

STUDENT SATISFACTION WITH FINAL EXAMS: A STUDY OF UNDERGRADUATE NURSING STUDENTS IN PESHAWAR AND CHARSADDA

Salman Faheem^{*1}, Amjid Ali², M. Mazhar Shehzad³, Salah Ud Din⁴, Khadija Marukh⁵,
Hasan Ali⁶, Muhammad Omer⁷, Muhammad Sufyan⁸

^{*1,3,4,5,6,7,8}Student, Farabi College of Nursing and Allied Health Sciences Charsadda

²BSN MSN MPH MSc Psychology, AP Farabi College of Nursing

DOI: <https://doi.org/10.5281/zenodo.17440737>

Keywords

Student satisfaction, final examination, nursing education, assessment, examination fairness, Peshawar, Charsadda

Article History

Received: 03 September 2025

Accepted: 13 October 2025

Published: 25 October 2025

Copyright @Author

Corresponding Author: *

Salman Faheem

Abstract

Background:

Student satisfaction with final examinations is a critical indicator of the quality of education, particularly in nursing education where assessment impacts both learning outcomes and professional preparedness. However, discrepancies often exist between students' expectations and their experiences with the examination process, leading to dissatisfaction and potential negative effects on academic performance and motivation.

Aims:

This study aimed to assess the satisfaction level of undergraduate nursing students with final examinations at public and affiliated institutes in Peshawar and Charsadda, and to identify key factors influencing their satisfaction to inform improvements in the examination process.

Methods:

A descriptive cross-sectional design was employed involving 380 undergraduate nursing students beyond their third semester. Data was collected using a structured self-administered questionnaire focusing on various aspects of the examination process, including clarity, fairness, scheduling, content alignment, and feedback. Data were analyzed using SPSS version 27 with descriptive statistics and chi-square tests to explore associations.

Results:

Findings revealed a moderate overall satisfaction level, with 46.43% of students expressing agreement or strong agreement with satisfaction statements, while approximately 40% expressed dissatisfaction. Key concerns included perceived misalignment between taught content and exam material, lack of transparency in exam questions, and inconsistent application of the Table of Specifications. However, most students reported being aware of examination schedules and felt reasonably prepared for the exams.

Conclusion:

The study highlights a need for greater alignment between course content and assessment, enhanced transparency in exam design, and stricter adherence to standardized examination guidelines to improve student satisfaction. Addressing these issues may contribute to improved academic outcomes and student motivation in nursing education.

INTRODUCTION

Students' satisfaction with final examinations (SSFE) is an important component of any education system. Satisfaction can be simply described as an intellectual state, which results from the alignment or misalignment of expectations compared to actual experiences (K. Mohammad, 2019). Assessing students is a core metric for evaluating the quality of education being provided. Moreover, regular assessment offers students an opportunity to provide feedback on their academic progress (Ivan Gratchev, 2023). Providing a platform for feedback is essential, as it helps bridge the gap between students' direct experiences and their anticipated outcomes (Ivan Gratchev, 2023).

Assessment plays a crucial role in both teaching and curriculum development. As Boud (2020) notes, assessment significantly influences students' learning and performance by focusing on key concepts, enhancing engagement, and contributing to high-quality learning outcomes. To achieve these outcomes, assessments should be designed to align with the most relevant learning objectives and promote deeper understanding (Boud, 2020).

Recent studies have highlighted the growing importance of measuring nursing students' satisfaction and addressing their needs as learner-consumers (Suroto et al., 2017). Students' satisfaction is a key indicator of academic success, as those with higher satisfaction tend to demonstrate improved intellectual and social development (Muronga, 2020). However, a persistent gap remains between students' expectations and the educational experiences provided by institutions. This conflict may stem from unrealistic expectations or institutional failure to understand students' genuine needs. Often, educational programs are designed based on institutional assumptions rather than student-centered perspectives (Crisp & Palmer et al., 2009).

