



ISSN: 2467-9283

INTERNATIONAL JOURNAL OF GRADUATE RESEARCH AND REVIEW

Indexing & Abstracting

Open Academic Journals Index (OAJI), InfoBase Index, Cosmos, ResearchGate, CiteFactor, Scholar Stear, JourInfo, ISRA: Journal-Impact-Factor (JIF), Root Indexing etc.



Impact Factors*

IBI factor: 3

Impact factor (OAJI): 0.101

*Kindly note that this is not the IF of Journal Citation Report (JCR)

Vol-5, Issue-1

February 2019



Gap Between Theory and Practice Among the Nurses of Tertiary Care Hospitals of Lahore Pakistan

Uzma Firdos^{1*}, Muhammad Hussain¹, Muhammad Afzal¹, Syed Amir Gilani²

¹Nursing Department, Nursing, University of Lahore, Pakistan

²Allied Health Sciences, University of Lahore, Pakistan

Abstract

Background: Nursing care ensure the wellbeing of the patients and ultimately the society. Nurses are responsible for the patient care and efficient health care services, so, without nurse's patient cannot receive the required health care services. Therefore, role of nurses cannot be ignored in the health care sector. **Methodology:** This study utilizes the descriptive and cross-sectional study design. The data was collected from 155 nurses of tertiary care hospitals of Lahore, Pakistan through a self-administered questionnaire. Moreover, SPSS 21 was utilized for data analysis. **Results:** The results of the current study show that there exists gap between the theory and practices which becomes the reason of patients suffering at the public hospitals. This gap between theory and practices may become the reason of slow recovery, patient safety and other critical health issues of patients. **Discussion:** During the progression of research, it has been observed that mainstream of the nurses who have been employed in different tertiary care hospitals in Lahore were female (96%). The finding of this study was in the agreement with Carlson-Babila study (2017) who reported that gap. Predominance of female nurses in current study is since a very few numbers of males adopt nursing as profession.

Keywords: Gap; Theory and Practices; Patient Care; institutions

Introduction

Nurses play a crucial role in the consistent and up to the mark health care services. They work with other colleagues and physicians to ensure that the health issues of the patients are addressed and ultimately, they receive the nursing care. However, the recent graduated nurses lack the skills to meet the patient care requirement which may be due to the ignorance of the nursing colleges and other nursing institutions regarding the standardized clinical practices. This ignorance becomes the reason of compromising health care services. So, this ignorance emphasizes on the importance of the theory and practice gap in the nursing sector.

However, theory provides sound knowledge to the students and practice emphasizes on the practical exposure. This gap is challenging to be filled and need proper focus of all the

stake holders. In addition, public health sector does not encourage the implementation of theory-based practices. Therefore, new graduate nurses feel quite different to face the practical difference at the hospitals (Wangensteen, Johansson, & Nordström, 2008). Therefore, attention should be given to this issue of differences what new graduates feel when they are exposed to the practical hospital environment. Likewise, gap between theory and practice cause the poor patient outcomes.

Nurses at the hospitals make sure that patients and their families get relief from the quality nursing care which is impossible with the cooperation of nurses and physicians at the workplace (Warelow, Edward, & Vinek, 2008). But, nurses after graduating from the institutions cannot meet this standardized requirement of care due to the lack of clinical training at the academic institutions which create the burden on the senior nurses at the workplace and

Cite this Article as:

U. Firdos et al. (2019) Int. J. Grad. Res. Rev. Vol 5(1): 47-59.

^{1*}Corresponding author

Uzma Firdos,
Nursing Department, Nursing, University of Lahore, Pakistan
Email: uzma.qaiswarraich@gmail.com

Peer reviewed under authority of IJGRR

© 2019 International Journal of Graduate Research and Review



This is an open access article & it is licensed under a Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by/4.0/>)



ultimately raise the conflict as well. Knowledge is priceless if it fits with standardized practices at the workplace. This match between the knowledge and practices ensure the efficient and defective health care services.

However, the current challenge is to reduce this gap between theory and practice at the minimum level. These theory-based concepts cannot be easily applied at the hospitals due to difference of the setting, lack of practical exposure, irrelevance, standardized clinical training. However, the reduction of this gap require the match between the educational knowledge and clinical exposure, standardized clinical training with sufficient hours and focus of the institution administration (Eraut, 2004) (Benner, 2012).

Nursing hospital environment takes the recommendations of the research as superficial and ignore the long term benefits of it which becomes the obstacle for further development of the profession (Wall et al., 2014). Similarly, students confuse about this gap due to lack of awareness and standardized clinical practices. In addition, students of nursing come from different backgrounds and lack the knowhow of the profession and ignorance of the academic institutions regarding the nursing skill development further create the mess up situation and becomes the reason of ill performance of new graduate at the practical environment (Corlett, 2000; Ousey & Gallagher, 2007). In same manner, study mentioned that the student nurses create the problem for the senior nurses while treating the patients who are already bearing the workload in the hospital environment (Rolfe, 2006).

However, previous literature ignored the identification of the gap between theory and practice especially among the public hospitals of the developing countries. Therefore, it is necessary to investigate the gap related knowledge and practices among the nurses working in hospitals. The data about their level of gap between theory and practice with respect to practice are beneficial for planning a program for improving the awareness level. In Pakistan sufficient researches are not conducted which describes the gap between theory and actual practices in nursing in health care settings. Therefore, it was a necessary to discover the gap between theory and actual practice among nursing staff working in tertiary care hospitals.

