



Original Article

Perception of Nursing Students towards Educational Quality in Khyber Pakhtunkhwa Pakistan

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ABSTRACT

Quality education is among the 17 Sustainable development goals recognized by the United Nations in September 2015. Quality education means that "Quality learners, a quality learning environment, quality materials, quality processes, and quality outcomes emphasize the necessity of focusing on all five key characteristics that are all vital aspects of education given by an education system". **Objective:** To assess the perception of nursing students towards educational quality in Khyber Pakhtunkhwa. **Methods:** A descriptive cross-sectional study was conducted in the nursing institutes of Khyber Pakhtunkhwa through a self-structured questionnaire from May 2022 to July 2022 having a sample size of 236. **Results:** The overall positive views of the students were (77%) towards the educational quality. The maximum mean score of students towards education quality was agree (45±9), then strongly agree (21±7), followed by neutral (14±3), strongly disagree (11±7), and disagree (9±6). **Conclusions:** There was a positive perception of students towards educational quality, but there are some factors that required paying attention.

INTRODUCTION

Education is considered an indicator for the social and economic development and prosperity of a country. Quality education means that "Quality learners, a quality learning environment, quality materials, quality processes, and quality outcomes emphasize the necessity of focusing on all five key characteristics that are all vital aspects of education given by an education system" [1]. Education quality is a broad concept, and due to its complexity, no single term or definition has identified the precise meaning of quality. Quality education can be further elaborated as an education that is well designed to give the recipient a broad

range of abilities and the possibility to succeed in their future activities in society [2]. To explain quality, there are two principles; the first identifies learners' cognitive development as the major clear objective of all education systems; The second underlines education's role in promoting values and attitudes of responsible citizenship and in nurturing creativity and emotional development [3]. Quality education is among the 17 Sustainable Development Goals recognized by the United Nations in September 2015 [4]. In Pakistan the Federal Ministry of Education and the provincial governments control education, while the



federal government primarily assists in curriculum formulation, accreditation, and research and development funding [5]. Pakistan is the fifth most populated country in the world with a population of 229,254,416. Approximately 600 million people in Pakistan are illiterate, with the 2nd largest number after Nigeria's 22.8 million children out of school. According to the Ministry of Education, the literacy rate in Pakistan is 62.3%, with the lowest literacy rate in Torghar District at 23% and the highest in Islamabad at 82% [5]. The trend toward education has slowed due to three parallel educational systems in Pakistan: Urdu-medium, English-medium, and Madrassas. The degree programmes within the country are supervised and monitored by the higher education commission, which was established in 2002. The Pakistan Nursing Council regulates nursing programmes and is registered with medical universities and the regulatory body of the Higher Education Regulatory Authority (HERA). The nursing profession got better attention after the interest and hard work of nursing leadership and regulatory authorities [6]. Education play vital role in the development of any nation. As stated in the Universal Declaration of Human Rights, many nations around the world invest in their education systems to ensure that everyone has access to education. The nursing institute's responsibility is very large because they polish students for the future challenges as a workforce in the health care industry. Therefore, their educational quality should be more than expectations and recommendations [7]. Approximately 92 nursing institutes are registered with the only public sector medical university in the provinces. Among these institutes, the majority have been affiliated in the last 5 years [8]. The quality of services is affected by the quantity of nursing institutes because quantity is directly related to the demand for the products and profitability of the organization. Furthermore, there is also pressure among the different institutes to improve the quality of education and organizational structure to meet the requirements of regulatory bodies and to achieve student satisfaction as a result of their large expenses. When the requirement of students will fulfill they will satisfy, and satisfaction are the key towards better performance [9, 10]. If their expectation will not met they will led students towards disappointment. In the recent times students required quality education for their professional development like the common people which choose quality product and services [11]. Preparations of students according to their requirement are the duties of institute and university that these students should face the challenges of future [12]. Furthermore, nursing students, apart from the academic education, perform clinical duties, so compromised education will affect the quality of care of these students. Therefore, every institute should

focus on the students from day 1 to develop their skills and maintain quality [13-15]. Quality plays a vital role in education; developed countries spend billions of dollars to produce effective and efficient students through quality education. Low and middle-income countries are still facing these challenges. Therefore, the aim of this study was to explore the perception of nursing students towards educational quality in the nursing institutes of Khyber Pakhtunkhwa Pakistan.

