



Impact Assessment of the Implementation of Reforms in Nursing Education in Schools of Nursing in North-Western States of Nigeria

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Abstract

The study assessed the implementation of the reforms in nursing education in schools of nursing programs in North-West Nigeria. The specific purposes of the study were to assess the impact of implementation of the reforms in Nursing Education on administrative structure of school of Nursing, curriculum of Nursing, quality of teachers in school of Nursing, availability of instructional materials in school of Nursing and professional growth of Nurses in schools of Nursing in North-West Nigeria. The study adopted descriptive survey research design and the area of study were some selected schools of nursing in Nigeria. The population of the study was made up of 91 respondents. The instrument for data collection was a 60 items structured questionnaire designed to elicit responses to answer the research questions that guided the study. Data for study were personally collected by the researchers and three trained research assistants while mean statistics was employed to analyze the data relating to research questions that guided the study. Based on the findings of the study, the following recommendations were made. That the three tiers of Government should seek collaboration with nongovernmental organization (NGOS) to sponsor nurse tutors for their first and second degree in nursing in order to meet up with the demand of the 21st century nurse educators and that the Board of Directors for Nursing and Midwifery Council of Nigeria with the Federal Government should regularly revise the curriculum of Nursing and Midwifery education so as to meet up with the global changes continuing in nursing education.

Keywords: Implementation, Nursing, Education, Reforms, Strategies



Introduction

The evolution of nursing, education in the field, and society's overall perception of the profession has a remarkable timeline. At one time in history, women were not permitted to work or learn professional skills, and people viewed nursing as a hobby that was worthy of ridicule (Morin, 2010). Today, nursing is the backbone of the medical profession. Each year, millions of people receive care, compassion, and companionship during the most challenging times of their lives from nurses. Nursing training was not formal before 1800s although there were many instances of women performing duties that we would call nursing tasks today. Documented stories of caregivers who worked in cathedrals and patient homes to nurse people back to health date back to 250 B.C. and are sprinkled throughout history. They provided multiple types of care to individuals who needed it, but no official training existed (Kelly, 2015).

Before 1854 established physicians started teaching some of the women to participate in their caretaking efforts, but they only showed them to do menial tasks (help in fetching water for patients). In 1854 Florence Nightingale, a wealthy and highly influential military nurse, began the first serious analysis of the nursing profession and the training that women should have for it. She jotted down memoirs and thoughts while she was teaching other women how to care for people during the Crimean War. She and her nurse colleagues cared for soldiers who had been wounded in the war (Morin, 2010).

Miss Nightingale organized her thoughts into the "Notes on Nursing." (1859) Many experts view this book as one of the first instruction manuals for formal nurse training and the format that it should follow, this material laid the foundation for nurse training today (Kelly 2015). In 1860 Nightingale opened up a new school where nurses could get training. The school revolutionized the way that the world viewed female medical caregivers and nursing in general, people finally viewed nursing as a profession, and women had somewhere to go to learn to be the most adept professionals in the field (Ronan, 2016). Nightingale called her school the Nightingale Training School, and it still stands in London today under the name Florence Nightingale Faculty of Nursing and Midwifery (Davis 2015).

In the 1870s-80s other nursing schools opened in New York, Massachusetts, and Connecticut, and they based their principles and concepts on the Nightingale model (Steve, 2014). Furthermore, in the 1880s-90s more than 400 nursing and medical training institutions emerged with a varying time span for their degree programs. These agencies also followed Nightingale's format (Benner, 2010). In 1909 the very first college started offering specific nursing education. The University of Minnesota School for Nurses started a trend that would follow us into the present day nursing. In 1923 the Goldman Report provided statistical evidence that expressed the effectiveness of formal university-based nursing training for women (Benner, 2009).

