journals available in the library	13 (2.4)	64 (11.6)	134 (24.4)	214 (38.9)	125 (22.7)
3.	Library operating timings are appropriate for my learning and studying	11 (2.0)	50 (9.1)	96 (17.5)	251 (45.6)	142 (25.8)
4.	Library services available are sufficient and appropriate	10 (1.8)	41 (7.5)	124 (22.5)	215 (39.1)	160 (29.1)

(1-Strongly Disagree, 2-Disagree, 3-True Sometimes, 4-Agree, 5-Strongly Agree)

Table 6: Percentage distribution of responses on satisfaction to Research Facility

		n (%)				
No	**Characteristics**	**1**	**2**	**3**	**4**	**5**
1.	I have a positive environment to learn and conduct research	14 (2.5)	28 (5.1)	116 (21.1)	309 (56.2)	83 (15.1)
2.	I am provided with basic information and guidelines on research in my course curriculum	9 (1.6)	25 (4.5)	101 (18.4)	321 (58.4)	94 (17.1)
3.	My teachers facilitate me to conduct and be a part of research	3 (5.0)	26 (4.7)	84 (15.3)	304 (55.3)	133 (24.2)
4.	I am provided with appropriate guidance to conduct independent research	4 (0.7)	37 (6.7)	99 (18.0)	280 (50.9)	130 (23.6)
5.	I am given my due importance when I actively take part in a research project	4 (0.7)	33 (6.0)	119 (21.6)	281 (51.1)	113 (20.5)
6.	Our institution has all required basic facilities to conduct research	9 (1.6)	36 (6.5)	161 (29.3)	262 (47.6)	82 (14.9)
7.	Tools required to conduct research are available/made available	5 (0.9)	50 (9.1)	169 (30.7)	238 (43.3)	88 (16.0)
8.	I am given a free hand to conceive an idea and conduct research	3 (0.5)	36 (6.5)	120 (21.8)	285 (51.8)	106 (19.3)
9.	Teachers encourage me in my research	1 (0.2)	23 (4.2)	90 (16.4)	286 (52.0)	150 (27.3)
10.	This experience of being part of research increased my interest to continue research	7 (1.3)	24 (4.4)	94 (17.1)	292 (53.1)	133 (24.2)

(1-Strongly Disagree, 2-Disagree, 3-True Sometimes, 4-Agree, 5-Strongly Agree)

Table 7: Percentage distribution of student's involvement in research-based activities

Variable	n (%)
Planned research	93 (16.9)
Performed research	124 (22.5)
Part in publication	14 (2.5)
Participation	533 (96.9)

All raw scores for the variables of interest were categorized into low, moderate, or high satisfaction levels, based on the minimum and maximum score intervals defined for each domain. This categorization served as the basis for interpreting participant satisfaction within specific domains. For the teaching and learning domain (range: 30–150), satisfaction was classified as low (30–70), moderate (71–110), and high (111–150). For clinical teaching and skills (range: 15–75), the

categories were low (15–35), moderate (36–55), and high (56–75). For premises (range: 9–45), satisfaction was categorized as low (9–21), moderate (22–33), and high (34–45). For canteen facilities (range: 5–25), the categories were low (5–11), moderate (12–18), and high (19–25). For library facilities (range: 4–20), low satisfaction was defined as 4–9, moderate as 10–15, and high as 16–20. Finally, for research activities and facilities (range: 10–50), satisfaction was categorized as low (10–23), moderate (24–36), and high (37–50).

Table 8: Percentage distribution of student's responses categorized as low, moderate and high, for various selected variables

Variables	Category; n (%) of student's responses		
Teaching and Learning skills	Low;3 (0.5)	Moderate; 294 (53.5)	High; 253 (46.0)
Clinical teaching skills	Low; 2 (4.0)	Moderate; 206 (37.5)	High; 342 (62.2)
Premises	Low; 26 (4.7)	Moderate; 246 (44.7)	High; 278 (50.5)
Canteen and Catering services	Low; 64 (14.42)	Moderate; 180 (40.54)	High; 200 (45.04)
Library facilities	Low; 26 (4.7)	Moderate; 191 (34.7)	High; 333 (60.5)
Research facilities	Low; 5 (0.9)	Moderate; 209 (38.0)	High; 336 (61.1)

4. DISCUSSION :

The present study was conducted to determine the satisfactory level of PT students on various domains of interest including teaching, learning, clinical skills, infrastructure and environment of the institution, canteen and library facilities and research activities. The majority of students (84.2%) reported selecting physiotherapy as a result of their personal interest, suggesting a strong element of self-motivation in career choice. In contrast, 11.3% attributed their decision to parental influence, while a smaller proportion (4.5%) were guided by information obtained through school-based career development programs. (Graph 1).