METHODS

The research was conducted in the public and private nursing institutes of Khyber Pakhtunkhwa, Pakistan from June 2022 to July 2022 using a descriptive cross-sectional design. The study population was the undergraduate nursing students enrolled in the private and public sector institutes of Khyber Pakhtunkhwa through sample random sampling, while the sample size of the study was 236 by using 95% confidence level, a margin of 5% error, and 50% prevalence. A self-structured questionnaire was proposed with the help of related literature, books, and articles. The questionnaire was validated by four nursing experts. Then, a pilot study was conducted on 30 students, which resulted in a cronbach alpha of 0.89. The questionnaire consists of 3 parts:

1. The first part (demographic data) contains: age, gender, semester, district, and institute status.
2. The 2nd part (organizational structure) contains 20 questions with a dichotomous option of Yes/No.
3. The 3rd Part (Educational Quality) contains: 18 questions with a 5-point Likert scale.

The questionnaire was designed through an online Google form, with a clear description of the study aims and objectives. An option of consent was added at the start of the online form for the study participants as a voluntary participation, and a whatsapp number was added for the participants to ask questions regarding the study. The data was converted to a Microsoft Excel spreadsheet and then to SPSS 20.0 for data analysis.

RESULTS

In this study, the total participants were 236 from different public and private institutes in Khyber Pakhtunkhwa, Pakistan. The male participants were n=181 (77%) and the females were n=55 (23%). The majority of the students' age groups were 20-25 years old (n = 207, (88%)), followed by the age group 26-30 years old (n = 18 (7%)), and 31-35 years old (n = 11 (5%)). The majority of n=75 (32%) were from the fourth semester, n=45 (19%) from the first, and n=43 (18%) from the last. The majority of n=112 (47%) were from the Swat district, followed by n=45 (19%) from Peshawar, n=19 (8%) from Buner, and the same number from Swabi and dir n=18 (8%). The number of students enrolled in private colleges

was 210 (89%) higher than public sector institute students, 26(11%)(Table 1)

Characteristics	Categories	Frequency (%)
Gender	Male	181 (77%)
	Female	55 (23%)
Age	20 to 25 years	207 (88%)
	26–30 years	18 (7%)
	31 – 35 years	11 (5%)
Institute Status	Public college	26 (11%)
	Private college	210 (89%)
District	Swat	112 (47%)
	Peshawar	45 (19%)
	Dir	18 (8%)
	Shangla	13 (6%)
	Buner	19 (8%)
	Swabi	18 (8%)
	Nowshera	3 (1%)
	Mardan	8 (3%)
Semester of BSN Program	1st Semester	45 (19%)
	2nd Semester	25 (11%)
	3rd Semester	5 (2%)
	4th Semester	75 (32%)
	5th Semester	3 (1%)
	6th Semester	21 (9%)
	7th Semester	19 (8%)
	8th Semester	43 (18%)

Table 1: Demographic data

The participant's response to the organizational structure was good. Most of the students perceived it positively, like proper chain of command, adequate facilities, faculty strengths, working for the promotion of a positive image of nursing, evaluation of students, active role of nursing authorities in college governance, proper library, well ventilated classroom, drinking water and toilet facilities. There are some factors which show that there are some weak areas which should be addressed like; addressing students' issues, proper assessment of hiring faculty, adequate visual aids, celebration of cultural days and special health awareness programs (Table 2).

