

Original Research Article

The Assessment of Gap between Theory and Training Classes in Nursing Education System: A Case of University of Lahore, Pakistan

Chaman Shahzadi*¹, Muhammad Hussain², Robina Kousar³, Mehwish Safdar⁴, Dr. Syed Amir Gilani⁵

¹Posr RN Student, Lahore School of Nursing, the University of Lahore, Pakistan

²Assistant Professor, Lahore School of Nursing, the University of Lahore, Pakistan

³Principal, Lahore School of Nursing, the University of Lahore, Pakistan

⁴Posts RN, Lahore School of Nursing, the University of Lahore, Pakistan

⁵Dean, Faculty of Allied Health Sciences, the University of Lahore, Pakistan

***Corresponding Author:**

Chaman Shahzadi

Email: chamanghufar888@gmail.com

Abstract: Training of nursing student is very important for the professional development and quality of care. The purpose of this study is to assess the gap between theory and training classes in nursing education system at The University of Lahore, Pakistan. 150 nursing student were the subject of this study. Study consist of three objectives first objective was to assess the nature of learning ,theory ,training of nursing student's second objective was to assess the gap between theory & training classes third objective of the study was to assess the causes of gap between theory and training classes The quantitative and descriptive design is used in this study. The questionnaire consists of two sections i.e. demographic information section and the other section consists of questions regarding nature of learning, theory and training gap and its causes of the nursing students in education system .The result of this study shows that there is gap between theory and training classes among the students .The university focuses on the learning of the students but they lack the confidence similarly, there is weak bonding between students and teacher, communication between students and teacher and less trained clinical instructor as the main cause of gaps between theory and practice gap in the nursing department .The study conclude that student's theoretical knowledge is better than the training performance. The faculty at the clinical setting is not up to the standard that can decrease the theory and practice gap and enhance the nursing student's performance.

Keywords: Learning, Training, Theory, Gap, Nursing education system.

INTRODUCTION

Nursing education system aims to produce the competent and independent nurses who can perform duty in the variety of settings. This can be achieved if there is strong bond between theory and practices [1]. Nursing education comprises of theory and practice [2]. But there may exist gap between the classroom teaching and the practice training at the clinical setting [3]. The theory practice gap is apparently the most critical issue in nursing education [4]. Likewise, previous studies demonstrate that there is a clear gap between theory and practices in nursing education system [5].

Nurse's plays a vital role of patient care in different situations and it involves educating the nurses regarding cure from disease and the promotion of health care standards [1]. Further, the enhancement of specific skills, learning and wisdom is necessary while educating and it decreases the gap between teaching in

the class room and practices at the clinical setting which ultimately increases the health care quality. The nursing education system offers the theoretical content which prepares the students in such a way that they can avoid the huge difference while performing practically [6].

Furthermore, education system should motivate and introduces the students to the environment and situation which increase the knowledge, make the understanding of the real picture of practical environment and they do not feel ambiguous and strange while performing [7]. In addition, theory and practice remains always different and it describes the dynamic nature of both which can be used for the motivation of achieving the efficient and effective healthcare services [8].

However, the studies noted that increase in the clinical hours can overcome the gap between theory and practices for the students [9]. This integration can be

achieved through the close involvement of the faculty at clinical places who teach them in the classes. Furthermore, the collaboration and involvement of the people who are more experienced in the clinical practice may also help in decreasing the gap between theory and practice [1]. Similarly, the curriculum of the nursing should be according to the principle and philosophy of classroom teaching and practical situation so that the anxiety and ambiguity among the students can be avoided [10]. In Pakistan students of BSN (Bachelor of Science in Nursing) spend 1539 hours in the clinical setting and post registered nurses (PRN) spend 908 hours during two years of Bachelor program and still there exists gaps [11]. In nursing education, the gap between theory and practice is an important corner. The studies noted the gap between theory and practice in nursing education which include the lack of compatibility between the knowledge and practice although very few studies has been written in the context of Pakistan [1].

