



## THE EXPERIENCES OF NURSE EDUCATORS IN IMPLEMENTATION OF EVIDENCE BASED PRACTICE IN TEACHING AND LEARNING IN PUBLIC SECTOR NURSING COLLEGES OF PESHAWAR KPK

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### Abstract

**Introduction:** Nursing educators have a crucial role to facilitate the student nurses in order to develop evidence based practice (EBP) knowledge, skills, and attitude, which requires more creative and innovative teaching approaches that stimulate the critical thinking and creativity among students.

**Objective:** To explore the experiences of nurse educators in implementation of evidence based practice in teaching and learning in public sector nursing colleges.

**Methodology:** A qualitative phenomenological study design was used, involving face to face semi structured in-depth interviews (IDIs) and focus group discussion (FGDs). A total, 21 participants were included in the study through non probability purposive sampling technique. Three FGDs and eight IDIs were carried out. Interviews and FGDs were audio taped, recorded and transcribed. Thematic analysis was used for analyzing the descriptions of participants and inductive approach was utilized.

**Result:** The study finding explores , that the nurse educators in public sector nursing colleges revealed both the positive and negative experiences regarding EBP implementation in teaching and learning. After coding and categorizing the data, three main themes were emerged; “Challenges with EBP implementation”, “Facilitators to EBP implementation”, and “benefits/value of EBP implementation” in teaching and learning.

**Conclusion:** The nurse educators experienced multiple challenges in EBP implementation. They also revealed the various facilitating factors and benefits that can open the windows of opportunities for nurse educators to implement EBP in teaching and learning. Nurse educators’ challenges are persistent and this issue should be addressed at institutional level. The higher regulatory authorities may play their role to solve these challenges.

**Keywords:** Nurse Educators, Experience, Evidence-based practice, Teaching and Learning

## **Introduction**

EBP is a process of integrating best research evidence with clinical proficiency for making a sound decision in the health care set up<sup>1</sup>. The performance and perspective of nurses play a vital role in the implementation process of EBP, therefore the nurses must understand the importance of EBP<sup>2</sup>. EBP involves the conscious use and application of numerous knowledge sources, including the use of existing research in combination with clinical proficiency and patient values and preferences<sup>3</sup>. EBP is providing high-quality and competent care by the nurse through a systematic and scholarly approach.<sup>4</sup> Moreover, research is used as a tool in developing innovative approaches and strategies in teaching and learning, therefore EBP is significant in nursing education<sup>5</sup>. The research-based approach to teaching encourages the students for learning and stimulate their critical thinking for sound decisions in a clinical setting<sup>5,6</sup>. Globally the utilization of research has become an essential part of the nursing profession to advance health care status.<sup>1,7</sup> The implementation of effective EBP in nursing education will produce nurse professionals who value EBP and have better knowledge, skills, and attitude to implement it in a clinical situations<sup>5,7</sup>. The main purpose of EBP is safe and standard quality patient care, therefore EBP has become the gold standard of care in the nursing discipline<sup>8</sup>. Accomplishing the goal of EBP needs attention, a positive attitude, obligations, and mutual effort at all levels of nursing<sup>9</sup>. The main goal of focusing on EBP implementation during the training period of undergraduate nursing education is to prepare student nurses in a way that should think critically and perform the skills carefully<sup>10</sup>. A study in Pakistan at Liaquat University Hospital Hyderabad, argued that the main barriers to research utilization were; lack of time, dearth of authority of nurses to change patient care procedures, lack of research knowledge, and training of nurses<sup>11</sup>.

In the healthcare delivery system, among other healthcare professionals, the role of nurses in providing quality healthcare and bring constructive changes is substantial<sup>12</sup>. In fact, the advancement and expansion of EBP necessitate a healthcare infrastructure that is committed to supporting administrations to provide EBP and an education system that is proficient in supporting healthcare professionals in obtaining EBP skills and capabilities<sup>13</sup>. To foster and enhance the EBP knowledge and skills in forthcoming generations of healthcare professionals the EBP process should also be implemented and taught in the education setup<sup>14,15</sup>. To build the capacity of nurse educators and enhance EBP skills for implementing EBP in teaching learning EBP training programs are essential. When nurse educators improve their understanding of EBP, they can assertively generate more opportunities to integrate EBP in the teaching-learning process<sup>16</sup>.

