

Original Article

Students' Perception of the Effectiveness of Field-Based Learning in Social Work Education:
Evidence from Babai Multiple Campus, Nepal

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Abstract

Field-based learning is an essential component of social work education because it bridges theoretical knowledge and practical application in real-life settings. This study aims to examine students' perceptions of the effectiveness of field-based learning in social work education at Babai Multiple Campus, Mid-West University, Nepal. A quantitative descriptive survey design was used, and data were collected using a structured, self-administered questionnaire using a five-point Likert scale. All 50 Bachelor of Social Work (BSW) students from different semesters were included using census sampling. The study examined students learning experiences, supervision support, skill development, challenges and overall perceived value of field-based education. Data were analyzed using frequencies, percentage and mean scores. The findings indicate that students generally had positive perception field-based learning. Students' understanding of theoretical concepts received the highest mean score ($M=4.44$) while communication skills ($M=4.30$), Supervisor guidance and support (4.28) were also perceived. Professional ethics received a comparatively lower mean score ($M=3.28$). Several challenges were identified, including difficulties in balancing academic responsibility, lack of resources and limited learning opportunities at some field placement settings. The study concludes that strengthening supervision, improving the quality of field placement, ensuring adequate resource and enhancing coordination between field agencies and academic intuitions are essential for maximizing the effectiveness of field education. Student's generally perceived field-based learning as a valuable component of social work education and professional preparation.

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Introduction

Social work education is designed to prepare social work students with the knowledge, skills, values, and professional competence necessary to address complex social problems and promote social well-being (Grant & Kinman, 2012). One of the most important components of social work education is field-based learning, commonly known as field practicum or field education (Thampi, 2017). Students can acquire these skills through a problem-based learning approach to fieldwork, which requires them to seek out information and apply various skills while attempting to solve an ill-defined, broadly stated real-world problem (Raath & Golightly, 2017). Students can apply their theoretical knowledge in practical professional settings and acquire experience working with individuals, families, groups, communities, and others through field-based learning (Morrissey et al., 2013). Field education is deemed the most important aspect of social work education since it closes the gap between theory and practice (Teater, 2017). Through the field practice, students develop essential professional skills such as communication, critical thinking, problem-solving, and ethical decision-making (Heinrichs, 2002.). Additionally, it enables students to comprehend the realities of service delivery systems, organizational structures, and social issues (Brower, 2011). The students are prepared for their future roles as social work practitioners and have the chance to develop a professional identity (Wiles, 2017). The feasibility of learning in the field work is highly dependent on a number of factors, such as supervision and learning opportunities, institutional support and the learning environment of the field placement organization (Carvalho et al, 2025). During field education students frequently encounter a number of difficulties managing academic responsibilities with fieldwork, a lack of resources and inadequate supervisor guidance (Gursansky & Le Sueur, 2012). To raise the standard of social work education and guarantee important learning outcomes, it is crucial to comprehend how students view field-based learning (Kricsfalusy et al., 2018). However, social work training and subsequent years of practice do not develop the ability to deliver high-quality field instruction. It calls for acquiring new abilities (Caspersen & Smeby, 2021). Student perceptions plays important role in evaluating the strengths and

limitations of field education programs (Ahmed et al., 2018). Their experiences offer important insight into the impact of the field practicum on enhancing knowledge, skills and professional preparedness (Amolloh et al., 2018). Examining student perspectives helps educational institutions and training agencies design more effective field education models and improve supervision practices (Egan et al., 2023).