Nurses has an important role to play in the human services and national improvement [12]. Nursing education involves the theory and clinical practice. The primary goal of nursing education is to prepare the students to work in the variety of clinical site as learner [11]. Nursing education significantly involves a combination of theory and practice and requires the integration of these two components [2]. In nursing education the gap between theory and practice is an important issue[2]. There is an important link between theoretical knowledge and practical skills. Practical learning is one of the important concerns that help to increase the efficient nursing students' practice at the clinical setting. However, theoretical knowledge is the foundation of nursing and the gap between theory and practice determines that students are not able to apply the theoretical knowledge at the clinical practices [3]. Further, practice at clinical setting is the part of graduate degree program in nursing education but the answer of how to learn the practical skills remained unanswered [13].

Clinical training is the essential part of the nursing students and may feel discomfort and anxiety at the time of first introduction with the clinical situation [2]. The reason is that the information gained in the classes may not make a well interpretation of the practical work environment [14]. Similarly, the study noted that the gap between theory and practice becomes the reason that students sometime cannot perform simple tasks [15].

The clinical practice has a great impact on the students towards real practice and learning as it is the transition phase for the nursing students from theoretical learning at classes to the practical learning at the clinical setting [16]. Moreover, nursing faculty or

mentor at the clinical workplace plays a pivotal role to shape the students as professional future nurses. Likewise, the problem based learning proves as the source of skills development and reduces the theory and practice gap [16].

The nursing students are prepared through simulations under controlled situations to introduce them with the situation at the workplace and it provides the improvement in practices [17]. In addition, positive relationship among faculty and nursing students is necessary for learning as they understand the individual student's learning need [18]. However, the nursing faculty should explore the tactics which can enhance the learning and skills of the nursing students. Thus, faculty of the clinical setting should make the students socialize and caring which ultimately reflects the better practices [18].

However, theory and practice gap explains the issue of principles' alignment between theory and practice which should be removed from the curriculum [1]. Similarly, the difference in theory and practices keeps the issues of the student's performance and its effect on the future of the nurses is not well documented [16]. The administration of the institutes is trying to improve the clinical skill to reduce the gap between the theoretical learning and clinical learning to empowering the clinical skills [19]. Thus, current study investigates this issue and will identify the factors which are important to resolve to decrease this gap.

Statement of problem

Nursing education comprises of class room teachings and practical training in the clinical setting. Nursing students feel anxiety, ambiguous and strange when introduced to the real situation. This describes the gap between theory and practice and it is most important issue in nursing education [4]. Though, students cannot even perform the basic functions efficiently while practicing and it effects the quality of care [20]. Hence, the nursing education system of Punjab is good candidate to investigate this issue. Therefore, the current study focuses on the investigation of the gap between theory and practices among the nursing students of Lahore, Pakistan.

Significance of the study

The current study increases the knowledge regarding the level of theoretical and practical training of the nursing education system of Lahore, Pakistan. The results will be helpful for the faculty and the administration of private and public universities to understand the errors and deficiency in their education system. Moreover, this study provides the solution and gives recommendations which will be helpful for the policy makers while making improvements in the nursing education system.

Research questions

- What is the level of the theoretical knowledge of the nursing student of private university of Lahore, Pakistan?
- 2-What is the level of practical training of the nursing students of the nursing students of private university of Lahore, Pakistan?
- 3-What are the gaps and causes of gaps between theory and practice in the private university of Lahore, Pakistan?

Objective of the study

- To assess the nature of theory, learning and training in nursing education.
- To assess the gap between theory and training classes and in nursing education.
- To assess the causes of gap between theory and training classes and in nursing education.

METHODOLOGY

The descriptive study design has used in the current study. The study was conducted from April 2017 to May 2017. The quantitative survey technique has followed in this study. The questionnaire consists of two section. Section 1 includes the question of demographic and section 2 consists of questionnaire of Saifan *et al* [3] and Mahmoud [21] on learning, theory, practices, gaps between theory and practices and causes of gaps between theory and practices based on 5-point Likert scale which measures the response “1 Strongly disagree” to “5 Strongly agree”. The convenient sampling technique was used to collect the data and self-administered questionnaire was distributed to the 150 students of the Post-RN and BSN of the University of Lahore, Pakistan after the proper consent and promise of data secrecy. The students who were joining the university after freezing of semester and those were on leave for a month or above were excluded. SPSS 21 was used to measure the descriptive analysis and reliability and validity of the tools.

