

BARRIERS FACED BY TEACHERS DURING THE IMPLEMENTATION OF EFFECTIVE CURRICULUM IN NURSING EDUCATION AND TRAINING.

Zainab Rajper

nainanaina088@gmail.com

Sapna Dahri

dahris303@gmail.com

Shagufta Bhatti

shaguftabhatti234@gmail.com

Quratulain Rajper

annierajper00@gmail.com

Saba Aslam

sabaaslam487@gmail.com

Mehak Rajper

rajpermehak170@gmail.com

1. Abstract

Effective curriculum implementation is a cornerstone of quality nursing education. In Pakistan, particularly in under-resourced settings, nursing educators face significant barriers that hinder successful curriculum delivery. These challenges impact both the competence of future nurses and the quality of healthcare services. Objectives: This study aims to identify and analyze the barriers encountered by nursing faculty during the implementation of the nursing education and training curriculum. It further explores the impact of these obstacles on educational outcomes and proposes strategies to mitigate them. Methods: An analytical cross-sectional study was conducted using a structured questionnaire administered to nursing faculty members from various public and private sector institutions in Sindh. Both online and face-to-face surveys were used to collect data. Descriptive and inferential statistical analysis was performed using SPSS (version 21). Results: Findings revealed multiple barriers including inadequate training opportunities, poor institutional support, insufficient resources, heavy workloads, limited access to teaching aids, and misaligned curriculum content. Faculty also reported lack of time, ineffective teaching methods, and gaps in professional development. These issues were further exacerbated by communication barriers and administrative constraints. Conclusion: Addressing these barriers is critical to improving the quality of nursing education. Targeted strategies such as faculty training, improved resource allocation, and administrative support are essential for effective curriculum implementation. Strengthening these areas can enhance teaching outcomes, support professional development, and ensure better healthcare delivery through well-trained nursing professionals.

2. Introduction

Nursing education plays a vital role in preparing competent healthcare professionals by combining theoretical knowledge with practical skills. In Pakistan, the nursing curriculum is regulated by the Pakistan Nursing Council (PNC) to ensure standardized education and training. However, despite these frameworks, effective curriculum implementation remains a significant challenge for nursing educators. Historically, nursing education has evolved from being medically dominated to a more independent and professionalized discipline led by trained nurse educators. Globally, nurses make up more than 50% of the health workforce, indicating their crucial role in healthcare delivery. However, in Pakistan, various issues such as lack of faculty training, inadequate resources, poor teaching methodologies, and institutional

challenges hinder effective curriculum delivery. According to a UNICEF report, 90% of nursing students pass exams without sufficient theoretical or practical competence, leading to unsafe patient care. These challenges point to systemic issues in both the content and implementation of nursing education in under-resourced settings. The aim of this study is to identify key barriers encountered by nursing educators in implementing the nursing curriculum and to examine the effects of these obstacles on nursing education and training outcomes. Understanding these barriers is essential for developing targeted strategies that improve faculty support, optimize teaching methods, and ultimately enhance the quality of nursing education and healthcare services in Pakistan.

- **Objectives**

To identify major barriers faced by nursing faculty during curriculum implementation and examine their impact on education and training outcomes. The study also aims to suggest practical strategies to overcome these challenges and improve curriculum delivery.

- **Hypothesis**

H1: There are significant institutional, personal, and resource-related barriers affecting faculty in the implementation of nursing curriculum.

3. Methodology

- **Study Type:**

Analytical cross-sectional study

- **Setting & Duration:**

College of Nursing (Female), Nawabshah, conducted from February to March 2025.

- **Participants:**

65 nursing faculty members from public and private sector nursing colleges in Sindh with at least one year of teaching experience and holding qualifications such as BSN, MSN/MSPH, or PhD.

- **Sampling Technique:**

Convenient sampling

- **Inclusion Criteria:**

1. Male and female nursing faculty
2. Faculty involved in curriculum delivery

- **Exclusion Criteria:**

1. Staff nurses
2. Non-teaching staff
3. Faculty members who are not from the nursing profession

- **Data Collection Tools:**

Structured questionnaire (both open and closed questions).

- **Method of Data Collection:**

1. Online surveys using mobile-based platforms
2. Face-to-face paper surveys distributed at institutions

- **Analysis:**

1. SPSS version 21
2. Descriptive statistics: Frequency, percentages, mean, SD
3. Inferential statistics: Chi-square test

- **Ethical Considerations:**

1. IRB approval obtained

2. Informed consent taken
3. Anonymity and confidentiality ensured

4. Results

• Main Findings

Barriers to curriculum implementation reported:

- Administrative issues: 60% had extra responsibilities; 55.3% felt overburdened
- Resource-related: 58.4% said books were lacking; 64.6% reported unequipped skill labs
- Infrastructural gaps: 43% highlighted absence of computer lab.
- Teaching support: 66.2% reported irregular availability of gadgets
- Time constraints: 53.8% agreed insufficient time allocated
- Training: 61.6% reported lack of workshops and training
- Communication issues: 56.9% cited lack of communication with administration