Therefore, this study aims to examine student perceptions of field-based learning in social work education. Various researchers' (Miller et al., 2005; Fedesco et al., 2020; Tajima et al., 2022) studies on the Student Perceptions of effectiveness of Field-Based Learning in Social Work Education. However, there are under research in the case of Nepal. Hence, this study focuses on the understanding the perception of social work students of Babai Multiple Campus, a constituent campus of Mid-West University regarding the effectiveness of field-based learning in their professional education. Field-based learning is an important component of social work education; limited evidence is available on how social work students in Nepal. Particularly those studying at constituent campus of universities see its effectiveness in developing their knowledge and skill. This study addresses this Nepal- specific gap by examining student perception of field-based learning at Babai Multiple Campus. The findings are expected to provide context specific evidence on the strengths and challenges of field-based learning and contribute to improving field education practice in social work programs in Nepal. "To what extent do social work students perceive field-based learning as effective in their professional education?"

Literature Review

Social work is an "emerging profession and the universities are in the process of standardizing the curriculum and enhancing its quality to meet international standards (Sewpaul & Jones, 2005). Field education is one such critical area of a quality curriculum and has been described as the "signature pedagogy" of social work education (Amy Skeen, 2023). But in the absence of qualified social workers in the academic and field settings at present, the field education models in the universities are limited by capacity (Bogo, 2015a).

Field Education and Learning Outcomes

Field work education is an essential part of social work because it is where students apply their theoretical concepts learned in the classroom to actual client situations within an agency setting (Eltaiba & Ndoeye, 2018). Field work allows students to develop professional knowledge by engaging directly with individuals, families, groups, and communities in real-world settings. Several studies highlight the importance of field work education in enhancing student learning outcomes (Baird & Mollen, 2023). Bogo (2015) emphasized that field education provides opportunities to the students to apply classroom knowledge to practice situations which helps in developing critical thinking and professional judgment. Previous studies have also identified that positive learning outcome with field education. The literature also suggests that students believe that field-based learning helps them develop their skills. Field education greatly enhances social work students' interpersonal competence, problem-solving skills, and communication abilities (Al-Raggad & Alsabeelah, 2024). Students who have field work experience become more confident when they are working with different clients and are better equipped to manage challenging social issues (Bogo, 2015b). These findings suggest that field education is valued not only for gaining practical skill but also for supporting the change from classroom learning to professional practice.

Supervision and Placement Quality

The quality of supervision and field-placement agencies plays an important role in shaping student perceptions. Field education does not automatically result in positive learning outcome, the nature of supervision, the availability of learning opportunities and the quality of support provided by field placement organization may shape what student learn during their placement. According to Parker (2010), field placement settings that provide various learning opportunities and professional exposure enhance students' practical knowledge and skills. Bogo (2015) highlighted the importance of field supervision in supporting students as they integrate knowledge, skill professional values in practice situation. Effective supervision can provide guidance, feedback and opportunities for reflection. Conversely inadequate supervision, limited learning opportunities and lack of organizational support can reduce the effectiveness of field work education. This issue is particularly relevant in Nepal. Recent research on fieldwork barriers among social work students in Nepal identified inadequate supervision, limited placement opportunities and financial restriction, lack of coordination between field agencies and university, community or culturally based challenges.

Challenges in Field Education

Field education provides significant learning opportunities; student faced many challenges during field placement. Problem in balancing academic responsibilities with field work, limited resources, insufficient supervision, weak institutional coordination and restricted opportunities for practical engagement can affects student learning (Woli, 2025; Cleak & Zuchowski, 2020). Limited agencies support may reduce the opportunities for students to participate in agency activities. Students placed in different agencies may encounter different levels of supervisions, professional exposure, resource and learning opportunities (Woli, 2025). These challenges show that field education is not experienced uniformly by all students.

Student Perception and Satisfaction of Field Learning

Student's satisfaction and perception are considered valuable in evaluating and improving field work education. Studies suggest that understanding students' experiences helps institutions identify gaps in training and improving curriculum

design (Smith & Worsfold, 2014). By incorporating student perspectives, social work education programs can strengthen field learning models and ensure effective professional preparation.