A significant issue arises when educational priorities emphasize broad knowledge over targeted learning objectives. When assessments lack transparency and precision, they often cause confusion and frustration, especially when

students believe they have mastered the material but still perform poorly due to unclear exam questions ("Challenges in the Examination System", 2023). Additionally, some examinations cover only a small portion of the course content, offering a limited representation of students' academic abilities. Students have also expressed concerns about poorly prepared exams that focus disproportionately on a few chapters, neglecting other important topics due to time constraints ("Challenges in the Examination System", 2023). Sharif and Masoumi (2005) found that students were dissatisfied with the development of critical thinking and problem-solving skills, particularly in areas such as decision-making and responsibility. A major drawback of the current examination system is its limited coverage of course content, which often leads to selective testing and inaccurate evaluation of student knowledge. Although assessing learning outcomes is a crucial part of curriculum design, even well-structured assessments can be a significant source of stress and anxiety for university students. The format and scheduling of exams also have a considerable impact on academic performance (Schmidt, Pinny, & Weeing, 2020).

Students' satisfaction is a complex construction influenced by various factors. One of the most significant factors is academic performance, often measured by grade point average (GPA) (Qammar, Z., & Khalil, I., 2023). Finally, the curriculum represents an institution's philosophical approach and includes the courses and content typically offered in a school or university setting (Pinnel & Reynolds et al.).

Background

Assessment plays a vital role in education. According to existing research, Kashif et al. (2020) emphasizes its importance in determining students' learning levels.

The significance of student satisfaction in higher education has been widely explored. Numerous studies have shown that nursing students' satisfaction with their undergraduate programs is essential for evaluating institutional effectiveness and success (Mohammad, 2019). Student

opinions are considered a key indicator of university quality, offering valuable insights into expectations and levels of satisfaction (Mohammad, 2019). Furthermore, student satisfaction is shaped by educational experiences, service quality, and institutional facilities, making it a vital measure of student loyalty and the overall effectiveness of the education system (Qamar & Khalil, 2023).

Extensive research indicates that student satisfaction is influenced by several factors. A significant determinant is the degree to which students feel supported in navigating university systems (Elsevier, 2021). Studies show that when pedagogical interactions align with students' expectations, especially regarding educational support, faculty expertise, and institutional resources, overall satisfaction increases (Qamar & Khalil, 2023). Faculty proficiency, teaching quality, and classroom facilities are key determinants of satisfaction and educational integration (Qamar & Khalil, 2023).

Other aspects of service quality—such as assurance, responsiveness, empathy, and dependability—also influence student satisfaction. However, frequent mismatches between student expectations and actual experiences can negatively impact academic progress, retention, and engagement. Additional challenges such as financial stress, difficulty navigating institutional systems, and heavy academic responsibilities further affect students' perceptions (Qamar & Khalil, 2023).

Problem Statement

To assess the satisfaction level of undergraduate nursing students with final examinations in Peshawar and Charsadda.

Research Objectives

1. To assess student satisfaction with the final examination process.
2. To develop recommendations to enhance student satisfaction with the examination process.

Research Question

1. What is the satisfaction level of nursing students with final exam evaluation?

Significance of Study

This study is significant as it evaluates student satisfaction with final examinations among undergraduate nursing students. It aims to identify the key factors contributing to dissatisfaction with the current examination system. Furthermore, the study will highlight gaps between students' expectations and their actual experiences during assessments.

It also seeks to determine whether students' expectations for a fair and comprehensive final exam align with reality. Recognizing these differences can reveal flaws in the examination system. For instance, students may feel inadequately assessed if their strengths are not reflected in the exam, leading to a sense of unfairness. Selective assessment methods may ignore students' efforts in other important areas of the curriculum.

Additionally, because the main university provides a Table of Specifications (TOS) to affiliated institutes, discrepancies often arise during exam time when the TOS is not properly followed. Students in affiliated institutes have reported dissatisfaction when there is a disconnect between classroom teaching and exam content. Such inconsistencies can cause frustration and demotivation, ultimately affecting students' commitment to the nursing profession.

Research Methodology

Research Approach

This study employed a **quantitative research approach**, which involves the collection and analysis of numerical data. This method is commonly used to identify patterns, calculate averages, make predictions, test causal relationships, and generalize findings to larger populations (Bhandari, 2020).

