

A critical evaluation of Nursing education in Nigeria: A literature review

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ABSTRACT

Objectives: The nursing education in Nigeria have experienced upheaval in its history and development. the aim of this study is to review the historical development of Nursing education in Nigeria, various reforms in educational development, and challenges hindering the development of Nursing education and professionalism in Nigeria.

Design, Data sources and Methods: A broad search of the English literature was carried out, incorporating both electronic and manual components from Web of Science, Pub Med, Scopus, Science direct and Google Scholar as well as papers presented from the Conferences, with emphasis on historical development of Nursing education, and reforms which were published between 2012 and 2017. The results of the investigations among the searched literature were summarized.

Search Strategy/Result: The search generated 3290 articles. After title screening, abstracts screening and exclusion of articles which did not conform with inclusion criteria and articles published in a language other than English language as well as duplicated articles, out of which 3,273 articles were excluded, 17 relevant literatures were selected, and 2 grey articles presented in the conferences related to the subject were selected for the review. Furthermore, the references of the articles were examined in an effort to find additional articles related to the subject under review and, only three articles were discovered.

Conclusions: Evaluation of nursing education in Nigeria has to take care of all the relevant areas like national needs, consultations from expertise of other nationalities and educational reform entails commitment, practicability, sustainability and quest for development that would make it desirable and useful to the society. Nigerian must plan its education and implement it in such a way that it is with full commitment and good sense of direction that will go a long way to benefit its citizens.

Keywords: Nursing education, Historical evolution of Nursing, educational reform and Challenges in Nigeria.

INTRODUCTION

Education can be described as the formal process by which a profession or society transmits its knowledge, skills, customs, and values that's accumulated from one generation to another. Nursing Education on the other hand is the composition of theoretical and practical training provided to nurses with the purpose of preparing them to be a competent, vibrant and quality professionals. It consists of a body of knowledge, skills, attitudes, values, and habits that is delivered to learners in various settings. These settings include classrooms, clinical training in demonstration/simulation laboratories as well as in real client/patient care environment where the nurse-client relationship occur [1], [2]. The basic nursing education according to International Council of Nurses (ICN) is a formally recognized programme of study which provides a broad and

sound foundation of practice of nursing and for post basic education which develops specific competency [1]. Sophisticated technologies and society's orientation to health and self-care are rapidly causing educational needs of nurses to grow thereby requiring nurses to possess increasing knowledge, clinical competency, greater independence, and autonomy in clinical judgment [3]. This development is good as better educational preparation of Nurses will lead to better performance. It is well known that University education is the key to the growth and development of any profession, nursing education programmes in many parts of the world are offered at universities and colleges affiliated to Universities. "the wealth of any nation depends on the health of that populations, and the health of the populations depends on nursing" as stated by Judith Shamian, ICN President, 2017. this is buttressed by the statement made by the World Health Organization

(W.H.O)' Director General (Margaret Chan, 2015) "that for any sustainable change agenda in the health care system to succeed and effective, nurses are to be placed at the centre of the change agenda. Especially as the health care knowledge and techniques are rapidly expanding and the health need is becoming increasingly complex, there is need for the health care consumer to be able to receive safe, qualitative, efficient, and effective care that is timely and patient centred [4]. I personally recommend the starting point of entering into Nursing practice should be Bacalaureate as recommended in this convention where it was suggested that all country should adopt the Geneva Declaration of the SIDIEF which urges all the francophone countries to introduce university nursing education into their system for nurses and make Bacalaureate graduate as an entry requirement for the nursing profession in Nigeria [5], [6], [7]. But, other studies shows that, necessary competencies are still lacking among graduates nurses, these may be due to lack of strategic leadership to drive transformation agenda, as well as unresponsive curricula, shortage of nursing faculty member and inadequate teaching and learning resources [1], [5], [8], [9], [10], so the Nursing and Midwifery Council of Nigeria took cognizance of the National Policy on Education in developing sound educational principles essential to the preparation of nurses to function independently and/or as members of interdisciplinary and inter-sectoral teams [11]. There are too many challenges bedevilling nursing education in Nigeria, these and many more is that multi-ethnicity, lack of political will by the government to set things right, poor funding, etc. For us to tackle the enumerated problem, it's essential to know and understand the background of the setting. Nigeria is a multicultural and multilingual country with about 489 different ethnic groups and languages divided into 36 states and federal capital territory (F.C.T.) and 774 Local government areas (LGAs) [12]. These diversities made the history of education and that of nursing education complex because of diversified cultural background, norms and value system [5], [12], [13], [14], [15], [16], [17], [18], [19]. These problems enumerated above influence the researchers to explore the literature for this study. The aim of this study is to review the historical development of Nursing education in Nigeria, various reforms in educational development, and the challenges hindering Nursing professionalism in Nigeria.

