

Narrative Review

Empowering Future Nurses: Overcoming Challenges and Embracing the Benefits of Research in Nursing Education.

Stephen Riaz

NHS Sandwell and West Birmingham Hospital, Birmingham-United Kingdom.



Doi: 10.29052/IJEHSR.v11.i1.2023.58-62

Corresponding Author Email:

riazmallick@yahoo.com **Received** 02/09/2022 **Accepted** 25/03/2022 **First Published** 01/03/2023



© The Author(s). 2023 Open Access This article is distributed under the terms of the Creative Commons Attribution 4.0 International License (http://creativecommons.org/licenses/by/4.0/)

Abstract

Nursing education involves extensive training to develop critical thinking and decision-making skills that are essential for effective patient care. Research is a crucial component of nursing education as it provides opportunities for students to gain new knowledge and apply evidence-based practices. However, undergraduate nursing students often view research as a challenging and intimidating task. Negative perceptions and lack of resources and support can hinder students' ability to conduct research successfully. This article emphasizes the importance of research in nursing education and highlights the challenges that undergraduate nursing students face when conducting research. It also explores ways in which nursing schools can provide necessary resources and support to overcome these challenges and help students develop research skills. By doing so, nursing students can become more confident and effective practitioners based on evidence-based practice, contributing to better patient outcomes.

Keywords

Nursing, Research, Education, Patient Safety, Health Care Quality.



Introduction

Research is an integral part of nursing education, as it helps students understand the importance of evidence-based practice and encourages them to think critically¹. Despite its importance, research can be daunting for undergraduate nursing students who may lack the necessary knowledge and experience to conduct research effectively². Nursing education and research in Pakistan has made significant strides in recent years, but there is still much work to be done. In this essay, we will explore the current state of nursing education and research in Pakistan, the challenges faced by nurses, and the steps being taken to improve the quality of education and research in the field³.

The nursing education system in Pakistan is regulated by the Pakistan Nursing Council (PNC), which is responsible for setting standards and guidelines for nursing education programs. The PNC ensures that nursing programs provide quality education to their students and produce competent and skilled nurses⁴.

There are several types of nursing programs in Pakistan, including diploma, bachelor's, and master's programs. Diploma programs are usually offered by hospitals and take 3 years to complete. Bachelor's programs take 4 years and are offered by universities, while master's programs take 2 years and are also offered by universities. Some universities also offer post graduate degree⁵.

However, there are still some challenges faced by nursing education in Pakistan. One of the biggest challenges is a shortage of qualified nursing faculty. Many nursing schools struggle to attract and retain qualified teachers due to low salaries and limited opportunities for professional development. Another challenge is the lack of modern teaching methods and resources, which can limit the quality of education provided to nursing students⁴.

The perception of research among undergraduate nursing students can vary significantly. Some students may see research as an essential aspect of their education, while others may view it as unnecessary. Many students are concerned about the time and effort required to conduct research and the technical and statistical knowledge necessary to analyze data accurately. Additionally, some students may feel overwhelmed by the idea of conducting original research, given that research can be complex and demanding⁶.

However, research is critical in nursing as it forms the basis for evidence-based practice¹. New knowledge is gained through research and best practices are established. Students who understand the importance of research can more effectively evaluate and implement new practices in their work. Research also allows students to develop critical thinking skills essential in nursing practice⁶. Through the research process, students learn how to gather, analyze, and interpret data to make informed decisions⁷.

To overcome negative perceptions of research, nursing schools must provide appropriate support and resources to students. One way to achieve this is by offering research-focused courses that teach students the skills they need to conduct research successfully. Also, schools can offer mentorship programs where students can work with experienced researchers to gain practical knowledge and advice⁸.

It is also important for nursing schools to ensure that research is accessible to all students. This means that programs should be designed to accommodate students of different backgrounds and skill levels. For instance, students who struggle with statistical analysis may benefit from additional support in this area. Moreover, nursing schools should encourage students to conduct research in areas of interest, which can help them remain engaged and motivated throughout the research process⁹.

Nursing research is a crucial aspect of evidence-based practice that aims to improve patient care and health outcomes. Several nursing research themes or areas can be explored to enhance the understanding of the nursing profession and develop new interventions to improve patient care¹⁰.