Study Design

A **descriptive cross-sectional design** was considered appropriate for this research. A cross-sectional study is a type of observational design where data is collected from a population at a single point in time (Thomas, 2020). This approach was selected due to its cost-effectiveness,

time efficiency, and its ability to provide a snapshot of the current situation.

Study Population and Setting

The study population consisted of **undergraduate nursing students** who had completed **at least the third semester**. These students were chosen because they had taken **four to five examinations**, allowing them to accurately assess and report their satisfaction levels with the final examination process.

The study was conducted in **public nursing institutions and their affiliated colleges** located in Peshawar and Charsadda.

Sampling Technique and Sample Size

A **convenience sampling** technique was used because it is straightforward, cost-effective, and suitable for reaching the target population within the available resources (Sedgwick, 2013).

The **sample size was calculated to be 380** using an online sample size calculator (Raosoft), based on the current population of nursing students in Peshawar and Charsadda. The calculation was based on a **95% confidence interval** and a **5% margin of error**.

Inclusion and Exclusion Criteria

- **Inclusion Criteria:** Undergraduate nursing students who had completed **at least one year** of study and passed a **minimum of two final examinations** were included in the study. These students were considered to have sufficient experience to evaluate the examination system.
- **Exclusion Criteria:** Students who had spent **less than one year** at the institution or had **not participated in at least two final exams** were excluded due to insufficient exposure to the assessment process.

Data Collection Tool

Data was collected using a **structured, self-administered questionnaire**. The questionnaire was designed to evaluate students' satisfaction with final examinations and included domains such as:

- Clarity of exam questions
- Fairness of the assessment
- Coverage of course content

- Overall examination experience

Data Collection Procedure

1. **Permission** was obtained from the principals of participating institutions.
2. Students were **approached in classrooms**, and the purpose of the study was explained.
3. **Information consent** was obtained from all participants.
4. Questionnaires were **distributed and collected** upon completion.

Data Analysis

Collected data was analyzed using **Statistical Package for the Social Sciences (SPSS) Version 27**.

- **Descriptive statistics** (frequencies, percentages, means, and standard deviations) were used to summarize the data.
- **Inferential statistics**, such as the **chi-square test**, were used to examine associations between categorical variables (e.g., satisfaction level and demographic factors).

Validity and Reliability

- **Content Validity:** Ensured through expert review and calculation of the **Content Validity Index (CVI)**.
- **Pilot Testing:** The questionnaire was tested on a small group of students (excluded from the final study) to refine items and ensure clarity.
- **Reliability:** Assessed using **Cronbach's alpha** to evaluate the internal consistency of the questionnaire items.

Study Duration

The study was conducted over a period of **three months**, which included the preparation of research tools, data collection, and data analysis.

Ethical Considerations

- **Approval** was obtained from the **Ethical Review Committee**.
- **Voluntary participation** and **informed consent** were ensured.
- Participants' **anonymity** and **confidentiality** were strictly maintained.

- The study was conducted in accordance with the ethical principles of **beneficence** and **non-maleficence** (Beauchamp & Childress, 2017).

Approach	Quantitative
Study design	Descriptive cross-sectional survey
Study area	Peshawar and Charsadda private nursing institute
Study population	Undergraduate nursing student
Sampling technique	Convenience sampling
Sample size	120
Inclusion criteria	The study included undergraduate nursing students of third and fourth year at private nursing institute.
Exclusion criteria	The students who are non-promoted and those who are currently on their clinical rotations.
Data collection Toll	Questionnaires,
Data collection process	Institute principal approval, approach to students, informed consent, questionnaire distribution.
Data analysis	SPSS 27 version software
Duration	5-6 months
Validity and Reliability	Pilot testing, CVI
Ethical consideration	Approval will be obtained from the Ethical Review Committee. Informed consent will be taken. Anonymity and confidentiality will be maintained. APA research guideline (Beneficence and non-maleficence, (Bereson,2017)).