Organization Structure	Yes	No
Does your institute have a proper chain of command?	199 (84%)	37 (16%)
Do you think that the school provides you with adequate facilities as recommended by regulatory authorities?	179 (74%)	57 (26%)
Does the institute meet the regulatory authorities' recommendation for nursing faculty?	184 (78%)	52 (22%)
Does your organization work to promote the positive image of nursing?	210 (89%)	26 (11%)
Is the nursing leadership involved in the governance of the institute?	199 (84%)	37 (16%)

Organization Structure	Yes	No
Does the nursing authority of the institute address the issues of the students?	163 (69%)	73 (31%)
Does your institute send the faculty members for professional development courses?	202 (86%)	34 (14%)
Does the institute assess the faculty members during hiring?	154 (65%)	82 (35%)
Does the institute take an evaluation form from the students regarding the faculty members?	183 (78%)	53 (22%)
Does the management provide enough visual aids for every class room?	166 (70%)	70 (30%)
Does the institute library have all the books and latest journals according to subjects?	197 (83%)	39 (17%)
Does the institute building have fire-fighting equipment's according to international standards?	172 (73%)	64 (27%)
Does the class of institute are well ventilated and free of noise pollution?	177 (75%)	59 (25%)
Does the school's display of pictures and charts relate to what the students are learning and reflect concerns about social issues and the environment?	183 (78%)	53 (22%)
Is the waste of the institute cleaned on time?	218 (93%)	16 (7%)
Is there access to the toilet for every student?	209 (89%)	27 (11%)
Is clean water available for drinking?	212 (90%)	24 (10%)
Does the institute celebrate cultural programmes and parties?	130 (55%)	106 (45%)
Does the institute send students for their clinical duties according to the curriculum?	186 (79%)	50 (21%)
Does the institute provide a highly disciplined environment within the institute that promotes learning?	205 (87%)	31 (13%)

Table 2: Perception of nursing students towards organizational structure

The response of students toward quality education could be categorized as a positive response or a negative response. The majority of the students' responses were positive as a (4-Agree, 5-Strongly agree) in, professional development activities, visits, clinical duties, timetable followed, students' record keeping, completion of assignments and presentations, safety of building, equipped digital lab, maintained discipline, extracurricular activities, competent faculty, delivery of lectures, practical procedures, and continued assessment tests. There are some areas which should require focus that include; community and other institutes' visits; debate among the students on different topics; the latest technologies in classes and skill labs, focused objective structured clinical examination (skill lab procedures); and improvement within continuous assessment tests (Table 3).

Quality of Nursing Education	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Professional Development activities (seminars, workshops)	40 (17%)	22 (9%)	50(21%)	82(35%)	42 (18%)
Observational visits to other nursing institutes	18 (8%)	9 (4%)	35(15%)	112(47%)	59 (26%)
Visits to communities for health education?	79 (33%)	51 (22%)	27(11%)	56(24%)	23 (10%)
Visits to Hospitals?	18 (8%)	11 (5%)	20(8%)	119(50%)	68 (29%)
Subjects or topics of debate among the classes?	48 (20%)	44 (19%)	32(14%)	76(32%)	36 (15%)
Time table are followed?	15 (6%)	16 (7%)	31(13%)	108(46%)	66 (28%)
Maintained student performance record?	18 (8%)	17 (7%)	24(10%)	133(56%)	44 (19%)
Submission of assignment and presentation on time?	24 (10%)	33 (14%)	33(14%)	98(42%)	47 (20%)
The building of institute is safe and have sufficient place?	21 (9%)	26 (11%)	43(18%)	112(47%)	34 (14%)
The institute offers up to date computers and technology?	23 (10%)	13 (6%)	27(11%)	115(49%)	58 (25%)
The management maintains discipline?	17 (7%)	8 (3%)	31(13%)	120(51%)	60 (25%)
The management encourages students to participate in extracurricular activities?	4 (2%)	4 (2%)	27(11%)	119(50%)	82 (35%)
I am satisfied from my faculties.	20 (8%)	21 (9%)	37(16%)	114(48%)	44 (19%)
I am satisfied from the management of my institute?	17 (7%)	13 (6%)	31(13%)	137(58%)	38 (16%)
I am satisfied from the facilities of institute?	32 (14%)	38 (16%)	40(17%)	92(39%)	34 (14%)
Are you satisfied from your faculties regards the subjects they taught?	12 (5%)	6 (3%)	31(13%)	116(49%)	71 (30%)
Does the faculty perform practical procedures in skill lab, as according to your curriculum?	35 (15%)	20 (8%)	36(15%)	106(45%)	39 (17%)
Does the teacher assess students through continuous assessment tests throughout semester?	23 (10%)	26 (11%)	38(16%)	93(39%)	56 (24%)