METHODOLOGY

A literature search was performed on the nurses' education in Nigeria, which was assessed under two main categories – Nursing education and educational reforms in Nigeria. The articles were identified through extensive searches of Pub Med, Web of Science, Scopus and Science direct as well as papers presented from the Conferences organized by Nurses and WHO report on Nurses with keywords: Nursing education; historical evolution of Nursing; educational reform; Challenges; Nigeria. The inclusion criteria identified were; titles and abstracts related to nursing education and nursing educational reforms, and challenges in Nigeria with emphasis on historical development of Nursing education, and reforms as well as challenges which were published between 2012 and 2018. The search generated 3,290 articles. 2,219 from PubMed; One hundred 190 from web of Science; 554 from Scopus and 327 from Science direct. Out of which 2,895 titles of articles were excluded because either they did not address nursing education or the article were published in a language other than English language, 343 were excluded either because they did not address challenges or that they did not address Nigeria which is the context of this research and the abstracts of the remaining articles were screened, 35 articles of which were excluded because of duplication. After abstracts screening 17 relevant literatures were selected, Furthermore, the references of the articles were examined in an effort to find additional articles related to the subject under review, only three new articles were discovered. We also searched for the paper presented in the conferences related to the subject, and two grey articles was added.

LITERATURE REVIEW

Historical evolution of Nursing education in Nigeria.

Professional nursing development in Nigeria followed a similar track like the other parts of the world. Nothing was known about nursing in Nigeria during the pre-colonial era [11]. The evolution of nursing finds its way to Nigeria through migration of nurses in evangelization and exploration during Colonial era through instructions from expatriate i.e. the early missionaries who arrived in Nigeria in the early nineteenth century, Professional nursing and education in Nigeria evolved from experimentation in the care of the sick and wounded to augment the medical efforts in their various mission post. These mission posts formed the nucleus of the several training schools for professional nurses and

midwives in Nigeria that metamorphosed from the apprenticeship to the Florence Nightingale's nursing education model during the colonial era [2], [11]. The schools were hospital based and offer a diploma certificate in Nursing. From the beginning of the post-colonial era to date, the diploma nursing program has continued to thrive, which marks the beginning the era of the university-based nursing education (degree) programs in Nigeria. health Institutions started springing up either as dispensaries, medical missions or military camps. Some examples are listed below;

Massey Street Dispensary in Lagos, Lagos state (1903).

Medical Mission under a shed within Methodist church premise, Wesley Guild, Ilesa, Osun state.

Military Dispensary in Itu, Rivers state.

Military hospital, Jebba, Kwara state (1897) [1], [2].

Formal training of Nurses in Nigeria started in 1940

with the approval of five mission hospitals in 1938.

They are: Holy Rosary Hospital School of

Midwifery, Emekuku; Saint Philomena Maternity

Hospital School of Nursing, Benin City, Edo state in

1941; School of Midwifery Methodist Hospital,

Uburg, Uyo in 1945; School of Nursing, Anua Uyo

in 1947; School of Midwifery, Saint Lukes Anua,

Uyo in 1947; School of Psychiatry, Lantoro in 1944,

followed by School of Psychiatry Yaba and School

of Psychiatry Calabar [1], [11], [12], [20], [21].

The midwifery council was established in 1930 and

in 1945 the colonial administrator approved the

establishment of the nursing council to streamline

and supervise the training of nurses and also

register them for practice in Nigeria. August 1947,

the Nursing Council was inaugurated with specific

responsibilities as follows:

To determine the minimum educational

requirements for student nurses.

To design the syllabus for training and maintain

standard in nursing care delivery

And to decide the length of training for student

nurses [1], [3], [19], [20], [21], [22], [23], [24], [25].

As the demand for university education in Nigeria

increased significantly over the years, the

establishment of many universities between the

year 2001 and 2005, the total number of universities

in the country increased from 51 to 80, and 142 by

2015 [26], [27]. The tremendous move of Nursing

education into the University was seen in 1965 with

the establishment of the Department of Nursing at

the University of Ibadan, Nigeria with the aim to

produce teachers and administrators in the

profession [11].

