



## BASIC NURSING PROGRAMME NURSE TUTORS COMPETENCE AND CURRICULUM COVERAGE IN OGUN STATE

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**ABSTRACT:** *Nursing as a profession has the responsibility to education its practitioners bring them specific knowledge they need to practice and produce new knowledge which ultimately will promote health, reduce mortality and morbidity rate.*

*The study seeks to determine the nurse tutors' professional competence by course allocation (anatomy and physiology, foundation of nursing and reproductive health) and curriculum coverage.*

*A descriptive quantitative research.*

*Nurse tutors teaching allotted courses were professionally competent on a high-level note of the mean score of 3.99, 3.90 and 4.23 respectively. Curriculum of basic nursing programme was adequately covered with mean average of 4.09. There was no significant difference in the rating of nurse tutors based on the courses' allocation. There was a significant relationship between professional competence of nurse tutors and content coverage of the courses.*

*The study shows that curriculum is adequately covered and the nurse tutors were professionally competent with significant relationship.*

**KEYWORDS:** Nurse, Competence, Professional, Curriculum, Coverage, Tutors.



## INTRODUCTION

Nursing is one of the independent but complex medical sciences, that if lacks proper educational guidance, may result in irreparable societal damages and academic disbelief (Abolghasemi, Karimi, & Afshar, 2018). Nursing education is a very essential subject of concern given the fact that it plays an imperative role in the formation and strengthening of nurses both in the educational and clinical setting globally (Holland, 2016). Nursing education should occur in active contexts considering the future needs of the community in education and health to have competency-based nursing education (Parvaneh, Elham, & Fatemeh, 2019). According to Aiken, Sloane, Griffiths, Rafferty, Bruyneel, McHugh, Maier, Moreno-Casbas, Ball, Ausserhofer and Serrmeus (2017) nursing personnel with professional qualifications enhances quality and safety of hospital care, prevention of deaths and better patients' outcome. Curriculum implementation is the process of organizing an agreed plan, decision, idea or policy into use through most powerful instructional strategies delivered at the classroom level (Bediako, 2019). The process of acquiring this knowledge is known as curriculum implementation. Curriculum implementation in Nursing education is a stance that would not only avert maternal and infant morbidity and mortality but improves, sustain and promote general population and nation's growth and development (Geller, Koch, Garland, MacDonald, Storey & Lawton (2018). The competency of a nurse is achieved through the implementation of the nursing curriculum of basic nursing programmes as foundation to other areas of nursing practice and specialization.

Nursing is of great impact in public enlightenment, health education and community involvement participation with resultant decrease in morbidity and mortality rate, ultimately increasing life expectancy and quality of life vis-a-vis sustaining the nation's growth. Nursing as a profession is an important entity and a pivot upon which other health professionals rely for positive effect and outcomes. Nursing stands as the centre of healthcare to ensure effective and efficient healthcare delivery, hence contributing to the nation's development. American Association of Colleges of Nursing (AACN, 2019) postulates that globally, nursing constitutes the largest number of healthcare professionals and the most predominant component of any healthcare industry. Unknowingly to many people, their appearance to seek help in the hospital is a call for nursing care. No patient undergoes any procedure or treatment without nursing involvement. Most often a patient may be seen by a physician who prescribes treatment or performs surgical operation under a few minutes or hours as the case may be, the nursing care lasts for days or weeks. It is the nursing care that will determine the success or failure of the physician's action and quality of life to be recovered. It is the nursing care that assumes primary responsibility for delivering interventions in a safe and evidence-based process of enquiry, reporting, and responding to changes in patients' health condition and making the critical minutes to minutes decision that keeps patients alive (Meyer, 2018). Nursing as a profession has the responsibility to educate its practitioners bringing them specific knowledge they need to practice and produce new knowledge which ultimately will promote health, reduce morbidity and mortality rate, increase population health and sustain nation's growth and development. Hence, the study seeks to examine distribution of the nurse tutors by academic qualification, professional qualification, gender, age, ears of experience; determine the nurse tutors professional competence by course allocation (anatomy and physiology, foundation of nursing and reproductive health) and curriculum coverage of basic nursing programme in Ogun State, Nigeria.