Here are some of the common themes of nursing research:

1. Patient safety

This theme focuses on identifying factors contributing to patient safety incidents, developing strategies to prevent such incidents, and evaluating the effectiveness of interventions to enhance patient safety¹¹.

2. Healthcare quality

This theme explores ways to improve healthcare quality by examining factors that affect the quality of care, evaluating the effectiveness of different interventions, and identifying best practices for promoting high-quality care¹².

3. Health promotion

This theme investigates strategies to promote healthy behaviors, prevent diseases, and enhance overall health and wellness. It may also explore ways to improve health literacy and patient education¹³.

4. Chronic illness management

This theme focuses on strategies to improve the management of chronic illnesses such as diabetes, heart disease, and cancer. This may include developing new interventions to manage symptoms, evaluating the effectiveness of existing treatments, and exploring the impact of chronic illness on patients' quality of life¹⁴.

5. End-of-life care

This theme examines the provision of care to patients nearing the end of their lives. It may explore ways to improve end-of-life care, including symptom management, communication with patients and families, and ethical considerations in end-of-life care¹⁵.

6. Cultural competence

This theme examines how cultural differences and diversity impact patient care. It may explore ways to improve cultural competence among healthcare providers, reduce health disparities, and improve patient outcomes for underrepresented populations¹⁰.

7. Mental health

This theme focuses on preventing and managing mental health disorders such as depression, anxiety, and schizophrenia. It may explore the effectiveness of various interventions such as therapy, medication, and alternative therapies¹⁶.

8. Nursing workforce

This theme explores various aspects of the nursing workforce, including nurse staffing, nurse retention, and the impact of nurse education on patient outcomes¹⁷.

Discussion

Nursing research in Pakistan is relatively new and still developing. The majority of nursing research in Pakistan is focused on clinical practice, with a few studies focused on the social and cultural aspects of health care. The Pakistan Journal of Nursing is the only nursing journal in the country, and it publishes research articles on a wide range of topics related to nursing and health care.

Research plays a key role in the development of every discipline. The same way nursing research is also important, as it helps to improve optimum care for patients through evidence-based practice (EBP). It helps nurses to think critically and utilize the result of research finding in clinical settings to achieve positive patient outcomes. Moreover, nursing research is a progressing domain in which professionals can contribute through their skills and experience to nursing practice and achieve holistic care^{3,4}.

Nursing students are potential nurses and they should not only know how to conduct a good research, but also, its effective utilization. For nursing students, research is necessary not only on graduate but also on undergraduate level. It will not only help to equip nurses with the knowledge and utilization of research, but also, the research findings will improve the quality of patient care. It is possible only when undergraduate nursing students are engaged in research activities during their academics⁸⁻¹⁰.

Despite the challenges faced by nursing education and research in Pakistan, there are several steps being taken to improve the quality of education and research in the field. The PNC has recently introduced new standards for nursing education programs that emphasize the use of modern teaching methods and resources. These standards also require nursing schools to have qualified faculty members and provide opportunities for professional development^{3,4}.

Several universities in Pakistan are also introducing new nursing programs and expanding their existing programs to meet the growing demand for skilled nurses¹⁸. These programs are designed to provide quality education and training to nursing students and prepare them for careers in a variety of health care settings¹⁹.

To support nursing research, the Pakistan Nursing Council has established a Nursing Research Committee, which is responsible for promoting and supporting nursing research in the country. The committee works to identify research priorities, provide funding and support to researchers, and disseminate research findings to the nursing community.

Conclusion

In conclusion, nursing research encompasses many themes and topics that aim to improve patient care and health outcomes. These themes provide a framework for developing and conducting research that addresses some of the most significant challenges facing the nursing profession today. By exploring these themes, researchers can identify best practices and develop new interventions to enhance care delivery to patients.

Conflicts of Interest

We have no conflicts of interest to disclose.

