

Quality of Nursing Education in the Philippines: The Impact of Nursing Programme Profile

Stella Appiah (✉ stella.appiah@vvu.edu.gh)

Valley View University

Research Article

Keywords: Nursing education programme, Higher educational institutions, Philippines, Quality assurance, Nursing education, Colleges and Universities.

Posted Date: September 28th, 2021

DOI: <https://doi.org/10.21203/rs.3.rs-847625/v1>

License:  This work is licensed under a Creative Commons Attribution 4.0 International License.

[Read Full License](#)

Abstract

Background: The production of nursing professionals who are capable of delivering quality health care services hinges on the quality of nursing education programme. Nevertheless, quality of nursing education programme has always been judged from the point of licensure exams results and calibre of faculty members.

Objectives: To Investigate the impact of profile of nursing education programme such as years of establishment, kind of accreditation agency and level of accreditation on the quality of nursing education programme in the Philippines.

Design: A cross-sectional survey study design was employed in this study.

Study settings and Participants: One hundred and eight-five (185) faculty members in fifteen (15) higher educational institutions in the Philippines were selected for the research using purposive-census sampling. The study was carried out from January 1 to June 30, 2017.

Method: Close-ended structured questionnaires based on study objectives were used to collect data. Frequency and percentages were used to analyse the profile of faculty members whereas weighted means from a four Likert's scale was used to interpret the extent of perceived quality of nursing education programme.

Results: Nursing education programmes offered in the Philippines was found to be of good quality. Years of establishment of nursing education programme showed significant impact on the quality of curriculum and instruction (p-value=0.007), physical structure and equipment (p-value=0.001), student services (p-value=0.001) and admission of nursing students (p-value=0.003) while level of accreditation had significant effect on the quality of administration nursing programme (p-value=0.000), faculty development programme (p-value=0.001), physical structure and equipment (p-value=0.000), student services (p-value=0.001), admission of student (p-value=0.006) and quality assurance system (p-value=0.000) of nursing education programme. However, accreditation agency only had significant impact on quality of admission of students (p-value=0.047).

Conclusion: Profile of nursing education programme had significant impact on some criteria pertaining to the quality of nursing education programme in the Philippines.

Background

The principal objective of nursing education programme is to produce nursing professionals who are capable of delivering quality health care to their patients ¹. This outstanding objective is the reason quality of nursing education programme is placed on top of discussions. Although the global demand for nurses has been very high, there have been a consistently low production of nursing professionals especially in the low-middle-income countries ². The call for increase of the labour force in the nursing

profession should not be the reason for compromising on the quality of nursing education programme because it may be detrimental to the achievement of Sustainable Development Goals (MDGs) ^{3,4}.

The continuous improvement in the quality of nursing education programme is essential, especially in the Philippines where most of the healthcare providers in the nursing profession are exported to developed countries such as the United States of America and Germany ^{5,6}. Nonetheless, most studies conducted to assess the quality of nursing education programme in Philippines and most parts of the world had been based on results of licensure examinations ^{7,8}, where nursing students passing rates of 70% and above classifies the nursing education programme of good quality. This had always provided a one-sided way of assessing and improving the quality of nursing education programme. However, very few studies had looked at the impact of profiles of faculty and higher educational institutions on the quality of nursing education programme as a measure of the quality of nursing education programme ^{9,10}. Additionally, limited studies have also considered factors such as practical exposure of students, programme accreditation and calibre of faculty as measure of quality of a nursing education programme ¹¹.

Building on previous studies ⁷⁻¹⁰, this research investigated the effect of profile of the nursing education programme on the quality of the nursing education programme. The profile of nursing education programme may include how long the nursing education programme has been in existence, agency that offers accreditation for nursing education programme and the level of accreditation status attained by the nursing education programme. This work specifically studied how profile of nursing education programmes operated in higher educational institutions in the Philippines can affect the quality of the nursing education programme.