In nursing education system, the traditional and outdated teaching methods and learning styles do not facilitate critical thinking and the students will not be prepared to make sound judgments in clinical practice.. Nurses are front-line workers of direct patient care and are the hands of EBP. The daily used nurses' skills must be up to date to ensure the best possible outcome. Exploring the live experiences of nurse educators will identify the different challenges, barriers and facilitating aspects in the implementation of EBP in teaching and learning. Addressing the barriers and challenges will help nursing educators to implement the EBP in nursing education to improve quality products which indirectly improves the standard of nursing care. The study will inform policymakers and leaders about the factors and provide recommendations for the culture development of EBP implementation in the nursing education system.

## **Subjects and Methods**

A Qualitative phenomenological study was carried out in three public sector Nursing Colleges (Lady Reading Nursing College, Khyber Teaching Nursing College & Hayatabad Medical Complex Nursing College) in Peshawar KPK from July 2022 to January 2023. Approval letter was obtained from Director INS-KMU. Permission was granted from all the department' heads of nursing colleges. The nursing educators who were involved in teaching of BS nursing program, holding the degree of MS nursing and Post RN with one year of teaching experience were included in the study through non

probability purposive sampling technique. Nursing educators who were on long leave during data collection and not willing to participate in the study were excluded.

Data was collected through FGDs and face to face IDIs. After the identification of suitable participants, the time and venue of the interview and group discussion were communicated with participants in mutual agreement. Prior to data collection, their participation agreement was confirmed through taking an informed written consent. A semi structured interview guide was used for data making and interview questions were developed in light of on the reviewed literature keeping in view the objectives of the study. Interview questions were reviewed by the research team. Open ended questions were used to get in depth information from the participants

Face to face IDIs of 8 participants and three FGDs of 13 participants were conducted. The data was saturated on 21 participants including both male ( n = 4) and female (n =17) participants. Interviews and focus group discussion were audio taped, recorded and transcribed. Each interview was 30 to 60 minutes and FGD was extended from 60 to 90 minutes and confidentiality of the participants was maintained. The primary researcher serves as a source of data collection herself. Thematic analysis was used for analyzing the descriptions of participants and inductive approach was utilized. In the current study Braun and Clerk's six steps of thematic analysis were followed<sup>12</sup>. Which include familirization of the data, generating initial code, combing code into themes, reviewing themes, defining and naming the themes and reporting of findings. To ensure trustworthiness the lincon and Guba criteria were followed<sup>26</sup>. The participants' recruitment was based on voluntary participation. Autonomy, confidentiality, beneficence, non-maleficence, and anonymity were maintained throughout the research process.

### ***Credibility***

Multiple aspects were considered to ensure the study's credibility. Primarily to achieve the aim and objective of the study suitable study design was used. Appropriate study population and participants were selected. Similarly, suitable sampling technique, and inclusion and exclusion criteria were used for the selection of study participants. Data was collected through face-to-face interviews and group discussions via audio recording. Likewise, data was checked several times for any deficiencies and feedback was taken from the expert and supervisor to ensure the result credibility.

### ***Transferability***

Adequate description and interpretation of data were supported by relevant literature. Moreover, the participants' quotations were presented verbatim to boost data transferability. The finding can be generalized in a similar situations to explore the perceived experience of nurse educators regarding the implementation of EBP.

### ***Dependability***

To ensure reliability in the study all the steps were followed after a discussion with the expert. The investigator ensured that information related to the data collected would remain unchanged over some time. Feedback was taken from the expert, supervisor, and co-supervisor. The study finding was discussed with the supervisor and expert and regular feedback was followed.

### ***Confirmability***

Conformability focused on the objectivity of the research study. To ensure objectivity, after data collection the retrieved data was verified by every participant. The data were collected via audio recording and actual quotations were used in the finding. The transcription was read by the researchers several times, then, the transcriptions of the data were given back to respective participant to reviews, check and confirm the researcher had taken the real perception.