RESULT

Table-1: Demographic characteristic of Participants (n=150)

Str#			Frequency	Percentage
1	Gender	Male	16	10.7%
		Female	134	89.3%
		Total	150	100%
2	Age	18-22	27	18
		23-27	104	69.3
		28-32	17	11.3
		33-and above	2	1.3
		Total	132	100%
3	Level of education	Graduate	4	2.7
		Internship	4	2.7
		Post RN	80	53.3
		BSN	62	41.3
		Total	150	100
4	Experience	0-5	120	80
		6-10	26	17.3
		11-15	4	2.7
		16-20 and above	00	00
		Total	150	100

Table 1 shows that the most off the participant were female 89.33% (n=134) were female’s students only 10.67% (n=16) were male students. The majority 69.33% (n=104) of the participant were with age 23-27 years While 18% (n=27) with age 18-27years 11.33 % (n=17) with the age 28-32 years only 1.33% (n=2) were with the age of 33yeas and above. Most of the

participant 53.33 % (n= 80) were post –Rn students 41.33% (n=62) BSN only 2 %(n= 4) graduate 2% (n=4) internees. Table shows that the 80%(n=120) student were with 0-5 yrs experince 17.33%(n=26) have 6-10 yrs experince and the only 2.67%(n=) have 11-15 yrs experince.

Table-2: Student’s learning

	Questions		SD	DA	N	A	SA	Mean	Std Dev
1	Does the college provide educational opportunities and sources of self-learning such as internet or library?	Freq.	17	26	16	65	26	3.38	1.27
		%	11.2	17.1	10.5	42.8	17.1		
2	Are the classroom and labs appropriate and equipped with audio and visual aids, and lab supplies?	Freq.	27	53	2	57	11	2.81	1.13
		%	18	35.3	1.3	38	7.3		
3	Is the college developing your learning skills such as communication and discussion?	Freq.	16	35	19	56	24	3.25	1.27
		%	10.7	23.3	12.7	37.3	16		
4	Is the college working with you to promote and develop your self-confidence?	Freq.	25	50	2	55	18	2.94	1.36
		%	16.7	33.3	1.3	36.7	12		
5	Is the college making you aware of the legal and ethical standards of the profession?	Freq.	15	30	17	67	21	2.66	1.46
		%	10	20	11.3	44.7	14		
6	Does the simulation lab help you to develop a deeper understanding of nurse?	Freq.	17	36	12	60	25	3.27	1.31
		%	11.3	24	8	40	16.7		
7	Do you have enough time in theory and practical lectures?	Freq.	35	42	0	53	20	2.87	1.44
		%	22.3	28	0	35.3	13.3		

Table 2 shows the student’s responses on the item that the university provides educational opportunities and sources of self-learning such as internet or library. The results show that 60.6% (91) of the respondents were agree that university provide the educational opportunities and facilities. Student’s responses on the question that classroom and labs are appropriate and equipped with audio and visual aids, and lab supplies. The results in table 3 shows that 45.3% (68) of the respondents were agree about the availability of up to date lab and equipment facilities and 53.3% (80) of the respondent did disagreement regarding the labs and equipment facility. Thus, majority of the students were not satisfied from the labs and equipment facilities. Student’s responses on the question that university is developing your learning skills such as communication and discussion? The results shows that 53.3% (80) of the respondents were agree regarding skills and communication development at the university and 34% (51) of the respondents were disagree regarding the skills and communication development. Thus, majority of the students were agreeing that university is developing skills and communication of the students. Student’s responses on

the question that university is working with you to promote and develop your self-confidence. The results shows that 48.7% (73) of the respondents were agree regarding university focus on self-confidence development and 50% (75) of the respondents were disagree regarding the skills and communication development. Thus, majority of the students were disagreeing that university regarding university focus on student’s self-confidence development. Student’s responses on the question that simulation lab help you to develop a deeper understanding of nurse. The results in table 6 shows that 56.7% (86) of the respondents were agree regarding simulation lab helps to develop a deeper understanding of nurse and 35.3% (53) of the respondents were disagree regarding simulation labs for better and deeper understanding of nurse. Student’s responses on the question that college is making you aware of the legal and ethical standards of the profession. The results shows that 58.7% (88) of the respondents were agree regarding university makes us aware about the legal and ethical standards of the profession and 30% (45) of the respondents were disagree regarding this question.