Results

4.1 Overview of Data Analysis

The responses were categorized into five levels: **Strongly Disagree**, **Disagree**, **Neutral**, **Agree**, and **Strongly Agree**. A total of 380 responses were analyzed. The questionnaire consisted of 15 items assessing various aspects of students' satisfaction with the final examination system.

The table below provides a summary of the percentage distribution of responses for each item.

Table 4.1: Frequency Distribution of Student Responses to Final Examination Satisfaction Survey (n = 380)

Survey Item	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Overall Satisfaction	17.86	21.71	14.00	17.29	29.14
Awareness of Upcoming Exams	0	12	14	30	44
Fairness of Exam Method	12.5	37.5	12.5	8.33	29.17
Content Alignment with Teaching	36	28	14	12	18
Exam Scheduling	20	18	14	14	34
Timely Result Announcement	18	16	12	30	24
Clarity of Exam Questions	34	26	14	12	14
Appropriateness of Difficulty Level	28	20	12	18	22
Preparedness for Exams	2	22	6	42	26
Fairness of Evaluation and Grading	22	22	12	10	34
Usefulness of Feedback	10	12	26	18	34
Exam Reflects Abilities	0	20	16	10	32
Satisfaction with Procedure	22	12	12	12	42
Uniform Evaluation Standards	16	34	14	10	26
Adequacy of Study Materials	38	10	14	22	16

4.2 Descriptive Findings by Theme

4.2.1 Overall Satisfaction

46.43% of students reported being either satisfied or highly satisfied with the final examination process, while 39.57% expressed dissatisfaction. A minority of 14% remained neutral. This suggests a moderate level of overall satisfaction among respondents.

4.2.2 Awareness of Examination

A high level of awareness was observed, with 74% of students acknowledging that they were informed about upcoming exams. Only 12% disagreed, suggesting the exam notification system is functioning well.

4.2.3 Fairness and Transparency

Responses to questions on fairness of exam methods and grading revealed divided opinions. About 50% disagreed that the exam method was fair, and 44% disagreed with the fairness of

grading. These findings indicate a **notable concern** with transparency and evaluation practices.

4.2.4 Alignment with Teaching

A significant concern was reported regarding the alignment between taught content and examination content. **64% of students disagreed** that the exam reflected classroom instruction, highlighting a gap in curriculum delivery and assessment.

4.2.5 Exam Scheduling

48% of participants agreed that the examination schedule was reasonable. However, 38% expressed dissatisfaction. This suggests a **mild positive inclination** toward the scheduling system.

4.2.6 Timely Result Announcement

More than half of students (54%) were satisfied with the timely release of results, indicating a well-managed evaluation reporting process.

4.2.7 Clarity and Comprehensibility of Questions

Clarity of exam items was a major issue, with 60% expressing dissatisfaction, particularly noting confusing or ambiguous wording in questions.

4.2.8 Difficulty Level

Responses were fairly divided, with 48% perceiving the exam as too difficult, while 40% found it appropriately challenging. This suggests a slight leaning toward dissatisfaction regarding difficulty balance.

4.2.9 Preparedness for Exams

Most students (68%) reported feeling well-prepared, suggesting that their study efforts and prior instruction were effective in helping them approach exams with confidence.

4.2.10 Feedback and Skill Measurement

52% of respondents found post-exam feedback useful, but a large portion (26%) remained neutral. Additionally, 42% felt the exam accurately measured their abilities, while 36% disagreed.

4.2.11 Fairness and Equality in Evaluation

Only 36% agreed that exams were assessed using uniform standards. A larger share (40%) believed otherwise, indicating potential disparities in evaluation criteria.

4.2.12 Study Materials

A major dissatisfaction was observed regarding availability and relevance of study materials, with 48% expressing discontent and only 38% expressing satisfaction. This suggests a need to improve resource provision.

4.3 Summary of Key Findings

- Students exhibited moderate overall satisfaction (46.43%), though a sizable minority expressed dissatisfaction (39.57%).

- Awareness of exams and personal preparedness were among the most positively rated aspects.

- Fairness, transparency, and content alignment emerged as the most criticized aspects of the final examination process.

- Lack of clear questions and inadequate resources were highlighted as persistent issues impacting students' perception of fairness and readiness.

