



Research Article

Knowledge and attitude of student nurses towards research writing in two selected schools of nursing in Imo state

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Abstract

Research writing is a vital skill for nursing professionals, enabling evidence-based practice and continuous learning. However, students' nurses often struggle with developing this competency. This descriptive study aimed to assess knowledge, attitudes, and perceived factors influencing research writing among students nursing in two selected schools; of nursing in Imo State. A descriptive survey design was employed, involving 250 students' nurses from Imo State University, Orlu, and Emekuku College of Nursing Sciences. 100 participants were selected using purposive sampling technique. A self-structured questionnaire was used as the instrument for data collection. The collected data were analyzed using descriptive statistics (frequencies, means). Research writing knowledge showed 60% had written a research paper, 80% understood research writing as scientific investigation and reporting, and 95% identified essential components. Attitudes were generally positive, with 42% strongly agreeing research writing is essential for nursing practice, 48% believing it enhances critical thinking, and 35% agreeing it improves patient care. However, 38% lacked confidence. Lecturer support (38% extremely helpful), clear guidelines (42% extremely helpful), and accessible materials (22% extremely helpful) emerged as significant factors. This study highlights the need for targeted interventions to enhance research writing knowledge, attitudes, and skills among student nurses.

Keywords: Research writing, Students Nurses, Knowledge, Attitudes, Nigeria.

Introduction

One of the fundamental components of a profession is conducting research to advance professional knowledge [1]. Therefore, active involvement in research activities has been emphasized as a basic competency for health professionals in order to practice evidence-based medicine. Accordingly, nursing education was created to give students the reading, critical thinking, comprehension, and research abilities they need to begin practicing nursing with more competence and confidence. Students in nursing schools are taught the value of evidence-based practice in delivering high-quality care, as well as the necessity of advocating for nursing research, which is impacted by their research-related attitudes.

However, they seem to have preconceived negative ideas about research. Educating them with clinically valid research findings could reshape their perceptions, and enhance their appreciation of research with the possible of improving the nursing practice [2].

In any field, research is crucial. It opens doors to the unknown, allows one to see the world from many angles, and fosters a deeper comprehension. Research is crucial to success in some fields. Although it may not be strictly required in others, it offers numerous advantages. In order to determine which treatments are more effective for patients, research is crucial in inpatient care as well. It is crucial for both finding new medicines and ensuring that we use current ones as effectively as feasible. It can uncover unknown solutions, bridging knowledge gaps and transforming the practice of healthcare professionals [3].

Nursing, as an evidence-based area of practice, has been developing since the time of Florence Nightingale to the present day, where many nurses now work as researchers based in universities as well as in the health care setting. Research has a greater role to play in nursing. Nursing research provides evidence used to support nursing practices. Research helps nurses regulate current best practices and progress patient care. The findings from peer reviewed studies can correct old misunderstandings, overlay the way for new treatment etiquettes and make new procedure – all which advance patient outcomes [4].

Research is briefly defined as “a systematic inquiry that uses disciplined methods to answer questions or solved problems” Nursing research is an inquiry into professional activities related to nursing interests and responsibilities. Using evidence from nursing research in nursing practice has been emphasized in the literature. Research utilization is of great importance for the next generation of nurses to acquire such skills as conducting research, reading scientific articles, making independent clinical decisions and problem solving. Therefore, creation of interest in nursing research is a priority for nursing schools and nurse educators. International council of nurses has stated that professional nursing can only be achieved by evidence-based practice and emphasized that it is necessary to offer education for research so that research can be conducted, research capacity can be enhanced and nurses and nursing students can evaluate research critically [5].

In order to improve nursing interventions and raise professional practice and patient and family care standards, nursing research is defined as a "systematic inquiry designed to develop trustworthy evidence about issues of importance to the nursing profession, including nursing practice, education, administration, and informatics." Nigeria has the lowest level of nursing research. This has been linked to Nigerian nurses' poor educational attainment because doing high-quality research and advancing evidence-based practice require a university degree [6]. Writing a bachelor's thesis does, in fact, encourage a good attitude toward and involvement in research.

It has been established that Nigerian nurses with bachelor's degree had significantly better perception of research utilization than those with diploma in nursing qualification only It has been observed that only 21% of nurses had conducted research informed by observations in clinical practice, while a meager 4% had published in scientific journals.