Table-3: Students’ Training

	Statements		SDA	DA	N	A	SA	Mean	Std Dev
1	Do you use equipment and technology appropriately in the practice class?	Freq.	40	90	0	20	0	2.00	.997
		%	26.7	28	0	36.7	0		
2	Is your practice helping you to apply the skill appropriately in different situations?	Freq.	38	78	0	24	10	2.27	1.19
		%	25.3	52	0	16	6.7		
3	Is the clinical instructor helping you to master your skills?	Freq.	43	86	0	21	0	1.99	.923
		%	28.7	57.3	0	14	0		
4	Is the simulation laboratory adequately available and prepared?	Freq.	61	70	2	17	0	1.83	.923
		%	40.7	46.7	1.3	11.3	0		
5	Is feedback available on your performance in the simulation session?	Freq.	27	90	5	28	0	2.23	.956
		%	18	60	3.3	18.7	0		
6	Have you gained more confidence to perform a skill?	Freq.	27	90	5	28	0	2.23	.894

		%	18	60	3.3	18.7	0		
7	Do the clinical instructor encourage theoretical discussion in practice class?	Freq.	48	84	0	18	0	1.92	.994
		%	32	56	0	12	0		
8	Do you apply the nursing process more comprehensively?	Freq.	27	90	5	28	0	2.23	.956
		%	18	60	3.3	18.7	0		
9	Do you compare theoretical knowledge with what you do in practice?	Freq.	56	78	4	13	0	1.83	.847
		%	36.7	52	2.7	8.7	0		
10	Do you use group discussion in the practice labs?	Freq.	52	88	0	10	0	1.79	.756
		%	34.7	58.7	0	6.7	0		
11	Do you enough skill demonstration in lab?	Freq.	51	80	0	19	0	1.91	.919
		%	34	53.3	0	12.7	0		
12	Do the practice labs help you search for connections to theory class?	Freq.	27	90	5	28	0	2.23	.956
		%	18	60	3.3	18.7	0		
13	Do you use what you learned in the theoretical class during the practical labs or real clinical situations?	Freq.	27	90	5	28	0	2.23	.956
		%	18	60	3.3	18.7	0		
14	Does the number of students in the practice lab influence how much you understand?	Freq.	11	35	11	76	17	3.35	1.17
		%	7.3	23.3	7.3	50.7	11.3		

Table 3 shows the student's responses on the question that you use equipment and technology appropriately in the practice class. The results shows that 13.3% (20) of the respondents were agree this question and 86.7% (130) of the respondents were disagree that they use equipment and technology appropriately. Student's responses on the question that your practice helps you to apply the skill appropriately in different situations. The results shows that 22.7% (34) of the respondents were agree this question and 77.3% (116) of the respondents were disagree that practice at university help to apply skills appropriately student's responses on the question that clinical instructor helping you to master your skills? The result shows that 14% (21) of the respondents were agree and 86% (129) of the respondents were disagree that clinical instructor is helping you to master your skills. Student's responses on the question that simulation laboratory is adequately available and prepared. The results shows that 11.3% (17) of the respondents were agree that simulation laboratory adequately is available and prepared 87.4% (131) of the respondents were disagree regarding this question. Student's responses on the question that feedback is available on your performance in the simulation session. The results shows that 18.7% (28) of the respondents were agree 78% (117) of the respondents were disagree regarding this question. Student's responses on the question that you gained more confidence to perform a skill. The results in table 14 shows that 18.7% (28) of the respondents were agree 78% (117) of the respondents were disagree regarding this question. Student's responses on the question that clinical instructor