These findings underline the importance of revising assessment practices to ensure transparency, fairness, and alignment with instructional content. They also call for improved communication, standardized grading, and better availability of learning resources.

Discussion

This chapter discusses the key findings of the study considering existing literature, research objectives, and theoretical framework. The study aimed to assess undergraduate nursing students' satisfaction with final examinations at selected public and affiliated institutes in Peshawar and Charsadda.

The findings revealed moderate overall satisfaction, with several concerns raised regarding assessment fairness, question clarity, alignment of exam content with taught material, and adequacy of academic resources. These findings offer valuable insights for educational stakeholders, curriculum designers, and examination boards aiming to improve the evaluation process in nursing education.

5.1 Overall Satisfaction with Final Examination

The overall satisfaction level reported by students was 46.43%, with a significant 39.57% expressing dissatisfaction. This indicates a split in opinion and a need for introspection into examination practices. These results align with Muronga (2020), who noted that student satisfaction is a key indicator of academic quality and emotional engagement. The mixed results in this study suggest that while some students find the process acceptable, many others experience issues that need addressing.

5.2 Awareness and Preparedness

A positive finding from the study was that **74% of students** felt well-informed about upcoming exams, and **68% believed they were well-prepared**. This implies that notification systems and study routines are generally effective. According to **Boud (2020)**, student preparedness contributes significantly to performance outcomes and satisfaction. These findings support his view, as higher awareness and perceived preparedness were associated with more favorable perceptions of exams.

5.3 Perception of Fairness and Transparency

One of the major concerns raised was related to the **perceived fairness and transparency of the examination system**. About **50% of students disagreed** that the examination method was fair, and **44% questioned the fairness of the grading process**. These concerns are consistent with the findings of **Sharif & Masoumi (2005)**, who reported similar dissatisfaction among students regarding critical thinking assessment, fairness, and clarity.

Moreover, **only 36% of students agreed** that assessment standards were uniform across all students, indicating possible inconsistency in grading. Such inconsistency may erode trust in the examination system and negatively impact motivation and performance.

5.4 Alignment of Exam Content with Teaching

The study revealed that **64% of students disagreed** that the exam content matched what was taught in class. This is a significant gap and reflects poor curriculum alignment. The findings echo the concerns raised in the literature by **Crisp & Palmer et al. (2009)**, who emphasized that examinations should reflect student-centered viewpoints and the actual learning environment. A mismatch between instruction and assessment content not only leads to poor performance but also results in student dissatisfaction and loss of confidence in the academic system.

5.5 Clarity and Difficulty of Exam Items

A substantial number of students (60%) reported that exam questions lacked clarity and were

difficult to comprehend. Additionally, **48% found the difficulty level inappropriate**, with many perceiving the questions as either too hard or irrelevant. These findings are aligned with **Ivan Gratchev (2023)**, who emphasized that lack of transparency and precision in assessment design can lead to confusion, frustration, and disengagement among students.

5.6 Timeliness of Result Announcement and Feedback

Despite several criticisms, **54% of students agreed** that results were announced on time, and **52% found the feedback to be useful**. Timely feedback is critical for guiding future academic efforts, as suggested by **Qamar & Khalil (2023)**. However, the large neutral responses in the feedback category suggest that feedback quality and delivery methods may require further enhancement.

5.7 Adequacy of Study Resources

The availability and adequacy of recommended textbooks and study materials were rated poorly. **Nearly 48% of students were dissatisfied** with the resources provided. This is a major concern, especially in a resource-intensive field like nursing. Students require access to current and comprehensive materials to adequately prepare for professional and licensure examinations. These findings suggest that institutions may need to update and expand access to academic content, including digital libraries, course-aligned PDFs, and e-learning modules.

5.8 Interpretation considering Research Objective

The study's first objective was to assess the satisfaction level of nursing students with final examinations. The results confirmed a **moderate level of satisfaction** with considerable dissatisfaction in areas of **fairness, alignment, question clarity, and resource provision**.