Field Education in Nepali Context

The international literature provides significant evidence regarding the importance of field education in social work. However, the organization and implementation of field education may differ according to national and institutional contexts. In Nepal, social work education is still developing, and universities and campuses may face challenges related to the accessibility of qualified social work educators, trained field supervisors, appropriate placement agencies and adequate institutional resources. These findings indicate that international models of field education cannot simply be transferred to Nepal without considering local institutional and practice conditions. More recent developments also demonstrate the continuing importance of strengthening field education in Nepal. The Empowering social work practice education in Nepal (ESWPEN) projects involving major Nepali university including Mid-West university, aims to develop Nepal – contextualized approaches to field practice education, strengthen field supervision and improve collaboration between universities and social service organization (ESWPEN, 2026). The development of such initiatives indicates that supervision capacity, structure field practice and institutional collaboration remain important issues in strengthening social work education. The literature reviewed demonstrates that field education is related with several important dimensions of social work education, integration of theory and practice, development of professional skills, supervision, placement quality, challenges, ethical learning and student satisfaction (Bogo et al., 2022). International studies generally emphasize the possible contribution of field education to professional development, whereas Nepalese studies highlight context-specific challenges, including gaps between theory practices, limited supervision weak supervision, weak coordination between universities and agencies and unequal learning opportunities.

Furthermore, relatively little evidence is available from individual campuses regarding how institutional and field placement conditions shape students' experience of field education. To address this gap, the present study examines social work students' perceptions of field-based learning at Babai Multiple Campus. The study focuses on students' perceived learning experience, skill development, supervision and support, challenges encountered during field education and their perception of the overall value of field-based learning. The findings are expected to provide context specific evidence that may contribute to improving field education practices and social work education in Nepal.

Overall, study suggests that field-based learning is a vital element of social work education that improves knowledge, skills, and professional development. However, the effectiveness of social work field education depends on supervision quality, institutional support and learning opportunities provided during field placement. Therefore, examining student perceptions is essential for improving field education practices and strengthening social work training programs.

Methodology

Study Area

The study was conducted at Babai Multiple Campus Gulariya, Bardiya Nepal, a constituent campus of Mid-West University. The campus offers a Bachelor of social work (BSW) program and study focused on students enrolled in this program. This study employed quantitative descriptive survey design to examine Students' Perceptions of the Effectiveness of Field-Based Learning in Social Work Education at Babai Multiple Campus. The quantitative approach was considered appropriate because the study collected structured responses to a self-administered questionnaire using a five-point Likert scale and analyzed the data using descriptive statistics, including frequencies, percentage and mean scores. The research is mainly based on primary data. Primary data were collected from BSW students through a structured, self-administered questionnaire. The questionnaires included close-ended questions.

Participants

The eligible population consisted of total 50 Bachelor of social work (BSW) students enrolled at Babai Multiple Campus under Mid-West University from the 2022 to 2025 A.D Batches. A census sampling approach was used because the total eligible population was small and accessible. Therefore, all 50 eligible BSW students were included in this study. Among the 50 students 46% are male and 54% are female. The student completed a self-administered questionnaire correctly representing a 100% response rate. The participants included 23 students in the 1st semester, 9 students in the 3rd semester, 4 students in 5th semester, 7 students in the 7th semester and 7 students in the 8th semester. Including all 50 students ensured full representation of social work students from different academic semesters. Students in lower semester represented relatively newly enrolled learners, whereas students in higher semester had comparatively greater academic and field-based learning experience. This helped the study capture diverse perspectives and experiences related to field-based learning in social work education. Therefore, selecting the entire population of 50 BSW students from different academic semesters at Babai Multiple Campus was appropriate for achieving the objectives of the study and obtaining a comprehensive understanding of the issues under investigation.

Data Collection

Research data were collected from all 50 social work students who were selected using a census sampling method, considering the accessibility and availability of respondents. The questionnaire is divided into 6 sections of 17 questions. Respondents indicate their level of agreement with each statement, allowing researchers to quantify and analyze their student perceptions on effectiveness of field-based learning in social work education.

