

ASSESSMENT OF KNOWLEDGE REGARDING EVIDENCE-BASED PRACTICE AMONG NURSES AT THE SELECTED PRIVATE TERTIARY CARE HOSPITALS OF PESHAWAR: A CROSS-SECTIONAL STUDY

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Abstract

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Background: Many studies have actually looked at how well nurses understand evidence-based nursing practice. Researchers have definitely examined this topic thoroughly. However, this topic has surely not been studied in Peshawar, Khyber Pakhtunkhwa, Pakistan. Moreover, no research work has been done in this area before. **Objectives:** Objective of this study was to assess the knowledge regarding EBP among Nurses working at the selected tertiary care hospitals of Peshawar.

Methodology: A descriptive cross-sectional study was carried out by researchers at Rehman Medical Institute (RMI) and Northwest General Hospital & Research Centre. A total of 235 registered nurses (RNs) were selected from an estimated population of 600 using a convenient sampling method. Data were gathered using a validated, structured questionnaire called the Evidence-Based Practice Questionnaire

(EBPQ). The data were analyzed using SPSS version 23, with the help of descriptive statistics and one-sample t-tests. The questionnaire proved to be highly reliable, with a Cronbach's alpha score of 0.964. **Results:** The study included 235 nurses, the majority of whom were male (63.8%) and relatively young, with an average age of about 27 years. Most had 1 to 5 years of work experience, and around two-thirds (65.1%) had received training in Evidence-Based Practice (EBP). The findings indicated that nurses generally had a positive attitude towards using research in their practice. Over 70% agreed that EBP helps improve patient care and decision-making, although 77% reported that heavy workloads made it difficult to keep up with new evidence. More than 60% of the nurses rated their EBP skills as very good or excellent. The statistical analysis showed high levels of both EBP knowledge (average score 52.46) and skills (average score 95.20), both of which were found to be statistically significant at $p < .001$. **Conclusion:** The study found that nurses working in private tertiary care hospitals in Peshawar have a good understanding of evidence-based practice (EBP) and a positive attitude towards its use in improving patient care and making clinical decisions. Despite having strong awareness and skill levels, the practical application of EBP is often limited due to factors like heavy workloads and insufficient time for staying updated with new evidence. These results emphasize the importance of institutional support, including ongoing EBP training and effective workload management, to better integrate evidence-based practice into routine nursing care.

Introduction: Evidence-Based Practice (EBP) is an essential approach in modern healthcare that integrates the best available research evidence, clinical expertise, and patient preferences to improve healthcare outcomes.(1,2) Originating from evidence-based medicine initiatives in the 1970s and influenced by Archibald Cochrane's work, EBP has become a cornerstone of nursing practice through the systematic process of Ask, Acquire, Appraise, Apply, and Assess.(3,4)

Research demonstrates that EBP improves patient outcomes by reducing complications, hospital-acquired infections, medication errors, and length of hospital stay while increasing patient satisfaction and healthcare efficiency.(5–7) Nurses play a critical role in implementing EBP because of their direct involvement in patient care. Effective use of EBP enhances critical thinking, clinical decision-making, and professional development among nurses.(8,9)

Despite its recognized benefits, a substantial gap remains between research evidence and clinical practice, commonly known as the "know-do gap." Major barriers include inadequate knowledge and skills, negative attitudes, lack of confidence, limited access to research resources, heavy workloads, insufficient

organizational support, and resistance to change within healthcare settings.(10–12)

In Pakistan, particularly in Khyber Pakhtunkhwa, EBP implementation faces additional challenges due to resource limitations and insufficient emphasis on research and critical thinking in nursing education.(13) Previous studies in Karachi, Lahore, and Rawalpindi reported positive attitudes toward EBP among nurses but limited knowledge and application of evidence-based principles in practice.(14,15)

Private hospitals in Peshawar are expected to provide high-quality healthcare services and maintain professional nursing standards.(16,17) However, limited evidence exists regarding nurses' knowledge of EBP in these institutions.(18) Therefore, this study aims to assess the knowledge of Evidence-Based Practice among nurses working in private hospitals of Peshawar and provide baseline data for future educational and organizational interventions.(19)