Academic institutions of nursing are responsible for the enhancing the knowledge of the students and development of the clinical skills which they require at the workplace. However, the recent new degree holders lack such practical skills which have key importance to treat the patients practically. This gap between theory and practice is currently the hot issue to do research.

However, nurses are not able to adopt the theory-based practices at the public hospitals due to lack of support and

flexibility. Thus, there is need of the focus at large scale to reduce this gap between theory and practice in the nursing sector. The literature shows that the difference between knowledge and practice includes the difference between teaching of theoretical and clinical nursing and as these two methodologies of teaching will be united the patient care can be improved more with higher quality standards (Cetin, 2017).

However, concerns regarding new graduates include medication errors, skills, responding to life threatening emergency situations like code management and effective use of therapeutic tools etc. Likewise, the study emphasizes that nursing students must be sufficiently equipped with essential knowledge and practical exposure to handle the practical situations (Ramly, Yunos, Ahmad, & Jamil, 2016).

Consequently, theory focuses on the knowledge and practice deals with the things experienced practically and the difference between both can be filled through the sufficient focus of the instructor at the clinical training (Saifan, AbuRuz, & Masa'deh, 2015). In addition, evidence-based practice technique can bring the fruitful results while reducing the gap between theory and practice (Mohsen, Safaan, & Okby, 2016).

Furthermore, nursing education aims to produce the knowledgeable and competent nurses to serve the patients at hospitals and this can be achieved efficiently through the reduction of the gap between theory and practice (Shahzadi, 2017). The study emphasizes that practices of health care workers in the tertiary care hospitals of Pakistan do not meet the standards due to gap between theory and practice (Shahzadi, 2017). Nursing graduates are responsible for delivering care to patients without discrimination. The concepts learned during studies must be applied at the clinical settings to improve the standards of nursing profession (Wangensteen et al., 2008). Moreover, nursing care is perceived as the nurses treat their patients in the health care setting.

Contrary to this, nurses are lacking to fulfill the current needs of current growing- population in Pakistan. The nursing shortage has contributed to greater workload and errors. Moreover, nurses cannot apply their knowledge at the workplace due to lack of support and flexibility from the leadership and forced to adopt the old and traditional way of treatment which is a wrong practice (Andrews & Roberts, 2003).

Further, conceptualizing the theory practice gap as failure of clinical training while academic education will not resolve this complex issue (Rafferty, Allcock, & Lathlean, 1996). The important thing is to enhance the student's clinical skills to reduce the gap between theory and practice. Moreover, proper coordination of class room teachers and clinical trainers can also mitigate this gap.

The study emphasizes that coherence between the theory and practices among the students can be achieved through focusing on the student's reflective skills (Hatlevik, 2012). These reflective skills include the critical thinking, cognitive enhancement and such key concepts which triggers rationality among them. Same methodology has suggested by studies to mitigate the gap between theory and practice (Hatlevik, 2012; Benner et al. 2009; Gustafsson & Fagerberg, 2004).

The studies also emphasize that the focus on value creation among nursing students can enhance their performance (Maben et al., 2006). Similarly, professional socialization has also key importance to develop them further to reduce the gap between theory and practice. The restrictions from the senior nursing staff and system can restrict and create hurdle to grow professionalism and reduce their confidence which becomes the reason of average nursing skills and exposure (Maben et al., 2006; Sharif & Masoumi, 2005). In addition, literature emphasizes that collaboration between classroom teachers and clinical trainers has key importance to develop the better nursing skills among the nurses and understating of the practical and critical situations of the patients (Scully, 2011).

Problem Statement

The theory and practice gap becomes the reason of increased length of hospitalization, increased healthcare cost, low quality care and patient's dissatisfaction (Jeong et al., 2013). This suffering of the patients cannot be tolerated and need emphasizes which gain the attention internationally. However, public hospitals of developing countries still ignoring this gap between theory and practices. Therefore, the current study investigate this issue to cope with the critical patient outcomes.

Significance of the Study

New graduates at the public hospitals have trouble while treating the patients which emphasize on the difference between what the educational institutions are teaching and what kind of skills are practically required. Implementation of theory-based practice will increase patient's satisfaction level and will raise the standard of health care organizations. The results of current study will be helpful for administration of the nursing academic institutions and policy makers to understand the importance of this issue and helpful to reduce this gap. In addition, this study will highlight and explore the existing gap between theory and practice among nurses at tertiary care hospitals.

Purpose of the Study

The main purpose of the study was to identify the gap between theory and practice among nurses working in tertiary care hospitals in Lahore.

Research Objective

To identify the gaps between knowledge and practice among nurses are working at tertiary care hospitals Lahore.

Research Question

What are the gaps between knowledge and practice among nurses at tertiary care hospitals Lahore?

