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**Nurse-Driven Patient Education at PKLI Hospital Lahore: A Knowledge-Practice Gap Analysis**

**Habib Ullah Riaz<sup>1</sup>(Corresponding Author), Nabila Riaz<sup>2</sup>, Laila Nazir<sup>3</sup>, Nasreen Server<sup>4</sup>  
Madiha Arooj<sup>5</sup>, Aliza Fatima<sup>6</sup>**

<sup>1</sup> MSN Scholar, University of Health Sciences Lahore, Punjab, Pakistan,  
Email: [jabtakhaijan786786@gmail.com](mailto:jabtakhaijan786786@gmail.com).

<sup>2</sup> Nursing Officer, Shalamar Hospital Lahore, Punjab Pakistan.

<sup>3</sup> Nursing Instructor, Shahida Islam Nursing College Lodhran, Punjab, Pakistan.

<sup>4</sup> Charge Nurse, THQ Hospital Alipur, Punjab, Pakistan.

<sup>5</sup> Charge Nurse, Services Hospital Lahore, Punjab, Pakistan.

<sup>6</sup> Charge Nurse, Bahawal Victoria Hospital Bahawalpur, Punjab, Pakistan.

**Abstract**

Patient education is a vital component of healthcare, crucial for empowering patients and optimizing health outcomes. In nursing practice, it involves providing patients and their families with the knowledge and skills necessary to understand health conditions and make informed decisions. Nurses, due to their continuous interactions with patients, are ideally positioned to facilitate this education. This study investigates the knowledge, attitudes, and practices related to patient education among nurses at PKLI, aiming to identify gaps and challenges in current practices. By examining nurses' perspectives, the research seeks to inform the development of targeted educational programs that meet the unique needs of the nursing workforce and enhance patient-centered care in line with global healthcare standards. Using a cross-sectional design, data were collected in 2023 through a structured questionnaire with four sections addressing various dimensions of patient education. The sample included 120 registered nurses selected via convenient sampling, with ethical considerations prioritized through informed consent. Results revealed a generally positive attitude towards patient education, with 75% of nurses acknowledging its significance in their roles. However, knowledge gaps were apparent, as only 50% reported awareness of evidence-based guidelines. While 64% regularly assessed patients' educational needs, only 20% provided written materials to support understanding. Additionally, 61% noted frequent absenteeism, raising concerns about the consistency of patient education practices. By addressing identified gaps through ongoing training and culturally tailored resources, the quality of nursing care and patient outcomes can be significantly improved. This study offers valuable insights into the current state of patient education among nurses at PKLI and underscores the importance of fostering a culture of continuous learning in the healthcare system.

**Key Words:** Knowledge; Attitude; Practice; Patient Education; Nursing Practice; Nurses; Healthcare;

## **Introduction**

Patient education is a fundamental component of healthcare delivery, recognized globally as essential for empowering patients, promoting self-management, and optimizing health outcomes. In the context of nursing practice, patient education encompasses a range of activities aimed at providing individuals and their families with the knowledge and skills necessary to understand their health conditions, make informed decisions, and engage in behaviors conducive to health and well-being (Hart, 2019). Nurses, as frontline healthcare professionals, are uniquely positioned to deliver patient education due to their frequent and sustained interactions with patients across various healthcare settings (Hickey et al., 2018). In Pakistan, a country with a diverse healthcare landscape marked by a mix of public and private healthcare facilities, the role of nurses in patient education is particularly significant. Tertiary care hospitals, such as the Punjab Kidney and Liver Institute and Research Center (PKLI) in Lahore, serve as critical hubs for specialized medical care, catering to a wide range of patients with complex health needs. However, despite the recognized importance of patient education, there remains a paucity of research examining the knowledge, attitude, and practice of patient education among nurses in these settings (Curtis, 2018). Understanding the current state of patient education practices among nurses at PKLI is imperative for several reasons. Firstly, it enables healthcare institutions to identify gaps and challenges in the delivery of patient education, thereby facilitating targeted interventions aimed at improving the quality and effectiveness of care. Secondly, by elucidating nurses' perspectives and experiences regarding patient education, this research can inform the development of evidence-based educational programs and resources tailored to the unique needs of the nursing workforce at PKLI. Finally, enhancing patient education practices among nurses not only contributes to better health outcomes for patients but also fosters a culture of patient-centered care that aligns with global healthcare standards (Hogan, 2019; Quinn, 2020). Against this backdrop, this study seeks to investigate the knowledge, attitude, and practice of patient education among nurses at PKLI. By examining these dimensions comprehensively, the research aims to provide insights into the factors influencing patient education delivery within the hospital setting and to propose strategies for enhancing the capacity of nurses to deliver high-quality, culturally sensitive patient education. Through rigorous data collection and analysis, this study endeavors to contribute to the ongoing discourse on patient education in healthcare and to drive positive changes in nursing practice at PKLI and similar tertiary care institutions across Pakistan.