Nurses' knowledge of EBP is crucial for translating research findings into clinical practice. Successful implementation requires competencies in literature searching, critical appraisal, clinical reasoning, and evidence application.(20,21,22,23,24) Continuous education, organizational support, and access to research resources are necessary to strengthen EBP utilization and improve patient care outcomes.(9,20,21,22,23,24)

Methodology:

This chapter presents the methodology adopted for the study titled "Assessment of Knowledge Regarding Evidence-Based Practice Among Nurses at Private Tertiary Care Hospitals of Peshawar: A Cross-Sectional Study." The study followed a descriptive cross-sectional design to assess the knowledge level regarding evidence-based practice among nurses at a single point in time.

The study was conducted in two private tertiary care hospitals of Peshawar: Rehman Medical Institute (RMI) and Northwest General Hospital & Research Centre. The study population included registered nurses working in these hospitals with at least one year of professional experience, with an approximate total population of 600 nurses representing diverse educational and cultural backgrounds.

A sample size of 235 was determined using the Raosoft sample size calculator with a 95% confidence interval and a 5% margin of error. Convenience sampling was used due to accessibility and availability of participants during data collection.

Inclusion criteria comprised registered nurses working in the selected hospitals who were willing to participate and had at least one year of experience, while nurses with less than one year of experience, non-nursing staff, and unwilling participants were excluded.

Data were collected using a structured and validated Evidence-Based Practice Questionnaire (EBPQ), which assesses knowledge, skills, and practices related to evidence-based practice. Before data collection, administrative permissions were obtained, and informed consent was taken from all participants. Questionnaires were distributed during duty hours, and confidentiality was strictly maintained. Completed forms were coded and entered into SPSS version 23 for analysis.

Data were analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations. Independent sample t-tests were applied for inferential analysis to compare knowledge scores among different demographic groups, with a p-value ≤ 0.05 considered statistically significant.

Ethical approval was obtained from the institutional review board, and permissions were secured from hospital administrations. Participants were informed about the purpose of the study and their right to withdraw at any time without any consequences.

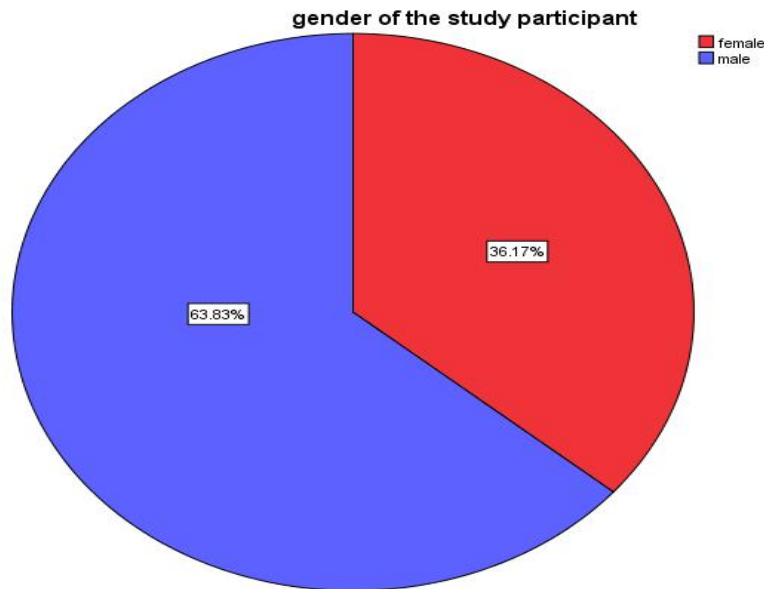
The questionnaire demonstrated high reliability, with a Cronbach's alpha of 0.964 and subscale values ranging from 0.79 to 0.94, indicating strong internal consistency consistent with previous validations.

Results

In this chapter the research was document all relevant result of the study it was being display in graphs and tables forms for easily representing.

