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# **16TH EDITION LAUTECH JOURNAL OF NURSING**

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2. The LJN has the tripartite mission of:
  - (a) Promoting a culture of excellence in Nursing Research.
  - (b) Encouraging the exchange of profound and innovative ideas capable of generating creative practice in nursing research practise.
  - (c) Disseminating information on nursing related development that are not usually easily available to academics and practitioners.
3. The Journal will accordingly encourage the publication of the following categories of papers.
  - (a) Research papers that move away from orthodoxy and which really break new grounds in terms of methodology and findings.
  - (b) Essays and issues papers that contribute to reorienting received ideas, values and practices.
  - (c) Documents emanating from national and international conferences, as well as from largescale research work that emerging trends and thinking in nursing related development.
4. LJN is published biannually in any area of nursing interest or relevant to needs of academics and practitioners.

In this edition, nineteen (19) manuscripts scale through the eye of the needle of the Editor-in Chief. The title of the papers in this edition are: Assessment of client satisfaction with contraceptive services in public health care facilities in Zamfara State, Nigeria; Sociocultural and economic determinants of open defecation practices in Kano State, Nigeria; effect of simulation based training on midwives' skills in managing retained placenta with umbilical vein oxytocin injection in health facilities, Osun State, Nigeria; Nurses Level Of Preparedness In Management Of Patient With Viral Hemorrhagic Fever In Emergency Ward In University Of Ilorin Teaching Hospital, **Nigeria**; Nursing Education: A Sine Qua Non For Addressing The Healthcare Demands Of The 21<sup>st</sup> Century; Influence Of Nursing Training On Their Competency In Selecting Wound Dressing Materials At A Secondary Health Facility In Ilorin, Kwara State, Nigeria; Prevalence And Outcome Of Malaria Infection Among Children Below 11 Years In A Tertiary Healthcare Facility In Benin City From 2018-2020; Factors Influencing Prevalence Of Gender Based Violence Among Men And Women In Bagudo LGA Kebbi State, Nigeria; Knowledge Of Health Implications Of Rape And Associated Factors Among Male Undergraduates In Ahmadu Bello University Zaria, Nigeria; Quackery In Nursing, The Causes, Effects And Control Measures: The Nigeria Experience; Knowledge, attitude and practice of injection safety among nurses in Nigeria: a case study of University of Ilorin Teaching Hospital Ilorin, Kwara State, Nigeria; Awareness Of Computer Vision Syndrome Among Staff Of Information Communication And Technology Unit Of University Of Benin Teaching Hospital, Benin City, Edo State, Nigeria; Utilization Of Personal Protective Equipment Against Organic Dusts Among Poultry Farmers In Ona-Ara Local Government Area, Ibadan, Nigeria; Predictors Of Surgical Site Infection Amongst Post Operative Patients In Federal Medical Centre Lokoja, Nigeria; Evaluation Of The Involvement Of Nurses In Policies And Policy Formulation In Nigeria; Determinants of Stress and Coping Mechanisms among Nurses in Aminu Kano Teaching Hospital, Kano State, Nigeria; Influence Of Nursing Training On Their Competency In Selecting Wound Dressing Materials At A Secondary Health Facility In Ilorin, Kwara State, Nigeria; Adaptation To Stress And Academic Performance Of Students In Nursing Institutions In Oyo State, Nigeria; Medication Adherence And Quality Of Life Of Hypertensive Patients Attending Selected Hospitals In Port Harcourt, Rivers State, Nigeria; Perspectives Of Youth On The Legalization Of Abortion In North Central Nigeria.

## **EDITORIAL DESK**

Welcome to LAUTECH Journal of Nursing!

LAUTECH Journal of Nursing focus on but not limited to research findings in the different areas of Nursing: Nursing Care, Nursing Education, Medical Surgical Nursing, Maternal and Child Health Nursing, Community Public Health Nursing, and Psychiatric/Mental Nursing. This journal is published to promote quality scholarly writing and hence instigating and generating vibrant discourse in the different areas of nursing. Apart from providing an outlet for publications of research findings, it offers opportunities for professionals and students to disseminate their views or position on topical issues and emerging theories within the scope of the journal. The Journal is peer reviewed by seasoned scholar. Eighty authors have contributed in one way or the other to the thirteenth edition of the journal.