Research Instrument

The main research instrument of this study is a questionnaire. It consists of two sections; Section 1. Demographic Information Section B: Learning Experience, Section C: Skill Development, Section D: Supervision and Support, Section E: challenges in field education, Section F: Overall Effectiveness, Section 1 consist of 5 questions Section 2 has 17 question close ended question. Respondents indicate their level of agreement with each statement, allowing researchers to quantify and analyze their Student Perceptions on effectiveness of Field-Based learning the subject being studied. Each part of questionnaire is consisting of Likert scales strongly disagree, disagree, Neutral, agree, and strongly agree.

Data Analysis

The collected data from the questionnaire were computed, processed and analyzed by using descriptive statistics including frequencies; percentage and mean score were used for data analysis. The analysis helps to identify patterns in student perceptions and evaluate the effectiveness of field-based learning.

Results and Discussion

Demographic information factors of the respondents that influence Student Perceptions on the effectiveness of Field-Based learning.

Table 1: *Demographic Information of the Survey Respondents*

Variable	Categories	Frequency	Percentage
Sex Respondent	Male	23	46
	Female	27	54
Age Respondent	18-30	50	100
	Bachelor	50	100
Education Level of Respondent	1 st	23 students	46
	3 ^r	9 students	18
	5 th	4 students	08
	7 th	7 students	14
Semester of the Respondent	8 th	7 students	14

Source Field Survey: 2026

Demographic Information of the Survey Respondent

The table shows the demographic characteristic of the respondents included in the study. From the finding present in the table, it is clear that of the 50 respondent included in the study, 46 percent were male respondents while 54 percent were female respondents, indicating that female respondents were higher than male respondent. On the other hand regarding the age of the respondents, all the respondents 100 percent were within the age of 18-30 years, indicating that the study targeted young students pursuing social work education. Moreover, regarding the education level of the respondents, all the respondents were at bachelor level. In the same way regarding the semester of the respondents 46 percent students were from 1st semester, while 18 percent students were 3rd semester, 8 percent were from 5th semester, and 14 percent students were from 7th & 8th semester, indicating that most of the respondents were from 1st semester while fewer students were from other higher semester. Overall, the table reflects that the study included a balanced gender representation and covered students from different semester at the Bachelor level, ensuring diverse perspectives on the field education in social work.

Table 2: *Learning Experience of the Respondent*

Statements	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean Score
Field education helps me understand theoretical concept better	0	0	0	28(56)	22(44)	4.44
Field-based learning improves my professional knowledge.	2(4)	1(2)	5(10)	24(48)	18(36)	4.10
Field practice increases my understanding of real social problems.	1(2)	7(14)	4(8)	17(34)	21(42)	4
I gain meaningful learning experiences through field education.	1(2)	0	5(10)	44(88)	0	3.84

Source Field Survey: 2026

Learning Experience of the Respondent

The table 2 present data on respondent Student Perceptions on effectiveness of Field-Based Learning in Social Work Education using Likert scale. The responses indicate an overall positive attitude towards learning experience. In the first statement "field education helps me understand theoretical concept better " shows highly positive responses from students. Out of 50 respondents, 56 percent students agree and 44 percent strongly with the statements, there is no disagree & neutral responses. The mean score 4.44 indicates a very high level of agreement, this statement suggest that field education plays a significant role in helping students connects theoretical knowledge with practical experience.

In the second statement also shows strong positive responses. Among the respondent, 48 percent agreed and 36 percent strongly agreed, while only 4 percent students strongly disagree, 2 percent disagree and 10 percent students remained neutral. The mean score 4.10 indicates that most students believe field based learning enhances their profession knowledge and skills.

Similarly, the third statements also reflect a positive perception. Out of 50 students 34 percent agreed and 42 percent strongly agreed, while 14 percent disagree and 2 percent strongly disagree, 8 percent remained neutral. The mean score 4.00 shows that field practice significantly helps students understand real life social issues and community problems, although a small number of students expressed disagreement.