Methodology

Study Design

The aim of current study was to analyze the gap between theory and practice among nurses. This study is of cross-sectional research design. The self-administered survey technique has utilized in this study to collect the data from the respondents. A Non-probability convenient sampling technique was applied in the current study. Convenience sampling involves that sample is being drawn from that part of population that is closed to hand. This study was conducted in the capital of Punjab province 2nd most populous city of Pakistan which has so many tertiary care hospitals which are expected to deliver evidence-based quality care to patients. This is hospital-based study and will be conducted in tertiary care clinical settings of Lahore, Pakistan. The study duration was 6 months from March 2018-August 2018. A Sample of 155 nurses from different tertiary care hospitals of Lahore was selected for current study. The sample was calculated through Slovin's Formula. The target population of the current study was the female and male nurses working at tertiary care hospitals Lahore having more than one year clinical experiences.

Data Analysis

Data was analyzed by using SPSS version 21. The tests for descriptive analysis were applied.

Results

This chapter deals with the results of our study "Awareness about Gap between theory and practice: Nurses knowledge and practice according to standard guidelines. Data is presented in the form of tables and figures that represents the frequencies and percentages.

Designation of The Participants

According to Table 1 majority of nurses 89.03% were charge nurses and 10.97% were head nurses.

Department of the Participants

According to Fig. 1 Out of 155 nurses 15.48% nurses were working at ICU department, 9.68 in Emergency department, 7.74% Operation theater, 9.68% in Peads Department, 10.97% in medical Department, 6.45% Surgical department, 1.29% OPD, 5.16% Neuro department, 9.68% in Psychiatric Department, 6.45% in Gynae and 17.4% other departments of tertiary care hospitals.

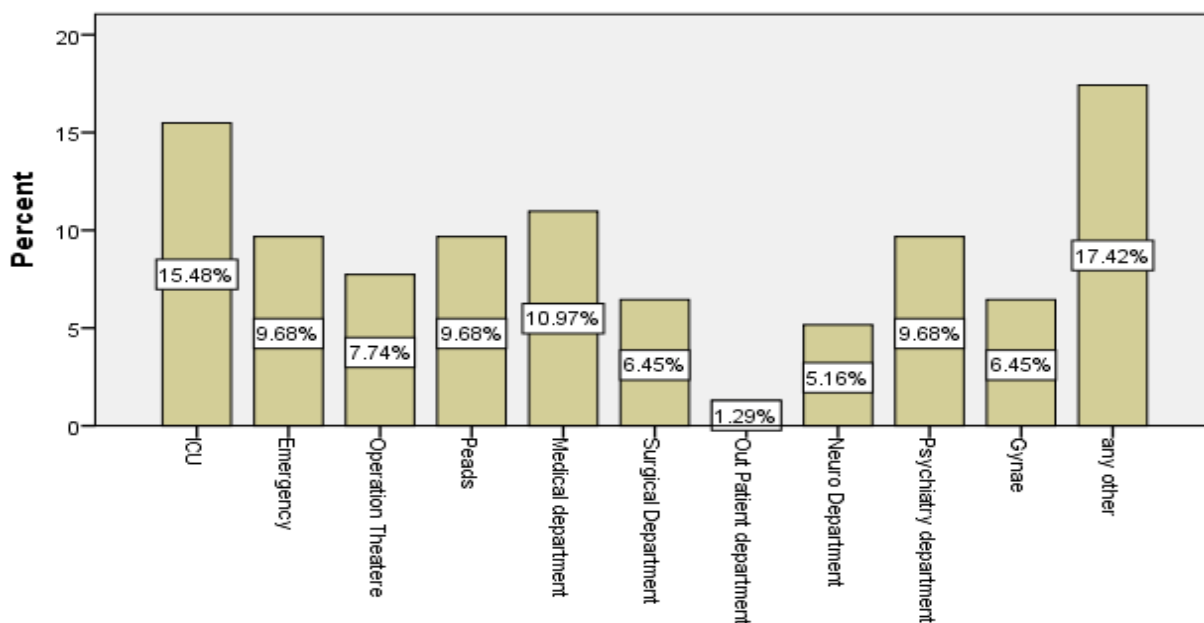
Hospital of Duty

According to Fig. 2 these nurses were performing their duty in different tertiary care hospitals. 10.97% nurses were working at Fatima Memorial Hospital, 16.77% were

performing their duty in Myo hospital, 15.48% in Ganga Ram Hospital, 8.39% at Services Hospital, 15.48% at Punjab Institute of Cardiology, 9.03% at General Hospital Lahore, 9.03% at Mental Hospital, 5.16% at Children Hospital and 9.68% at Jinnah Hospital.

Table 1: Designation of the participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Charge Nurse	138	89.0	89.0	89.0
Head Nurse	17	11.0	11.0	100.0
Total		100.0	100.0	