encourages theoretical discussion in practice class. Results shows that 12% (18) of the respondents were agree and 88% (117) of the respondents were disagree regarding this question. Student's responses on the question that Do you apply the nursing process more comprehensively? The results shows that 18.7% (28) of the respondents were agree 78% (117) of the respondents were disagree regarding this question. Student's responses on the question that Do you compare theoretical knowledge with what you do in practice? Results shows that 8.7% (13) of the respondents were agree 88.7% (133) of the respondents were disagree regarding this question. Student's responses on the question that Do you use group discussion in the practice labs? The results shows that 6.7% (10) of the respondents were agree and 93.4% (140) of the respondents were disagree regarding this question. Student's responses on the question that Do you enough skill demonstration in lab? The results in table 19 shows that 12.7% (19) of the respondents were agree 87.3% (131) of the respondents were disagree regarding this question. Student's responses on the question that Do the practice labs help you search for connections to theory class? The results shows that 18.7% (28) of the respondents were agree 78% (117) of the respondents were disagree regarding this question. Student's responses on the question that Do you use what you learned in the theoretical class during the practical labs or real clinical situations? Results shows that 18.7% (28) of the respondents were agree 78% (117) of the respondents were disagree regarding this question.

Table-4: Students' Theory

	Statement		SDA	DA	N	A	SA	Mean	Std
1	Can all theoretical knowledge be applied in practical skills?	Freq.	21	36	19	56	18	3.09	1.28
		%	14	24	12.7	37.3	12		
2	Does theory class help you to find connections to previous practice?	Freq.	18	38	22	49	23	3.55	1.24
		%	12	25.3	14.7	32.7	15.3		
3	Do you compare theoretical knowledge with what you do in practice?	Freq.	11	30	8	67	34	3.14	1.29
		%	7.3	20	5.3	44.7	22.7		
4	Do you compare your clinical experiences with what you learn in theory?	Freq.	11	37	1	53	48	3.60	1.35
		%	7.3	24.7	.7	35.3	32		
5	Are you encouraged to discuss practical experience with your instructor in the theory class?	Freq.	32	49	4	45	20	2.81	1.41
		%	21.3	32.7	2.7	30	13.3		
6	Do you use group discussion in the theory lectures?	Freq.	44	38	14	38	16	2.63	1.40
		%	29.3	25.3	9.3	25.3	10.7		
7	Do you share your nursing knowledge with clients during practice?	Freq.	59	40	9	32	10	2.29	1.35
		%	39.3	26.7	6	21.3	6.7		

Table 4 shows the student's responses on the question that can all theoretical knowledge be applied in practical skills? The results shows that 49.3% (74) of the respondents were agree and 38% (57) of the respondents were disagree regarding this question. Student's responses on the question that Does theory class helps you to find connections to previous practice? The results shows that 48% (72) of the respondents were agree and 37.3% (56) of the respondents were disagree regarding this question. Student's responses on the question that Do you compare theoretical knowledge with what you do in practice? The results shows that 67.4% (101) of the respondents were agree and 27.3% (41) of the respondents were disagree regarding this question. Student's responses on the

question that Do you compare your clinical experiences with what you learn in theory? The results shows that 67.3% (101) of the respondents were agree and 32% (48) of the respondents were disagree regarding this question student's responses on the question that Are you encouraged to discuss practical experience with your instructor in the theory class? The results shows that 43.3% (65) of the respondents were agree and 54% (81) of the respondents were disagree regarding this question. Student's responses on the question that Do you use group discussion in the theory lectures? The results shows that 36% (54) of the respondents were agree and 54.6% (82) of the respondents were disagree regarding this question.

Table-5: Gap between Theory and Training Classes

	Questions		SDA	DA	N	A	SA	Mean	Std Dev
1	Is there any relation between what you take in theory class and practice class?	Freq.	14	30	22	60	24	3.87	1.03
		%	9.3	20	14.7	40	16		
2	Is there a gap between theoretical knowledge and clinical procedure in the ward?	Freq.	6	14	4	78	48	3.43	1.13
		%	4	9.3	2.7	52	32		
3	Is there a gap between theoretical knowledge and practical skills?	Freq.	14	30	22	60	24	3.39	1.16
		%	9.3	20	14.7	40	16		
4	Do you feel the simulation lab reflect real life in the clinic?	Freq.	29	42	8	52	19	3.28	1.20
		%	19.3	28	5.3	34.7	12.7		
5	Do you feel the simulation lab helps you to link theoretical learning with practice experience?	Freq.	14	32	24	57	23	3.29	1.22
		%	9.3	21.3	16	38	15.3		
6	Do discussion with the nurse educator help you find connection to previous practical experience?	Freq.	14	39	16	57	24	3.25	1.26
		%	9.3	26	10	38	16		
7	Have you learned many things in the theory class with no chance to practice it in class or real situation?	Freq.	9	28	24	68	21	3.42	1.12
		%	6	18.7	16	45.3	14		
8	Do you feel you cannot apply what you learn in the theoretical class in clinic and practice class?	Freq.	8	29	23	67	23	3.45	1.13
		%	5.3	19.3	15.3	44.7	15.3		
9	Do you feel there is a difference between theory and practice class, and real clinical situation?	Freq.	8	29	23	67	23	3.55	1.12
		%	5.3	19.3	15.3	44.7	15.3		
10	Are you confused between what you learn in the practice lab and at the hospital?	Freq.	12	17	11	72	38	3.71	1.19
		%	8	11.3	7.3	48	25.3		