The Brown Report, (1948) which was a study that the Carnegie Foundation funded, reiterated the findings that the Goldman Report established in 1923, nurses should learn their skills inside of formal Columbia University which introduced a two-year nursing degrees (Steve, 2014). The program started as a test, but its success led the way to today's training models of 1952. Associate degree programs began to replace diploma programs on a large scale around 1960. The Institute of Medicine concluded from its studies that nurses should try to obtain BSN degrees (2010). In 2012 two U.S. states, New York and New Jersey, considered requiring nurses to earn BSN degrees within ten years of starting their practices. New York would become the first state to



enact this requirement in 2017. Today; hundreds of programs now exist for citizens who want to give back to the community in the field of nursing. A vast number of universities offer in-person training as well as online degree programs (International Council of Nurses, 2016).

The development of nursing education in Nigeria has evolved through three cardinal periods, namely, pre-colonial, colonial and the post-colonial periods. In the pre-colonial days not much is known about nursing. However, like in Europe and rest of the world, nursing care took the form of experimental practice arising from the sick and the wounded, especially in certain parts of the country where inter and intra-tribal wars frequently occur (Mark, 2017). The training of nurses and midwives was then regulated by the Nursing and Midwives Board established by the ordinances which were inaugurated. The Nursing and Midwifery Council of Nigeria took cognizance of the National Policy on Education in developing sound educational principles essential for the preparation of nurses to function independently and/or as members of interdisciplinary and intersectoral teams (Ndatsu, 2012). In compliance with its mandate, the respective council have over the years, worked assiduously to ensure that policies, programs and activities were developed and implemented with the goal of promoting and maintaining excellence in nursing education and practice as provided by the law and in conformity with local and international standards (Adeyomo, 2012).

When Nigeria became a formal colony under the British Administration in 1914, nursing was among the first recognized and accepted professions in the British colony (Ojo, 2010). The immediate benefit was the recognition of the overwhelming need of Nursing and Midwifery Services in all its colonies by the government of Britain. Nursing and midwifery practice was given its prime position, because of its relevance and direct impact on the lives, health and wellbeing of the army, administrators, their families and the society in general (Ofi, 2016). The British government therefore made efforts to modernize nursing education and practice in the colony in line with the wind of change that was blowing across Britain due to the results of the post Crimea war (Ojo, 2010).

In 1978, a new curriculum was produced by the Committee for Basic Nursing in Nigeria for implementation by all Schools of Nursing in the country. This curriculum differed from that of 1965 in three major aspects, namely: it was community oriented, there was expanded role for nurses and more emphasis was placed on liberal education leading to the reduction in the duration of the basic nursing program from three and a half years to three years with increase in the content and learning experiences (Steve, 2014). He also said this was made possible through the use of planned clinical experience system instead of the block system of clinical experience which was more of a service oriented than a learning oriented approach. In the 1990s, the Polytechnic option was adopted as a short term approach and Nursing and Midwifery Council of Nigeria worked with National Board for Technical Education (NBTE) to upgrade the Schools of Nursing into Monotechnics for the award of Higher National Diploma in Nursing (Nursing World 2011). This decision was taken at that time since less than 10% of the Schools of Nursing existing then could meet up with the criteria for affiliation with the universities (Mark, 2017).

In line with the above, the board of the Nursing and Midwifery Council of Nigeria at its 47th general meeting held on 18th_20th December 2018, mandated that all schools of nursing and Midwifery in Nigeria should be given till the end of 2023 (five years) to either be absorbed into the university for running of BNSc program or reorganize into Colleges of nursing sciences to



offer National Diploma (ND)/Higher National Diploma (HND) in nursing in collaboration with National Board of Technical Education (NBTE) for award of academic certificates (Nursing and Midwifery Council of Nigeria 2018).

Objectives

The objectives are to;

1. Assess the impact of reforms in Nursing Education on Administrative structure of Schools of Nursing in North-West states of Nigeria.
2. Assess the impact of reforms in Nursing Education on Curriculum of Nursing Education in Schools of Nursing in North-West states of Nigeria
3. Assess the impact of reforms in Nursing Education on Quality of teachers in Schools of Nursing in North-West states of Nigeria
4. Assess the impact of reforms in Nursing Education on Availability of instructional materials in Schools of Nursing in North-West states of Nigeria
5. Assess the impact of reforms in Nursing Education on Professional growth of Nurses in schools of Nursing in North-West states of Nigeria.