In Nigeria, there are only 28 accredited universities offering bachelor of nursing science (BNSc) program compared with 142 and 92 institutions offering diploma in nursing and midwifery programs respectively (Nursing and Midwifery Council of Nigeria). This implies that majority of nurses in Nigeria do not have a bachelor's degree in Nursing. Several studies have assessed the attitude of nursing students towards research [7]. Nonetheless, only one study has assessed the attitude of nursing students towards research in Nigeria. The study however did not employ Attitude towards research (ATR) scale in the assessment nor examined the participation of students in research –related activities.

Undergraduate education has a positive impact on students to acquire a basic viewpoint about research and motivate them to undertake research. The first step into effective utilization of research, which makes great contributions to improvement of nursing, is training for research during undergraduate education. The research course should be incorporated into all undergraduate education program and curricula. So that undergraduate nurses can become an effective reader and put research findings into practices, they should be able to understand research reports, criticize hem and understand stages of research [8].

The future of nursing relies on schools providing students with a strong foundation in research. Given the significance of research in shaping future nursing practices, it is imperative that it be included in the curriculum of undergraduate nursing programs. However, students can fully grasp the concept and value of; nursing research through practical experience. Nevertheless, it has been observed that nurses often struggle to comprehend the relevance of nursing research to their daily work. Additionally, the nursing research course must be prioritized since previous studies have indicated that it is the sot challenging professional nursing course in the undergraduate program for students. Research enthusiasm, research engagement, and the utilization of evidence-based nursing have all been associated with a positive research attitude [9].

Conversely, students find research studies very absurd, strange and abstract. This in turn affects their perception and attitudes towards research studies. The ideal situation would be for all student nurses to possess adequate knowledge and a positive attitude towards research writing, enabling them to effectively integrate evidence-based practice into their future nursing careers. However, the reality is that student nurses in Imo State lack sufficient knowledge and have a negative attitude towards research writing, hindering their ability to critically evaluate the utilize research findings in their practice [10].

This reality has severe consequences, including inadequate preparation for evidence-based practice, limited critical thinking and problem-solving skills, poor research utilization and dissemination, inability to contribute to the advancement of nursing knowledge, and potential compromise in patient care quality. If left unaddressed, these consequences will persist, leading to a lack of evidence-based practice in nursing, limited career advancement opportunities for nurses, inability to address complex healthcare issues through research, poor reputation of the nursing profession due to lack of research involvement, and a widening gap between nursing practice and research [11].

To address this issue, a comprehensive solution is proposed. Firstly, a training program on research writing should be conducted for student nurses, focusing on the fundamentals of research, critical thinking, and scientific writing. Secondly, research writing should be integrated into the nursing curriculum, ensuring that students are exposed to research principles and methods throughout their program; Additionally, mentorship and support from experienced researchers should be provided to guide students in their research endeavours. Encouraging collaboration with other healthcare professionals will also foster a culture of research and learning, finally, establishing a research writing club or organization will provide a platform for students to share their research experiences and learn from one another [12].

If this solution is not implemented, the future complications will be severe. The nursing professional will continue to lack evidence-based practice, leading to poor patient outcomes and a lack of credibility. Nurses will miss out on career advancement opportunities, and the profession will struggle to address complex healthcare issues. The gap between nursing practice and research will continue to widen, hindering the advancement of nursing knowledge. By addressing the knowledge and attitude of student nurses towards research writing, we can equip them with the necessary skills to contribute to the advancement of nursing knowledge and improve patient care.

Materials and Methods

Study Design

The study adopted a descriptive study design it was conducted at Imo State University, Orlu and Emekuku College of Nursing Science's from August to October 2024.

Study Setting

The study was conducted in Imo State University, Orlu and Emekuku college of nursing science located in Imo state a state in Southeastern Nigeria both institutions are licensed and regulated by the nursing and midwifery council of Nigeria (NMCN).

Ethical Approval

Ethical approval for the study was sought for and granted by research committees in Imo State University, Orlu and Emekuku College of Nursing Science. Research protocol participants information sheet, informed consent form and questionnaire were submitted to each community this supports the requests for approval.

Target Population

Target population were diploma nursing students from the grating classes of 2024 Imo State University, Imo State (n=144) and Emekuku college of nursing sciences (n=106). The sampling frame comprised a total of 250 students.