Departments of the participants

Fig. 1: Department of the Participants

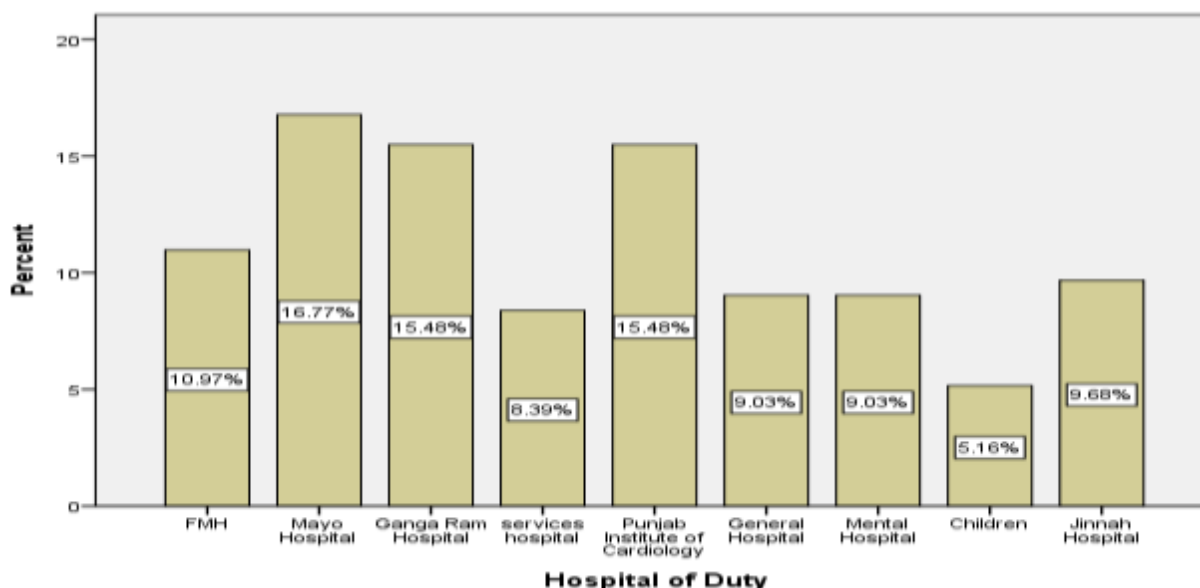


Fig. 2: Hospital duty



Gender of the participants

According to Table 2, most of our study participants were female nurses out of 155 there were only 6 male nurses, 3.9% participated in this study and 149 almost 96% study participants were female nurses.

Age of the Participants

According to Table 3, Age limit for study was starting from 22 years there were 20% study participant's age was between 22-25 years, 54.2% study participants were

between 26-30 years, 20% study participants were between 31-35 years of age and there were only 5.1% study participants above 36 years of age.

Education level of the participants

According to Fig. 3, As far as qualification of study participants is concerned there were 22.5% study participants were basic diploma holder nurses, 43.23% were post basic specialization, 21.29% were Post RN 2 years nurses and 12% were BScN 4years nurses.

Table 2: Gender of the participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	6	3.9	3.9	3.9
Female	149	96.1	96.1	100.0
Total	155	100.0	100.0	

Table 3: Age of the participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 22-25	31	20.0	20.0	20.0
26-30	84	54.2	54.2	74.2
31-35	31	20.0	20.0	94.2
above 36	9	5.8	5.8	100.0
Total	155	100.0	100.0	

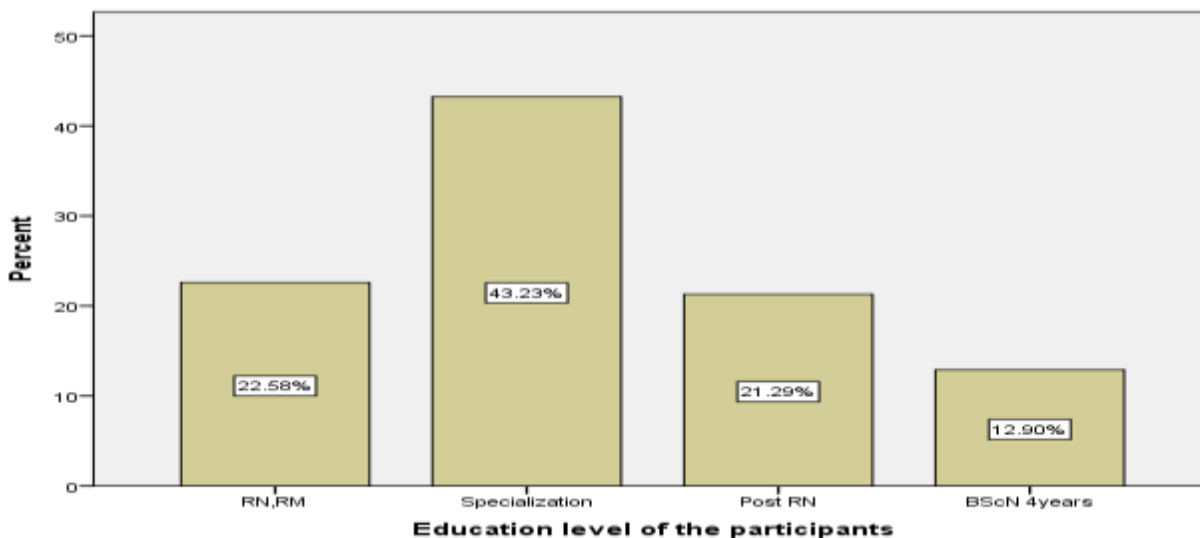


Fig. 3: Education level of the participants

Experience of the study participants

According to Fig. 4 there were 3.23% study participants were having job experience more than 01 year, 39.35% were having experience between 1-3 years, 36.13% were having experience between 3-5 years and 21.29% were having job experience more than 5 years.

Institute of nursing training

According to Fig. 5, 21.29% of total participants were trained from Fatima Memorial Hospital, 10.97% were from Myo hospital, and 9.68% were from Ganga Ram hospital,

56.77% were from other training institutes like DHQS and THQs etc.