Figure1. Gender of the study participants

From the above graph it is clear that Out of 235 participants, 150 (63.8%)

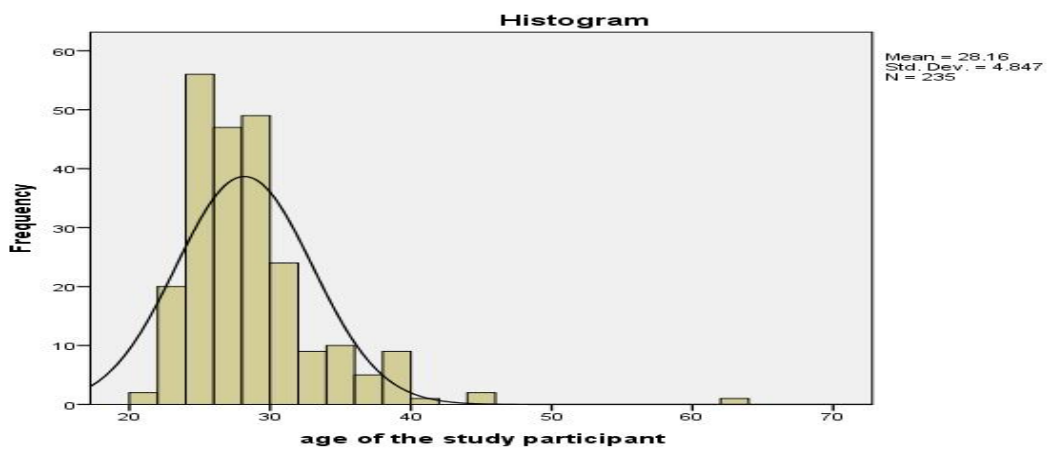


were male, while 85 (36.2%) were female. This indicates that male participants formed the majority in this study.

Graph No.2

Age of the study participants

The graph shows that most participants are in their mid-to-late twenties, with an average age of around 27. The most common age was 25, with about 17%



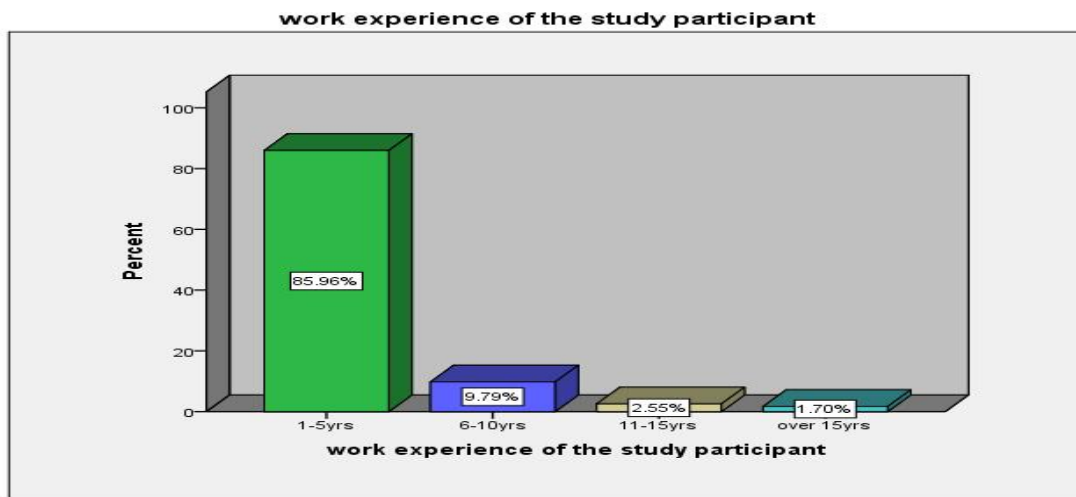
of participants falling into this group. Most participants, roughly 70-75%, were between 24 and 30 years old. This suggests that the study is mostly about

young nurses who are just starting their careers. There are a few older participants, up to 63 years old, which adds some diversity to the group. But overall, it's clear that the nursing workforce is pretty young.