## Result

The current study finding explore , that the nurse educators in public sector nursing colleges revealed both the positive and negative experience regarding EPB implementation in teaching and learning. After thematic analysis of collected data, 90 codes were identified. The codes were organized to extract 17 categories and the categories were combined in three different themes such as “Challenges with EBP implementation”, “Facilitators to EBP implementation”, and “Benefits/value of EBP implementation” in teaching and learning. (table 1)

Themes	Categories
1. Challenges with EBP implementation	1.1. 1.1 Lack of resources 1.2. 1.2 Lack of EBP trained educator 1.3. 1.3 Time constraint 1.4. 1.4 Current teaching approaches 1.5. 1.5 Less opportunity in clinical 1.6. 1.6 Students’ characteristics 1.7. 1.7 No platform for faculty research training 1.8. 1.8 Lack of authority”
2. Facilitators to EBP implementation	2.1 2.1 Tertiary hospital care facility 2.2 2.2 Support from college administration 2.3 2.3 Ms degree holder faculty 2.4 2.4 Positive attitude towards EBP
3. Benefits /value of EBP implementation	3.1 3.1 Keep up to date with current information 3.2 3.2 Engage students nurses with EBP implementation 3.3 3.3 Improvement to quality care for the patients 3.4 3.4 Reduce health care delivery cost 3.5 3.5 Improve profession image

### Theme 1: Challenges with EBP implementation

#### Category 1.1: Lack of resources

The participants expressed their views about the current status of available resources in educational set up and have highlighted that there are very limited educational resources for teaching. Participant (P1) stated that;

*“We are trying our level best to implement EBP but there is insufficient class room to accommodate the number of students enrolled in the BS program every year. To facilitate the students for EBP implementation multiple teaching strategies (group discussion conducting PBL, tutorial and mini project etc) are required to stimulate the critical thinking of students”. (Participant 1)*

Moreover, most of the participants mentioned that due to insufficient relevant resources (classroom, computers, internet, skills lab, library) every student cannot access the article to read personally and used the evidence in their clinical practice. Participants (P3) stated that;

*“For implementing EBP in teaching we have to use strategies that stimulate the students’ critical thinking and encourage them to read multiple research articles. But due to insufficient computers and internet facilities as compared to the students’ ratio we failed to facilitate them. (P 3).*

Some nursing educators rationalized that new addition books and digital library are the fundamental needs for evidence based practice. For facilitating the students, nurse educators should prepare themselves and update their knowledge by accessing and reading the authentic source of knowledge. Participant (P 12) stated that;

*“ To implement EBP's current published article access, new addition books and other facilities are required. I haven't any computer lab and net facility how I send the student to search the article for an asthmatic patient to research about oxygen or nebulizer” (P 12)*

### **Category 1.2: Lack of EBP- trained educators**

The view of participants narrate the role and importance of trained educator in EBP implementation. Most of the educators were of the opinion that EBP concept and competency are important for making decision in clinical setting and implementing EBP. As participant (P 2) stated; *“Faculty come for teaching after promotion whether they are diploma holders. The educators are unaware of the EBP concept and its implementation. If two faculty are teaching heavy (more credit hours) subject like AHN. One colleague is not that much competent to facilitate the students for EBP implementation, it becomes a challenge” (P 2).*

Moreover some participants mentioned the importance of nurse educator's involvement in research. Research is essential to stimulate the students' critical thinking in EBP implementation. The educators should be familiar with the concept and components of EBP implementation. Participant (P 21) stated;

*“We did the research only for degree requirements but the implementation is zero. Some faculty has no concept of EBP. The main pillars of EBP are evidence-based research, clinical proficiencies, and patient preference. How one diploma-holder faculty can implement EBP in teaching (Participant 21).*

### **Category 1.3: Time constraint**

Nurse educators and students required more time for successfully implement EBP in teaching and learning. Nurse educators expressed that the distributed time is not sufficient for theory, library and practice. As participant (P 10) stated;

*“ In my view time is not fairly allocated for theory, clinical, skills, and library. Students faced problems in the clinical practice because they go for clinical weekly for one day. It is difficult for them to achieve their objectives” (P 10).*

Some participants elaborated that the prescribed time does not provide sufficient library time for student to search the information. The implementation of EBP requires accessing and integrating a number of different resources which could be time consuming. Participant (P 13) stated;

*“Students have no time for self directed learning to identify the patient's problem, search for the solution, and analyze, implement and evaluate the EBP” (P13)*

### **Category 1.4: Current teaching approaches**

In this category the participants highlighted teaching related factors which deprive students to learn EBP implementation. The educators expressed that traditional teaching approaches like a lecture, assignments and clinical for psychomotor skill development are still dominant in teaching which cannot stimulate students' critical thinking. As one participant (P 4) stated;

*“We teach them in class how to do EBP implementation in patient care they are aware but there is no implementation. Our traditional way is just teach PPT and give the assignment to the students and leave them in clinical” (P 4)*