Research Questions

The following research questions guided the study;

1. What is the impact of implementation of reforms in Nursing Education on administrative structure of Schools of Nursing in North-West states of Nigeria?
2. What is the impact of implementation of reforms in Nursing Education on curriculum of Nursing in North-West states of Nigeria?
3. What is the impact of implementation of reforms in Nursing Education on quality of teachers in Schools of Nursing in North-West states of Nigeria?
4. What is the impact of implementation of reforms in Nursing Education on availability of instructional materials in Schools of Nursing in North-West states of Nigeria?
5. What is the impact of implementation of reforms in Nursing Education on professional growth of Nurses in Schools of Nursing in North-West states of Nigeria?

Methodology

The study adopted descriptive survey research design to assess the implementation of reforms in nursing education in selected schools of nursing in Nigeria. This design is considered suitable and appropriate because Abdullahi, Ojulari and Jadas (2015) described descriptive research design as a research tool that seeks to collect data on event, object or phenomenon for the purpose of describing it as they are. The study was carried out in some selected Schools of Nursing Program in the North-Western part of Nigeria consisting of the following: School of Nursing Kano, Kano State, School of Nursing (Usman Danfodio University Teaching Hospital, Sokoto), Sokoto State and School of Nursing (Ahmadu Bello University Teaching Hospital Zaria) Kaduna State. These areas were considered suitable and appropriate because the schools were among the oldest schools of Nursing in Northern Nigeria and they have a very large population of students.

The population of the study consisted of 15 administrative staff in the schools under the area of the study. Also included in the population are 76 nurse educators. These groups of



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respondents are included in the population because of their direct roles as the primary implementers of the reforms in nursing education in Nigeria. The total population stood at 91 respondents. The total population was used as the sample of the study (91 respondents). Purposive sampling technique was used.

The instrument for data collection is a structured questionnaire designed to elicit responses to answer the research question that guided the study. Section A of the instrument addresses the personal data of the respondents, section B discusses how the reforms will affect the administrative structure, section C discusses how the curriculum will be affected by the reforms, while section D addresses how the quality of the teachers will be affected by the reform, section E discusses availability of instructional materials, section F addresses how career progression will be affected by the reform and section G discusses the strategies to be adopted to improve the implementation of the reforms. Data for the study were personally collected by the researchers and 3 other trained research assistants whom were given hour training on the purpose and content of the instrument. The instrument was administered to the respondents on the spot and immediately collected after responses. Those that could not be immediately collected were retrieved 2 days after being administered. Out of 91 copies administered 70 copies were collected representing 76.9%. Data relating to research questions 1 - 5 were analyzed using mean statistics. Any item that has a mean value of 2.5 and above is considered accepted while any item that has a mean value below 2.5 is rejected.

Results

Research Question 1

What is the impact of implementation of reforms in Nursing Education on administrative structure of Schools of Nursing in North-West states of Nigeria?

Table 1: Mean Responses of Respondents on the impact of implementation of reforms in Nursing Education on administrative structure of School of Nursing programs in North-Western Nigeria

S/N	Items	Mean (\bar{x})	Decision
1.	Implementation of nursing education reform has affected the administrative structure of the school of nursing.	3.2	Agreed
1.	The Reform in the administrative structure of schools of nursing will them more autonomous.	3.4	Agreed
2.	All colleges of nursing under the new reform will be headed by provost.	3.3	Agreed
3.	Administrative and academic positions in school of nursing under reform shall be based on academic achievements and working experience.	3.3	Agreed
4.	All the schools of Nursing currently undergoing reform should be either be affiliated or absorbed into universities or upgrade to award ND/HND certificate in nursing.	3.5	Agreed



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5.	The reform in Nursing education will bring changes in the administrative structure of schools of Nursing	3.4	Agreed
6.	Excellent administrators will be made to head schools of Nursing	3.1	Agreed
7.	Administrative bottleneck will be reduced under the reforms in Nursing education in Nigeria.	3.1	Agreed
8.	The reform will not bring any change	1.7	Disagreed

The data in table 5 shows that majority of the respondents agreed that the Nursing Education reforms will affects the administrative structure of school of Nursing and Midwifery. While item 13 (The reform will not bring any change) disagreed by the respondents.