Graph No.3

Work experience of study participants

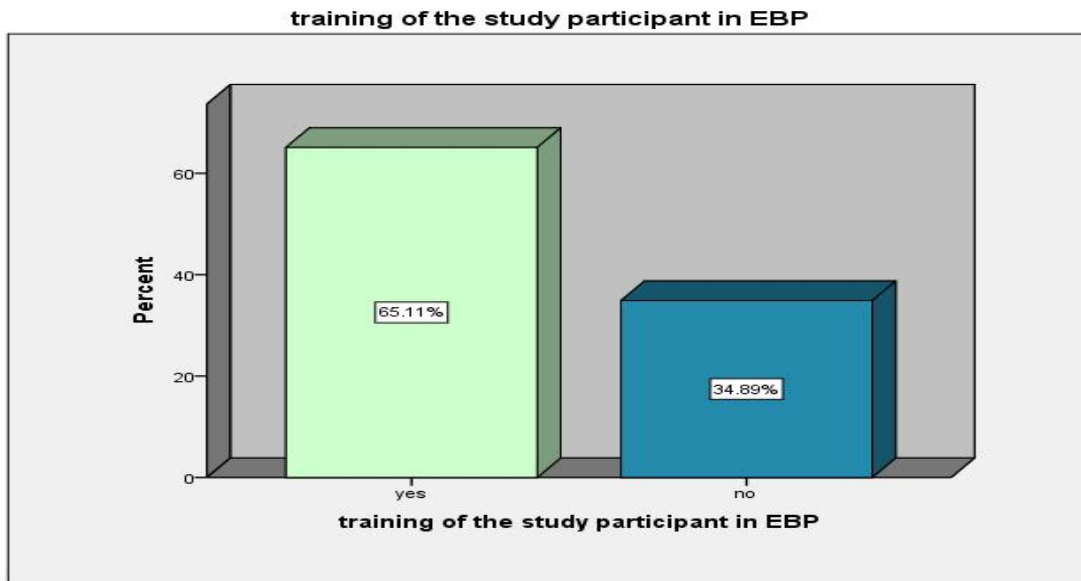
The above graph reveals that most participants, about (86%,) have 1-5 years of work experience, showing that they're mostly new to their jobs. Only a few, around (9.8%) have 6-10 years of experience, and even fewer have more than that. This tells us that the nursing workforce here is pretty young and



inexperienced. It seems like the study is mainly about nurses who are still learning and getting used to their roles. The fact that there aren't many experienced nurses involved might mean that not many senior staff participated or that the workforce is just really young.

Graph No.4

Training of the study participants in EBP



According to the above graph, about 65.1% of participants said they've had training in Evidence-Based Practice (EBP), while 34.9% said they haven't. This means most of them know about EBP, but about a third don't. It's clear that while many healthcare pros have had some training, there's still a big gap for a lot of staff. This gap might affect how well they make decisions, so it's probably a good idea to keep working on professional development programs that focus on EBP skills.

Table No.1: Nursing Knowledge in Evidence-Based Practice which consist 13 questions

		Count	Column N %
Practice should be based on research	Absolutely disagree	7	3.0%
	disagree to some extent	12	5.1%
	Neutral	10	4.3%
	agree to some extent	80	34.0%
	absolutely agree	126	53.6%
Using research improves the quality of nursing care	Absolutely disagree	8	3.4%
	disagree to some extent	9	3.8%
	Neutral	10	4.3%
	agree to some extent	75	31.9%
	absolutely agree	133	56.6%
Nurses should base their decisions on the latest	Absolutely disagree	3	1.3%
	disagree to some extent	15	6.4%