Table 3: Perception of nursing students towards educational quality

Figure 1 reveals that the maximum mean score of students towards education quality was Agree (45±9), then strongly agree (21±7), followed by neutral (14±3), strongly disagree (11±7), and disagree(9±6).

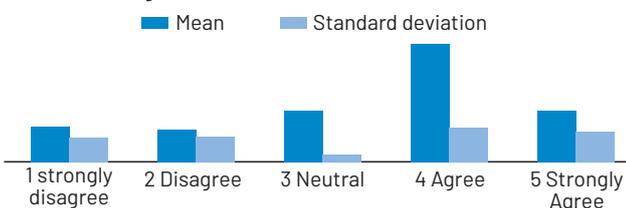


Figure 1: Mean and standard deviation score of quality education

The perception of the students is categorized further as a positive and negative perception regarding educational quality(Figure 2).

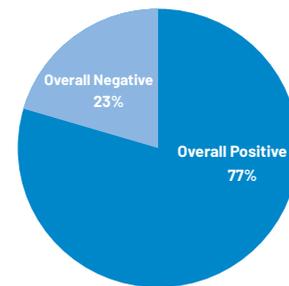


Figure 2: Overall positive and negative responses of students

DISCUSSION

This was a descriptive study aiming to identify the perception of nursing students towards educational quality. The environment is a major factor which contributes to learning and development. The study shows that the majority of the participants were male (77%). A study results found that the participants who took part in the study were mostly in the age group of 20–22 years [16]. Our study also showed that the majority of the participants who took part in this study were 20–25 years old (88%). In 2014, a study explains that to increase academic performance, the evaluation of students' perceptions can be helpful [17]. The aim of our study was to evaluate students' perceptions for the improvement of educational quality and student achievements. A study conducted in 2009 shows that students expressed dissatisfaction with the clinical education environment and facilities, rating them as "average quality" [18]. In this study, the students also expressed displeasure towards insufficient access to the latest technologies in classes, skill labs, and focused objective structured clinical examinations (skill lab procedures). According to the findings students were dissatisfied with the method of evaluation and thought clinical evaluation was not objective [19]. Besides, in our study, the students also showed concern regarding the continuous assessment tests throughout the semesters in different subjects, which should be improved. Results of a study shows that the performance of teachers was ineffective believed by half of the students [20], while in another study findings also showed that the performance of instructors was good as observed by the majority of students [18]. These studies show the importance of teachers in their academic sessions. In the current study, the students pointed out that teachers should be assessed during hiring, and later the institute should be observed throughout the session through the students' evaluation.

CONCLUSIONS

It is being concluded from the current study that two types of dimensions were obtained, the positive and the negative perception of students. The majority of the students' perceptions were (77%). There are some factors which

show that there are some weak areas which should be addressed, like; addressing students' issues, proper assessment of hiring faculty, adequate visual aids, celebration of cultural days and special health awareness programs; debate among the students on different topics; the latest technologies in classes and skill labs.

Conflicts of Interest

The authors declare no conflict of interest.

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