Research Question 2

What is the impact of implementation of reforms in Nursing Education on curriculum of Nursing Education?

Table 2: Mean Responses of Respondents on the impact of implementation of reforms in Nursing Education on curriculum of Nursing Programs in North-Western Nigeria.

S/N	Items	Mean (\bar{x})	Decision
9.	Curriculum is the sum total of planned learned experiences which an institution decides for its student.	3.2	Agreed
10.	Nurses are to be prepared to meet the dynamic health care needs of a society.	3.4	Agreed
11.	Curriculum of school of nursing under the reform will focus on ND/HND /BNsc as the entry requirement into the profession.	3.2	Agreed
12.	Block system will be abolish while semester system will be adopted is part of the reforms in curriculum	3.2	Agreed
13.	The curriculum will be designed to provide academic and professional value rather than professional value only.	3.4	Agreed
14.	Evaluation in reform focus more on continuous basis rather than summative with 30% as continuous assessment.	3.0	Agreed
15.	The curriculum will be designed to take into account national and international health care policies.	3.3	Agreed
16.	The curriculum of Nursing education program will prepare the nurses for the challenges of the 21 st century nursing practice.	3.4	Agreed
17.	In the new curriculum academic progression for nurses will be easier under the reform.	3.0	Agreed
18.	The reform in nursing education curriculum will reduce inter professional conflicts among health workers.	3.1	Agreed
19.	The curriculum of nursing education will prepare specialist in the various aspects of nursing profession.	3.1	Agreed



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20. The curriculum of nursing education program will be improve upon and be more qualitative in the reform.	3.2	Agreed
21. The curriculum will be the best	3.2	Agreed

The data in table 7 shows that all the items have a mean above the decision rule of 2.5 which indicates that the respondents agreed that the reforms in Nursing education will affect curriculum of school of Nursing.

Research Question 3

What is the impact of implementation of reforms in Nursing Education on quality of teachers in Schools of Nursing in North-West states of Nigeria?

Table 3: Mean Responses of Respondents on the impact of implementation of reforms in Nursing Education on quality of teachers in schools of Nursing Programs in North-Western Nigeria.

S/N	Items	Mean (\bar{x})	Decision
22.	Nurse educators are registered nurses with advanced education who are also teachers	3.1	Agreed
23.	Nurse educators work for several years in the clinic before becoming educators.	2.7	Agreed
24.	Nurse educators share skills and knowledge to prepare the next generation of Nurses for effective practice.	3.2	Agreed
25.	Nurse educators must stay current with new nursing methods and technology	3.5	Agreed
26.	The reform in nursing education will help to improve the quality of teachers currently teaching in schools of nursing.	3.7	Agreed
27.	Nurse educators must possess a minimum of BNSc. Masters and PhD in nursing.	3.6	Agreed
28.	Nurse educators' works in academic settings at nursing school.	3.2	Agreed
29.	The reform will encourage both academic and professional development among nurse educators	3.6	Agreed
30.	The educational system requires dedicated and committed teachers.	3.6	Agreed
31.	The reform will require discipline and highly educated teachers in schools	3.5	Agreed

The data in table 8 shows that all the respondents agreed that all items on how the reforms in Nursing education will affect the quality of teachers teaching in schools of Nursing in Nigeria with items 31, 32, 34 and 36 having the highest mean.

Research Question 4

What is the impact of implementation of reforms in Nursing Education on availability of instructional materials in Schools of Nursing in North-West states of Nigeria?