In this regard, the journal welcomes articles from individuals and corporate organisations for the sixteenth edition. Interested contributors may forward copy of their manuscript; computer-typed in double line spacing, using Times New Roman 12 point font, with abstract not more than 300 words on a separate page. Manuscript should not be more than 15 pages and sent to [doctoradeyemo@yahoo.com](mailto:doctoradeyemo@yahoo.com) or [lautechjournal@gmail.com](mailto:lautechjournal@gmail.com).

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# NURSING EDUCATION: A SINE QUA NON FOR ADDRESSING THE HEALTHCARE DEMANDS OF THE 21<sup>ST</sup> CENTURY

YETUNDE KEMI TIMOTHY & AHAIWE, CHINEDUM. I.

## ABSTRACT

*With advancement in healthcare technology and genomics, increasing elderly patient population, revolution in illness-disease pattern, increased healthcare service cost, easy public access to health information and heightened awareness of right to quality health among the clients as well as increased risk of litigation, there is a resultant high expectation and demand on all service providers in the healthcare system especially nurses. Accordingly, the jurisdiction and scope of nursing practice are enlarging worldwide to meet the twenty first century demand in the healthcare industry. Ensuring quality education for practicing nurses or potential nurses is critical in order to empower these individuals to handle the 21st century healthcare service demand. Meanwhile, the pedagogy adopted by nursing educational system in Nigeria is that of teaching model characterized with limitations. There is a need for Nigeria nursing educational system to adopt a mix of pedagogies to facilitate preparation of highly competent nurses for the demanding and evolving climate of healthcare system. The objective of this article is to introduce adoptable result-oriented pedagogies with learners at the central focus. Conclusively, these learner-centered learning pedagogical approaches embrace the global best practices in education for preparing highly skillful and knowledgeable nurses who will take the 21st century challenges by the horn and respond effectively. It is therefore, recommended that these instructional approaches be integrated into Nigeria nursing education teaching methodology.*

**Keywords:** Pedagogy; Nursing Education; Healthcare Industry; Learner-Centered

## INTRODUCTION

Healthcare industry has experienced a drastic change in this 21st century, placing a high demand on all service providers in the healthcare system especially nurse. Factors responsible for this evolving face of healthcare system include advancement in healthcare technology and genomics, increasing elderly patient population, revolution in illness-disease pattern, increased healthcare service cost, easy public access to health information and heightened awareness of right to quality health among the clients as well as increased risk of litigation (Ayandiran, 2016; Porter-O'Grady *et al.*, 2001; Ayandiran *et al.*, 2013). Presently, the drivers of healthcare system are no longer seen as providers of health service but the consumers as they determine the direction and the destination of the industry (Porter-O'Grady, 2001). Remarkably high are the expectations, pressure and demand for excellence and quality service from healthcare industry and healthcare professionals by the consumers in this 21st century. Patients and their relatives now perceive themselves as 'consumers' and the hospital as service organization while the health professionals are the providers. Given this, nursing care is perceived as a service purchasable by the providers while nurses are the marketers of the service (Agbedia, 2012). Therefore, to offer marketable services fit for the evolving healthcare milieu, competent marketers must be available.

Porter-O'Grady (2001) envisaged a future where technology and genomics would have transformed the healthcare delivery system

such that anticipatory treatment, not symptomatic treatment would be the top priority and where traditional nursing care otherwise known as nursing tasks would no longer be in demand but evidenced based nursing. According to this author, nurses in adaptation to this change would have to assume leadership role within the healthcare system and nursing care would be based on critical thinking, assessment and judgment for the profession to preserve its relevance within the system. His projections several years back are however gradually unfolding into reality today and the unstoppable change in the healthcare sector industry and demands are progressive and becoming more complex. In cognizance of this, the jurisdiction and scope of nursing practice are enlarging worldwide (Rosa *et al.*, 2019). Essentially, to meet the twenty first century demand in the healthcare industry, proficient nurses who can conveniently function, manage, compete and lead in the competitive, information, communication and technology-driven healthcare industry are needed. To accommodate this expanded role, nursing educational system needs to brace up and fill in the gap (Porter-O'Grady, 2001). Ensuring quality education for practicing nurses or potential nurses is critical in order to empower these individuals to handle the 21st century healthcare service demand, equip them to secure decent work and strategically positioned to contribute to economic growth of the society.