Among the 550 students, the most common sources of information regarding the institution were friends and relatives already familiar with it (38.4%), followed closely by the admission committee website (37.8%). In comparison, only 8.4% of students relied on the institutional website, while 15.5% obtained information through alternative sources. These findings suggest that interpersonal networks and official admission platforms play a more influential role in shaping students' awareness of the institution than direct institutional outreach (Graph 2).

At the time of admission, nearly half of the students (45.5%) perceived physiotherapy as an essential healthcare profession contributing significantly to societal well-being. A smaller proportion (27.6%) expressed concern that the role of physiotherapists is underappreciated within the country, while 6.4% viewed the profession as personally rewarding, and only 1.1% regarded it as fashionable. Notably, 19.5% of students reported having no prior knowledge of the physiotherapy profession, highlighting a gap in awareness that may influence career perceptions and choices (Graph 3).

At the time of entry, 43.3% of students perceived physiotherapy as a profession grounded in specialized knowledge, while 32.4% associated it with career stability. Additionally, 24.4% recognized its broader social significance. These perceptions suggest that students were motivated not only by intellectual and professional aspirations but also by the potential societal value of the profession (Graph 4). The present study did not attempt to compare satisfaction levels based on gender, given the prevailing trend in India of disproportionately higher female enrolment in physiotherapy programs. As the number of female participants substantially exceeded that of male students, such comparisons would not have yielded meaningful insights and were therefore not undertaken. Previous studies examining satisfaction among physiotherapy students have largely restricted their scope to module-specific or course content–specific aspects. In contrast, the present discussion seeks to contextualize our findings by comparing them across individual domains, thereby providing a broader perspective on student satisfaction.

A comparable study conducted in Pakistan[10] reported an overall student satisfaction level of just above 40%. Notably, satisfaction was confined primarily to two domains—personal choice of profession and relationships with faculty. In contrast, markedly lower levels of satisfaction were observed with respect to the institution, the adopted curriculum, quality of teaching, and the development of communication skills, indicating significant gaps in the broader educational experience.

In contrast to the study cited above, which reported low levels of satisfaction across multiple domains, the present study revealed comparatively higher satisfaction with teaching and learning, clinical skill development, library facilities, research opportunities, and institutional infrastructure, including canteen and catering services. These differences underscore the importance of institutional context in shaping student experiences, suggesting that variations in educational resources, pedagogical practices, and support systems can significantly influence perceptions of

professional training. Framing these findings within a broader perspective, such cross-cultural comparisons highlight the need to identify and share best practices across institutions internationally, thereby contributing to the advancement of physiotherapy education and the preparation of globally competent healthcare professionals.
Detailed description (Tables 1-7) based on the observations of the results obtained from the study, category wise is as follows:

Satisfaction to Teaching and learning::

Student satisfaction with teaching and learning was examined across multiple domains, including course content, learning objectives, assessment methods, faculty competence, and availability of learning resources. While 43.6% of students perceived the physiotherapy curriculum as more difficult than other courses and 50% found the workload to be particularly demanding, only 33% considered the pace of instruction to be appropriate. Despite these challenges, 69% of students regarded the course as intellectually stimulating, 52% found the content both informative and comprehensible, and a significant majority felt that their learning was meaningful (84.25%) and fostered greater interest in the subject matter (72.2%).