Ultimately, this research will strengthen quality assurance of nursing education programme and ensures that nursing professionals trained in Philippines and beyond meets the market demand of nurses without compromising on the quality ^{5,6,11,12}. Therefore, the study used quantitative methods to measure the quality of nursing education programme. And also assessed how the quality of nursing education programme can be influenced by the profile of these nursing education programmes ¹³. This was grounded on the null hypothesis (Ho), there is no impact of profile of nursing education programme on the quality of nursing education programme.

Methods

Study Design

The study employed a cross-sectional design. A purposive-census sampling method was employed to recruit one hundred and eighty-five (185) faculty members in fifteen (15) tertiary institutions in achieving this study plan. These two sampling methods complimented each other in the recruitment of study area and participants. Study questionnaire that captured the aim and objectives of the research was used for the research work. A duration of six months, January 1- June 30, 2017 was used to gather data to carry out the study.

Study Area

The research took place in fifteen (15) private-owned higher educational institutions in the central government seat, National Capital Region of the Philippines. Two-thirds of these higher educational institutions had been in existence for the more than forty-five (45) years while the rest had been in operation for less than 45 years. Though seven (7) of these higher educational institutions were under the monitoring of Commission on Higher Education of the Philippines (CHED), eight (8) were accorded an autonomous status by this same regulatory body. One-fifth of the higher educational institutions were properties of non-sectarian private organizations whereas the others were owned by sectarian private organizations. Although this research concentrated on undergraduate nursing education programme, most of the institutions were offering other health-related programmes.

Sampling procedure

The survey considered twenty-two (22) accredited higher educational institutions at the early stage of the sampling; however, fifteen (15) of these institutions approved and allowed their faculty members to take part in the research. Additionally, one hundred and eight-five (185) faculty members including deans, program coordinators and faculty members gave their consent and took part in the survey out of the initial two-hundred and twenty (220) study participants targeted. This reflected study participants' response rate of 84.1%.

Inclusion criteria

All faculty members who had spent at least a year in their educational institutions were recruited to partake in the study.

Exclusion criteria

All other instructors who had not completed an academic year in their educational institutions were excluded from the study.

Tool for Data Collection

A close-ended questionnaire was developed to undertake this survey on quality of nursing education programme. Three (3) areas were taken into consideration in the design of the questionnaire. These were; 1) aim and objectives of study 2) policies and standards of nursing schools in the Philippines and 3) World Health Organization (WHO) guidelines on quality assurance and accreditation of nursing and midwifery educational institutions in the South-East Asian countries. All questions regarding the quality of nursing education programme were measured on a four (4) Likert scale. The mission/vision/goals/objectives, curriculum and instruction, administration of nursing education, faculty development programme, physical structure and equipment, student services, admission of students and quality assurance system were considered in the assessment of the quality of nursing education programme. A pilot study was conducted among nineteen (19) respondents to measure the reliability of

the questionnaire before it was employed for the study. Also, the questionnaire was put to Cronbach's alpha reliability test to determine its consistency and validity. The final result showed .989 given an indication of high consistency and reliability.

Data Analysis

All information in completed questionnaire was entered into Microsoft Excel and later imported into SPSS statistical software version 22 for editing, cleaning and analysis. Frequency and percentage were employed to summarize the profile of faculty members whereas weighted means based on a four-Likert scale was used as an interpretation to the extent of perceived quality of nursing education programme as among faculty members. The following scales were used for assessment of the quality of nursing education programme; 1.00-1.49, 1.50-2.49, 2.50-3.49 and 3.50-4.00 were interpreted as strongly disagree, disagree, agree and strongly agree respectively. One-way ANOVA was used to test for the differences in quality of nursing education programme in the eight (8) thematic areas (mission/vision/goals/objectives, curriculum and instruction, administration of nursing education, faculty development programme, physical structure and equipment, student services, admission of students and quality assurance system) in relation to the profile of nursing education programme. A p-value of less than 0.05 was considered significant in this study.