Q.1: The Institute taught all the necessary procedure in the class room properly

According to Table 4 participants were asked about their basic knowledge of nursing procedures, 3.23% study participants were strongly disagree that they were not taught them all nursing procedures in class room, 7.1% were disagree while 44.52% were agree that they were taught all the nursing procedures in class room and rest of 45.16% were strongly agree to this statement.

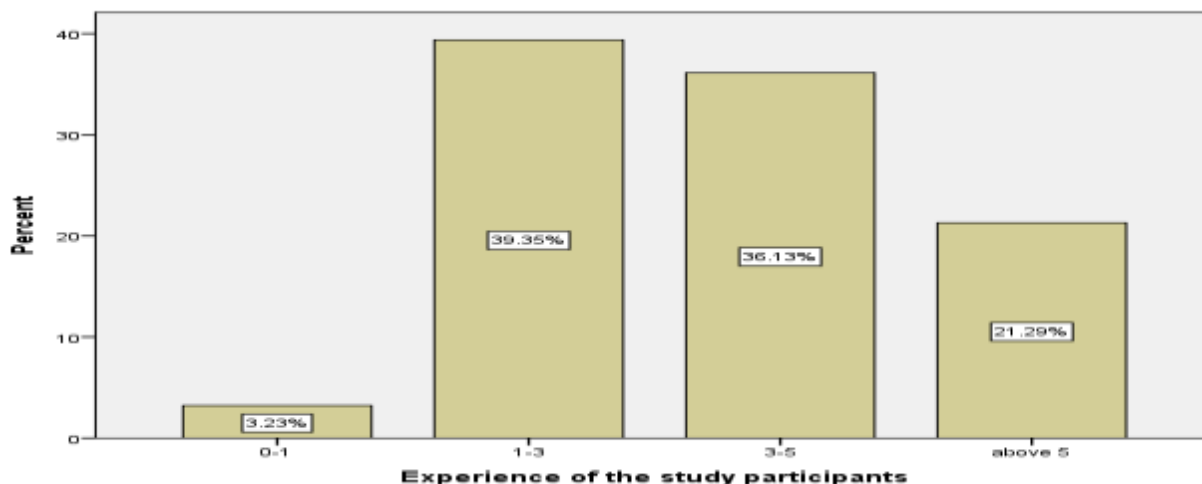


Fig. 4: Experience of the study participants

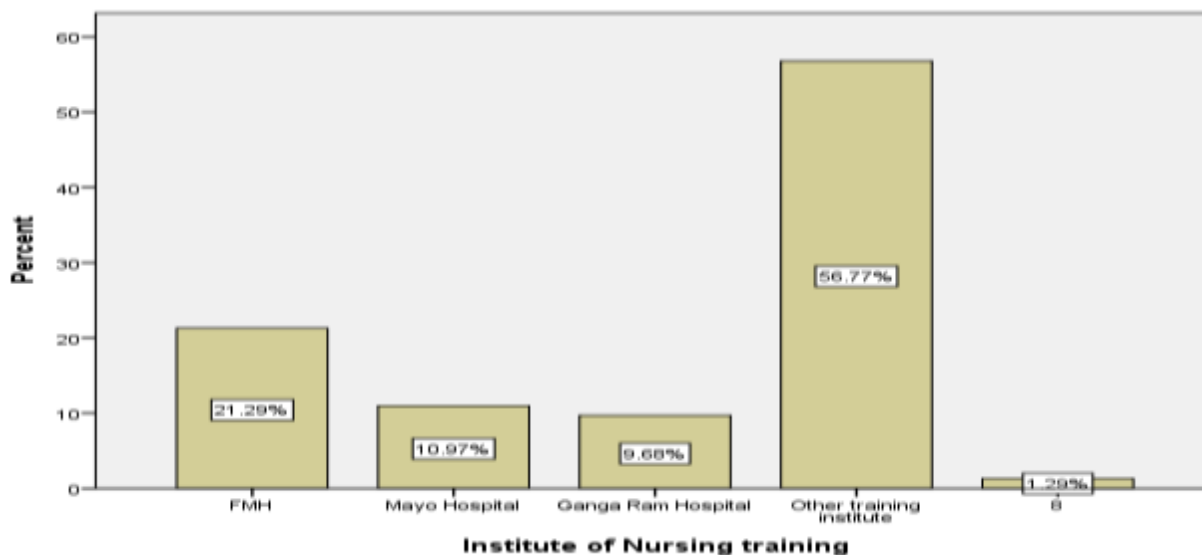


Fig. 5: Institute of nursing training

Table 4: You were taught all essential nursing procedures in class room properly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	3.2	3.2	3.2
Disagree	11	7.1	7.1	10.3
Agree	69	44.5	44.5	54.8
Strongly Agree	70	45.2	45.2	100.0
Total	155	100.0	100.0	



Q.2: I can do the nursing procedures

According to Table 5 question was about the competency of nurses regarding nursing procedures whether they are good in nursing procedures or not 2.6% nurses were strongly disagreed, 1.9% were disagree that they are not good in nursing procedures, 58% were agree and 36% were strongly agree that they are good in nursing procedures.