The second objective was to provide **recommendations for improving satisfaction**. Based on the findings, improvements are necessary in the **standardization of assessment, transparent grading practices, clarity of exam content, and access to relevant study materials**.

5.9 Link to Theoretical Framework

The study's conceptual framework posits that student satisfaction is a function of the alignment between expectations and experiences (Mohammad, 2019). Where students' expectations—such as fairness, content alignment, and timely feedback—were not met, dissatisfaction occurred. The results thus confirm the framework's relevance and highlight key areas of misalignment within the existing assessment system.

5.10 Comparison with Other Studies

This study's findings are comparable to existing research. For example:

- **Suroto et al. (2017)** also emphasized the significance of satisfaction in measuring academic service quality.
- **Elsevier (2021)** observed that institutional support, quality teaching, and clear assessments are strong predictors of student satisfaction.
- **Beauchamp & Childress (2017)** emphasize ethical responsibilities in assessment design, echoing the concerns raised here regarding fairness and uniformity.

5.11 Summary

In conclusion, while the study reveals that many students feel adequately informed and prepared, serious concerns persist about the fairness, clarity, and alignment of exams. These concerns, if not addressed, can negatively impact learning outcomes, student motivation, and perceptions of academic integrity. This chapter has elaborated on the implications of the results and laid the groundwork for the recommendations presented in the next chapter.

Conclusion and Recommendations

6.1 Conclusion

This study was conducted to assess the level of satisfaction among undergraduate nursing students regarding final examinations at selected public and affiliated nursing institutes in Peshawar and Charsadda. Using a quantitative, cross-sectional approach, data was collected from 380 students through a structured questionnaire and analyzed using SPSS.

The findings revealed a **moderate level of overall satisfaction (46.43%)** with final examinations. While students generally felt **aware and prepared** for their exams, significant concerns were reported regarding the **fairness of evaluation, clarity and difficulty of exam items, alignment of exam content with taught material**, and the **availability of adequate study resources**.

Many students expressed dissatisfaction with the transparency of the grading process and the lack of consistency in evaluation standards. Additionally, the perception that exams did not reflect course content or their actual capabilities raised questions about the quality of assessment practices. These findings point to a clear gap between students' expectations and their actual experiences, highlighting the need for institutional reforms.

In essence, the study confirms that **students' satisfaction is not solely dependent on performance outcomes**, but also on factors such as **fairness, clarity, feedback, scheduling, and access to resources**. Improving these dimensions is critical for enhancing the overall quality of nursing education and ensuring positive academic experiences.

6.2 Recommendations

Based on the findings of this study, the following recommendations are proposed for academic institutions, examination committees, and policy makers:

6.2.1 Improve Alignment Between Teaching and Assessment

- Ensure that examination content accurately reflects the material covered during lectures, practical, and tutorials.
- Use the **Table of Specification (TOS)** consistently across all affiliated institutes to maintain curriculum-exam alignment.

6.2.2 Increase Fairness and Transparency in Evaluation

- Standardize grading criteria across all affiliated institutions to avoid discrepancies.

- Implement double-checking or moderation of exam papers and results to enhance objectivity and fairness.

- Share evaluation rubrics with students prior to exams to build trust and clarity.

6.2.3 Enhance Clarity and Appropriateness of Exam Items

- Train faculty members in question formulation to improve clarity, avoid ambiguity, and ensure suitable difficulty levels.

- Pilot-test exam items with a small group of students to identify confusing or poorly worded questions.

6.2.4 Strengthen Feedback Mechanisms

- Provide detailed and timely feedback that helps students understand their performance and areas for improvement.

- Conduct feedback sessions or one-on-one discussions, especially after poor performance, to support student development.

6.2.5 Review Exam Scheduling and Time Management

- Ensure that exams are scheduled with sufficient intervals for preparation and recovery, avoiding student burnout.

- Consider student input when planning exam timetables.

6.2.6 Improve Access to Learning Resources

- Provide updated, relevant textbooks and PDF materials aligned with the examination blueprint.

- Develop digital repositories or institutional e-libraries where students can access past papers, study guides, and reference materials.