Table 5 shows the student's responses on the question that is there any relation between what you take in theory class and practice class 46% (84) of the respondents were agree and 29.3% (44) of the respondents were disagree regarding this question. Student's responses on the question that is there a gap between theoretical knowledge and clinical procedure in the ward? The result shows that 84% (126) of the respondents were agree and 13.3% (20) of the respondents were disagree regarding this question. Student's responses on the question that Is there a gap between theoretical knowledge and practical skills? The result shows that 64% (96) of the respondents were agree and 24% (36) of the respondents were disagree regarding this question.

Student's responses on the question that Do you feel the simulation lab reflect real life in the clinic? The results in table 34 shows that 47.4% (71) of the respondents were agree and 47.3% (71) of the respondents were disagree regarding this question. Student's responses on the question that Do discussion with the nurse educator help you find connection to previous practical experience? The results i shows that

54% (81) of the respondents were agree and 35.3% (53) of the respondents were disagree regarding this question. Student's responses on the question that Have you learned many things in the theory class with no chance to practice it in class or real situation? The results shows that 59.3% (89) of the respondents were agree and 24.7 (37) of the respondents were disagree regarding this question. Student's responses on the question that Do you feel there is a difference between theory and practice class, and real clinical situation? The results in table 38 shows that 60% (90) of the respondents were agree and 24.6% (37) of the respondents were disagree regarding this question. Student's responses on the question that are you confused between what you learn in the practice lab and at the hospital? The results shows that 73.3% (110) of the respondents were agree and 19.3% (29) of the respondents were disagree regarding this question. Student's responses on the question that Are you confused between what you learn in the practice lab and at the hospital? The results shows that 73.3% (110) of the respondents were agree and 19.3% (29) of the respondents were disagree regarding this question.

Table-6: Causes of Gap between Theory and Training classes

	Statements		SDA	DA	N	A	SA	Mean	Std. Dev
1	Is there a lack of communication between theoretical and practical teachers?	Freq.	6	17	3	88	36	3.87	1.03
		%	4	11.3	2	58.7	24		
2	Do teachers and instructors not consider differences between students?	Freq.	9	20	51	52	18	3.33	1.04
		%	6	13.3	34	34.7	12		
3	When you practice in the ward do you feel that we do not apply all that we learn in theoretical class?	Freq.	10	39	19	71	11	3.23	1.11
		%	6.7	26	12.7	47.3	7.3		
4	Does your clinical instructor have poor communication with you when you practice in hospital?	Freq.	7	21	7	85	30	3.73	1.07
		%	4.7	14	4.7	56.7	20		
5	Does the training in practice class continue what you had already learned in theoretical class?	Freq.	12	55	8	57	18	3.09	1.24
		%	8	36.7	5.3	38	12		

Table 6 shows the student's responses on the question that is there a lack of communication between theoretical and practical teachers? The results shows that 82.7% (124) of the respondents were agree and 14.3% (23) of the respondents were disagree regarding this question. Student's responses on the question that Do teachers and instructors not consider differences between students? The results shows that 46.7% (70) of the respondents were agree and 19.3% (29) of the respondents were disagree regarding this question. Student's responses on the question that when you practice in the ward do you feel that we do not apply all that we learn in theoretical class? The results shows that

54.6% (82) of the respondents were agree and 32.7% (49) of the respondents were disagree regarding this question. Student's responses on the question that does your clinical instructor have poor communication with you when you practice in hospital? The results shows that 76.7% (115) of the respondents were agree and 18.7% (28) of the respondents were disagree regarding this question. Student's responses on the question that does the training in practice class continue what you had already learned in theoretical class? The results shows that 50% (75) of the respondents were agree and 44.7% (67) of the respondents were disagreeing regarding this question.