Q3: I remain confident while performing catheterization

According to Table 6, 4.52% nurses were strongly disagreeing with question and almost 11% were disagree to this statement and it was good to know that almost 42.58% were agree and almost 42% were strongly agree that they like to perform nursing procedures.

Q.4: I can perform the core nursing responsibilities

According to Table 7, 2.58% nurses were strongly disagreeing and 5.16% disagree that they are not very much confident in patient's catheterization, but 35.5% nurses were confident and agree to perform this procedure easily and almost 56.7% nurses were strongly agreeing that they perform confidently.

Q.5: I know about the importance of hand wash before and after the nursing procedure

According to Table 8, in response of this question 1.20% nurses were strongly disagreeing, 4.52% were disagreeing that they are not competent enough in nasogastric tube insertion, 40.65% were agree and 53.55% were strongly agree to this statement that they know about hand wash.

Table 5: I can do the nursing procedures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	2.6	2.6	2.6
Disagree	3	1.9	1.9	4.5
Agree	91	58.7	58.7	63.2
Strongly Agree	57	36.8	36.8	100.0
Total	155	100.0	100.0	

Table 6: I remain confident while performing catheterization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	4.5	4.5	4.5
Disagree	17	11.0	11.0	15.5
Agree	66	42.6	42.6	58.1
Strongly Agree	65	41.9	41.9	100.0
Total	155	100.0	100.0	

Table 7: I can perform the core nursing responsibilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	2.6	2.6	2.6
Disagree	8	5.2	5.2	7.7
Agree	55	35.5	35.5	43.2
Strongly Agree	88	56.8	56.8	100.0
Total	155	100.0	100.0	

Table 8: I know about the importance of hand wash before and after the nursing procedure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.3	1.3	1.3
	Disagree	7	4.5	4.5	5.8
	Agree	63	40.6	40.6	46.5
	Strongly Agree	83	53.5	53.5	100.0
	Total	155	100.0	100.0	



Q.6: Hand washing include 5 steps

According to Table 9, 74.19% nurses were strongly agreeing about that hand wash include 5 steps and 23.8% were agree, 1.29% were disagree and 0.65% were strongly disagree.

Q.7: I know how to cope with the disaster situation

According to Table 10, 27.10% nurses were strongly agreeing about that know how to cope the disaster situation but 54.19% were agree, 14.84% were disagree and 3.7% were strongly disagree.

Q.8: PPE are good for your safety

According to Table 11, 23.23% nurses were strongly agreed about PPE is good for safety, 34.845 were agree, 30.97% were disagree and 10.97% were strongly disagree.

Q.9: Nurses should use PPEs for their safety and for the patient's safety as well

Table 12 shows that 59.35% nurses were strongly agree regarding use of PPEs while 34.19% were agree 5.81% were disagree and 0.65% were strongly disagree.

Table 9: Hand washing include 5 steps

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.6	.6	.6
Disagree	2	1.3	1.3	1.9
Agree	37	23.9	23.9	25.8
Strongly Agree	115	74.2	74.2	100.0
Total	155	100.0	100.0	

Table 10: I know how to cope with the disaster situation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.9	3.9	3.9
Disagree	23	14.8	14.8	18.7
Agree	84	54.2	54.2	72.9
Strongly Agree	42	27.1	27.1	100.0
Total	155	100.0	100.0	

Table 11: PPE are good for your safety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	17	11.0	11.0	11.0
Disagree	48	31.0	31.0	41.9
Agree	54	34.8	34.8	76.8
Strongly Agree	36	23.2	23.2	100.0
Total	155	100.0	100.0	

Table 12: Nurses should use PPEs for their safety and for the patient's safety as well.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.6	.6	.6
Disagree	9	5.8	5.8	6.5
Agree	53	34.2	34.2	40.6
Strongly Agree	92	59.4	59.4	100.0
Total	155	100.0	100.0	



Q.10: PPE include Gloves, cap, and hand sanitizer

According to Table 13, 51.61% were strongly agree regarding question, 34.84% were agree, 10.32% were disagree and 3.32% were strongly disagree.

Q.11: I know needle stick injury should be reported immediately

According to Table 14, majority of nurses 45.81% were strongly agree that needle stick injury should be reported immediately, 23.87% were disagree, 21.29% were agree and 9.03% were strongly disagree.

Q.12: I can perform the blue management

According to Table 15, majority of nurses 50.97% were strongly agree that they can perform blue management, 40% were agree and 9.03% were disagree.

Q.13: I can perform the CPR

According to Table 16, 49.68% were strongly agree that they can perform CPR, 32.90% were agree, 14.19% were disagree and 3.23% were strongly disagree.

Q.14: I have knowledge about the different sizes of endotracheal tubes.

Table 17 shows 40% nurses were agree that they have knowledge of different sizes of endotracheal tubes ,37.42% were agree, while 19.35% were disagree and 3.23% were strongly disagree.