Meanwhile, there is need for transformation in the current nursing educational system as nurses' competencies currently does not totally align with present needs and demands of the healthcare industry (Bvumbwe & Mtshali, 2018). Quality education is essential in the development and sustenance of professionalism in nursing (Oforji, 2016), as the profession cannot afford in such a time as this to fall short of expectations because the global health depends on the profession. A quote by the International Council of Nurses president, Judith Shamian, stated that "the wealth of any nation depends on the health of

that population and their health depends on nursing" (Abdullahi *et al.*, 2019). However, to ensure skills and knowledge required to attend to the demand of the evolving healthcare system in 21st century is imbibed by the prospective nurses, the instructional strategy utilized in nursing education in Nigeria needs to be appraised. Considering the foregoing, this paper attempts a brief review of current instructional strategy in Nigeria nursing education and presents recommendation on instructional pedagogies useful in achieving the goal of quality education for Nigeria nurses in order to meet the twenty-first century demand on healthcare industry.

## **CURRENT PEDAGOGY IN NIGERIA NURSING EDUCATION**

Presently, it appears the mode of teaching and learning in Nigeria nursing education is yet to affiliate with the global call for quality education as outlined in SDG 2030. The current mode of educational delivery in Nigeria nursing is still traditional (Ayandiran, 2016). The Nigeria nursing education is characterized with rigidly overstuffed curricula content that begs answer as to how effectively and efficiently the contents are being delivered (Agbedia, 2012; Abdullahi *et al.*, 2019). As an answer to this query, the pedagogy or instructional strategy adopted by nursing educational system in Nigeria is that of teaching model characterized with a lesson plan that is strictly designed and fraught with some limitations as it leaves no room for explorative research and technology utilization (Oforji, 2016).

The pedagogy is isolated and does not stimulate self-driven thirst for knowledge and skill-development in learners (Oforji, 2016). Implying that, logical and critical thinking acumen are recessive as the learners are restricted to a programmed pattern and expectations. Critical thinking skill is an important skill professional nurses need to possess to make accurate clinical judgment (Jackson, 2016). Meanwhile, the current mode

of curricula delivery or instructional strategy in Nigeria nursing education does not foster such as it is largely teacher-centered rather than learner-centered. Directing effort towards ensuring that learners actually achieve the learning outcome is different from ensuring a curriculum is loaded (Istance & Paniagua, 2019); and 'downloaded' to learners with less concern if learning actually took place. A full content-based curriculum does not necessarily transcend to high performance in learners. In other words, the present world situation demands that attention be shifted on how teachers teach and learners learn and not concentrate only on contents stuffing (Ayandiran *et al.*, 2013).

An important aspect that ought to be considered in the move for re-envisioning nursing education is jettisoning the age-long traditional mode of teaching-learning and adopting a more malleable, evidence-based curriculum and instructions delivery that responds actively to learner's needs (Agbedia, 2012), producing measurable outcome. It is important to identify with the obvious shift in the public outlook and expectation placed in healthcare service which has made it imperative for nurses to strategically adopt effective measures to take on the global health challenges and changes. Besides, with the rate at which knowledge is diffused throughout the globe, it is not permissible for any nation to sustain old patterns (Ayandiran *et al.*, 2013) without making move for a transformative change. In view of this, nursing education in Nigeria cannot afford to remain complacent in its current state, there is need to embrace the new age and global call for dramatic, positive and effective shift in the mode of preparation or production of future nurses and upgrading the practicing nurses. There is need for a reform and innovation in nursing education in Nigeria (Istance & Paniagua, 2019), placing the learner at the center in order to meet the goal of SDG 4. Quality education is the key, not quantity education.