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## **LITERATURE/THEORETICAL UNDERPINNING**

### **Professional Competence**

Facilitating the learning of students requires that the nurse tutor be knowledgeable about educational theory and use that knowledge to design student learning experiences; develop skill in using a variety of teaching strategies, including those that integrate technology; and engage in evidence-based teaching practices. A nurse educator, is to develop and maintain expertise in two distinct profession (nursing and education). Hence, a nurse tutor needs to develop excellent oral and written communication (Halstead, 2018). Personal attitude and qualities of a nurse tutor will go a long way to making the curriculum implementation successful. According to Halstead (2018), important nursing faculty roles were attributes such as warmth, trust, respect, patience, and caring. The National League for Nursing (NLN); which is the voice of nursing education globally in agreement with the International Council of Nurses (ICN) developed standards for Core Competencies. These competencies help to promote excellence in the specialty role of the nurse educator. The competencies includes:

#### **Competency 1-Facilitate Learning**

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

#### **Competency 2-Facilitate Learner Development and Socialization**

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. To facilitate learner development and socialization effectively.

#### **Competency 3-Use Assessment and Evaluation Strategies**

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.

#### **Competency 4—Participate in curriculum design and evaluation of program outcomes**

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the healthcare environment.

#### **Competency 5—Function As a Change Agent and Leader**

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

#### **Competency 6—Pursue Continuous Quality Improvement in The Nurse Educator Role**

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

#### **Competency 7—Engage in Scholarship**



Nurse educators acknowledge that scholarship is an integral component of the faculty role and that teaching itself is a scholarly activity.

### **Competency 8—Function within the Educational Environment**

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.

### **Curriculum of Nursing Programme**

According to the Guidelines for Evaluation of Nursing and Midwifery Education and Training (WHO, 2017), the nursing and midwifery school must define the curriculum models and instructional methods employed.

The curriculum content must relate to the philosophy, goals and terminal competencies desired. The nursing and midwifery curriculum relates to national health priorities, community needs, the present and emerging role of the practitioner, and professional and legal requirements for practice. The curriculum and instructional methods should ensure that the students have responsibility for their learning process and should prepare them for lifelong, self-directed learning. Curriculum models would include discipline, system, problem and community-based models, among others. Instructional methods encompass teaching and learning methods. The curriculum and instructional methods should be based on sound learning principles and should foster the ability to participate in the scientific development of nursing as professionals and future colleagues. It is paramount that a balance is maintained between theory and practice as theoretical knowledge helps to provide evidenced based guidance for clinical competence and reflection.

### **List of courses First Year First Semester**

1. Anatomy and physiology 1
2. Foundation of Nursing 1
3. Use of English
4. Applied Physics
5. Applied Chemistry
6. Sociology
7. Introduction to information Communication Technology
8. Nutrition



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### **First Year Second Semester**

1. Anatomy and Physiology II
2. Foundation of Nursing II
3. Medical Surgical Nursing I
4. Primary Health Care
5. Psychology
6. Microbiology
7. Pharmacology I

### **Second Year First Semester**

1. Anatomy and Physiology II
2. Foundation of Nursing III
3. Medical Surgical Nursing
4. Primary Health Care II
5. Pharmacology II
6. Reproductive Health I
7. Biostatistics
8. Research Methodology I

### **Second Year Second Semester**

1. Anatomy and Physiology IV
2. Foundation of Nursing IV
3. Medical Surgical Nursing III
4. Pharmacology III
5. Research Methodology II
6. Community Health Nursing I
7. Reproductive Health II
8. Dietetics
9. Introduction to Medical Sociology
10. Introduction to Seminar presentation/writing of term paper.



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### **Third Year Semester**

1. Medical Surgical Nursing IV
2. Research Project
3. Reproductive Health III
4. Community Nursing II
5. Mental Health Nursing
6. Emergency and Disaster Nursing
7. Principles of Management and Teaching
8. Seminar in Nursing

### **Third Year Second Semester**

1. Medical Surgical Nursing V
2. Reproductive Health IV
3. Research Project
4. Health Economics
5. Entrepreneurship

### **Hospital/community based clinical experience duration**

1. Medical wards 8 weeks
2. Surgical wards 8weeks
3. Pediatric wards 4weeks
4. Theatre 2weeks
5. Intensive Care 2weeks
6. Ophthalmic 4weeks
7. Obstetrics and Gynecology 6weeks
8. Human immunodeficiency virus/Acquired Immune Deficiency Syndrome  
2 weeks
9. Family Planning 1 week
10. Outpatient Department 4weeks
11. Oral Health 1weeks