Satisfaction with assessment practices was moderate, with 64.5% expressing approval of the methods outlined in the syllabus and 59.1% affirming that assessment criteria had been clearly communicated at the beginning of the year. However, 33.2% were dissatisfied with the delayed provision of subject materials, and 30.3% questioned the direct career relevance of certain module content. Library support and access to reference materials were positively evaluated by 65.4% of students, indicating adequate academic resources.
Faculty-related aspects were generally well-regarded, with 69.1% acknowledging teachers' professional skills, 74.5% appreciating their enthusiasm in knowledge sharing, and 62.7% affirming their subject competence. Communication and interaction with faculty were also viewed positively, with students reporting satisfaction regarding constructive feedback (67.6%), timely academic support (62.6%), and impartiality in evaluation (52.9%). Furthermore, 61.8% of students expressed satisfaction with the availability of necessary teaching tools and equipment.
Taken together, these findings suggest that while students valued the intellectual rigor, faculty competence, and availability of academic resources, concerns persist regarding workload intensity, pacing, timely provision of learning materials, and the perceived career relevance of certain modules. Addressing these areas could further enhance the balance between academic challenge and student-centred learning within physiotherapy education (Table 1).

Satisfaction to Clinical teaching and skills:

A majority of students (67.5%) expressed satisfaction with the clarity with which the objectives of clinical learning were communicated, while 74.4% acknowledged their teachers' strong clinical knowledge and expertise. Additionally, 59.1% reported being supported by faculty in collaborating with other members of the healthcare team during clinical placements. Students also highlighted that faculty played a constructive role in helping them integrate theoretical knowledge with clinical practice, provided adequate opportunities to enhance and regularly monitor their clinical skills, and ensured fair opportunities to strengthen their clinical reasoning. Collectively, these findings suggest that faculty engagement and structured guidance were perceived as critical factors in fostering effective clinical learning experiences (Table 2).

Satisfaction to Premises:

Student satisfaction with the learning premises was assessed in relation to transportation accessibility, cleanliness, the conduciveness of the learning environment, and the adequacy of safety measures. In all these domains, more than half of the students expressed favourable levels of satisfaction, indicating that the institutional infrastructure was generally perceived as supportive of the academic experience. Nevertheless, the fact that satisfaction did not reach higher thresholds highlights the scope for further enhancement. The quality of physical premises plays a critical role not only in facilitating effective learning but also in influencing student well-being. Accessible and safe infrastructure reduces stress associated with daily commutes and safety concerns, while a clean and well-maintained environment fosters concentration and engagement during academic activities. Similarly, a supportive and appropriately designed learning environment can positively impact motivation, reduce fatigue, and promote sustained academic performance. Conversely, deficiencies in these areas may contribute to dissatisfaction, disengagement, or diminished productivity. Therefore, strengthening institutional premises should be viewed as an investment not only in infrastructure but also in the holistic academic and personal development of students. By addressing gaps in facilities and ensuring consistently high standards, institutions can create an environment that nurtures both student satisfaction and academic achievement. (Table 3).

Satisfaction to Catering / Canteen Services:

While one institution lacked a canteen facility, students in the remaining institutions reported moderate levels of satisfaction with the services provided. Specifically, 40% expressed satisfaction with cleanliness, 42% with catering functions, 37% with the suitability of the menu, and 50% with canteen timings. These findings suggest that although basic expectations were met, satisfaction levels did not exceed moderate thresholds, indicating scope for improvement in aligning canteen services more closely with student needs and preferences (Table 4).

Satisfaction to Library Facility:

Student self-reports indicated overall satisfaction with the library facilities. Specifically, more than 65% were satisfied with the availability of subject-related books, 60% with access to journals, and 70% with library timings that supported their learning and study needs. These findings suggest that the library is perceived as a valuable academic resource, though the moderate levels of satisfaction also point to opportunities for further enhancement in terms of accessibility and resource provision (Table 5).

Satisfaction to Research Facility:

A large proportion of students reported positive experiences with research-related support from faculty and institutional environments. Specifically, 79% indicated that teachers actively encouraged them to participate in research, while 77% felt that such experiences enhanced their motivation to pursue independent research. Similarly, 79% and 74% respectively acknowledged faculty facilitation in conducting research and the provision of appropriate guidance for independent projects. Furthermore, 75% of students perceived that the curriculum offered basic information and guidelines on research, and 71% felt that their contributions were valued when they actively engaged in research activities. A comparable proportion (70%) also highlighted the presence of a positive environment for research and the autonomy to develop and pursue their own ideas.