In the fourth statement 88 percent agree, 10 percent were neutral and 2 percent strongly disagree, with no strong agreement. The mean score 3.84 indicates a generally positive response, shows that most students find field education beneficial and meaningful for their learning.

Overall, the table shows that field education has appositve impact on student's theoretical understanding, professional knowledge, awareness of social problems, and meaningful learning experience. All mean score are above 3.5 which indicate a high level of agreement among respondents. The highest mean score 4.44 is observed in understanding theoretical concepts, while the lowest mean score 3.84 is in gaining meaningful learning experience, but still reflects positive perception.

Table 3: Skill Development of the Respondent

Statements	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean Score
Field work enhance helps me develop professional ethics.	11(22)	0	3(6)	36(72)	0	3.28
Field education improves my communication skills.	0	0	1(2)	33(66)	16(32)	4.30
Field work enhances my problem-solving skills.	0	0	7(14)	30(60)	13(26)	4.12
Field education improves my confidence in working with clients.	2(4)	0	3(6)	29(58)	16(32)	4.14

Source Field Survey: 2026

Skill Development of the Respondents

The Table 3 presents respondent perceptions regarding the role of field education in their developing professional skills. It includes four statements related to the field education, i.e. professional ethics, communication skills, problem solving skills and confidence in working with clients.

In the first statements 72 percent of respondents agree, 22 percent strongly disagree and 6 percent are neutral. The mean score 3.28 indicates that majority of respondents believe that field work enhances professional ethics and some students feel that field education does not focus sufficiently on ethical training or professional practice.

In the second statement 66 percent respondent agree and 32 percent strongly agree, while 2 percent remain neutral. The mean score 4.30 indicates field education is essential in communication skills among students. Direct interaction with clients, community, supervisors during field work likely contributes to better communication skills.

Similarly, in the third statements 60 percent respondent agree and 26 percent strongly, while 14 percent remain neutral. The mean score 4.12 shows field education contributes in problem solving skill.

In the fourth statements shows that 58 percent respondent agree and 32 percent strongly agree, 6 percent were neutral and 4 Percent strongly disagree. The mean score 4.14 indicates that field education plays important role in building confidence among students when working with clients. Overall the table demonstrates that field education has positive impact on skill development among respondent. Communication skills, problem-solving abilities, and confidence in working with clients shows strong positive responses in respondent while professional ethics shows moderate agreement. Therefore, field education is essential component in enhancing students.

Table 4: Supervision and Support

Statements	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean Score
Field supervisor provide proper guidance and support.	1(2)	0	3(6)	26(52)	20(40)	4.28
I received adequate support from my academic instruction.	1(2)	1(2)	6(12)	25(50)	17(34)	4.12
Feedback from supervisor helps improve my learning.	2(4)	0	2(4)	28(56)	18(36)	4.20

Source Field Survey: 2026

Supervision and Support

The table presents respondent perceptions regarding the supervision and support provided by the supervisor during field education. It includes three statements related to supervisor, academic support and feedback for learning improvements. In the first statements shows that 52 percent of respondents agreed and 40 percent strongly agree, while 6 percent remain neutral only 2 percent strongly disagreed. The mean score 4.28 shows a high level of satisfaction among respondent regarding support and guidance provided by field supervisors. This shows that field supervisor plays an important role in helping students in field activity.

Similarly, in second statements shows that 50 percent of respondent agree and 34 percent strongly agree, while 12 percent were neutral, 2 percent strongly disagreed and disagree. The mean score 4.12 reflects positive perception towards academic support. This indicates that most students feel support by their academic instructors, but small proportion of respondent may expect more support in the field education.

In the third statements shows that 56 percent of respondent agree, 36 percent strongly agree, while 4 percent disagreed and 4 percent neutral with mean score 4.20. This indicates that supervisor's feedback plays a significant role in improving learning activities in field education by the students. Overall, the table shows that supervisors support and guidance have a positive impact on students in field education.