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12.	Infectious Diseases Centre	2weeks
13.	Orthopedic	2weeks
14.	Mental/psychiatric	6weeks
15.	Special sense	2weeks
16.	Critical care	1week
17.	Accident and Emergency	2weeks
18.	Community Experience	4weeks

## METHODOLOGY

This study adopted the descriptive survey design to determine the nurse tutors professional competence by course allocation (anatomy and physiology, foundation of nursing and reproductive health) and curriculum coverage. The population comprises all the nurse tutors of four basic Schools of Nursing in Ogun State. Three are state-owned and one is faith-based. Three self-developed instruments by the researcher were used to collect data;

1. Nurse Tutors Professional Competence Scale (NTPCS)
2. Curriculum Coverage Scale (CCS)
3. Nurse Tutors Profile Questionnaire (NTPQ)

NTPCS and CCS were designed to determine the nurse tutors' competence by the students in the following courses;

1. Anatomy and Physiology
2. Foundation of Nursing
3. Reproductive Health

NTPQ mainly was used to examine the nurse tutors profile; it consists of their demographic data as well as academic, professional and years of experience information.



## RESULTS/FINDINGS

How professionally competent are the nurse tutors of basic nursing programmes by course allocation?

### Chi square Distribution of Nurse Tutors by Gender, Age, Highest Academic Qualification, Professional Qualification, Years of experience

		Observed N	Expected N	Df	Chi-square	Sig.
Gender	Male	7	20.0	1	16.9000	0.000
	Female	33	20.0			
	Total	40				
Age	26-30 years	5	5.7	6	9.700	0.138
	31-35 years	7	5.7			
	36-40 years	9	5.7			
	41-45 years	10	5.7			
	46-50 years	3	5.7			
	51-55 years	4	5.7			
	56 years and above	2	5.7			
Total	40					
Highest academic qualification	B.Sc	16	13.3	2	1.400	0.497
	PGDE	14	13.3			
	M.Sc	10	13.3			
	Total	40				
Professional qualification	Registered nurse	6	13.3	2	24.200	0.000
	Registered nurse with PGDE	28	13.3			
	Others	6	13.3			
	Total	40				
Years of experience	1-5 years	6	6.7	5	13.100	0.022
	6-10 years	12	6.7			
	11-15 years	11	6.7			
	16-20 years	6	6.7			
	21-25 years	1	6.7			
	26-30 years	4	6.7			
	Total	40				

Looking at Table 4.6, there exists a significant difference (chi-square = 16.900, df = 1,  $p < 0.05$ ) in the distribution of nurse tutors that are engaged in the basic nursing programme in Ogun state based on gender. The difference is in favour of female gender (Frequency count = 33). On a similar note, Table 4.6 indicates a significant difference (chi-square = 24.200, df = 2,  $p < 0.05$ ) in the distribution of the nurse tutors based on professional qualification. The index of





significance of difference is in favour of registered nurse tutors with Postgraduate Diploma in Education (PDE) (Frequency count = 28). The results on Table 4.6 further reveal that the nurse tutors were significantly distributed (chi-square = 13,100, df = 5,  $p < 0.05$ ) across years of experience. A large number (Frequency counts = 23) of the nurse tutors were of years of experience within the range of 6 to 15 years. The null hypothesis in relation to gender, professional qualification and years of experience were rejected.