Results

Profile of Study Participants in Higher Educational Institutions (HEIs)

Most, 121 (65.0%) of the one hundred and eighty-five (185) study participants that were recruited into the study were classified as classroom-clinical faculty members while just 8 (4.0%) were deans of their departments. Also, majority, 73 (39.0%) of study participants had 1-5 years of clinical experience and few, 15 (8.0%) had 16-20 years of clinical experience. Additionally, almost half, 85 (46.0%) of faculty had 6-10 years of teaching experience and about 14 (8.0%) had taught for 16-20 years. (Table 1)

Table 1: Study participants profile in Higher Educational Institutions (HEIs)

Profile of Respondents	Frequency (185)	Percentage (%)
Years of Clinical Experience		
1-5	73	39.0
6-10	47	25.0
11-15	22	12.0
16-20	15	8.0
≥ 21	28	15.0
Years of Teaching Experience		
≤ 5	16	9.0
6-10	85	46.0
11-15	46	25.0
16-20	14	8.0
≥ 21	24	13.0
Job Category		
Classroom faculty	12	6.0
Classroom-clinical	121	65.0
Clinical instructor	22	12.0
Program Coordinator	22	12.0
Dean	8	4.0

Profile of Nursing Education Programme in Philippines

Majority, 9 (60.0%) of the fifteen (15) nursing education programme had been offered for more than 45 years whilst 3 (30.0%) each has been in existence for less than 26 and 36-45 years. Again, a little over half, 8 (53.0%) of the nursing education programme were being accredited by The Philippine Association of Colleges and Universities – Commission on Accreditation (PACU-COA) whereas only 1 (7.0%) was accredited by Association of Christian Schools, Colleges and Universities Accrediting Agency (ACSU-AA). Though, 5 (33.0%) each of nursing education programme had be granted level 1 and level 2 accreditation status respectively, only 1 (7.0%) each of had been accorded candidature and level 4 correspondingly. (Table 2)

Table 2: Profile of Nursing Education Programme

Profile of Programme	Frequency (%)	Percentage (%)
Years of Establishment		
≤ 25	3 (20.0)	20.0
36-45	3 (20.0)	20.0
≥ 46	9 (60.0)	60.0
Accreditation agency		
PAASCU	6 (40.0)	40.0
ACSU-AA	1 (7.0)	7.0
PACU-COA	8 (53.0)	53.0
Level of accreditation		
Candidature status	1 (7.0)	7.0
Level 1	5 (33.0)	33.0
Level 2	5 (33.0)	33.0
Level 3	3 (30.0)	30.0
Level 4	1 (7.0)	7.0

PAASCU - Philippine Accrediting Association of Schools, Colleges and Universities, ACSU-AA - Association of Christian Schools, Colleges and Universities Accrediting Agency, PACU-COA - The Philippine Association of Colleges and Universities-Commission on Accreditation.

Quality of Nursing Education Programme as assessed by study participants

The assessment of the nursing education programme by study participants found an average of the grand weighted mean of 3.84, which indicates participants strongly agreed that nursing programme is of good quality. Nevertheless, administrators who were faculty members rated the quality of nursing education programme higher with a mean of 3.88 compared to a mean of 3.81 by faculty who were just instructors. The quality of the mission/vision/goals/objectives of the nursing education programme was appraised highest with a mean of 3.91 while the least rated was the admission of students with a mean of 3.76.(Table 3)

Table 3: Quality of Nursing Education as Perceived by Faculty Members

Quality Matrix	Faculty		Administrator		Average	
	WM	QD	WM	QD	WM	QD
Mission/Vision/Goals/Objectives	3.89	SA	3.93	SA	3.91	SA
Curriculum and instruction	3.86	SA	3.94	SA	3.90	SA
Administration of nursing programme	3.81	SA	3.94	SA	3.88	SA
Faculty development program	3.84	SA	3.88	SA	3.86	SA
Physical structure and equipment	3.81	SA	3.80	SA	3.81	SA
Student services	3.81	SA	3.96	SA	3.88	SA
Admission of students	3.73	SA	3.78	SA	3.76	SA
Quality assurance system	3.72	SA	3.84	SA	3.78	SA
Grand Weighted Mean (WM)	3.81	SA	3.88	SA	3.84	SA

Legend: 1.00-1.49 Strongly Disagree (SD), 1.50-2.49 Disagree (D), 2.50-3.49 Agree (A), 3.50-4.00 Strongly Agree (SA), Grand Weighted Mean (WM), Qualitative Description (QD)