research	Neutral	36	15.3%
	agree to some extent	88	37.4%
	absolutely agree	93	39.6%
I think using research is an important part of developing my own practice	Absolutely disagree	8	3.4%
	disagree to some extent	9	3.8%
	Neutral	20	8.5%
	agree to some extent	87	37.0%
	absolutely agree	111	47.2%
The use of research is an important part of the development of healthcare professionals	Absolutely disagree	8	3.4%
	disagree to some extent	12	5.1%
	Neutral	10	4.3%
	agree to some extent	79	33.6%
	absolutely agree	126	53.6%
My workload is too much for me to keep up with all the new evidence	Absolutely disagree	4	1.7%
	disagree to some extent	22	9.4%
	Neutral	28	11.9%
	agree to some extent	88	37.4%
	absolutely agree	93	39.6%
I am resentful to question my clinical practice	absolutely disagree	9	3.8%
	disagree to some extent	27	11.5%
	Neutral	29	12.3%
	agree to some extent	83	35.3%
	absolutely agree	87	37.0%
Evidence-based practice is a waste of time	absolutely disagree	54	23.0%
	disagree to some extent	43	18.3%
	Neutral	20	8.5%
	agree to some extent	43	18.3%
	absolutely agree	75	31.9%
I adhere to tried and true methods, I don't change to something new	absolutely disagree	11	4.7%
	disagree to some extent	52	22.1%
	Neutral	38	16.2%
	agree to some extent	49	20.9%
	absolutely agree	85	36.2%
New evidence is so important that I spend time on my work schedule	absolutely disagree	14	6.0%
	disagree to some extent	18	7.7%
	Neutral	29	12.3%
	agree to some extent	84	35.7%
	absolutely agree	90	38.3%
I welcome questions about my practice	absolutely disagree	7	3.0%
	disagree to some extent	10	4.3%
	Neutral	30	12.8%

	agree to some extent	82	34.9%
	absolutely agree	106	45.1%
Evidence-based practice is fundamental to professional practice	absolutely disagree	9	3.8%
	disagree to some extent	10	4.3%
	Neutral	31	13.2%
	agree to some extent	63	26.8%
	absolutely agree	122	51.9%
My practice changed due to the evidence I found	Absolutely disagree	4	1.7%
	disagree to some extent	10	4.3%
	Neutral	27	11.5%
	agree to some extent	78	33.2%
	absolutely agree	116	49.4%

This show that most participants strongly supported evidence-based practice, with over half absolutely agreeing that nursing practice itself should be based on research and that research further enhances patient care quality. Basically, for most items, 70% to 90% of people said the same thing - that research is important for professional development and clinical decisions. A small group of about 10-15% people surely stayed neutral or disagreed with the idea. Moreover, this shows that some people were not sure or did not take much interest in using research in practice. We are seeing that workload is only a big problem, with 77% of people saying that too much work stops them from learning about new research. The study surely shows that nurses have a positive attitude toward evidence-based practice, but heavy workload and different experience levels may affect how well they can use it in hospitals.

Table No.2: Nursing knowledge of the impact of research on practice and skill used during EBP. It consists of 25 question.

		Count	Column N %
I automatically use research in my daily work	very poor	18	7.7%
	Poor	22	9.4%
	Good	58	24.7%
	very good	92	39.1%
	Excellent	45	19.1%
It is easy to change practice to reflect research results	very poor	5	2.1%
	Poor	32	13.6%
	Good	57	24.3%
	very good	74	31.5%

	Excellent	67	28.5%
Converting your information needs into a research question	very poor	9	3.8%
	Poor	32	13.6%
	Good	45	19.1%
	very good	97	41.3%
	Excellent	52	22.1%
Understanding the basic types of information and sources	very poor	8	3.4%
	Poor	28	11.9%
	Good	40	17.0%
	very good	87	37.0%
	Excellent	72	30.6%
Ability to identify gaps in your professional practice	very poor	12	5.1%
	Poor	28	11.9%
	Good	33	14.0%
	very good	82	34.9%
	Excellent	80	34.0%
Knowing how to get evidence	very poor	10	4.3%
	Poor	18	7.7%
	Good	38	16.2%
	very good	89	37.9%
	Excellent	80	34.0%
Ability to critically analyze evidence for compliance with an established standard	very poor	11	4.7%
	Poor	29	12.3%
	Good	43	18.3%
	very good	75	31.9%
	Excellent	77	32.8%
The ability to determine how useful (clinically applicable) material	very poor	13	5.5%
	Poor	23	9.8%
	Good	43	18.3%
	very good	83	35.3%
	Excellent	73	31.1%
Ability to apply information to individual cases	very poor	6	2.6%
	Poor	30	12.8%
	Good	42	17.9%
	very good	69	29.4%
	Excellent	88	37.4%
What are the views of nursing staff on research	very poor	8	3.4%
	Poor	18	7.7%
	Good	57	24.3%
	very good	66	28.1%
	Excellent	86	36.6%