In addition educators rationalized the importance of student centered learning. Some participants expressed that, for EBP implementation students should actively involved to search the best available evidence to recognize and deliver high quality patient care. It will boost the students' decision making capability. As participant (P 9) stated;

*“We teach EBP in theory if we talk about the implementation of EBP we fail to focus on students centered learning. We should assign a patient to the student after problem identification encourage them to search the published literature from different source, analyze the solution and implement the care to solve the patient problem” (P 9)*

### **Category 1.5: Less opportunity in clinical**

This category highlights the challenges of nurse educators regarding EBP implementation in clinical set up. In hospital there are less patients' exposure of students due to the restriction from MTI management. Some head of the department restrict the opportunities by holding the permission of students to practice in critical care units. Furthermore, lack of collaboration, inadequate support from the top level management as well as difficulty to access them is another factor that drags back nurse educators from the EBP implementation. As participant (P 8) stated;

*"Another major issue we face is restriction from the MTI side . Some HODs and doctors cannot allow the students to work in different units like CCU and ICU"(Participant 8).*

Furthermore, some participants expressed that, number of students from different private and public institute enrolled in multiple discipline like MBBS,BS and LHV come for practice. The students' ratio are very high as compare to patient, that limit the opportunity of clinical exposure. Participant ( P15) stated;

*"In hospital there are number of students in multiple disciplines from different private and public institutes for practice. The patient cannot cooperate and become tired of giving the history to students. Therefor the students feel hesitation and cannot able to identify the patient problem"(P15)*

Furthermore the educators expressed that, the higher level of education in nursing provides an opportunity to nurses of getting understanding and awareness about EBP. However, low level of education is one of the factors which limit the involvement of nurse educator in EBP implementation. They also highlighted that the qualified educators are overburden because of teaching multiple subjects. So it is difficult for diploma holders teachers to facilitate the studnets for EBP implementation. As stated participant (P3).

*"One teacher teaches multiple subjects so the theory teacher has no time to facilitate the student in clinical for integration of the theory into practice and to facilitate conducting the mini project. The majority clinical teachers are diploma holders who are facilitating the students in the hospital"(P 3)*

### **Category 1.6: Students' characteristics**

In this category the educators elaborated on the point that a massive challenge for the educator is the students' characteristics. Educator futher emphasize the reason of demotivation. One reason is; students are not coming for nursing profession willingly they are pushed by their parents. Another reason is the attitude of health care professionals in hospital. Multiple tasks are assigned to the students in the units and they have very limited time to achieve their objectives and learn EBP. Participant (P9) expressed;

*"The students are demotivated not taking interest to integrate the EBP in clinical practice. First they are not willing for the profession they were pushed to by their parents. Another reason is; the staff, doctors, and head nurses' attitude and behavior toward nursing students. Due to the work burden in the ward the students cannot achieve their objective. in clinical practice"(Participant 9)*

Furthermore, the participants expressed that the students learning styles must support the inculcation of EBP. The majority of students are passive learners, having negative attitudes toward EBP. Fostering a culture of EBP in studnets is essential for delivering effective health care. Participant (P 11) stated;

*"Student are not taking the learning as seriously because they only rely on MCQs to pass exam, and have no interest in self-directed learning. Students expect that all the curriculum should be taught by the faculty . They are not ready for presentation, assignment, case study or another new strategy for learning" (P 11).*

### **Category 1.7: No platform for faculty research training**

This category highlights the factors at organizational level that hinder the involvement of nurse educators in EBP implementation. Research culture development in hospitals as well as in colleges is necessary for updating the educators knowledge and skills regarding EBP. The participants express that there is no platform for faculty research training in the colleges to refresh their knowledge and enforce EBP implementation in teaching. Participant (P12) stated;

*“There should be the environment for conducting research for faculty of the BS program. Among the three domains of EBP, only one domain is in the college the remaining two (practice and patient preference) are in clinical setup.( P 12)*

Participants also highlighted that the purpose of research and publication in nursing profession is only limited to the degree. For achieving the degree educators do research and perish it. For using the research evidence in EBP educators’ research knowledge should be refresh by conducting training and workshop. In education institutes there should be faculty research committee and students research committee to develop the research culture. Participant (P13) expressed;

*“No training or workshop facility to refresh the faculty's knowledge. We published research just for specific purpose i.e. degree” (Participant 13).*