Difference in Quality of Nursing Educational Program according to Profile of Programme

Significant differences existed in the quality of curriculum and instruction (p-value=0.007), physical development and equipment (p-value=0.001), student services (p-value=0.001), and admission of students (p-value=0.003) in relation to years of establishment of nursing education programme. Also, significant differences existed in the quality of administration of nursing programme (p-value=0.000), faculty development programme (p-value=0.001), physical structure and equipment (p-value=0.000), student services (p=0.001), admission of students (p=0.006) and quality assurance system (p-value=0.000) with respect to level of accreditation of nursing education programme. In contrast, only the quality of admission of students differed significantly (p=0.047) with regards to the type of accreditation agency. (Table 3)

Table 4: Difference in Quality of Nursing Educational Program according to Profile of Programme

Profile of Programme	Quality Matrix	F	p-value	Ho	Interpretation
Years of establishment	Mission/Vision/Goals/Objectives	0.397	0.673	Accept	Not significant
	Curriculum and instruction	5.091	0.007*	Reject	Significant
	Administration of nursing programme	1.181	0.309	Accept	Not significant
	Faculty development program	2.553	0.081	Accept	Not significant
	Physical structure and equipment	7.553	0.001*	Reject	Significant
	Student services	7.315	0.001*	Reject	Significant
	Admission of students	9.915	0.000*	Reject	Significant
	Quality assurance system	2.034	0.134	Accept	Not significant
Accreditation agency	Mission/Vision/Goals/Objectives	0.069	0.933	Accept	Not significant
	Curriculum and instruction	0.031	0.969	Accept	Not significant
	Administration of nursing programme	0.343	0.710	Accept	Not significant
	Faculty development program	0.811	0.446	Accept	Not significant
	Physical structure and equipment	1.250	0.289	Accept	Not significant
	Student services	0.160	0.853	Accept	Not significant
	Admission of students	3.112	0.047*	Reject	Significant
	Quality assurance system	0.005	0.995	Accept	Not significant
Level of accreditation	Mission/Vision/Goals/Objectives	1.652	0.163	Accept	Not significant
	Curriculum and instruction	2.065	0.087	Accept	Not significant
	Administration of nursing programme	14.391	0.000*	Reject	Significant
	Faculty development program	4.592	0.001*	Reject	Significant

Physical structure and equipment	6.883	0.000*	Reject	Significant
Student services	4.484	0.001*	Reject	Significant
Admission of students	3.766	0.006*	Reject	Significant
Quality assurance system	14.431	0.000*	Reject	Significant

The p-values denoted by '*' are significant at a level of $p < 0.05$, H_0 – denotes null hypothesis.

Discussion

Many studies have measured the quality of nursing education programme and related nursing education colleges and universities on the yardstick of licensure examination and calibre of nursing education instructors^{11,14}. A study published recently have also looked at the impact of faculty members' profile including job category, years of clinical and teaching experience on the quality of nursing education programme⁹. The results of this present study uncover the impact of profile of nursing education programme on its quality in terms of mission/vision/goals/objectives, curriculum and instruction, administration of nursing education, faculty development programme, physical structure and equipment, student services, admission of students and quality assurance system.

This study found that majority of nursing education programmes were over forty-five years since its creation and operation in the Philippines. Additionally, all nursing education programmes have been certified by one accreditation agency or the other. Moreover, most of these programmes were within an intermediate level of accreditation. All these factors may have contributed to the high-rate quality of nursing education programme with over 80% average score. On the contrary, this finding was not in coherent with a study done in Indonesia that found nursing education excellence achievement percentage below fifty¹⁵. This difference in quality in these two countries may be due to the difference in criteria used in measuring the excellence of nursing education programme.