The learner-centered model of teaching-learning is an array of instructional strategies, pedagogical techniques and learning materials tailored to address the diverse learning goals,

needs, and cultural context of learners” (Glossary of Education Reform, 2017). The learner-centered model focuses on the needs and outcomes as well as progress of the learners. In this case, learners are the measuring yardstick that determines the outcome of the teaching-learning process. Content, instructional strategies and assessment are developed with the learner at the center of focus. The model has the potential to transform prospective nurses and even practicing nurses into innovative and inquisitive individuals that can contribute to economic and global growth. It facilitates greater learners' involvements, participation, and engagement as curriculum is tailored to accommodate the learner's academic interest, needs and background.

Yew and Goh (2016), explained the role of the learners in this model as the designer of their own pattern of learning activities while teachers are tasked with modification of the environment to make it conducive for the success of the learning activities, interpreting, refining and correcting the learner's knowledge and perception as guardians and not dictators.

Summarily, adopting learner-centered model needs a blend of various instructional approaches. Such blend can potentially optimize learner's performance (Ewunonu & Makata, 2023). A stereotypic pedagogy in nursing education will only limit or defeat the aim of the learner-centered model towards achieving quality education. It is high time nursing education stakeholders adopted the mix of pedagogies to prepare highly competent nurses for the demanding and evolving climate of healthcare system. To this end, a number of pedagogies with learner as the central theme have been developed by experts. These learner-centered pedagogies have been demonstrated to be more effective than the traditional method of teacher-centered model as they focus on learning-teaching concept rather than teaching-learning concept. The pedagogies have to be flexibly integrated in the development of new or review of existing curriculum.

## THE RECOMMENDED PEDAGOGIES

The skill required in 21st century is modeled by pedagogies characterized by team work, solution finding, critical, and analytic thinking (Istance & Paniagua, 2019), social awareness and self-development. The blend of the recommended pedagogies below is characteristic of these sought-after skills and are learner-centered.

- Problem based learning
- Competence based education
- Open innovation
- Disruptive innovation
- Invincible structure
- Blended learning

**Problem based learning (PBL):** this pedagogy utilizes real life scenario to drive home important concepts in education. It is learner-centered as it affords the learners room to be actively involved in learning (Yew and Goh, 2016). Learners are not laden with facts and figures by the teacher but are presented with real life issues and are allowed to proffer solution. It is used to facilitate, communication skill, analytic and critical thinking that positions an individual for lifelong learning (Ali, 2019). When used in combination with the competence-based learning style, there is a synergic effect as it improves performance of the learners (Yew & Goh, 2016).

According to these writers, PBL has been demonstrated to be more effective than the traditional approach as it enhances quality of education and improve long term memory as integration of knowledge and skills is promoted rather than memorization. In a meta-analyses study done by Shin and Kim (2013), to examine the effect of PBL on nursing education, it was found to exercise good effect on theoretical and clinical domains of nursing education. The adoption of PBL is recommended for its effectiveness (Jackson, 2016).

**Competence based education (CBE):** this pedagogy seeks to ensure that adequate and accurate skills are acquired by the learner before moving ahead to the next level of study. CBE is a means adopted to synchronize knowledge acquired in the course of study with skills developed, transforming a dutiful learner to a responsible worker. CBE is an instructional innovation that considers real-work situations to build necessary skills. The peculiarity of this model is its dedication to learners' interest and ability. Its effectiveness is based on modification of the environment known as simulation (Griethuijen *et al.*, 2019).

That is, the learning environment is modified to mimic almost precisely the real work setting while learners are encouraged to move through the course of study at their own pace till the outcome of learning (proficiency) is individually achieved (Griethuijen *et al.*, 2019; Gravina, 2017). The validity of this learning method can be premised on the fact that a good number of reputable schools in the United States have adopted this approach (Gravina, 2017). One of the benefits of this pedagogy include learner's satisfaction with their ability to develop human relation skills, the quality of education and guidance received (Griethuijsen *et al.*, 2019). CBE is useful in teaching of nursing procedures, honing of skills and ensuring proficiency development (Gravina, 2017).