In contrast, there was no significant difference (chi-square = 9.700, df = 6,  $p > 0.05$ ) in the distribution of nurse tutors by age. The distribution of the nurse tutors by highest academic qualification was also not significantly (chi-square = 1.400, df = 2,  $p > 0.05$ ) different. The null

**Table 4.1a Mean Rating of Nurse Tutors of Anatomy and Physiology Professional Competence**

S/ N	Statement	Mean	S.D	Remarks
1	Attends classes regularly	4.59	.64	High
2	Highlights course(s) outline	4.07	.90	High
3	Follows specified course outline	4.24	.84	High
4	Lectures with instructional materials	4.04	.96	High
5	Engage in practical demonstration	3.99	.96	High
6	Punctual in class	4.43	.83	High
7	Facilitates desired learning	4.05	.82	High
8	Creates opportunities for self-development of learners	4.06	.93	High
9	Uses information technology skilfully to support teaching-learning process	3.83	.97	High
10	Practices skilled electronic communication that reflects self	3.97	.91	High
11	Shows enthusiasm for teaching that motivates students	4.19	.86	High
12	Demonstrates interest in and respect for learners	4.04	.88	High
13	Maintains the professional knowledge-based needed to prepare learners for contemporary nursing practice	3.79	1.11	High
14	Serves as a role model of professional nursing practice	3.78	.96	High
15	Identifies individual student learning styles	3.65	1.05	High
16	Provides resources for diverse learners individual learning needs	3.70	.96	High



17	Engages in effective counselling strategies that meet learners professional goals	3.77	1.00	High
18	Uses extant literature to develop evidence-based assessment	3.89	.90	High
19	Uses a variety of strategies to evaluate learning	3.80	.92	High
20	Provides timely and constructive feedback to learners activities	3.91	.92	High
21	Promotes innovative practices in educational environments	3.91	.92	High
22	Develops leadership skills to shape and implement change	3.90	.96	High
23	Demonstrates a commitment to lifelong learning	4.15	.87	High
24	Mentors and supports student development	3.94	.98	High
<b>Mean Average = 3.99</b>				

**Interpretation Benchmark:** A mean score of 2.5 and above indicates high level of competence while a mean score of less than 2.5 indicates low competence level

Information from Table 4.1a shows that the nurse tutors teaching anatomy and physiology were professionally competent on a high note (Mean > 2.5) given all the items in the scale of measurement. The nurse tutors were found highly competent on regular attendance in class (Mean = 4.59), presentation of course outline (Mean = 4.07), strict adherence to course outline (Mean = 4.24), instructional engagement with instructional materials (Mean = 4.04), instructional engagement using demonstration (Mean = 3.99), punctuality in class (Mean = 4.43) and facilitation of desired learning (Mean = 4.05). A few other areas they were observed with high competent level were skilful use of information technology to support teaching (Mean = 4.06), skilled oral communication that reflects self (Mean = 3.83), skilled electronic communication that reflects self (Mean = 3.97), demonstration of enthusiasm towards teaching (Mean = 4.19), demonstration of respect for learners (Mean = 4.04), demonstration of professional knowledge base required for contemporary nursing practice (Mean = 3.79) and serving as a role model of professional nursing practice (Mean = 3.78).

Other items in the scale for which the nurse tutors demonstrated high level of competence include identification of peculiarities of individual students towards learning (Mean = 3.65), make provisions for individual needs of students towards learning (Mean = 3.70), engagement in effective counselling service with students (Mean = 3.77), use of extant literature to develop evidence-based assessment (Mean = 3.89), use of a variety of strategies to evaluate learning (Mean = 3.80), provision of prompt assessment feedback to students (Mean = 3.91) and promotion of innovative practices among the students (Mean = 3.91). The remaining three areas where the nurse tutors demonstrated a high level of competence were development of leadership skills among the students (Mean = 3.90), demonstration of commitment to lifelong learning (Mean = 4.15) and mentorship of students for professional growth (Mean = 3.94).