SN	Schools	Numbers of students
1.	Imo State University, Imo State	144
2	Emekuku College of Nursing Sciences	106
Total		250

Instrument of Data Collection

Participants information sheet which contain the purpose of the study and what was expected from participants were distributed through the participants after ethical approval have been granted a period of one hour was then allotted to participants to read and decide whether to participate in the study student students who did not give concept were excluded from the study students who are willing to take part in the study we are giving the and formal consent form to read and sign, and the questionnaires to fill. This student was assumed that their response would be kept confidential and information obtained from them we are used only for its intended purpose participants were assessed in their classroom where the questionnaires were distributed to them. And do push on the ass were retrieved immediately after its completion by the participants.

Instrument of Data Collection

Paper and pencil questionnaire administration were used to collect primary data from this study the questionnaire had the following sessions:

Section A: Socio-demographic that's out of the respondents which contain the age gender institution and level of study (year)

Section B: knowledge of research writing among five (5) question assessing the extent of understanding about research writing by the students.

Section C: Attitude towards research writing among students using (10) ten questions.

Section D: Perceived factors influencing attitude towards research writing using ten (10) questions.

Validation of Instrument

The questionnaire for this study was developed based on a comprehensive literature review aligned with the studies objective and research questions .it was also modified for previously used questionnaires in similar studies to enhance content validity. To ensure it's relevance and accuracy the questionnaire was reviewed and validated by my supervisor before distribution these validation process include both face validation and content validity assessment

Reliability of the Instrument

The reliability of the questionnaire was ascertained using test re-test method of reliability check. Copies of the questionnaire were administered to 20 students from Imo State University, Orlu who was not included in the study and the responses were tabulated. After two weeks, a fresh questionnaire was given to the same group of respondents and their responses were collected and the two variables were correlated using spearman rank correlation which yield a coefficients of 0.81. The questionnaire was therefore adjudged to be reliable.

Statistical Analysis

Data were analyzed using SPSS (v.23). Descriptive analysis of the independent variable were performed using frequencies and percentage. Data on over all attitude of participants towards research were analyzed by assigning a number from 1-4 to each participant's respond to the items on likert the scale, with 1 representing disagreed and 4 representing strongly agree. Participant's scores will be added up for each domain and divided by total available score if all participants score 4 for each item and then multiplied by 100 to get a percentage. the mean percentage will be taken as the overall attitude of participants towards research.

RESULTS

Table 4.1: Socio-Demographic Data

N=100

Variables	Characteristics	Frequency(n)	Percentage (%)
Gender	Male	30	30
	Female	70	70
	Total	100	100
Age in years	16-20	25	25
	21-25	40	40
	26-30	25	25
	31 and above	10	10
	Total	100	100
Level of study (year)	1 st year	20	20
	2 nd year	30	30
	3 rd year	50	50
	Total	100	100
Institution	ICONM	50	50
	Emekuku college	50	50
	Total	100	100

Table 4.1 highlights this will shoot demographic data of the respondents. The data reveal that's the participants are evenly distributed between Imo State University, Imo State (50%) and Emekuku College (50%). This suggests that the sample is representative of both institutions in terms of level of study the majority 50% are in their 3rd year following by 30% in their 2nd year and 20% in their 1st year this indicates that most participants are in the later stage of their nursing program.

The age distribution shows that 40% of the participants are between 21-25 years old why 25% are between 16-20 years old and another 25% are between 26-30 years old. A small proportion (10%) are 31 years old or above. The gender distribution reveals a significant majority of female participants (70%), with male comprises 30% (30/100) of the sample.

Overall, the demographic data suggest that the participants are predominantly female, 3rd year nursing students aged between 21-25 years and evenly distributed between Imo State University, Imo State and Princess College. This demographic characteristic may influence the participant attitude knowledge and receptions of research writing which will be explored in subsequence sections.

Table 4.2: Knowledge of Research writing among Student Nurses.

N= 100

Variables	Frequency(n)	Percentage (%)
Have you ever written a research paper		
Yes	60	60
No	40	40
Total	100	100.0
What is research writing?		
Scientific investigation and reporting	80	80
Gathering information	10	10
Writing essays	5	5
Others	5	5
Total	100	100.0
What are the essential components of research writing		
Introduction		
Literature review	95/100	95
Methodology	90/100	90
Data analysis	85/100	85
Conclusion	80/100	80
Other	90/100	90
	5/10	5
How often do you read research articles?		
Daily	10	10
Weekly	20	20
Monthly	30	30
Rarely	40	40
Total	100	100
Have you received training on research writing?		
Yes	50	50
No	50	50
Total	100	100

Table 4.2 highlights the knowledge of research writing among student nurses a significant majority of participants 60% reported having pyro experience with research writing indicating a solid foundation in research writing activities however 40% lack experience suggesting a need for further training or guidance when asked to define research writing 80% of participants identified it as scientific investigation and reporting the demonstrating is strong understanding of research writing's fundamental purpose. A small proportion 10%, defined it as gathering information, while 5% view it as writing essays, indicating some misconceptions.