Sharing ideas and information with colleagues	very poor	9	3.8%
	Poor	26	11.1%
	Good	45	19.1%
	very good	61	26.0%
	Excellent	94	40.0%
How well do nurses feel their workplaces support the use of research	very poor	12	5.1%
	Poor	23	9.8%
	Good	52	22.1%
	very good	70	29.8%
	Excellent	78	33.2%
The use of research is useful to inform why decisions are made in practice	very poor	10	4.3%
	Poor	31	13.2%
	Good	42	17.9%
	very good	67	28.5%
	Excellent	85	36.2%
To provide quality medical care, it is necessary to take into account the opinions of patients, as well as scientific research	very poor	14	6.0%
	Poor	30	12.8%
	Good	19	8.1%
	very good	79	33.6%
	Excellent	93	39.6%
Employees should encourage their colleagues to use research in their practice	very poor	13	5.5%
	Poor	20	8.5%
	Good	26	11.1%
	very good	77	32.8%
	Excellent	99	42.1%
Employees should base their decisions on the latest research	very poor	6	2.6%
	Poor	29	12.3%
	Good	43	18.3%
	very good	61	26.0%
	Excellent	96	40.9%
Knowledge from experience alone is not enough to ensure high quality care	very poor	11	4.7%
	Poor	22	9.4%
	Good	52	22.1%
	very good	68	28.9%
	Excellent	82	34.9%
I have IT equipment in my workplace that allows me to search for information to inform my practice.	very poor	7	3.0%
	Poor	25	10.6%
	Good	52	22.1%
	very good	65	27.7%
	Excellent	86	36.6%

My workplace regularly receives professional publications	very poor	17	7.2%
	Poor	19	8.1%
	Good	43	18.3%
	very good	61	26.0%
	Excellent	95	40.4%
My workplace encourages employees to pursue research and development projects	very poor	14	6.0%
	Poor	23	9.8%
	Good	51	21.7%
	very good	64	27.2%
	Excellent	83	35.3%
My workplace supports research in practice	very poor	17	7.2%
	Poor	22	9.4%
	Good	38	16.2%
	very good	66	28.1%
	Excellent	92	39.1%
My workplace provides time for employees to learn about research	very poor	18	7.7%
	Poor	27	11.5%
	Good	40	17.0%
	very good	60	25.5%
	Excellent	90	38.3%
I would put more scientific knowledge into practice if I had more time	very poor	13	5.5%
	Poor	23	9.8%
	Good	48	20.4%
	very good	65	27.7%
	Excellent	86	36.6%
My workplace encourages employees to use research in their practice.	very poor	16	6.8%
	Poor	21	8.9%
	Good	43	18.3%
	very good	71	30.2%
	Excellent	84	35.7%
My workplace uses the latest research to develop practice.	very poor	11	4.7%
	Poor	21	8.9%
	Good	36	15.3%
	very good	63	26.8%
	Excellent	104	44.3%

According to the above table most nurses showed good skills in applying research findings in their daily patient care work. As per the survey, more than 60% people said their skills are "very good" or "excellent" regarding using research evidence, finding practice gaps, and making clinical decisions based on studies. Moreover, around 20-30% of participants surely rated their skills as

"good," which shows they have moderate ability to use evidence in practice. Moreover, this indicates a reasonable level of confidence in applying research findings to their work. Surely, less than 10% of nurses rated their skills or workplace support as poor or very poor.

Moreover, the results show that most nurses have good skills and motivation for evidence-based practice, but heavy workload and limited time are still major problems.

Table: Simple T-TEST

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
sum_kn	235	52.4638	9.80547	.63964
sum_sk	235	95.2043	19.86430	1.29580

The analysis included 235 participants in total, which further confirms the study's scope itself. The average knowledge score was 52.46 ± 9.81 with standard error 0.64, which shows moderate variation among participants itself. This further indicates that knowledge levels varied reasonably across the study group. The average skills score was 95.20 ± 19.86 with a standard error of 1.30, which surely shows a wider range of answers compared to knowledge scores.