• Chart/Table Sample

Chart: Gender Distribution of Participants

- The chart shows the gender distribution of participants. Out of a total of 65 individuals, 37 (56.92%) were male, while 28 (43.08%) were female. This indicates a slightly higher representation of male participants compared to female participants in the sample

Gender	Frequency	Percentage
Male	37	56.92%
Female	28	43.08%

Chart: Residence Distribution of Participants

This chart presents the residential background of the participants. Out of the total 65 respondents, 32 individuals (49.23%) belong to rural areas, while 33 individuals (50.77%) come from urban settings. The data reflects a nearly equal distribution between rural and urban participants, suggesting a balanced representation from both types of localities

Residency	Frequency	Percentage
Rural	32	49.23%
Urban	33	50.77%

Additional Responsibilities Assigned Except Teaching

This chart illustrates the participants' responses regarding responsibilities assigned beyond teaching duties. A notable portion of respondents agreed with the statement, with 29 participants (44.6%) agreeing and 10 (15.4%) strongly agreeing, indicating that a majority

perceive an additional burden. On the other hand, 14 participants (21.5%) disagreed and 5 (7.7%) strongly disagreed. Meanwhile, 7 respondents (10.8%) remained uncertain. Overall, the chart shows that a significant number of faculty members feel they are expected to handle extra duties beyond their core teaching roles.

Response	Frequency	Percentage
Strongly disagree	5	7.7%
Disagree	14	21.5%
Not sure	7	10.8%
Agree	29	44.6%
Strongly agree	10	15.4%
Total	65	100%

Overburden of Subject to Faculty

This chart reflects faculty perceptions about being overburdened with subject-related workload. Among the 65 respondents, 27 (41.5%) agreed and 9 (13.8%) strongly agreed that they are overburdened. In contrast, 15 (23.1%) disagreed and 3 (4.6%) strongly disagreed. A notable portion—11 participants (16.9%)—remained uncertain. These results indicate that a considerable majority of faculty members feel they are carrying an excessive subject load, which could impact their overall performance and well-being.

Response	Frequency	Percentage
Strongly disagree	3	4.6%
Disagree	15	23.1%
Not sure	11	16.9%
Agree	27	41.5%
Strongly agree	9	13.8%
Total	65	100%

Distribution of administrative challenges faced by Teachers:

Response category	Frequency	Percentage
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Agree/ Strongly Agree	45	69.2%
Not Sure	03	4.6%
Disagree/ Strongly disagree	17	26.2%
Total	65	100%

This chart presents the teachers' views on administrative challenges. A significant majority—45 respondents (69.2%)—either agreed or strongly agreed that they face administrative difficulties in their roles. On the other hand, 17 participants (26.2%) disagreed or strongly disagreed, while only 3 respondents (4.6%) were unsure. This suggests that administrative responsibilities are a widespread concern among the teaching staff, potentially affecting their focus on academic tasks.

Response category	Frequency	Percentage
Agree/ Strongly Agree	50	76.9%
Not Sure	03	4.6%
Disagree/ Strongly disagree	12	18.5%
Total	65	100%

Distribution of personal challenges faced by Teachers:

This chart highlights the personal challenges experienced by teachers in their professional roles. Out of 65 participants, 43 (66.2%) agreed or strongly agreed that they face personal challenges affecting their work. In contrast, 22 respondents (33.8%) disagreed or strongly disagreed with the statement. Notably, none of the participants chose the "Not Sure" option, indicating that all respondents had a definite opinion on this issue. The results suggest that a substantial majority of teachers are grappling with personal difficulties, which may impact their teaching effectiveness and overall job satisfaction.

Response category	Frequency	Percentage
Agree/ Strongly Agree	43	66.2%
Not Sure	00	0%
Disagree/ Strongly disagree	22	33.8%
Total	65	100%

5. Discussion

The study shows that nursing faculty face major challenges in effectively implementing the curriculum. These include resource scarcity, poor infrastructure (e.g., labs and libraries), lack of administrative and peer support, and insufficient faculty training. Over half of the participants highlighted issues like unfair workload distribution, lack of teaching aids, and absence of structured evaluation plans. Similar findings were observed in studies at Mayo Hospital Lahore and Khyber Medical University, where faculty reported outdated curricula, lack of workshops, and heavy workloads. Other literature cited in the project also aligns with the conclusion that without institutional backing and professional development, faculty face

burnout and reduced teaching effectiveness. The results confirm the study objectives, showing that barriers exist and directly impact the quality of nursing education and training.

6. Conclusion

- Faculty face multiple systemic, resource-related, and personal barriers that hinder effective curriculum implementation. Addressing these challenges is essential to improve the quality of nursing education and healthcare services.

7. Recommendations

- Conduct regular training sessions and workshops.
- Provide fair workload distribution.
- Ensure consistent availability of teaching resources (books, labs, transport).
- Strengthen administrative and institutional support.
- Create structured plans for curriculum evaluation and feedback.

8. Limitations

The study was limited to one region and a small sample size of 65 participants. Time constraints and limited access to private institutions may have restricted broader representation.

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