Table 4: Mean Responses on the impact of implementation of reforms in Nursing Education on availability of instructional materials in school of Nursing Programs in North-Western Nigeria.

S/N	Items	Mean (\bar{x})	Decision
32.	The use of instructional materials helps students to concretize ideas that are abstract.	3.5	Agreed
33.	Instructional Materials promote teacher's efficiency and improve student's performance.	3.4	Agreed
34.	Learning is facilitated when the students uses their senses of smelling, touching, seeing, hearing and tasting	3.4	Agreed
35.	Instructional Materials are classified into printed, graphic, display, projected and audiovisual materials.	3.3	Agreed
36.	Models charts and diagrams are used in teaching nursing students.	3.4	Agreed
37.	Instructional materials make learning more meaningful and interesting.	3.5	Agreed
38.	Students understand better when instructional materials are use.	3.5	Agreed

The data in table 4 shows that all the respondents agreed with all the items on how the reforms in nursing education will affect the availability of instructional materials in schools of Nursing in Nigeria.

Research Question 5

What is the impact of implementation of reforms in Nursing Education on professional growth of Nurses in schools of Nursing in North-West states of Nigeria?

Table 5: Mean Responses of Respondents on the impact of implementation of reforms in Nursing Education on professional growth of Nurses in school of Nursing Programs in North-Western Nigeria.

S/N	Items	Mean (\bar{x})	Decision
39.	with reform in nursing education nurses will graduate with ND/HND or BNSC	3.3	Agreed
40.	Nursing specialties will mainly be studied at postgraduate level.	3.1	Agreed
41.	A nurse can reach the peak of her/his cadre and civil service when nursing education is fully implemented.	3.5	Agreed
42.	Industrial training, internship, and induction are all part of reform in nursing education	3.4	Agreed
43.	The reform will encourage career progression among nurses in Nigeria	3.4	Agreed
44.	The reform will encourage nurses to realize their full potentialities.	3.3	Agreed
45.	The reform will attract more people into the profession	3.2	Agreed



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46. Nursing profession will be more interesting under the reform.	3.2	Agreed
47. The reform will make nurses to earn more money	2.7	Agreed
48. The reform will change people perception about nursing profession	3.4	Agreed

The data in Table 5 portrayed that all the respondents agreed with all the items on how the implementation of reforms in nursing education will affect career progression in Nursing in Nigeria with items 47, 48 and 53 having the highest mean.

Discussion of Findings

The findings from research question 1, revealed that all the schools of nursing currently undergoing the reform should be affiliated or absorbed into universities or upgrade to award ND/HND certificates in Nursing which is in agreement with the view of Nursing and Midwifery Council of Nigeria (N&MCN 2018) The board of the nursing and Midwifery Council of Nigeria at its 47th general meeting held on 18th_20th December 2018, mandated that all schools of nursing and Midwifery in Nigeria should be given till the end of 2023 (five years) to either be absorbed into the university for running of BNsc programme or reorganize into Colleges of nursing sciences to offer National Diploma (ND)/Higher National Diploma (HND) in nursing in collaboration with National Board of Technical Education (NBTE) for award of academic certificates.

Findings from research question 2 revealed that nurses are to be prepared to meet the dynamic health care needs of the society this is in accordance with the review of Adamu (2013) and Yusoph (2011) where they noted that “Nurses are to be prepared to meet the dynamic health care needs of the society. To prepare competent nurses, the basic nursing education needs to be sound enough to meet the demanding needs of the health care system. The nurses have to be prepared to meet the essential competencies, to incorporate evidence based practice, take up leadership roles to maintain and improve the quality of health care respectively. Also the findings revealed that the reform in nursing will reduce inter professional conflicts among health workers which is in agreement with the view of Linderman (2017) who noted that Nurses and midwives must have an evidence-based education that enables them to meet changing health-care needs, working both on their own and in teams with other professionals along the entire continuum of health and illness.