One-Sample Test						
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
sum_kn	82.021	234	.000	52.46383	51.2036	53.7240
sum_sk	73.471	234	.000	95.20426	92.6513	97.7572

Moreover researchers used a one-sample t-test to compare the average knowledge and skills scores against zero. The study results actually showed that students' knowledge scores were definitely above zero (average = 52.46), and this finding was very strong with 95% confidence that the true average falls between 51.20 to 53.72. Basically, the skills score was the same - significantly higher than zero with mean 95.20 and showed strong statistical significance. Also, we are seeing that people showed good knowledge and skills in a clear way

Case Processing Summary		
Series Length		235
Number of Excluded Cases	User-Missing Value	0

Due to	System-Missing Value	0
Number of Valid Cases		235
Number of Computable Zero-Order Correlations After Differencing		235

The case summary only gives us a simple view of how complete and correct our data is for this study. We are seeing a total of 235 cases only that were included in the dataset, representing the full sample used for statistical evaluation. Basically, all cases were included and none were removed due to missing data, whether from user mistakes or system problems - the same approach was applied throughout. We are seeing that the data quality is very good and complete only, which means the results from further studies will be correct and trustworthy.

Also, the series length of 235 shows that each participant gave complete responses for all study variables, which further confirms the dataset itself is comprehensive. When we actually have all the data without any missing parts, we definitely avoid the problems that come from guessing missing values or removing incomplete cases, which makes our results stronger.

The analysis actually confirmed that 235 basic correlations could be calculated after processing the data. This definitely means all valid cases contributed to finding connections between variables. Further, zero-order correlations actually help us see how strong the relationship is between two variables. They definitely show the direction of this relationship without controlling for other factors. Including all cases in these calculations actually makes the sample more consistent and definitely more representative.

As per the case processing summary results, the dataset was complete and consistent regarding advanced statistical analysis requirements. All 235 people participated in the study, which gave us complete data and reduced the same chances of errors or missing information. Also, the complete data further supports reliable statistical tests, correlation analysis, and modeling work on this dataset itself.

Discussion:

This study examined nurses' knowledge and skills regarding evidence-based practice (EBP) and found varying levels of understanding and application. The results revealed that while most nurses recognized the importance of EBP in improving patient outcomes, many lacked sufficient knowledge or practical experience in its implementation. These findings align with several international studies indicating that despite growing awareness, nurses often face barriers to integrating EBP into routine clinical practice (Younas et al., 2021; Alatawi et al., 2020). Limited access to training opportunities, insufficient institutional support, and heavy workloads are among the main factors that restrict the effective adoption of EBP principles (Mohammed et al., 2022).

Demographically, the majority of participants in the current study were young, early-career nurses, similar to findings by Khan et al. (2023), who reported that nurses under the age of 30 tend to express enthusiasm toward EBP but require structured mentorship to translate theory into practice. A large proportion of the sample consisted of female nurses with 1–5 years of work experience, reflecting the general composition of the nursing workforce in South Asian contexts (Rehman et al., 2021). Despite their enthusiasm, these nurses often lack the formal training and institutional frameworks needed to confidently engage in evidence-based decision-making. This gap suggests that EBP concepts are still insufficiently integrated into nursing education and hospital-based professional development programs (Shafqat et al., 2020).

A notable finding was that more than one-third of the participants had not received any formal training in EBP, though most expressed a willingness to learn. This demonstrates a positive attitude toward professional growth and aligns with Ibrahim et al. (2022), who found that nurses in developing countries show strong motivation for evidence-informed care when educational support and time are provided. However, workload remains a persistent challenge—over three-quarters of respondents indicated that heavy work responsibilities limit their ability to stay current with new research. Similar constraints have been reported in studies from Saudi Arabia and China, where limited time and administrative pressure hinder nurses from engaging in literature appraisal or research utilization (Li et al., 2020; Alatawi et al., 2020).