**Table 4.1b Mean Rating of Nurse Tutors of Foundations of Nursing Professional Competence**

S/ N	Statement	Mean	S.D	Remarks
1	Attends classes regularly	4.12	.89	High
2	Highlights course(s) outline	4.00	.97	High
3	Follows specified course outline	4.01	.96	High
4	Lectures with instructional materials	3.87	.98	High
5	Engage in practical demonstration	3.81	1.12	High
6	Punctual in class	3.99	.99	High
7	Facilitates desired learning	3.88	.98	High
8	Creates opportunities for self-development of learners	3.74	1.03	High
9	Uses information technology skillfully to support teaching-learning process	3.86	1.04	High
10	Practices skilled electronic communication that reflects self	3.76	1.03	High
11	Shows enthusiasm for teaching that motivates students	4.06	.90	High
12	Demonstrates interest in and respect for learners	3.93	.92	High
13	Maintains the professional knowledge-based needed to prepare learners for contemporary nursing practice	4.01	1.09	High
14	Serves as a role model of professional nursing practice	4.08	.92	High
15	Identifies individual student learning styles	3.75	1.04	High
16	Provides resources for diverse learners individual learning needs	3.79	.99	High
17	Engages in effective counselling strategies that meet learners professional goals	3.83	.95	High
18	Uses extant literature to develop evidence-based assessment	3.80	.98	High
19	Uses a variety of strategies to evaluate learning	3.89	.94	High
20	Provides timely and constructive feedback to learners activities	3.89	.94	High
21	Promotes innovative practices in educational environments	3.85	.95	High
22	Develops leadership skills to shape and implement change	3.93	.92	High
23	Demonstrates a commitment to lifelong learning	3.91	.98	High
24	Mentors and supports student development	3.92	1.00	High
<b>Mean Average = 3.90</b>				

**Interpretation Benchmark:** A mean score of 2.5 and above indicates high level of competence while a mean score of less than 2.5 indicates low competence level

The ratings of nurse tutors of foundations of nursing professional competence by the students show high level of resemblance to similar ratings of nurse tutors of anatomy and



physiology in Table 4.1a. Results indicated on Table 4.1b reveal a high rating of professional competence of nurse tutors of foundations of nursing. Item by item report indicate that the nurse tutors of foundations of nursing were highly professional competent on regular attendance in class (Mean = 4.12), presentation of course outline (Mean = 4.00), strict adherence to course outline (Mean = 4.01), instructional engagement with instructional materials (Mean = 3.87), instructional engagement using demonstration (Mean = 3.81), punctuality in class (Mean = 3.99) and facilitation of desired learning (Mean = 3.88). The ratings of professional competence of the nurse tutors were also high for skilful use of information technology to support teaching (Mean = 3.74), skilled oral communication that reflects self (Mean = 3.86), skilled electronic communication that reflects self (Mean = 3.76), demonstration of enthusiasm towards teaching (Mean = 4.06), demonstration of respect for learners (Mean = 3.93), demonstration of professional knowledge base required for contemporary nursing practice (Mean = 4.01) and serving as a role model of professional nursing practice (Mean = 4.08).

It was further observed that the nurse tutors were of high level of professional competence in identification of peculiarities of individual students towards learning (Mean = 3.75), provisions for individual needs of students towards learning (Mean = 3.79), engagement in effective counselling service with students (Mean = 3.83), use of extant literature to develop evidence-based assessment (Mean = 3.80), use of a variety of strategies to evaluate learning (Mean = 3.89), provision of prompt assessment feedback to students (Mean = 3.89) and promotion of innovative practices among the students (Mean = 3.85). The other items where the nurse tutors demonstrated high professional competence level were development of leadership skills among the students (Mean = 3.93), demonstration of commitment to lifelong learning (Mean = 3.91) and mentorship of students for professional growth (Mean = 3.92).

**Table 4.1c Mean Rating of Nurse Tutors of Reproductive Health Professional Competence**

S/ N	Statement	Mean	S.D	Remarks
1	Attends classes regularly	4.07	.97	High
2	Highlights course(s) outline	3.93	1.01	High
3	Follows specified course outline	4.05	.93	High
4	Lectures with instructional materials	3.83	.99	High
5	Engage in practical demonstration	3.73	1.14	High
6	Punctual in class	4.09	.92	High
7	Facilitates desired learning	3.92	.94	High
8	Creates opportunities for self-development of learners	3.75	.98	High
9	Uses information technology skillfully to support teaching-learning process	4.02	.93	High
10	Practices skilled electronic communication that reflects self	3.64	1.02	High
11	Shows enthusiasm for teaching that motivates students	4.06	.89	High
12	Demonstrates interest in and respect for learners	3.91	.96	High