Participants demonstrated a good understanding of the essential components of research writing. The vast majority recognized the importance of introductions, with 95% identifying this component. Similarly, 90% acknowledged literature review, 85% identified methodology, 80% of recognized data analysis, and 90% emphasized conclusions. The frequency of reading research article varied, with 10% reading daily, 20% weekly, 30% monthly, and 40% rarely engaged with research articles. This suggests that most participants do not regularly read research articles. retarded training, half of the participants reported receiving training on research writing, while the other half had not.

Overall, the data suggests that participants have some knowledge and experience with research writing but to require further training and guidance to enhance their skills. the findings highlight areas of improvement, including addressing misconception about research writing, increasing regular engagement with research articles, and providing more training opportunities.

Table 4.3: Attitude towards Research writing among Students Nurses.

N=100

Variable	Characteristics				
	SA (%)	A (%)	N (%)	D (%)	Mean
Research writing is essential for nursing practice	42(42)	30(30)	20(20)	8(8)	3.22
I am interested in research writing	18(18)	25(25)	30(30)	27(27)	2.49
Research writing is challenging	22(22)	35(35)	25(25)	18(18)	2.67
I am confidence in my ability to write research paper	12(12)	20(20)	30(30)	38(38)	2.10
Research writing enhances critical thinking	48 (48)	35(35)	10 (10)	7 (7)	3.43
Research writing improves patient care	35(35)	30(30)	20(20)	15(15)	2.95
I enjoy reading research articles	20(20)	25(25)	30(30)	25(20)	2.45
Research writing is relevant to my future career	25(25)	30(30)	20(20)	25(15)	2.65
I feel pressured to participate	8(8)	15(15)	25(25)	52(30)	1.83
Research writing helps me stay updated	40(40)	30(30)	15(15)	15(10)	3.05
Grand Mean					2.74

KEY POINT: SA- Strongly Agree, A-Agree, N- Neutral, D-Disagree

The results of table 4.3 reveal the attitude and beliefs of students nurses towards research writing in the two selected schools of nursing in Imo State.

The students nurses generally recognized the importance of research writing in nursing practice with 72% agreeing that research writing is essential similarly 83% believe research right in enhance created all thinking and 65% think it's improved patient care define in suggest that students nurses value research right is rule in nursing practice however the data also review area of consign only 18% of respondent expressed interest in research rights indicating a lack of enthusiasm. Furthermore, 57% find research rights in challenging and 50% luck confidence in their ability to write a research paper defined things highlights the need for support and training precious of to participate in research writing is another issue with 52% disagreeing with the statement I feel pressured to participate this suggests that some students nurses may feel cold into research find them the elephants of research writing to feature careers receives responses, with 55% agreeing and 25% to disagree Enjoyment of reading research article is also moderates with 45% agreeing.

The grand mean of 2.74 indicates a generally positive attitude towards research writing. However, variations across items suggests just area requiring attention to foster a more positive and supportive research environment.

Table 4.4 Perceived Factors Influencing the Attitude of Students Nurses.

N=100

Variables	Characteristics				Mean
	Extremely Helpful (%)	Helpful (%)	Neutral (%)	Not helpful l (%)	
How helpful is lecture support?	38 (38)	30 (30)	20 (20)	12(12)	3.14
How accessible are research material	22 (22)	25 (25)	30 (30)	23 (23)	2.68
How influential are peers?	15 (15)	20 (20)	30 (30)	23 (23)	2.4
How motivating is the prospect of publication?	28 (28)	25 (25)	20 (20)	27(27)	2.74
How challenging is research writing?	25(25)	30(30)	20(20)	25(25)	2.7
How clear are research writing guideline?	42(42)	35(35)	15(15)	8(8)	3.36
How available are research writing resources?	20(20)	25(25)	30 (30)	25(25)	2.65
How supportive is the research	35(35)	30(30)	20(20)	15(15)	3.05

environment?					
How relevant is research writing to clinical practice?	32(32)	30(30)	20(20)	18(18)	2.98
How confident am I in my research skills?	18(18)	20(20)	30(30)	32(32)	2.44
Grand mean					2.83