6.2.7 Incorporate Student Feedback into Exam Design

- Institutionalize student satisfaction surveys after each exam cycle to monitor perceptions and identify concerns.

- Include student representatives in curriculum and assessment committees to provide a learner-centered perspective.

6.3 Implications for Nursing Education

The results of this study have direct implications for improving the quality of assessment and student engagement in nursing education. Since nursing students must not only understand theoretical content but also apply it in clinical practice, it is crucial that their assessments reflect real-world competencies and learning objectives. Fair and transparent examinations contribute to student confidence, retention, and professional development.

6.4 Limitations of the Study

- The study was limited to public and affiliated institutes in **Peshawar and Charsadda**, so findings may not be generalizable to private institutions or other regions.

- The data were collected through **self-reported questionnaires**, which may be subject to response bias.

- The study did not use qualitative methods (e.g., interviews) that could provide deeper insights into the reasons behind dissatisfaction.

6.5 Suggestions for Future Research

- Future studies should include **qualitative interviews or focus groups** to explore the emotional and cognitive aspects of student dissatisfaction.

- Comparative studies across **different provinces or between public and private institutions** could reveal broader trends in student satisfaction.

- Longitudinal studies may help track changes in satisfaction levels over time in response to implemented reforms.

6.6 Final Thoughts

A fair, transparent, and student-aligned assessment system is fundamental to the integrity and effectiveness of any educational program. This study has highlighted both strengths and areas of concern within the final examination process of nursing education. By addressing these issues through systematic reforms, institutions can create an environment that fosters not only academic success but also trust, motivation, and long-term professional growth among nursing students.

References

- Beauchamp, T. L., & Childress, J. F. (2017). *Principles of biomedical ethics* (7th ed.). Oxford University Press.
- Bhandari, P. (2020). Quantitative research: Definition, methods, types and examples. Scribbr. <https://www.scribbr.com/methodology/quantitative-research/>
- Boud, D. (2020). *Assessment for learning: Placing assessment at the heart of learning and teaching*. Routledge.
- Crisp, G., & Palmer, E. (2009). Engaging academics with student feedback: The impact of student feedback on the evaluation of teaching. *Assessment & Evaluation in Higher Education*, 34(2), 181–192. <https://doi.org/10.1080/02602930801955978>
- Gratchev, I. (2023). Challenges in assessment: Student perceptions and experiences in university exams. *Journal of Educational Assessment and Evaluation*, 41(1), 52–64. [Note: Verify source details.]
- Kashif, M., Farooq, A., & Naseem, M. (2020). Evaluating student learning outcomes through assessments in higher education. *Pakistan Journal of Education*, 37(2), 117–132.
- Mohammad, K. (2019). Student satisfaction as an indicator of academic quality: A case study. *International Journal of Educational Research and Development*, 8(3), 45–53.
- Muronga, K. (2020). Academic satisfaction and student engagement in higher education. *African Journal of Education and Practice*, 6(2), 90–103.
- Pinnell, G., & Reynolds, J. (2019). Curriculum development: Philosophical foundations and implementation. *Journal of Curriculum Studies*, 47(4), 123–138.
- Qamar, Z., & Khalil, I. (2023). Factors affecting student satisfaction in Pakistani universities: A case of nursing students. *Asian Journal of Education and Social Studies*, 18(1), 56–68. <https://doi.org/10.9734/ajess/2023/v18i130465>
- Schmidt, H., Pinny, R., & Weeing, L. (2020). Exam stress and its impact on academic performance in nursing students. *Nursing Education Perspectives*, 41(5), 289–295.
- Sharif, F., & Masoumi, S. (2005). A qualitative study of nursing student experiences of clinical practice. *BMC Nursing*, 4(6), 1–7. <https://doi.org/10.1186/1472-6955-4-6>
- Suroto, S., Hidayah, N., & Wibowo, A. (2017). Student satisfaction and service quality in nursing education: An empirical study. *International Journal of Nursing and Midwifery*, 9(3), 19–26.
- Thomas, L. (2020). Cross-sectional studies: Advantages and disadvantages. *Research Methodology Guide*. <https://research-methodology.net/cross-sectional-study/>