13	Maintains the professional knowledge-based needed to prepare learners for contemporary nursing practice	3.91	1.22	High
14	Serves as a role model of professional nursing practice	4.09	.89	High
15	Identifies individual student learning styles	3.70	1.06	High
16	Provides resources for diverse learners individual learning needs	3.66	.96	High
17	Engages in effective counselling strategies that meet learners professional goals	3.83	.89	High
18	Uses extant literature to develop evidence-based assessment	3.83	.96	High
19	Uses a variety of strategies to evaluate learning	3.89	.94	High
20	Provides timely and constructive feedback to learners activities	3.94	.91	High
21	Promotes innovative practices in educational environments	3.86	.96	High
22	Develops leadership skills to shape and implement change	3.94	.92	High
23	Demonstrates a commitment to lifelong learning	3.89	.94	High
24	Mentors and supports student development	3.91	1.05	High
<b>Mean Average = 4.23</b>				

**Interpretation Benchmark:** A mean score of 2.5 and above indicates high level of competence while a mean score of less than 2.5 indicates low competence level

The level of professional competence of nurse tutors of reproductive health was high as reflected on Table 4.1c. At item level the competence of the tutors was high for regular attendance in class (Mean = 4.07), presentation of course outline (Mean = 3.93), strict adherence to course outline (Mean = 4.05), instructional engagement with instructional materials (Mean = 3.83), instructional engagement using demonstration (Mean = 3.73), punctuality in class (Mean = 4.09) and facilitation of desired learning (Mean = 3.92). The other items with high competence of the tutors include skilful use of information technology to support teaching (Mean = 3.75), skilled oral communication that reflects self (Mean = 4.02), skilled electronic communication that reflects self (Mean = 3.64), demonstration of enthusiasm towards teaching (Mean = 4.06), demonstration of respect for learners (Mean = 3.91), demonstration of professional knowledge base required for contemporary nursing practice (Mean = 3.91) and serving as a role model of professional nursing practice (Mean = 4.09).

A few other areas at which high competence level was recorded for the nurse tutors were identification of peculiarities of individual students towards learning (Mean = 3.70), provisions for individual needs of students towards learning (Mean = 3.66), engagement in effective counselling service with students (Mean = 3.83), use of extant literature to develop evidence-based assessment (Mean = 3.83), use of a variety of strategies to evaluate learning (Mean = 3.89), provision of prompt assessment feedback to students (Mean = 3.94) and promotion of innovative practices among the students (Mean = 3.86). Further, the nurse tutors were highly competent in development of leadership skills among the students (Mean = 3.94), demonstration of commitment to lifelong learning (Mean = 3.89) and mentorship of students for professional growth (Mean = 3.91).



To what extent is the curriculum of basic nursing programmes covered?

**Table 4.3 Mean and standard Deviation indicating Coverage of Nursing Programme Curriculum**

S/N	Statement	Mean	S.D	Remarks
1	Anatomy and physiology	4.14	.94	High
2	Foundations of nursing	4.10	.86	High
3	Reproductive health	4.06	.94	High
4	Primary health care	4.12	.88	High
5	Medical surgical nursing	4.07	.88	High
6	Clinical experience	4.18	.86	High
7	Examination as scheduled	4.07	.96	High
8	Planned co-curricular activities	4.07	.90	High
9	Scheduled social activities	3.96	.94	High
<b>Mean Average = 4.09</b>				

**Interpretation Benchmark:** A mean score of 3 and below is considered as low extent of coverage while a higher mean score that is above 3 is considered as high

The extent of coverage of the curriculum of basic nursing programmes in Ogun state was on a high side given the results presented on Table 4.3. Specific analysis of courses and activities of the programme reveal that the extent of content coverage of anatomy and physiology (Mean = 4.14), foundations of nursing (Mean = 4.10), reproductive health (Mean = 4.06), primary health care (Mean = 4.12), medical surgical nursing (Mean = 4.07) and clinical experience (Mean = 4.18) was high. In the same vein, complimentary activities which are examination on schedule (Mean = 4.07), co-curricular activities (Mean = 4.07) and scheduled social activities (Mean = 3.96) received a high degree of attention.