Currently, there are twenty-four (24) accredited

Departments of Nursing in Nigerian Universities,

six (6) of which are running Post Graduate

Programmes in Nursing. The Six (6) Nigerian Universities running post graduate programs include: University of Ibadan, Oyo state; Obafemi Awolowo University, Ile-Ife, Osun state; Ahmadu Bello University, Zaria, Kaduna State; University of Calabar, Cross river state; University of Nigeria, Enugu Campus, Enugu state and Babcock University Ogun State [1], [12], [21], [25], [28].

Educational reforms in Nigeria

The first formal system of education was 8-6-2-3 system (i.e. 8-years Primary; 6-years Secondary; 2-years higher school certificate and 3-years University) was changed in 1954, by the colonial masters (British) after serious agitation by the Nigerian give rise to a new system 6-5-2-3 (i.e. 6-years Primary; 5-years Secondary; 2-years higher school certificate and 3-years University). In 1976, there was clamour for the change of the existing system was changed to Universal Primary Education (UPE) which give rise to 6-3-3-4 system (i.e. 6-years Primary; 3-years Junior Secondary; 3 years Senior Secondary; 4-years University). Currently, due to the ineffectiveness of the straight 6-3-3-4 educational system give birth to Universal Basic Education (UBE) system, the UBE programme has the first nine years merged under Basic Development (Early Childhood Care and Development, Primary and Junior Secondary) followed by another 3 years of senior secondary school, and 4 years of university education (9-3-4 system). This provides free and compulsory education to every Nigerian child for nine years [12], [16], [26], [27], [29].

The regulation and quality maintenance of the education system in Nigeria is the statutory mandate of three regulatory agencies which are the: National Universities Commission (NUC), National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE).

National Universities Commission (NUC) was established in 1962 as an advisory agency to the Federal Government on the financial needs and development of university education in Nigeria. However, following the enactment of Decree No. 1 of 1974, it gave the commission the responsibilities to coordinate, develop and finance Nigerian Universities [30].

The National Board for Technical Education was established by Act 9 of January 1977. The Federal Government enacted Act 16 on Education at the National Minimum Standards and Establishment of Institutions Act which was later amended and extended to include accreditation of academic programmes in all Technical and Vocational

Education (TVE) institutions and empowered them to be able to recommend the establishment of private Polytechnics and Monotechnics in Nigeria [11], [24], [26], [30].

Challenges of Nursing education

The challenges of nursing education in Nigeria is so enormous as they stem from Content-overload curricula which is fragmented, outdated and static, here, there is hardly curriculum update owing to the fact that there are two systems that produces Nursing in Nigeria: Nursing training from the Universities that produces University graduate and hospital based training school who trains the Diploma nurses. This dichotomy brings about serious disintegration, inability to update curriculum, unhealthy rivalry between graduate nurses and diploma nurses, which result to intra-professional dilemma and poor collaboration, Lack of cooperation and professional internal cohesion that led to external aggression and infiltration into the professional autonomy [1], [2], [3], [9], [12]. Another challenges is Poor funding, either due to lack of political will on the part of the government to fund the educational system in general and nursing education in particular, this affect the facility so much that most of the educational instrument are not available, academic staff Union of the universities (ASUU) an academic body saddled to ensure the quality of education and the staff welfare went on strike for several months at different times, but the government were still dragging leg as to do the needful. This development has resulted to the situation where the instructor has to improvise and keep improvising for most instructional material that the student only knows those things in their imaginary memory down to the hospitals which were poorly equipped resulting in a system that produce ill-equipped graduates that mismatch competencies to patient and population

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needs, episodic encounters to patient rather than continuous and holistic care that improve quality of health care and patient satisfaction [1], [2], [7], [11], [12], [26], [31], [32], [33].

Another challenges of Nursing education are shortages of faculty member and poor staffing: This lead to excessive work overload and burn out which consequently affect the attention and the quality time enjoyed by the student with their instructor which in turn affect the quality of the product (graduate) produced in that circumstances [1], [11], [12], [20], [34], [35].

Other challenges include lack of continuing nursing education enshrined in the system [1], [36], [37], as well as Government's lack of political will to formulate and implement policies that improve the quality of nursing education [1], [2], [31], [38].

Conclusion

Evaluation of nursing education in Nigeria has to take care of all the relevant areas like national needs, consultations from expertise of other nationalities and educational reform which entails commitment, practicability, sustainability and quest for development that would make it desirable and useful to the society, Nigerian people and the world at large. Nigerian must plan its education and implement it in such a way that it is with full commitment and good sense of direction that will go a long way to benefit its citizens, just like it is said that, a reform can only be good when it is done with proper and adequate implementation.

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