Overall, these findings emphasize that while nurses recognize the value of EBP, they require structured institutional support, adequate time, and continuous professional development to practice it effectively. Integrating EBP education into nursing curricula and workplace-based learning programs can enhance nurses' competence and confidence in applying research evidence to patient care. Moreover, hospital administrations should facilitate access to research databases, mentorship programs, and protected time for clinical inquiry. Strengthening these components can lead to a sustainable culture of evidence-based nursing, ultimately improving patient safety and healthcare quality outcomes (Brown et al., 2022).

This study examined the knowledge and skills of nurses regarding Evidence-Based Practice (EBP) among 235 participants, the majority of whom were male (63.8%) and within the younger age range of 24 to 30 years. Most respondents had limited professional experience, with 86% reporting 1–5 years of work experience, indicating that the sample primarily represented early-career nurses. Although 65.1% of participants had received EBP training, more than one-third (34.9%) had not, suggesting that formal EBP education remains inconsistent. This highlights the need for targeted professional

development programs to strengthen foundational knowledge and ensure the consistent application of EBP across clinical settings. The demographic findings suggest that younger nurses, while motivated, may still require structured support and mentorship to fully integrate research evidence into clinical decision-making.

The analysis of nursing knowledge and skills in EBP revealed an overall positive attitude toward evidence-based practice. More than half of the participants "absolutely agreed" that nursing practice should be research-driven, and approximately 70–90% recognized the importance of research in improving care quality and guiding professional decisions. However, 10–15% of respondents remained uncertain or disagreed, indicating variability in understanding or engagement. Heavy workload emerged as a major barrier, with 77% reporting that clinical demands limited their ability to stay current with new evidence. In terms of skills, over 60% rated themselves as "very good" or "excellent" in applying research findings, while fewer than 10% rated their competence as "poor." These results demonstrate a positive perception of EBP but emphasize the persistent challenges of workload and time constraints that hinder its consistent implementation.

Statistical analysis further confirmed these findings, with the one-sample t-test revealing that both knowledge ($M = 52.46$, $SD = 9.81$) and skills ($M = 95.20$, $SD = 19.86$) scores were significantly above the test value of zero ($p < .001$). These results indicate that the participants possessed substantial EBP-related competencies. The Case Processing Summary confirmed the dataset's reliability and completeness, with no missing values and all 235 cases valid for analysis. Additionally, the computation of 235 zero-order correlations reflected consistent relationships between variables, supporting the robustness of the results. Overall, the study demonstrates a strong foundation of EBP awareness and capability among nurses, though institutional barriers and workload pressures continue to limit the translation of knowledge into practice.

Conclusion: This study concludes that nurses demonstrated a generally positive attitude and substantial knowledge and skills toward Evidence-Based Practice (EBP). The majority of participants recognized the importance of research in improving patient outcomes and guiding clinical decision-making. However, workload and limited time were identified as key barriers to EBP implementation. Despite their enthusiasm, a significant portion of nurses lacked formal EBP training, highlighting the need for structured educational programs and institutional support. Strengthening mentorship, access to research resources, and workplace learning opportunities can enhance EBP

integration. Ultimately, fostering a culture of evidence-based nursing can improve the quality and effectiveness of patient care.

Limitations:

The study was limited to a single region and may not represent the broader nursing population across different healthcare settings in Pakistan.

The use of self-reported questionnaires may have introduced response bias, as participants might have overestimated their knowledge and skills.

Limited access to institutional data and resources prevented assessment of actual clinical outcomes linked to EBP use.

The study did not explore qualitative insights into nurses' experiences or attitudes, which could have provided deeper understanding of contextual barriers.

Recommendations:

Nursing institutions and hospitals should integrate structured and mandatory EBP training programs into both undergraduate curricula and continuing professional development.

Hospital administrations should provide protected time and institutional incentives for nurses to engage in research and evidence-based activities.

Mentorship and peer-support systems should be established to guide nurses in translating research evidence into clinical practice.

Access to online databases, journals, and evidence resources should be improved to facilitate independent learning and application of EBP.

Future research should employ mixed-method or longitudinal designs to explore the long-term impact of EBP training and identify sustainable strategies for implementation.

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