Again, this study found that there was significant effect on the quality of curriculum and instruction, physical development and equipment, student services and admission of students of nursing education programme with regards to years of establishment of nursing education programme. This evidence suggests that there may be improvement in quality of curriculum and instruction of nursing education programme after some years of creating the programme because the programme might have gone through various phases of syllabus and teaching development. Also, many tertiary institutions are mostly established without enough infrastructure; however, more facilities are put in place to address and cater for the needs and requirement of the programme with time. The significance of improvement in curriculum and its assessment as well as provision of conducive learning culture and environment including supporting physical infrastructure and equipment are areas mentioned in the recent United Kingdom Nursing and Midwifery Council standards to assess nursing and nursing associate education programmes¹⁶. So, quality in curriculum and instruction, and infrastructure development are expected after many years of establishment of a nursing education programme.

Additionally, student services, admission of students and any interactions related to students are usually made better upon yearly quality assurance methods to receive feedback from students on the nursing education programme. This finding echoes studies that found that personal commitment and support for students accounts for the reason why students stay in the nursing and midwifery education programme to achieved their long life ambition and goals ^{16,17}. Therefore, offering a nursing education programme for more than forty-five may bring significant impact on the quality of curriculum and instruction, physical development and equipment, student services and admission of students.

Although accreditation in the Philippines is voluntary, many institutions avail themselves for accreditation since it forms part of the framework of measuring quality of higher education programme ¹⁸. Therefore, it is was expected as the findings of this study revealed that level of accreditation of nursing education programme has significant influence on the criteria used in the measurement of quality of administration of nursing programme, faculty development programme, student services, physical structure and equipment, admission of students, quality assurance system of nursing education programme. These quality forms the basis of accreditation institutions in the Philippines and other countries ^{16,18,19}. Most accreditation agencies are concern with majority of the quality criteria found to have significant impact on the quality of nursing education programme especially, administration of programmes, faculty development programmes and student services and quality assurance system.

Another result in this study is that the type of accreditation agency had significant impact on the quality of admission of students of nursing education programme. In this current generation, most prospective students sought out for the accreditation status of schools as well as names of institutions accrediting those college or University. This may be a possible reason for the influence of accrediting agency on the quality of admission of students into nursing education programme ²⁰. Also, funding opportunities are mostly available in institutions that are highly accredited to offer specific programmes including nursing education programme. These accredited institutions usually receive regular funding from some federal agencies to fund student's education so prospective students may prefer to go to such institutions to offer nursing education programme.

Conclusion

Nursing education programmes offered in the Philippines was found to be of good quality. Many of the nursing education programmes offered in the Philippines have been in existence for huge number of years and are all accredited by one of the accreditation agencies within Philippines. Most of these institutions had also achieved the minimum standards of accreditation to run nursing education programmes. Profile of nursing education programme such as years of establishment, kind of accreditation agency and level of accreditation had significant impact on the quality of nursing education programme offered in the Philippines.

Recommendation

The study re-emphasizes the need of accreditation for all nursing education programme for the reason that it has significant influences on most of the quality criteria for nursing education programme. It is also important to encourage all nursing education programmes in related institutions to obtain minimum accreditation standard since it ensures quality of the nursing education programme and continuous funding to such colleges and universities for student and faculty development.

Limitation

The use of Likert scale was employed by the study to answer questions pertaining to measurement of quality of nursing education programme; however, study participants may have exercised some form of bias in avoiding extreme answers or intermediate answers, which may not have reflected the situation on the ground. This may be as a result of recall bias or an intentional motive of answering questions.

Declarations

Consent for publication: The author declares her consent for the publication for the study.

Availability of data and materials: The study data and materials are in the custody of the corresponding author and can be made available on reasonable request.

Competing Interest: The author declares no competing interest concerning the publication of the research.

Funding: The author self-sponsored the study.

Author's contribution: The sole author conceptualized, designed, analysed and interpreted the study. The author also prepared the manuscript for publication of the study.

Acknowledgement: The author appreciates the management and faculty of all higher educational institutions in the Philippines for their involvement which made the conduct of the study successful.

Author's information: The author holds a PhD in Nursing Administration from Our Lady of Fatima University, Valenzuela City, Philippines. Dr Stella Appiah is currently a Senior Lecturer and Head of School of Nursing, Valley View University, Ghana. Her speciality is in Nursing Administration, Nursing Research Methods, Family Health Crisis Intervention, Pharmacology and Therapeutics.