Table 13: PPE include Gloves, cap, and hand sanitizer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	3.2	3.2	3.2
Disagree	16	10.3	10.3	13.5
Agree	54	34.8	34.8	48.4
Strongly Agree	80	51.6	51.6	100.0
Total	155	100.0	100.0	

Table 14: I know needle stick injury should be reported immediately

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	9.0	9.0	9.0
Disagree	37	23.9	23.9	32.9
Agree	33	21.3	21.3	54.2
Strongly Agree	71	45.8	45.8	100.0
Total	155	100.0	100.0	

Table 15: I can perform the blue management

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	14	9.0	9.0	9.0
Agree	62	40.0	40.0	49.0
Strongly Agree	79	51.0	51.0	100.0
Total	155	100.0	100.0	

Table 16: I can perform the CPR

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	3.2	3.2	3.2
Disagree	22	14.2	14.2	17.4
Agree	51	32.9	32.9	50.3
Strongly Agree	77	49.7	49.7	100.0
Total	155	100.0	100.0	

Table 17: I have knowledge about the different sizes of endotracheal tubes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	3.2	3.2	3.2
Disagree	30	19.4	19.4	22.6
Agree	62	40.0	40.0	62.6
Strongly Agree	58	37.4	37.4	100.0
Total	155	100.0	100.0	



Q.15: I can easily operate ventilator in your department

According to Table 18, majority of nurses 43.87% were agree that they easily operate ventilator in your department, 33.55% were strongly agree, 18.71% were disagree and 3.87% were strongly disagree.

Q.16: I can easily perform syringe pumps, ventilators, cardiac monitors.

According to Table 19, 42.58% were agree that can easily perform syringe pumps, ventilators, cardiac monitors, 40% were strongly agree, 13.55% were disagree and 3.87% were strongly disagree.

Q.17: I can easily interpret ECG

According to Table 20, 45.81% were agree to the statement that can easily interpret ECG, 31.61% were strongly agree, 12.26% were disagree and 10.32% were strongly disagree.

Q.18: I can easily calculate drug dosages

Table 21 shows that 47.10% nurses were agree that they can easily calculate drug dosages, 36.77% strongly agree and 12.26% disagree while 3.87% were strongly disagree.

Table 18: I can easily operate ventilator in your department.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.9	3.9	3.9
Disagree	29	18.7	18.7	22.6
Agree	68	43.9	43.9	66.5
Strongly Agree	52	33.5	33.5	100.0
Total	155	100.0	100.0	

Table 19: I can easily perform syringe pumps, ventilators, cardiac monitors.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.9	3.9	3.9
Disagree	21	13.5	13.5	17.4
Agree	66	42.6	42.6	60.0
Strongly Agree	62	40.0	40.0	100.0
Total	155	100.0	100.0	

Table 20: I can easily interpret ECG

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	10.3	10.3	10.3
Disagree	19	12.3	12.3	22.6
Agree	71	45.8	45.8	68.4
Strongly Agree	49	31.6	31.6	100.0
Total	155	100.0	100.0	

Table 21: I can easily calculate drug dosages

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.9	3.9	3.9
Disagree	19	12.3	12.3	16.1
Agree	73	47.1	47.1	63.2
Strongly Agree	57	36.8	36.8	100.0
Total	155	100.0	100.0	



Q.19: Dosage calculation and dilution is not difficult

According to Table 22, 43.87% nurses were strongly agreeing that Dosage calculation and dilution is not difficult, 42.58% were agree, 10.23% were disagree and 3.23% were strongly disagree.

Q.20: Nurses have good interpersonal relationship with patients, families and other health care professionals

According to Table 23, 48.39% nurses were agreed about that syringe pumps, ventilators, cardiac monitors are easy to operate for nurses but 31.61% were strongly agree, 18.71% were disagree and 1.29% were strongly disagree.

Q.21: Patient must know about his treatment

According to Table 24, majority of nurses 52.90% were agree that Patient must know about his treatment, 37.42% were strongly agree, 6.45% were disagree and 3.23% were strongly disagree.

Q.22: Timely systematics notice of patient health is important

According to Table 25, majority of nurses 47.10% were agree that Timely systematics notice of patient health is important, 37.42% were strongly disagree and 15.48% were disagree.

Table 22: Dosage calculation and dilution is not difficulty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	3.2	3.2	3.2
Disagree	16	10.3	10.3	13.5
Agree	66	42.6	42.6	56.1
Strongly Agree	68	43.9	43.9	100.0
Total	155	100.0	100.0	

Table 23: Nurses have good interpersonal relationship with patients, families and other health care professionals.

	frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	1.3	1.3	1.3
Disagree	29	18.7	18.7	20.0
Agree	75	48.4	48.4	68.4
Strongly Agree	49	31.6	31.6	100.0
Total	155	100.0	100.0	

Table 24: Patient must know about his treatment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	3.2	3.2	3.2
Disagree	10	6.5	6.5	9.7
Agree	82	52.9	52.9	62.6
Strongly Agree	58	37.4	37.4	100.0
Total	155	100.0	100.0	

Table 25: Timely systematics notice of patient health is important

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	24	15.5	15.5	15.5
Agree	73	47.1	47.1	62.6
Strongly Agree	58	37.4	37.4	100.0
Total	155	100.0	100.0	

Table 26: I know how to work with team

	Frequency	Percent	Valid Percent	Cumulative Percent
ValidDisagree	24	15.5	15.5	15.5
Agree	71	45.8	45.8	61.3
Strongly Agree	60	38.7	38.7	100.0
Total	155	100.0	100.0	

Q.23: I know how to work with team

According to Table 26, out of total respondents’ majority 45.81% were agree that they know how to work with team, 38.7% were strongly disagree and 15.48% were disagree.