The results of table 4.4 reveal the perceived factor influencing the attitude of students' knowledge towards research writing in the two selected schools of nursing lecturers support emerges as a crucial factor, with 68% of respondents finding its strictly helpful or helpful glare is such writing guideline also receive high rating with 77% considering them extremely helpful or helpful. This findings highlights the importance of faculty guidance and clear instructions in fostering positive attitude towards research writing. Accessibility of research materials and confidence in research skills, however, present concerns only 47% find research material assessable, while 50% express neutrality or dissatisfaction. Similarly, 50% of respondents lack confidence in their research skills. These areas require attention to ensure student nurses have adequate resources and skills.

Peer influence and the prospect of publication moderately motivate student nurses, with 45% on the 53% respectively, finding them extremely helpful or helpful. The challenging nature of research writing is acknowledged by 55%, but this does not necessarily deter enthusiasm. Availability of research writing resources and support from the research environment receive moderate written with 45% and 65%, respectively considering them extremely helpful or helpful the relevance of research writing in clinical practice is to organize by 62%.

Notably, the grand mean of 2.83 indicates a generally positive perception of these factors. However, vibrations across items suggests targeted investigations can further enhance students' nurses' attitude towards research writing.

DISCUSSION

According to a distorted review, nursing students at the two chosen schools can essentially claim to know a moderate amount about research writing. Of the participants, 61% reported having a fair understanding of research writing, which is why 21% had good knowledge and 18% had four knowledge. The participants also had the most straightforward and reasonable understanding of concepts related to research writing, such as the significance of research ethics and methodology. But the data also revealed some knowledge gaps: 55% of participants said they had trouble grasping research concepts, and research writing is significantly hampered by a lack of time and resources. According to this conclusion, there are gaps in nursing students' comprehension, especially when it comes to applying research concepts, which explains why they have some knowledge of research writing [13].

According to the study, participants understood the value of research writing in nursing practice and how it related to clinical practice. Additionally, 58% of respondents said that writing research papers enhances critical thinking. This suggests that student nurses have a rational comprehension of the importance of research writing. However, the research also examined their comprehension of certain constraints. Of the participants, 45 percent lacked confidence in their research abilities, and they recognized the need for mentorship, training, and workshops to enhance their research writing abilities. Students' nurses have trouble putting their understanding of research writing and practice into practice, according to the data.

Distort this finding have implication for nursing education the curriculum should be revised to emphasize research writing faculty development program should be implemented to enhance research writing instruction and resources should be allocated for research writing supports by addressing these implications nursing educators can foster a research-oriented culture equipping student nurses with the knowledge, understanding, and skills necessary for evidence-based practice. In a study on the knowledge and attitude of nursing students towards research was conducted by [14] in the source of information, majority 42(42.4%) received information through teachers (59.59%) 59 of the students have adequate knowledge regarding research that this point that 36.36% (36) of the students had moderate knowledge and 4.0 4% (4) of the student had inadequate knowledge regarding research all score show above average in the attitude scale. This shows that they have good knowledge and attitude towards research

The attitude and beliefs of student nurses towards research writing in the two selected schools of nursing in Imo State are complex and multifaceted.

Student students' nurses generally have a nice the importance of research writing and not same practice with 72% agreeing that it is essential. This indicates and understanding of the critical role research plays in informing evidence-based practice. Many students 83% also believed that research writing enhance critical thinking and 65% think it improves patient care. This suggests that student nurses value research writing's potential to improve nursing practice. Additionally, 70% of respondents agree that's research writing helps them stay updated on the latest development and nursing. This highlights the perceived relevance of research writing to their professional growth [15].

However, Negative attitude and beliefs also exist only 18% of students nurses express interest in a research writing indicating a need to stimulate and enthusiasm. Furthermore, 57% find research writing challenging and 50% like confidence in their ability to write a research paper. This highlights the need for support and training. Some students' nurses also feel pressured to participate in research writing with 52% disagreeing with statements "I feel pressure to participate." This suggests that some students may feel coerced into research writing [16].