**Open innovation:** this involves interdisciplinary networking and collaborative effort directed at human, community and economic development. It allows for complementary skills and synergic efforts. A sense of competition for innovation facilitates value creation and partnership development for growth, unveils hidden potentials, enhances creativity and reinforces positive partnership (Dahlander & Wallin, 2020). According to these writers, it is foundation for future collaboration. Meaning that, it can foster intra and inter-professional synergy within the healthcare industry to the benefits of the consumers.

Summarily, it inculcates into learners the sense of leadership, innovative and risk management skill. Examples of such collaboration is nursing students teaming up with learners from other departments such as clinical science, human science, social science and medicine to create or develop an healthcare innovation under the guidance of a supervisor (Spader,n.d.), or institute a public health project directed at meeting a community need. This pedagogy may enable the implementation of recently advocated 'system science' curriculum. System science considers social issues that may affect individual and community health such as health policy, healthcare cost and funding (Gozalo *et al.*, 2017) and health insurance.

**Disruptive innovation:** It means a change in normal order of things as in processes and practices (Hilmi, 2016), that transforms complexity to simplicity. It was first introduced by Clayton Christensen and his partners (Beckett, nd). Disruption does not mean destruction but a creative transformation. The study environment of the learner ought to be transformed from the traditional status quo to meet the 21st century global change and demand of work and life (Beckett, n.d.). It involves the maximum use of information and communication technology in all educational institutions, an outright change from the traditional pen and paper pedagogy which has potential to enhance learner's knowledge and skill required for academic and professional success (Beckett, n.d.).

Example of such disruption is the “massive open online courses (MOOCs)” (Hilmi, 2016, p.50). These courses according to him are offered online at an almost free rate or free. Disruptive innovation encourages delivery of instructional materials anywhere and at any time, a shift from the usual physical to a virtual non-restrictive setting where learners can learn at their comfort zone, pace and affordable cost. Other examples are the use of videos or lives streaming within the class (web-based learning) and internet uploading of short videos on procedures demonstrations.

This pedagogy makes learning more flexible and accessible to all irrespective of the work or social obligation, race, economic status, age or gender. More importantly, it promotes lifelong learning among practicing nurses as they are able to update knowledge and skills at their own pace. More disruptive innovations are imminent as the world continues to witness change and development (Hilmi, 2016).

**Invincible structure:** this is a change of learning environment from the usual physical confines of classroom. May include online setting or fixing a venue for lecture outside the visible walls of the classroom, such as organizing lecture for nursing learners within a hospital open space or a serene park (field trip). A novelty experience is stimulated by the unusual environment fostering alertness and inspiration to learn.

**Blended learning:** Alam and Agarwal (2020) defined this concept as a mix of virtual and non-virtual interaction between the teachers and students in the process of teaching-learning. According to these scholars, it is widely advocated by UNESCO as mode of achieving the SDG 4. It is also addressed as the mixture of face to face and online learning. Learners are able to learn and move at their pace. This learning style serves to meet the need for lifelong learning as practicing nurses can advance in their academic pursuit and professional development. It also widens access to education breaking every form of barrier to education such a location/distance, insufficient time due to workload and financial constraint (as some of the institution offer their courses at low cost or allow installment payment of fees). Agreeably, this pedagogy is progressively being adopted by universities providing nursing education in Nigeria.

## CONCLUSION AND RECOMMENDATION

The learner remains the primary indicator of successful learning outcomes. A learner-centered approach ensures active student involvement in educational design. These pedagogical approaches acknowledge the global shift toward dynamic learning environments and the need for highly skilled, knowledgeable nurses capable of effectively addressing 21st-century challenges. These learner-centered pedagogies are value-driven approaches that, when implemented effectively in various institutional settings, demonstrate the capacity to fulfill SDG goal 4 for quality education across all targets. Institutionalizing these blended instructional strategies in Nigerian nursing education will transform both the educational process and its graduates to meet global labor market demands. The integration of these discussed pedagogical approaches into Nigeria's nursing education methodology is strongly recommended for advancing professional nursing education.

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