## **Literature Review**

Patient education is an essential component of contemporary healthcare, facilitating informed decision-making, active engagement in care, and improved health outcomes. Nurses, as frontline healthcare providers, play a crucial role in delivering patient education due to their frequent interactions with patient (Najafi & al, 2021). In recent years, there has been a global shift towards evidence-based practice and patient-centered care in nursing. Patient education aligns with these principles, emphasizing the importance of tailoring information to individual patient needs and preferences (Kalliher, 2020). However, despite its recognized significance, there are gaps in understanding the knowledge, attitudes, and practices of patient education among nurses, particularly in specific healthcare contexts such as tertiary care hospitals (Martin et al., 2018). Existing literature predominantly focuses on patient education within Western healthcare systems, with limited attention to diverse cultural contexts such as Pakistan (Lalani & Gulzar, 2020). Studies often overlook the unique challenges and opportunities faced by nurses delivering patient education in settings like the Punjab Kidney and Liver Institute and Research Center (PKLI) in Lahore. Moreover, while numerous studies assess patient education practices, few comprehensively examine the interplay between nurses' knowledge, attitudes, and practices within

the Pakistani healthcare landscape (Geevarghese, 2020). Understanding the contextual nuances of patient education within PKLI is critical for developing effective interventions tailored to the specific needs of nurses and patients. Factors such as cultural beliefs, language barriers, and socio-economic disparities can influence how patient education is perceived and practiced (Hooshmand & al, 2018). Therefore, a nuanced understanding of these factors is essential for optimizing patient education delivery and improving health outcomes in this setting. Furthermore, the evolving healthcare landscape in Pakistan underscores the need for regular assessment and enhancement of nursing practices (Hogan, 2019). With an increasing emphasis on patient-centered care and shared decision-making, it is imperative to evaluate nurses' knowledge, attitudes, and practices regarding patient education to ensure alignment with contemporary healthcare standards (Quinn, 2020). By addressing the gaps in existing literature and focusing on the unique context of PKLI, this study aims to contribute valuable insights into the knowledge, attitudes, and practices of patient education among nurses. These insights will inform targeted interventions to strengthen patient education practices, ultimately improving the quality of nursing care and patient outcomes within the tertiary care hospital setting.