### **Category 1.8: Lack of authority**

This category highlights the factors at administrative level that hinder the implementation of EBP in teaching. It mainly focus on the lack of proper enabling structure specifically the chain of commands in nursing colleges. The participant described that the lack of hierarchy for nurse educators and the lack of acceptance of nurses at top level management effects the Implementation of EBP in teaching learning. As participant (P 18) narrated that:

*“ We face multiple challenges in EBP implementation Being educators we understand the issues and problems of our colleges but cannot raise our voice to bring change”(Participant 18)*

Participants expressed the involment of PHSA in nursing colleges management.They also highlighted that higher positions in colleges for examples the position of principal and vice principal are not independent to practice their authority with autonomy which is also a major factor of hindrance in implementation of EBP in teaching. Every decision is made by Director PHSA. As participant (P 17) stated;

*“These all public sector colleges are under the control of the PHSA network. All the designated positions are just by name,they are not authorized and are influenced by college administration. The policy just comes from top level management other than nursing”.(P 17)*

## **Theme 2: Facilitators to EBP implementation**

This theme describes the positive experience of nurse educators regarding EBP implementation in teaching and learning The positive experience of nurse educators revealed some factors that facilitate the EBP implementation.

### **Category 2.1 Tertiary hospital care facility**

This category highlights the factors that create opportunities to facilitate and enhance the participation of students in EBP implementation in teaching and learning.Nurse educator expressed that most essential facilitating factor for EBP implementation is the tertiary care hospital availability for students’ practice. Most of the participants responded that the availability and easy access to tertiary health care facility is the factor which can provide exposure and enhance the students’ participation in EBP implementation.As participant (P 20) stated;

*“We can implement the EBP in real-life situations in the clinical areas, real patients with multiple diseases are present in the hospital all the time. It is a good opportunity for us, that the facility in tertiary care hospital gives good exposure to the students for EBP implementation” (P 20).*

Moreover participants highlighted that a lot of opportunities are existing in the hospital set up for EBP implementation. Clinical practice exposure is a good opportunity which can stimulate the students' critical thinking and decision making ability. Furthermore the participants verbalized that the students' involvement in clinical practice during training duration can have positive impact on quality patient care. Participant (P17) stated;

*“As we are connected with tertiary care hospital, there is a huge area for practice and students are availing good experience under one roof. According to curriculum and course content, all facilities are available no need to go away from the hospital to achieve their clinical objective” (P 17, M)*

### **Category 2.2 Support from college administration**

This category highlighted the facilitating factor for EBP implementation at administrative level. Participants expressed that the impact of supportive administration ensure the proficiency and professionalism in teaching practice in the profession. Support from top management has positive impact on educators to perform productive work in facilitating the students for learning and improve the standard of nursing profession. As participant (P 19) stated;

*“We are trying our level best to implement EBP in teaching and learning. We experience good support and encouragement from the senior and college administration to improve the standard of nursing education. The principal always encourages us for new teaching strategy” (P 19).*

Some of the participants focused the importance of training and workshop to update the knowledge of nurse educators. As regular training is compulsory for educators to refine their knowledge, to be familiar with technologies and to provide conducive environment that facilitate the EBP implementation in teaching. The participants also highlighted the support from principal for arranging workshop regarding research with the collaboration of experts. Participant (P 20) stated;

*“College principals and senior educators play an essential role by promoting a conducive environment for EBP implementation in teaching as well as providing the required resources like net facility. Furthermore the senior create policies and guidelines and collaborate with experts to provide EBP training workshops for nurse educator” (P 20, M)*

### **Category 2.3: Ms degree holder faculty**

This category highlights the factors related to the education of faculty through which they can create opportunities and can enhance their participation in EBP implementation in teaching. Most of the educators responded that advance education in nursing, and advancement in research studies of educators related to EBP, are factors which can enhance the contribution of educators in teaching. As participant (P15) stated that:

*“Currently in our college mostly faculty are MS degree holder. They are familiar with the concept of research and EBP implementation in teaching(P15).*

Furthermore, formal training in EBP implementation and research are the factors that open the window for nurse educators to involve themselves in EBP implementation, as verbalized by participant (P11) that:

*“Although faculty are qualified, but for the quality improvement in nursing education, it is necessary to polish the faculty knowledge and skills about research and updated their knowledge regarding EBP implementation in teaching and learning regularly”(P 11)*