**Research Question Four:** To what extent are the training modules for basic nursing programmes adequate?

**Table 4.4 Mean and Standard Deviation indicating Adequacy of Basic Nursing Training Modules**

S/N	Statement	Mean	S.D	Remarks
1	Adequate course outline sequence for the training	3.67	.94	High
2	Each course learning objectives discussed	3.94	.93	High
3	Courses completed as specified per semester	3.98	.94	High
4	Adequate practical demonstration of classroom instructions	3.57	1.16	High
5	Adequate instructional materials available for classroom instructions	3.92	.90	High
6	Adequate Textbooks listed for the programme	3.98	.98	High
7	Audio-visual available	3.98	.94	High
8	Attends clinical posting as specified	3.83	1.03	High
9	Clinical posting commensurate with programme objectives	4.07	.91	High
10	Clinical posting appropriate with classroom instruction	3.96	.99	High



11	Students exposure to practical experience in clinical area	4.26	.89	High
12	Adequate demonstration of practical competence	4.21	.80	High
13	Students examinations reflect learning outcomes	4.03	.88	High
14	Examination questions reflect classroom instruction	3.89	.96	High
15	Teaching methods enhance learning	3.92	.97	High
<b>Mean Average = 3.95</b>				

**Interpretation Benchmark:** A mean score of 3 and below is considered as low extent of adequacy while a higher mean score above 3 is considered as high.

The adequacy of the training modules by the rating of the students indicated on Table 4.4 was high (Mean Average = 3.95). High mean ratings of 3.67, 3.94, 3.98, 3.57, 3.92 and 3.98 were recorded for appropriate sequence of course outline, appropriate time allotted for training, specification of learning objectives module by module, timeliness of courses, practical demonstration of instruction, appropriate mix of practical and other instructional approaches and adequate supply of instructional materials respectively. The other items on which the training modules were rated high include optimum listing of reference texts (Mean = 3.83), specification of audio-visual activities (Mean = 4.07), provision for optimum clinical posting (Mean = 3.96), clinical posting being commensurate with programme objectives (Mean = 4.26), clinical posting appropriate with classroom instruction (Mean = 4.21), provision for demonstration of practical competence (Mean = 4.03) and students' evaluation reflecting learning outcomes (Mean = 3.89) and training methods appropriateness for learning (Mean = 3.92).

## DISCUSSION

The findings of research question one revealed that the nurse tutors teaching anatomy and physiology, foundation of nursing and reproductive health were rated highly competent. The nurse tutors demonstrated professional competency for basic nursing programme training by attending class regularly and punctually. The nurse tutors also demonstrated competency by strictly adhering to the course outline, engaging in and demonstration of the use of instructional materials and facilitation of desired learning. Skills such as use of information technology to support teaching, use of oral communication that reflect self, electronic communication, enthusiasm towards teaching, respect for learners, and serving as a role model for learners was ascertained by Halstead (2018). It was also evident that nurse tutors for anatomy and physiology, foundation of nursing and reproductive health were also of professional competence in identification of individual students' peculiarities towards learning, provisions for individual needs of students towards learning, utilization of effective counselling service with students, use of extant literature to develop evidence-based assessment, use of a variety of strategies to evaluate learning, provision of prompt assessment feedback to students and promotion of innovative practices among the students. The nurse tutors also demonstrated a high professional competence level in the development of leadership skills among the students, commitment to lifelong learning and mentorship of students for professional growth. As a requirement for an individual to qualify to teach as nurse tutor in School of Nursing must possess in addition to BNSc, postgraduate diploma in education even though specialized professionals such as anatomist and nutritionist were also employed to teach student nurses.



there was adequate coverage of the curriculum for the basic nursing programme in Ogun State. The responses revealed that the curriculum was given high level attention and the same complied with courses such as anatomy and physiology, foundation of nursing and reproductive health. Clinical experience was also given attention with other areas such as conducting examinations as scheduled; which helps to make judgement and decision about students' performance. Other areas of the curriculum that were covered are co-curriculum activities such as students unionism, inter school games and debate along with other scheduled social activities received high attention and were well covered.

### **IMPLICATION TO RESEARCH AND PRACTICE**

The study provides a platform for determination of nurses tutors professional competency, create awareness on curriculum coverage and add to data for further research and knowledge; has there been paucity of empirical evidence on curriculum coverage of basic nursing programme.

### **CONCLUSION**

The nurse tutors of the basic nursing programme in Ogun state were highly competent and the curriculum adequately covered.

### **FUTURE RESEARCH**

Evaluation of nursing curriculum coverage to ensure its meeting the purpose it set to accomplish and the societal needs. There is also a need for a replication of the study in other states of the federation using the same variable as recommended.

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