### **Methodology:**

The methodology employed in this study aimed to comprehensively investigate the knowledge, attitude, and practice of patient education among nurses at PKLI Hospital, a tertiary care facility in Lahore. A cross-sectional study design was utilized to gather data, allowing for a snapshot of nurses' perspectives on patient education at a specific point in time. Data collection occurred during the year of 2023 through a structured questionnaire consisting of four sections, each focusing on different dimensions related to patient education. The questionnaire was adopted from (Masood et al., 2018) to capture nurses' understanding of patient education principles, their attitudes toward patient education, their practices in delivering patient education, and additional information regarding work attendance and punctuality. The questionnaire included specific questions tailored to assess nurses' knowledge of patient education principles, such as their understanding of key components and awareness of evidence-based guidelines. Questions related to attitude sought to gauge nurses' beliefs regarding the importance of patient education, their willingness to invest time and effort in patient education activities, and their perception of its impact on patient outcomes. Practice-related questions aimed to uncover nurses' behaviors in assessing patients' educational needs, utilizing various teaching methods, providing written materials, and seeking feedback to evaluate the effectiveness of patient education interventions. Additional questions addressed nurses' attendance patterns and their perception of tardiness or leave-taking. Convenient sampling was employed to select participants, ensuring accessibility to the study population of registered nurses at PKLI Hospital. Ethical considerations were paramount throughout the study, with approval sought from the institutional review board and informed consent obtained from all participants to maintain confidentiality and privacy. Data collection took place during nurses' working hours or break times to facilitate participation and minimize disruption to clinical duties. Rigorous measures were implemented for questionnaire validation and quality control, including pretesting the questionnaire to ensure clarity and reliability of responses. Double-checking of data accuracy further enhanced the validity of the study findings. Data analysis involved both descriptive and inferential statistics, as well as qualitative content analysis for open-ended questions. Statistical software was utilized to analyze quantitative data, allowing for the identification of trends, patterns, and associations within the dataset. Qualitative responses were systematically analyzed to extract themes and insights, enriching the understanding of nurses' perspectives on patient education. The comprehensive methodology employed in this study ensured robust data collection and analysis, enabling the generation of meaningful insights

into nurses' knowledge, attitude, and practice of patient education at PKLI Hospital. By elucidating the factors influencing patient education delivery within the hospital setting, this research contributes to the development of targeted interventions aimed at enhancing the quality and effectiveness of patient education practices among nurses.

## **Results**

### **Knowledge of Patient Education**

The survey results regarding the nurses' knowledge of patient education principles revealed a spectrum of understanding. While 75% of respondents agreed or strongly agreed that they had a clear understanding of these principles, indicating a generally positive perception, 35% expressed some level of disagreement, suggesting a need for further education or clarification in certain areas. Regarding the awareness of evidence-based guidelines for patient education, only 50% of respondents agreed or strongly agreed, indicating a potential gap in keeping abreast of the latest best practices. This highlights the importance of continuous education and training programs to ensure nurses are well-informed and up-to-date with current guidelines and practices in patient education.

### **Attitude Towards Patient Education**

The attitude of nurses towards patient education was generally positive, with 75% agreeing or strongly agreeing that patient education is an essential part of their nursing role. Additionally, 63% agreed or strongly agreed that patients have the right to understand their health conditions and treatment options, reflecting a patient-centered approach among the nursing staff. However, there was a notable portion of respondents, 35%, who expressed some level of disagreement with this statement, suggesting a need for interventions to cultivate a more universally positive attitude towards patient education.

### **Practice of Patient Education**

In terms of the practice of patient education, the results indicated a mixed landscape. While 64% of nurses reported regularly assessing the educational needs of their patients, suggesting a proactive approach to patient care, only 20% strongly agreed that they provide patients with written materials and resources to support their understanding. Similarly, 51% reported seeking feedback from patients to evaluate the effectiveness of patient education, indicating a moderate emphasis on continuous improvement. These results highlight areas for improvement, such as the consistent provision of written materials and resources, as well as a more robust feedback mechanism to enhance the overall practice of patient education among nurses at PKLI.

### **Additional Information**

In the section addressing additional information, 45% of nurses strongly agreed that they have a clear understanding of the principles of patient education, indicating a generally confident and knowledgeable nursing workforce. However, concerning attendance, 61% admitted to being often absent from work, highlighting a potential challenge in maintaining consistent patient education practices. Additionally, 59% perceived it as not a problem if they sometimes came late for work or took leave, indicating a need for reinforcement of punctuality and attendance policies. Overall, the results of this study provide valuable insights into the knowledge, attitude, and practice of patient education among nurses at PKLI. While there are areas of strength, such as a generally positive attitude towards patient education and a proactive approach to assessing educational needs, there are also areas for improvement, particularly in the consistent provision of written materials and resources, and the establishment of a more robust feedback mechanism. These findings can inform

targeted interventions and training programs to enhance the overall quality of patient education practices among nurses at PKLI, ultimately improving patient outcomes and satisfaction.