### **Category 2.4: Positive attitude towards EBP**

The positive attitude of nurse educators create better opportunities for them to implement EBP in teaching. Considering their positive attitude on EBP, it seems that nursing faculties are emotionally prepared for capturing the required knowledge toward EBP implementation. Participant (P 16) expressed;



*“I believe that EBP is very helpful in making clinical decisions in a difficult situations of patient care. The faculty should be in touch with the research, context, and patient and take a sound decisions for patient care”. (P 16).*

Some participants believed that EBP is essential for both nursing clinical practice and education, because EBP using the up-to-date scientific findings will improve the quality of care for patients. Participant (P 8) stated;

*“EBP implementation in teaching will boost the students’ knowledge and critical thinking. They will not be dependent on faculty for making decision during patient care”(P 8)*

### **Theme: 3 Benefits/values of EBP implementation**

This theme highlights the perceived benefits of EBP implementation. EBP implementation in teaching and learning could benefit the nurse educator, student nurse, patients, and the nursing education discipline.

#### **Category 3.1: Keep up to date with current information**

This category highlights the perceived benefits of EBP implementation in teaching and learning with regards to the nurse educators and students’ knowledge, skills competency and professional development. Participants believed that EBP empowers and enriches the nurse educators and student nurses with up-to-date information. The participants also expressed that EBP is based on international research studies and grounded on expert knowledge. As participant (P 19) stated; .

*“As an educators we should not have something that is out dated in teaching, again if we engage with EBP implementation we also updated ourselves as a teacher. In my view, it is the best way to do your teaching and learning because you have evidence that is based on international studies”(P 19).*

The educators reported that EBP implementation in nursing education could benefit the nurse educator, student nurse and nursing profession.. EBP is connected with critical thinking and decision-making skills which must be developed among nursing students, and lifelong learning for nurses to enrich their knowledge. Participant (P 14) stated;

*“I believe EBP implementation improves faculty development, it is grooming for both teacher and student. It enhance the studens’ crtitical thinking and decision making skills .” (P14, M)*

#### **Category 3.2: Engage student nurses with EBP implementation**

The participants express that once the students become involved in EBP and research activities, they gradually develop interest and positive attitude. Their eagerness to learn and motivation towards research also increase progressively. As participant (P 16) stated;

*“When students are involved in EBP and multiple research activities and come from the library with relevant articles, then they are developing interest in research and EBP you know” (P 16).*

Moreover participants highlight that , once the students actively involve in research and EBP implementation they identify and explore new things. There will be life long learning for them. Participant (P 2) expressed;

*“I know in EBP Implementation there will be lifelong learning for the students they explore new things in EBP implementation when actively involved in the research and practice” (P 2).*

#### **Category 3.3: Improvement to quality care for the patients**

This category highlights the EBP benefits for the patients. The participant express that EBP allows for individualised care, improvement in quality care leading to quick recovery and reduce the hospital stay. When patient care is informed by sound evidence, it result better and more affordable for the patient. Participant (P 5) stated;

*“I believe when students identify the patient problem, search the relevant and evidence-based literature and able to perform evidence-based practice. They will be able to provide systematic and standard care” (P 5).*

Furthermore participants express that EBP is patient centered approach as it influence patient care and minimize the theory and practice gap. It optimize the patient outcomes and reduce the health delivery cost. As Participant stated;

*“I think EBP is more beneficial for the patient because EBP is more patient-centered, it is more meaningful because you individualized the care to the patient based on that EBP and its outcome. The patient healing process and recovery will be quick and hospital stay will be less you know” (P 20).*

#### **Category 3.4: Reduce health care delivery cost**

This category highlight that , another benefits of EBP is cost effectiveness of health care. Reducing health care cost requires that nursing and health care service be based on best current available evidence. As participant (P14) stated;

*“How quickly the patient will recover and how long stay in the hospital with an illness, depend on nursing care. If you want quality improvement in nursing care you will find that with research. Through quality improvement hospital stay will be reduced” (P 14, M).*

Some participants express that the use of EBP leads to improvement in the quality of care, thus reducing patient stay in hospital. When patient receive quality care based on available evidence, their recovery is quicker and the number of days spend in hospital are reduced. Stated participant (P 12)

*“You know I feel like EBP implementation is an excellent way to produce EBP-trained and proficient nurses for the health care system. They will take a sound decisions in a clinical setup and the patient will receive quality care. I believe our main focus is patient, we should produce competent nurses they will provide quality care based on best currently available evidence” (P 12).*