However, only 51% of students reported that their institutions were adequately equipped with the necessary infrastructure and tools to support research. This discrepancy suggests that while faculty mentorship and curricular support play a significant role in fostering research engagement, institutional limitations in terms of resources and facilities may hinder students from fully realizing their research potential (Table 6). Although 96.9% of students reported engagement in some form of research activity, only 2.5% had the opportunity to contribute to the publication process, and just 22.5% undertook research independently, encompassing both its design and execution. This disparity points to a disconnect between participation in research and progression toward scholarly output. Similar patterns have been documented in other professional programs such as medicine and nursing, where students often engage in research as part of their training but rarely advance to authorship or independent inquiry. These findings suggest that while exposure to research is widespread, insufficient mentorship, limited infrastructure, and lack of opportunities for dissemination may hinder the development of research competence. Addressing these gaps could strengthen the research culture within physiotherapy education and better align it with the practices observed in other health professions (Table 7).

Overall Responses:

The data reveal high satisfaction levels in *academic and research domains* (teaching, clinical practice, library, and research support). Conversely, *student welfare facilities* (particularly canteen and catering) are perceived less favourably. While *infrastructure* (premises) is moderately praised, it still presents opportunities for enhancement (Table 8). A study conducted in Jordan[19] to evaluate the satisfaction of nursing students with their nursing program concluded that the students were highly satisfied in the domains of curriculum and instructions, accessibility and safety. However, the students were highly dissatisfied on faculty response, cleanliness of their clinical set up and proficiency towards English language. Results from the study conducted in Korea on Medical students[15] revealed that senior students were exhibiting better satisfaction towards their mentors as compared to junior students. Study from Portugal[20] observed variations in effects on parameters as there were differences in medical schools. Annual intake of these schools affected the overall levels of satisfaction, like schools with high intake showed low satisfaction. They found lowest satisfaction among students in clinical learning environment, student-tutor interaction, supervision and clinical learning experience. On the other hand, study by Walid El Ansari[21-22] found lower satisfaction level among nursing students and found the domains with lower satisfaction being support of tutors, clinical placements, skills, difficulty of subjects, resources and lack of full professional attitude. Compared to the above-mentioned studies, results of the present study exhibit a high level of overall satisfaction in all domains and moderate satisfaction in teaching and learning domain. This high levels of satisfaction in teaching and learning can be attributed to the fact that the profession is becoming more competitive and institutes are in constant improvisations which has brought about changes in the profession in the past few years.

A more nuanced understanding of student satisfaction could be achieved by comparing outcomes across institutes and domains individually. However, such comparisons were beyond the scope of the present study, which was descriptive in design and limited to four institutes within a single university. Future research should therefore extend this inquiry by examining satisfaction levels across all institutes within a university and further, by comparing students' perceptions across different universities. Such an approach would not only broaden the scope of analysis but also account for the variability in physiotherapy curricula and course structures across institutions. The absence of such comparative data represents a limitation of the present study, underscoring the need for multi-institutional investigations to generate more generalizable insights and to inform policy-level improvements in physiotherapy education.

5. CONCLUSION:

High levels of satisfaction were reported by physiotherapy students across several domains related to clinical teaching, learning, and academic resources, both directly and indirectly linked to their education, within four institutes and a university department. In contrast, academic teaching and learning yielded only moderate satisfaction, although many individual factors within this domain were still rated positively. The areas where satisfaction levels were comparatively lower highlight specific gaps that warrant attention. These findings underscore the responsibility of institutional authorities to not only address such shortcomings through targeted modifications and resource enhancements but also to adopt continuous quality improvement measures. Without such interventions, there is a risk of undermining the overall learning environment and limiting the educational outcomes that physiotherapy programs are expected to achieve.

Student satisfaction with learning is not a static phenomenon but rather a dynamic process that fluctuates over time, shaped by individual experiences, expectations, and contexts. Each student's undergraduate journey reflects a unique interplay of satisfaction, dissatisfaction, and ambivalence, highlighting the complexity of evaluating educational quality solely through quantitative measures. This underscores the need for further research aimed at developing theoretical frameworks that can better capture the multidimensional nature of student satisfaction. Such frameworks would not only assist academics and universities in interpreting student experiences across diverse programs but also guide the design of more targeted strategies to enhance satisfaction. The absence of such theory-driven approaches remains a limitation in current research, potentially constraining institutions from fully addressing the underlying factors that influence student engagement and academic success.

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