## **Discussion**

The discussion section delves into a comprehensive analysis of the study's findings within the broader context of patient education among nurses at the Punjab Kidney and Liver Institute and Research Center (PKLI) in Lahore. The primary aim of the study was to evaluate the knowledge, attitude, and practice of patient education among nurses, shedding light on their understanding of patient education principles, attitudes toward its significance, and the practical aspects of implementation. The ensuing analysis reveals a nuanced landscape regarding nurses' knowledge, attitude, and practice of patient education, reflecting both areas of strength and opportunities for improvement. Beginning with the assessment of knowledge, the results suggest a degree of variability in nurses' confidence levels and awareness of evidence-based guidelines for patient education. While a substantial proportion of nurses exhibit confidence in their understanding of patient education principles, evidenced by the positive responses to questions assessing clarity and identification of key components, there are notable gaps in awareness of evidence-based guidelines. This underscores the importance of targeted training and educational initiatives aimed at bridging these knowledge gaps and ensuring a comprehensive understanding of best practices in patient education (Kalliher, 2020). Moving on to the exploration of attitudes, the findings reveal a mixture of positive and neutral/negative attitudes among nurses regarding the significance of patient education in their role. While a considerable number of nurses acknowledge patient education as an essential aspect of their responsibilities, there is also a noteworthy proportion expressing more neutral or negative attitudes (Manookian & al, 2018). This dichotomy underscores the need for interventions aimed at fostering a supportive environment that cultivates positive attitudes toward patient education. Strategies such as professional development opportunities, peer mentoring programs, and leadership endorsement can play a pivotal role in promoting a culture of continuous learning and emphasizing the integral role of patient education in enhancing patient outcomes (Taylor et al., 2018). Turning to the examination of practice, the study identifies a mix of commendable practices and areas for improvement among nurses at PKLI. While many nurses engage in regular assessment of patients' educational needs and utilize diverse teaching methods, there are notable gaps in other areas, such as seeking feedback from patients and consistently providing written materials to support patient understanding (Elewa et al., 2018). These findings highlight the need for targeted quality improvement initiatives aimed at enhancing the consistency and comprehensiveness of patient education practices. Incorporating feedback mechanisms, implementing standardized protocols, and leveraging technology-enabled solutions can aid in addressing these gaps and promoting a more patient-centered approach to education (Ünsal & al, 2019). Overall, the study underscores the importance of adopting a multifaceted approach to patient education that encompasses not only clinical knowledge but also interpersonal skills, cultural competence, and continuous quality improvement initiatives. By addressing the identified gaps and building on existing strengths, healthcare institutions can empower nurses to serve as effective educators, driving positive change and ultimately leading to improved health outcomes and patient satisfaction across the continuum of care.

## **Conclusion**

In conclusion, this study delved into the knowledge, attitude, and practice of patient education among nurses in a tertiary care hospital in Lahore, specifically at PKLI. The findings highlighted a varied landscape, with some nurses expressing confidence and proficiency in patient education, while others exhibited uncertainties and areas for improvement. Despite positive attitudes towards

patient education, there were notable disparities in practice, indicating potential areas for targeted interventions. The study underscores the importance of understanding nurses' perspectives and capabilities in patient education to enhance overall healthcare delivery and patient outcomes. Moving forward, tailored training programs and support initiatives could address identified gaps and foster a more cohesive and effective approach to patient education within the nursing team at PKLI and similar healthcare institutions.

### **Relevance of Clinical Practice**

Patient education is crucial in modern healthcare, aiding informed decision-making, active care engagement, and better health outcomes. It helps healthcare institutions spot education gaps, enabling targeted interventions to improve care quality. Enhancing patient education practices among nurses not only contributes to better health outcomes for patients but also fosters a culture of patient-centered care that aligns with global healthcare standards.

### **Declaration**

"The authors have no interest of conflict regarding the publication of this article. This research was conducted in an unbiased manner, and there are no financial or personal relationships that could potentially influence the interpretation of the findings."

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