Table-7: The Impact of gap

	Statements	Yes		NO	
		Freq.		Freq.	
1	If there is a gap between practice and theory it will confuse the student and make her less confident	141		9	
		%	94	%	6
2	More clinical hours may be needed to fill the gap.	143		7	
		%	95	%	4.7
3	Need to improve stages in education by adding English language courses and enhancing them in the first year in the nursing department.	136		14	
		%	90.7	%	9.3
4	Need to increase the number of professional clinical instructor.	143		7	
		%	95.3	%	4.7

Table 7 shows the student's response on the influence of the gaps between theory and practice on future nursing practice. The results in table 46 depict the responses on question 1 that majority (94%) of the student's mentions that gap between practice and theory makes the student confused. Similarly, in question 2 majority of the students highlighted that more clinical hours are needed to fill this gap. In the same manner, 90.7% emphasizes on the need of English language courses to fill the gaps. Lastly, 95.3% mentions the need of the hiring of professional clinical instructors.

DISCUSSION

This study analyzes the theory based learning and practices among the nursing students of The University of Lahore, Pakistan. The results show that majority 89.3% of the study participants were females. Table no. 2 show the results of the student are learning in the institute. The results show that university provides the basic facilities to increase the learning and knowledge of the students but lacking in the student's self-confidence development.

Furthermore, the current study analyzes the training of the nursing students. Table 3 shows the results of the practices and it is noticed that student's practical exposure is weak and feel confuse when they apply their theoretical knowledge practically. This suggests the need of further improvement in the practical work, clinical training and facilities. In addition, the study also investigates the student's theoretical know-how. In results, table 4 depicts that students of University of Lahore have good theoretical knowledge but have poor training.

Similarly, the study mentions the results of gaps between theory and practice from table 5 the results reveal that there exist gaps between the theoretical learning and the time when students are rotated at clinical practices. There exists lack of strong bonding between these two types of learning and it creates the inefficient health care services.

However, table 6 shows the results causes of gaps. The results reveal that respondent majorly agree on the poor communication between teacher and student, same contents of theory and training at lab

and lack of skilled clinical instructors as the causes of the gap between the theory and practices.

CONCLUSION

The current study investigates the student's learning, practices, gaps between theory and practices and causes of gaps between theory and practices. This study results emphasize that student's theoretical knowledge is better than the training performance. The faculty at the clinical setting is not up to the standard that can decrease the theory and practice gap and enhance the nursing student's performance. Further, the integration between class room teaching and clinical training, student's self-confidence is lacking. Therefore, there is need to understand the importance of integration between theory and practice and more focus on the practical training of the nursing students. Faculty in the class rooms and at the clinical setting which ensure the student's knowledge, practical performance and self-confidence as well.

Recommendation

- Increase credit hours of clinical training
- Emphasize on both theory and clinical training.
- Increase the number of qualified teachers.
- Increase the communication between clinical training and theory teachers.
- This study should be repeated at more than one university on large number of students.

Limitations:

1. This study was conducted only in the private university of Lahore, Pakistan.
2. The timeline was so short that the study only exhibit university of one city of Punjab province of Pakistan.
3. This study only emphasizes on the investigation of level of learning, practices, gaps between theory and practices and causes of these gaps and does not considers the factors which effect the student's knowledge and clinical practices.

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APPENDIX

Lahore School of Nursing

This survey is being done by the scholar Chaman Shahzadi in the supervision of Preceptor Mr. M. Hussain, Department School of Nursing at University of, Lahore. The purpose of this survey is to collect the data about to THE ASSESSMENT OF GAP BETWEEN THEORY AND TRAINING CLASSES IN NURSING EDUCATION. This survey is only for the academic purpose and the personal identity will be kept confidential. Thank you for your valuable time and opinion.