Ethical approval

The Research Development and Innovation Centre of Our Lady of Fatima University reviewed and gave ethical clearance before the conduct of the study. Approval was also granted by the ethical review committees of the Higher Educational Institutions of study participants. All methods were performed in **accordance** with the relevant guidelines and regulations.

Consent to participate

An informed consent was also given by study respondents by appending their signature on a written consent form before asked to complete the study questionnaire.

References

1. Jones, D. & Bartlet, A. *The profession of nursing*. (Jones and Bartlet Learning, 2012).
2. Institute of Medicine. *The Future of Nursing: Leading Change, Advancing Health*. 12956 (National Academies Press, 2011). doi:10.17226/12956.
3. United Nations. Sustainable Development Goals, Envision 2030, Good Health and Wellbeing. <https://www.un.org/development/desa/disabilities/envision2030-goal3.html> (2019).
4. Dovlo, D. Migration of nurses from sub-Saharan Africa: a review of issues and challenges. *Health Services Research* **42**, 1373-1388. (2007).
5. Castro-Palaganas, E. *et al.* An examination of the causes, consequences, and policy responses to the migration of highly trained health personnel from the Philippines: the high cost of living/leaving—a mixed method study. *Hum Resour Health* **15**, 25 (2017).
6. Uy, J. R. Germany needs 200,000 nurses—Baldoz. (2016).
7. Bautista, J. R., Ducanes, G. & David, C. C. Quality of nursing schools in the Philippines: Trends and evidence from the 2010–2016 Nurse Licensure Examination results. *Nursing Outlook* **67**, 259–269 (2019).
8. Montegrigo, J. A 15-Year Trend Study of Internationally Educated Nurses' NCLEX-RN Performance. *Nurs Educ Perspect* **42**, 22–28 (2021).
9. Appiah, S. Quality of nursing education programme in the Philippines: faculty members perspectives. *BMC Nurs* **19**, 110 (2020).
10. Appiah, S. Quality of Nursing Education in Philippines: Difference in Quality of Nursing Programme in relation to Profile of Faculty Members. (2020) doi:10.21203/rs.3.rs-25420/v1.
11. Cabanda, E. Higher Education, Migration and Policy Design of the Philippine Nursing Act of 2002. *High Educ Policy* **30**, 555–575 (2017).
12. World Health Organization. Regional Office for South-East Asia. Guidelines on quality assurance and accreditation of nursing and midwifery educational institutions. (2010).
13. Giddens, J. F. Changing paradigms and challenging assumptions: Redefining quality and NCLEX-RN pass rates. *Journal of Nursing Education* **48**, 123–124 (2009).
14. Ironside, P., McNelis, A. & Enright, P. Clinical education in nursing: rethinking learning in practice settings. *Nursing Outlook* **62**, 185–91 (2014).
15. Hidayat, A. A. A. & Uliyah, M. Analysis of Nursing Education Excellence in Indonesia Using Baldrige Criteria. *Creat Nurs* **25**, 275–283 (2019).
16. Glasper, A. How the NMC quality standards assure nursing and nursing associate education. *Br J Nurs* **28**, 528–529 (2019).

17. Cameron, J., Roxburgh, M., Taylor, J. & Lauder, W. An integrative literature review of student retention in programmes of nursing and midwifery education: why do students stay?: Review of student retention in programmes of nursing and midwifery education. *Journal of Clinical Nursing* **20**, 1372–1382 (2011).
18. A Review of the Accreditation System for Philippine Higher Education Institutions. *Philippine Institute for Development Studies* (2015).
19. Arcelo, A. A. Arcelo AA. In pursuit of continuing quality in higher education through Accreditation: the Philippine Experience International. *International Institute for Educational Planning, UNESCO* (2003).
20. Council Higher Education Accreditation. The Importance of Choosing Accredited Higher Education Institutions | Council for Higher Education Accreditation. <https://www.chea.org/importance-choosing-accredited-higher-education-institutions> (2019).

Supplementary Files

This is a list of supplementary files associated with this preprint. Click to download.

- [BMCMedicalEducationStudyInstrument.docx](#)