Table 5: Challenge in Field Education

Statements	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean Score
I Faced difficulties balancing academic and field work.	0	8(16)	15(30)	21(42)	6(12)	3.50
Lack of resources affects my learning experiences.	0	4(8)	12(24)	25(50)	9(18)	3.78
Field placement setting sometimes limits learning opportunities.	2(4)	0	3(6)	35(70)	10(20)	4.02

Source Field Survey: 2026

Challenge in Field Education

The table shows that respondents' views regarding the challenges faced during field education, including balancing academic and fieldwork, lack of resources, and limitations in field placement settings. The mean scores range from 3.50 to 4.02, it indicate that respondents moderately to highly agree that these challenges affect their field education.

In the first statements shows that 42 percent of respondents are agreed, 12 percent strongly agreed and 30 percent neutral and 16 percent disagree with the mean score 3.50. It indicates a moderate level of difficulty in managing academic responsibilities and field work education.

The second statement shows that 50 percent of the respondents agreed, 18 percent strongly agreed and 24 percent remained neutral, 8 percent disagreed. The mean score 3.78 shows that insufficient resources such as materials, transportation, supervision tools. Adequate resources are essential to ensure effective practical learning and skill development. In the last statements shows that 70 percent respondents agreed, 20 percent strongly agreed and 6 percent neutral, 4 percent strongly disagree. The mean score 4.02 indicates that placement settings significantly influence students learning opportunities.

Overall, the table indicates that students face several challenges in field education, particularly related to field placement, lack of resources, balancing academic and field work responsibilities. Among these, field placement setting appears most significant challenges, lack of resources and difficulty in balancing academic and field work. Therefore, proper planning of field placement, provisions of proper resources, better co-ordination between academic and field work requirements are necessary to improve the effectiveness of field work education.

Table 6: Perceived Overall value of field education

Statements	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean Score
Field education prepares me for professional social work practice.	2(4)	0	3(6)	31(62)	14(28)	4.10
Field-based learning is essential for social work education.	2(4)	0	2(4)	21(42)	26(52)	4.44
I am Satisfied with my overall field learning experiences.	0	1(2)	5(10)	32(64)	12(24)	4.10

Source Field Survey: 2026

Perceived Overall Value of Field Education

The table shows that respondent perception Overall value of the field education in social work. Focusing on professional social work practice, significance of field- based learning and satisfaction with field learning experiences. The mean score 4.10 to 4.44 shows a high level of agreement among respondents reflecting a positive perception of field education. The first statement shows that 62 percent of respondents agreed, 28 percent strongly agree while 6 percent neutral and 4 percent strongly disagreed. The mean score 4.10 indicates that the maximum respondents believe field education prepares them for professional social worker. Field work helps students develop necessary professional skills, knowledge and capacity required for social work practice.

The second statements show that 42 percent of respondent agreeing, 52 percent strongly agreeing, while 4 percent strongly disagreeing and 4 percent remained neutral. The mean score 4.44 shows high level of agreement among respondents. This indicates that field- based learning is an important component of social work education; it connects theoretical knowledge with practical application and enhances professional development. In the third statements shows that 64 percent of respondent agree, 24 percent strongly agree while 10 percent neutral and 2 percent disagree. The mean score 4.10 shows that most respondents are satisfied with field based learning. Overall, the table shows that the field education as valuable in preparing students for professional social work practice and it is considered essential for social work education. It provides satisfaction in learning experiences in most of respondent. The highest mean score for the importance of field based learning highlights its important role in bridging theory and practice. Therefore, field education is a vital and effective component of social work education.