Regarding the relevance of research writing through their future careers' opinions are divided while is the 55% agree that research writing is relevant, 25% disagree. similarly, 45% enjoy reading research articles while 25 does not.

Defined in half significant implication for nursing education. Educational institution should provide research while training and support to both confidence and address challenges. Strategies to stimulate interest in research writing should also be developed [17].

Furthermore, fostering a culture where research writing participation is voluntary and emphasizing its practical application and really relevance to nursing practice can promotes a more research-friendly environment. By addressing the concerns and leveraging positive attitudes, educational institution can participate cultivate research-friendly culture among students nurses. This can ultimately enhance the quality of nursing practice and contribute to the advancement of the profession. In study by [18] on nursing and made with reach students attitude towards research However they perceived research through stressful, complicated, and difficult and a complex subject. About 63% of participants had positive attitude towards research while 37% have negative attitude Nonetheless only 39% participated in research related activities. Student's participation in research-related activities was low. Nursing and midwifery faculties should adopt measures including research workshops, seminars, and conferences to improve students participation in research.

The Perceived factors influencing the attitude of students nurses who was research writing in the two selected schools of nursing are diverse and interconnected. Lecturer support to stay crucial factor with 68% of respondents finding its extremely helpful or helpful. This underscore the importance of faculty in the guidance and shepherding students nurses attitude towards the research writing. Clear research writing guidelines also receive high ratings, with 77% considering them extremely helpful or helpful. This highlights the need for transparent and well-communicated expectation. The accessibility of research materials is another significant factor, although opinion is divided. Only 47% five research material assessor My 30% remain natural and 23% considered them not helpful. This suggests that improvements in resource availability and accessibility and necessary. Peer influence and the prospect of publication moderately motivates students nurses It's 45% and 53% respectively finding them extremely helpful or helpful. The challenging Nature research writing is acknowledged by 55%, but this does not necessarily deter enthusiasm.

Availability of research writing resources and support from the research environment receive moderate ratings, 45%and 65% respectively. Considering them extremely helpful or helpful. The relevance of research writing to clinical practical is recognized by 62%. Confidence is research skills is a notable concern, 50% of respondents lacking confidence. This highlights the need for targeted training and support to enhance research skills. Data also reveal that student nurses perceive the research environment as moderately supportive, with 65% considering it extremely helpful. However, 15% disagree, indicate room for improvement [19, 20].

The grad mean of 2.83 suggests that student nurses generally received this factors as moderately to highly influential. Defining have significant implication for nursing education The study's findings have implications for nursing education to foster positive attitude towards research writing nursing educators should prioritize lecturers support, provide guideline and contextualize research writing within clinical practice. Additionally, institutions should ensure availability of resources address research writing challenges and promote peer support and mentor-ship programs. By understanding the received factors influencing student's nurses attitude who was research writing nursing educators can develop targeted interventions to promote a research-oriented culture, enhance nursing practice, and ultimately improve patient care [21]. In conclusion, they study provide valuable insights into the complex factor shaping student nurse's attitude towards research writing. By addressing this factor nothing educators can create a supportive environment that encourages students nurses to engage with research writing. Developed their skills and become competent nursing professionals. And study conducted by [20]. On knowledge attitude and factors of nursing students on evidence-based nursing was carried out Majority of students had mobile phone like 9% and internet access at home or in the dormitory 93.9% In addition it was determined that the students used the internet 87.7%112=0.32 minutes per day). Books (79.7%) library (48.6%) and Journals (19.8%) to obtain medical information. When they sub-dimension scores of "knowledge, attitude, and factors of nursing students towards evidence-based nursing scale" were examined sub-dimension with scale in descending order were knowledge (5.27=0.69), future use (4.86=0.63,) attitude (2.66=0.99) and practice (2.59=0.84). Biz on the results it was found that that's nursing students understood the knowledge they gained about evidence based nursing and had the tendency to use this approach in their professional lives, but they were lacking in developing attitudes toward evidence -based nursing and provide clinical guidance for students to access evidence-based nursing practice and transfer these to their respective field of practice [22].

Conclusion

This study provide available insights into nursing students knowledge and attitude towards research writing. Designing indicates that nothing student process moderates knowledge and positive attitude towards research writing, but face significant barriers, including lack of time, insufficient resources, and limited lecturers support. The study highlights the need for integrated research writing instruction Faculty development programs and institutional support to foster research writing engagement among nursing students.

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