Findings from research question 3 revealed that nurse educators are registered nurses with advanced education who are also teachers, nurse educators work for several years before becoming educators, nurse educators share skills and knowledge to prepare the next generation of nurses for effective practice which is in agreement with the view of Mark (2017) who noted that Nurse educators are registered nurses with advanced education who are also teachers Most work for several, if not many, years before deciding to turn to a career teaching future nurses, nurse educators serve as faculty members in nursing schools and teaching hospitals, sharing their knowledge and skills to prepare the next generation of nurses for effective practice.

Findings from research question 4 revealed that the use of instructional materials helps students to concretize ideas that are abstract, instructional materials promote teacher’s efficiency and improve student’s performance, learning is facilitated when the students uses their senses this in accordance with the view of Levin (2012) who noted that Instructional materials are essential



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and significant tools needed for teaching and learning of Basic science to promote teachers' efficiency and improve students' performance. They give room for acquisition of skills and knowledge and development of self-acquisition. They also enable both the teachers and the students to participate actively and effectively in lessons session. Olaitan (2015) noted that the relevance of instructional materials is serious consideration in order to better the learner's performance. Learning is facilitated when the learner makes use of at least three of the sense organs namely; seeing, hearing and touching.

Findings from research question 5 revealed that with reform in nursing, nurses will graduate with ND/HND or BNsc which is in agreement with the view of Frenk who noted that Nursing colleges in many countries affiliating their programmes to universities, the Geneva Declaration of the SIDIEF adopted in 2012 urges Francophone countries to introduce university education system for nurses and make undergraduate programmes an entry requirement for the nursing profession, similarly, the Plan of action for Scaling Up Quality Nursing and WHO member states to improve nursing and midwifery education and training and produce well trained nurses and midwives. Also the findings revealed that industrial training, internship and induction are all parts of reform in nursing education which in line with the view of Yusuf (2019) who noted that the Council initiated the Internship programme in 2007. The National University Commission (NUC) gave approval for the program in 2008. The Council had to work with the Federal Ministry of Health and the Office of the Head of Civil Service of the Federation to ensure the program is incorporated into the Scheme of Service. Approval by the National Council on Establishment was given in September 2016.

Conclusion

From the findings of the study, the researchers concluded that the reform in nursing education will affect the administrative structure of schools of nursing by giving them more autonomous. All colleges of nursing under reform will be headed by a provost and that the bottleneck in administrative structure of schools of nursing will be reduced. The curriculum of the schools of nursing will also be affected as semester system will be adopted and block system will be abolished. ND/HND or BNsc certificates will be awarded with this reform in nursing education. Quality of teachers will also be affected by this reform by making the teachers to be current and up to date with new nursing methods and technology so also the reform in nursing education will make the teachers obtain a high educational qualification in nursing as masters in nursing and PhD. The career progression in nursing will also be affected by the reform as nurses will now be awarded with ND/HND or BNsc certificate there by encouraging the nurses to realize their full potentialities. Some of the strategies to be adopted to improve the implementation of nursing education reforms in Nigeria include partnership with international agencies, collaboration in the areas of research and development and funding to improve nursing education.

Recommendations

1. The three tiers of Government should seek collaboration with nongovernmental organization (NGOs) to sponsor nurses for their first, second and third degree in nursing in order to meet up with the demand of the 21st century nurse educators.



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2. The Nursing and Midwifery Council of Nigeria in collaboration with the National Universities Commission and National Board of Technical Education should regularly revise the curriculum of nursing education so as to meet up the global changes continuing in nursing education.
3. Federal and State Universities should establish more departments of Nursing for the award of BNSc and other Higher Degrees in Nursing for more manpower development towards the realization of the reform.
4. Schools of Nursing should be mandated to affiliate with Universities while Post Basic Nursing Programs be upgraded to offer Post Graduate Degrees.
5. The Nursing and Midwifery Council of Nigeria should engage in regular accreditation of Nursing Institutions to ensure quality standard.

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