Discussion

Gap between theory and practice is one of the major issue in many countries including Pakistan. Conversant knowledge and practice of theory-based nursing can play a significant role in reducing gap between theory and practice. The purpose of this chapter is to provide a significant discussion of the results in the context of the current relevant empirical literature. During the progression of research, it has been observed that mainstream of the nurses who have been employed in different tertiary care hospitals in Lahore were female (96%). The finding of this study was in the agreement with Carlson-Babila study (2017) who reported that gap. Predominance of female nurses in current study is since a very few numbers of males adopt nursing as profession.

The present study presented that most of the study participants (54%) were within age group of 26-30 years which is in accordance with Babila (2017) who showed that the mostly the study participants (88%) were 27 years old. However, the results were not agreeing with that of Kevin (2014) who reported that mainstream of the study sample was 45-65 years old. Nursing staff may have younger ages as government has recently induced in bulk through Punjab public service commission (PPSC).

The current study showed that most of participants (53%) had specialization which is disagreed with Supa Pengpid (2013) who reported that majority of the participants (60%) were diploma nurses. The finding is agreed with Al-Sharbatti et al (2013) who reported that majority of study members (70%) had specialization.

According to current study there is 55% gap between theory and practice in tertiary care hospitals which is agreed with Naomi study who reported that there is 57% gap between theory and practice.

Conclusion

Based on the finding of the study, it is concluded that nurses working in tertiary care hospitals in Lahore know about the gap between theory and practice. The lack of practice based on theory among nurses is indicative of the fact that hospital

environment is not conducive to practice theory-based nursing. Hence structured training programs should be introduced to decrease gap between theory and practice.

Study limitations

- The current study was restricted to a tertiary care hospital in Lahore only; hence results cannot be comprehensive.
- A large sample is required to authenticate the results in detail.
- Non-probability technique is a limitation, as results will be more generalizable if probability sampling technique would have been used.

Recommendations

- Healthcare system should develop guidelines and protocol for theory-based practice.
- Nurses should make obligatory the use of theory-based practice to reduce this gap
- Duplication of the study on a large sample size is compulsory.
- Barriers influencing to theory-based practice are needed to be identified.
- Study can be applied on effectiveness of structured training programs on nurse’s knowledge and practice regarding reduction in gap between theory and practice.

References

Andrews M & Roberts D (2003) Supporting student nurses learning in and through clinical practice: the role of the clinical guide. *Nurse Education Today* **23**(7): 474-481.

Benner P (2012) Educating nurses: A call for radical transformation—how far have we come? *Journal of Nursing Education*, **51**(4): 183-184.

Cetin A (2017) The Recommended Solutions of Nursing Students to Bridge the Gap between the School and Practice Areas. *International Journal of Caring Sciences* **10**(1): 199.

Corlett J (2000) The perceptions of nurse teachers, student nurses and preceptors of the theory- practice gap in nurse education. *Nurse Education Today* **20**(6): 499-505. doi:10.1054/nedt.1999.0414

Chaman Shahzadi et al. (2017) The Assessment of Gap between Theory and Training Classes InNursing Education System. *Saudi J. Med. Pharm. Sci.* **3**(8): 896-906

Erault M (2004) Informal learning in the workplace. *Studies in continuing education*, **26**(2): 247-273.



- Mohsen MM, Safaan NA & Okby O (2016) Facilitating factors for overcoming barriers facing nurses for research utilization in clinical settings. *Am J of Nurs Research* **4**(1): 13-24.
- Ousey K & Gallagher P (2007) The theory-practice relationship in nursing: A debate. *Nurse Education in Practice* **7**(4): 199-205. doi:10.1016/j.nepr.2007.02.001
- Rafferty AM, Allcock N & Lathlean J (1996) The theory/practice 'gap': taking issue with the issue. *Journal of Advanced Nursing*, **23**(4): 685-691.
- Ramly S, Yunos SY, Ahmad TSAS & Jamil NI (2016). Investigating the Usefulness of Blended Learning: A Case of UiTM Negeri Sembilan *Envisioning the Future of Online Learning* : 305-316..
- Rolfe S (2006). Nursing Praxis and the science of the unique. *Nursing Science Quarterly*, **19**(1), 39-43. doi:10.1177/0894318405284128J.
- Scully NJ (2011). The theory-practice gap and skill acquisition: An issue for nursing education. *Collegian*, **18**(2), 93-98.
- Saifan A, AbuRuz ME & Masa'deh R (2015) Theory Practice Gaps in Nursing Education: A Qualitative Perspective. *Journal of Social Sciences/Sosyal Bilimler Dergisi*, **11**(1).
- Wall P, Andrus P & Morrison P (2014) Bridging the theory practice gap through clinical simulations in a nursing under-graduate degree program in Australia. *International Journal of Learning, Teaching and Educational Research*, **8**(1).
- Wangensteen S, Johansson IS & Nordström G (2008) The first year as a graduate nurse—an experience of growth and development. *Journal of Clinical Nursing*, **17**(14): 1877-1885.
- Warelow P, Edward K-L & Vinek J (2008) Care: What nurses say and what nurses do. *Holistic nursing practice*, **22**(3): 146-153.