Discussion

The finding of this study focus that field- based learning plays an important role in social work education by improving students' knowledge, skills and professional capacity. The result indicates that the majority of students have a positive perception towards field education, through by linking theoretical concepts with practical experiences. The positive perception of field –based learning indicates that students get opportunities to apply classroom knowledge to real-life situations field placement allows student to interact with clients, families, communities and social service organization by helping them student understand how theoretical concepts are applied in practice. This supports the argument that field education helps to fulfill the bridge between classroom learning and real world field practice, as emphasized by (Teater, 2017 and Bogo, 2015). In relation of skill development, the study found that the field education greatly contributes to communication skill, confidence in working with clients and problem solving abilities. These finding are consistent with (Brundiers & Wiek, 2017), who highlighted that field education experience enhances interpersonal and professional skills. Direct engagement with clients and communities may provide students with opportunities to develop skills that are difficult to acquire through classroom learning.

However, the lower mean score in professional ethics suggest that ethical training may not be adequately emphasized during field placement. Ethical development may require more structured supervision, reflective discussion and opportunities for students to examine ethical dilemmas encountered during field placement (Eriksen & Gradovski, 2020). This indicates a need for stronger integration of ethical guidance with field supervision. Supervision and institutional support were found to be important factor for influencing student learning. Most of the respondent expressed satisfaction with the guidance and feedback provided by the field supervisors and academic instruction. This finding is in line with Schmutz et al., (2021), who claim that effective supervision, persistence, and decision-making in using resources enhance learning outcomes.

Despite this positive outcome, the study also identified numerous challenges faced by students during field education. These include difficulty in balancing academic responsibilities with field work, lack of resources and limited learning opportunities in placement setting. This finding is similar with challenges of (Gursansky & Le Sueur, 2012), indicating that these issues are common in social work education. The study confirms that field-based learning is an essential and effective component of social work education particularly for connecting theory and practice and supporting students perceived professional development. However, effectiveness depends on the quality of supervision, supportive learning environments and availability of resources.

Conclusion

The study concludes that field based learning is an important and highly effective component of social work education. It plays a dynamic role in bridging the gap between theoretical knowledge and practical application infield based learning. It helps students to develop essential professional competencies. The finding shows that student hold a positive perception towards field education, particularly in improving their understanding of academic concepts, improving their professional knowledge and increasing awareness of real life social issues.

The study suggests that Field education helps in development of important skills such as communication, problem solving and confidence in working with clients. The finding also indicates that Effective supervision and academic support were identified as important factors that enhance students learning experiences indicating that value of guidance and constructive infield practice. Guidance, regular feedback and constructive support from field supervisors and academic instructors appear to enhance the educational value of field placement help students reflect on and learn from practical experience. It supports the formation of professional identity which is essential for future social work practitioners.

However, the study also highlights several challenges that affect the effectiveness of field-based learning. These challenges include difficulty in balancing academic and field based learning, lack of sufficient resource and limited learning opportunities in some field placement were reported by students. The findings suggest a need for improvement planning, coordination, supervision and resource support to strengthen the quality of field education. These challenges suggest that there is a need for improvement in the organization and management of field education. The study confirms that field based learning is essential in preparing capable and skilled social work professionals. The finding should not be interpreted as demonstrating the objective effectiveness of field education because the study examined the student's perception rather than directly measuring learning outcomes or professional competencies. Field education may also contribute to the development of professional identity, as suggested in the literature, although this outcome was not directly examined in the present study.

This study has several limitations that should be considered when interpreting the findings. First the study was conducted at only one campus; Babai Multiple Campus included only 50 BSW students, which limits the generalizability of findings to other institutions and regions of Nepal. Second study relied primarily on student's self-reported perception, which may be influenced by personal expectations, experiences, and subjective judgments. Third, the cross-sectional design captured student's perceptions at one point in time and therefore cannot assess changes in learning or professional development over the course of field education. Finally, the study did not include objective measure of learning outcomes or independently assessed professional competencies. Therefore, the findings should be interpreted as reflecting students' perception and experiences of field-based learning rather than providing objective evidence of its effectiveness.

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Disclosure Statements

No potential conflict of interest was reported by the author(s). The authors read and reviewed the final version and agreed to consent for publication. All authors listed have made a substantial, direct, and intellectual contribution to the work and approved it for publication.

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