#### **Category 3.5: Improve profession image**

Participant express that, in health care delivery system , taking sound decision in critical situation is very important to provide quality care to the patient .As participant stated;

*“In my view, if we train the students on the base of the standards they will give benefit the community. They also gain respect in society. The nurses and nursing profession image will be improved in the market” (P 14, M)*

Once students nurse receive quality education they develop the competencies in EBP implementation and their critical thinking skill will be enhanced. Through standard practice they enhance the image of nursing profession in the society

#### **Discussion**

In this study, three extracted themes were identified that highlighted the perceived experience of nurse educators. The study findings were supported by similar qualitative study and reported two themes <sup>7</sup>. Similarly, another qualitative study almost related finding revealed the experience of nurses and midwives regarding EBP implementation. The theme includes participants’ perception, challenges, and facilitating factors regarding EBP implementation <sup>17</sup>.

Lack of and poor access to relevant resources for EBP implementation in teaching and learning such as poor access to the net facility, insufficient computer facility, library, skills lab facility, and less opportunity in clinical will intensify the issues further. The result of this study is congruent with previous studies’ finding and revealed that the nurse educators perceived challenges in teaching are insufficient resources, inadequate clinical teaching setting for nursing skills, and simulation labs <sup>7,18</sup>. It is the fundamental role of educators to prepare their students for standard nursing practice. But the

traditional teaching methods and lack of EBP-trained educators, can intensify the challenges. The result of this study was supported by the literature, it was reported that innovation in teaching method is mandatory to ensure that nursing students should be familiar with the importance of EBP and will be equipped with the knowledge, skills, and attitudes that is required to implement it <sup>19</sup>.

For successful implementation of EBP more time is required, in this study time constrain are another challenge for educators. The study result is harmonious with previous studies that revealed time constraints, lack of knowledge and skills about EBP are the main barriers to implementing EBP <sup>20,21</sup>. One of the major concern of educators is; lack of interest, passive learning, and negative attitude of the students towards EBP. This finding of the study was supported by a study, which 50% of student nurses reported with a negative attitude towards learning EBP implementation. It further concluded that to effectively implement the EBP and impact on students' attitudes EBP should be integrated into the theoretical and practical aspects of the curriculum <sup>22</sup>. Similarly lack of interest and negative attitude towards EBP are the main barriers towards implementation of EBP in health care system <sup>14,17</sup>. Inadequate chance for professional development, lack of research culture, and lack of authority of nurse educators to bring change in nursing education appeared to be the main obstacles according to the present study finding which has been confirmed by other studies <sup>23,24</sup>. To build the capacity of nurse educators and to integrate EBP in the teaching and learning process, EBP training programs are crucial <sup>16</sup>.

In this study, the most facilitating factor for EBP implementation in teaching is, supportive behavior from college administration. Similar to the current finding other studies also elaborated on the need for administrative support to promote EBP implementation <sup>25,26</sup>. Nursing colleges are connected with tertiary care hospitals which provides greater opportunities for practice in the current study, as clinical is a basic requirement for students to develop EBP skills, there should be a clinical background and administrative support to implement EBP <sup>27</sup>.

The educators experienced the benefits of EBP implementation in education. EBP keeps up to date with the current knowledge of educators and students. In the same context, previous studies supported the finding, EBP is connected with critical thinking and decision-making skills and lifelong learning <sup>28,29</sup>. When students are involved in EBP and researched activities during learning they develop an interest in implementation. In the same context, these findings were parallel with the finding of some studies in which the students experience effective learning and developed the capabilities necessary for EBP implementation <sup>30,31</sup>. In health care delivery, taking sound decision in critical situation and providing quality care to the patient will improve the image of nursing profession in the society. The result of this study is congruent with previous study, that professional image is associated with a set of qualities and characteristics that represent competence <sup>32</sup>.

## Conclusion

The study concluded that nurse educators experience a variety of challenges, opportunities, and value of EBP in teaching and learning. The nurse educators face multiple challenges, many of which become barriers for them to implement EBP in nursing education. These challenges are persistent and required support from higher regulatory authorities. The challenges not only effect the proficiency and performance of nurse educators but also influence the critical thinking and decision making skill of the students in clinical practice and ultimately the patient care quality will be compromised. The role of Provincial Health Service Academy, Pakistan nursing council and institutions is very important to address these challenges faced by educators, encourage the facilitating factors and create opportunities to implement EBP in education and research culture to provide the quality education which positively influences the standard care. .

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