Acknowledgment

We would like to thank Yusra Saleem for editing this review article.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

References

- 1. Schwartz S. Educating the nurse of the future: report of the independent review of nursing education. Canberra, Australia: Department of Health; 2019.
- 2. Meherali SM, Paul P, Profetto-McGrath J. Use of research by undergraduate nursing students: A qualitative descriptive study. Qual Rep. 2017;22(2):634-655.
- 3. Younas A, Zeb H, Aziz SB, Sana S, Albert JS, Khan IU, Inayat S, Khan FH, Rasheed SP. Perceived challenges of nurse educators while teaching undergraduate nursing students in Pakistan: an exploratory mixed-methods study. Nurse educ today. 2019;81:39-48.
- 4. Younas A, Rasheed SP, Sommer J. Current situation and challenges concerning nursing education in Pakistan. Nurse Educ Pract. 2019;41:102638.
- 5. Idrees S, Zeenat Shah NB. Critique on private and public nursing education in Pakistan. Journal of Health Educ Res Devt. 2017;5(2):1-3.
- 6. Smith CR, Martsolf DS, Draucker CB, Shambley-Ebron DZ, Pritchard TJ, Maler J. Stimulating research interest and ambitions in undergraduate nursing students: The research-doctorate pipeline initiative. J Nursing Educ 2016;55(3):133-140.
- 7. Dewey J, Evers A, Schuchardt A. Students' Experiences and Perceptions of the Scientific Research Culture after Participating in Different Course-Based Undergraduate Research Experience Models. CBE Life Sci Educ. 2022;21(2):ar36.
- 8. Lorenzetti DL, Shipton L, Nowell L, Jacobsen M, Lorenzetti L, Clancy T, Paolucci EO. A systematic review of graduate student peer mentorship in academia. Mentor. Tutoring Partnersh Learn. 2019;27(5):549-576.

- Ramirez AH, Sulieman L, Schlueter DJ, Halvorson A, Qian J, Ratsimbazafy F, Loperena R, Mayo K, Basford M, Deflaux N, Muthuraman KN. The All of Us Research Program: data quality, utility, and diversity. Patterns. 2022;3(8):1-11.
- Doyle L, McCabe C, Keogh B, Brady A, McCann M. An overview of the qualitative descriptive design within nursing research. J Res Nurs. 2020;25(5):443-455.
- 11. Murray M, Sundin D, Cope V. New graduate nurses' understanding and attitudes about patient safety upon transition to practice. J clini nurs. 2019;28(13-14):2543-2552.
- 12. Oldland E, Botti M, Hutchinson AM, Redley B. A framework of nurses' responsibilities for quality healthcare—Exploration of content validity. Collegian. 2020;27(2):150-163.
- Orte CJ, Nwosu NO, Maniago JD, Matibag RS, Corpuz AM, Cabaluna J. Health Promotion Practices in Nursing: A Scoping Review. Pakistan Jour-nal of Medical and Health Sci. 2021;15(9):2273-2278.
- 14. Perfetto LM. Preparing the nurse of the future: Emergent themes in online RN-BSN education. Nurs Educ Perspect. 2019;40(1):18-24.

- Steinhauser KE, Fitchett G, Handzo GF, Johnson KS, Koenig HG, Pargament KI, Puchalski CM, Sinclair S, Taylor EJ, Balboni TA. State of the science of spirituality and palliative care research part I: definitions, measurement, and outcomes. J Pain Symptom Manage. 2017;54(3):428-440.
- 16. Singh M, Thirsk L, Stahlke S, Venkatesaperumal R, LoBiondo-Wood G, Haber. J Nursing research in Canada-E-book: methods, critical appraisal, and utilization. 5th edition. Amsterdam:Elsevier Health Sciences; 2021.
- 17. Squires A, Jylhä V, Jun J, Ensio A, Kinnunen J. A scoping review of nursing workforce planning and forecasting research. J Nurs Manag. 2017;25(8):587-596.
- 18. McKenna L, Davis J, Williams E. Nursing and Midwifery Education: Historical Perspectives. Clinical Education for the Health Professions: Theory and Practice. 2020:1-8.
- 19. Tajuddin M, Saleem Y, Riaz S. Perception and experiences of midwives regarding BSN and BScM degree Programs. JNMP. 2021;1(1):14–21.