Signature -----

Demographic

Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Age Group	<input type="checkbox"/> 18-22 <input type="checkbox"/> 28-32	<input type="checkbox"/> 23-27 <input type="checkbox"/> 33 and above
Level of education	<input type="checkbox"/> Graduate <input type="checkbox"/> Post RN (semester)	<input type="checkbox"/> Internship <input type="checkbox"/> BSN (level)
Experience	<input type="checkbox"/> 0-5 <input type="checkbox"/> 11-15	<input type="checkbox"/> 6-10 <input type="checkbox"/> 16-20 (above)

Please tick () the appropriate answer. **Key:** 1- strongly disagree (SDA) 2-disagree (DA) 3-neutral (N) 4-agree (A) 5-strongly agree (SA).

Sr#	Question	SDA	DA	N	A	SA
1st section on learning						
1-	Does the college provide educational opportunities and sources of self-learning such as internet or library?					
2-	Are the classroom and labs appropriate and equipped with audio and visual aids, and lab supplies?					
3-	Is the college developing your learning skills such as communication and discussion?					
4-	Is the college working with you to promote and develop your self-confidence?					
5-	Is the college making you aware of the legal and ethical standards of the profession?					
6-	Does the simulation lab help you to develop a deeper understanding of nurs					
7	Is the college making you aware of the legal and ethical standards of the profession?					
8	Do you have enough time in theory and practical lectures?					
On practices		SDA	DA	N	A	SA
1	Do you use equipment and technology appropriately in the practice class?					
2	Is your practice helping you to apply the skill appropriately in different situations?					
3	Is the clinical instructor helping you to master your skills?					
4	Is the simulation laboratory adequately available and prepared?					
5	Is feedback available on your performance in the simulation session?					
6	Have you gained more confidence to perform a skill?					
7	Do the clinical instructor encourage theoretical discussion in practice class?					
8	Do you apply the nursing process more comprehensively?					
9	Do you compare theoretical knowledge with what you do in practice?					
10	Do you use group discussion in the practice labs?					
11	Do you enough skill demonstration in lab?					
12	Do the practice labs help you search for connections to theory class?					
13	Do you use what you learned in the theoretical class during the practical labs or real clinical situations?					
14	Does the number of students in the practice lab influence how much you understand?					
On theory		SDA	DA	N	SA	A
1	Can all theoretical knowledge be applied in practical skills?					
2	Does theory class help you to find connections to previous practice?					
3	Do you compare theoretical knowledge with what you do in practice?					
4	Do you compare your clinical experiences with what you learn in					

	theory?					
5	Are you encouraged to discuss practical experience with your instructor in the theory class?					
6	Do you use group discussion in the theory lectures?					
7	Do you share your nursing knowledge with clients during practice?					
	Second section on the gap between theory and practice	SDA	DA	N	SA	A
1	Is there any relation between what you take in theory class and practice class?					
2	Is there a gap between theoretical knowledge and clinical procedure in the ward?					
3	Is there a gap between theoretical knowledge and practical skills?					
4	Do you feel the simulation lab reflect real life in the clinic?					
5	Do you feel the simulation lab helps you to link theoretical learning with practice experience?					
6	Do discussion with the nurse educator help you find connection to previous practical experience?					
6	Have you learned many things in the theory class with no chance to practice it in class or real situation?					
7	Do you feel you cannot apply what you learn in the theoretical class in clinic and practice class?					
8	Do you feel there is a difference between theory and practice class, and real clinical situation?					
9	Are you confused between what you learn in the practice lab and at the hospital?					
	ON Causes of gap	SDA	DA	N	SA	A
1	Is there a lack of communication between theoretical and practical teachers?					
2	Do teachers and instructors not consider differences between students?					
3	When you practice in the ward do you feel that we do not apply all that we learn in theoretical class?					
4	Does your clinical instructor have poor communication with you when you practice in hospital?					
5	Does the training in practice class continue what you had already learned in theoretical class?					

	Impact of Gap	Yes	No
1	If there is a gap between practice and theory it will confuse the student and make her less confident.		
2	More clinical hours may be needed to fill the gap.		
3	Need to improve stages in education by adding English language courses and enhancing them in the first year in the nursing department.		
4	Need to increase the number of professional clinical instructor.		