Stakeholders' Quality Framework of Nursing Education: A Brief Report

Jestoni D. Maniago[1*], Abdulrhman S. Albougami[1], Christian Jay S. Orte[2],

Evelyn E. Feliciano[1], Mylene C. Malabanan[3], Amira Y. Boshra[1],

Ferdinand M. Gonzales[4] and Jupiter V. Cajigal[4]

[1] *Department of Nursing, College of Applied Medical Sciences, Majmaah University, Al Majmaah, Kingdom of Saudi Arabia*

[2] *College of Nursing, Systems Plus College Foundation, Angeles, Philippines*

[3] *Health Administration Department, Al Ghad International College of Applied Medical Sciences, Dammam, Kingdom of Saudi Arabia*

[4] *Medical-Surgical Nursing Department, College of Nursing, University of Hail, Hail, Kingdom of Saudi Arabia*

*Corresponding e-mail: je.maniaga@mu.edu.sa

ABSTRACT

Objective: *Stakeholders play an important role in generating criteria that will identify variables in evaluating nursing education. This brief report focuses on stakeholder's involvement in perceiving and formulation of quality framework s in nursing education which is conducted in one of the state universities in the Philippines that offers a nursing program.* ***Methods:*** *Survey questionnaires, Focus Group Discussion (FGD) working papers, rubrics of responsiveness were used among 410 involved participants to identify the contributing factors towards stakeholder's quality framework in nursing education. Content analysis was utilized for its qualitative results and simple frequencies and averages were applied for its quantitative descriptions.* ***Results:*** *Results showed that stakeholders defined quality education utilizing resources, practices, and outcomes with 7 elements namely: 1) Administration, 2) Curriculum and instructions, 3) Faculty, 4) facilities, 5) Student services, 6) Research and 7) Community extension. For the perspectives, meanings, and values of stakeholders' revealed difference when it comes to limitations in achieving goals but participants believed that nursing education is the production of a system for its input-process-output model. It also showed that provision of quality education and services pertaining to community development matters in terms of attaining institutional goals.* ***Conclusion:*** *These findings likewise contribute to the definition of stakeholder's quality framework that affects the delivery of nursing education which contains bearing when it comes to attaining its institutional goals, vision, and mission.*

Keywords: Model, Nursing education, Philippines, Quality, Responsiveness

INTRODUCTION

Every higher education institution develops its own vision, mission and goals based on its capabilities and resources. Success in attaining goals depends on how the institution manages its resources. Attainment of its goals indicated by the quality of products such as employable graduates, useful research results and relevant community projects [1]. These products affect the lives of stakeholders that it is considered reasonable for them to be involved in generating a set of criteria in evaluating nursing education.

This paper investigated the responsiveness of a formulated stakeholder quality framework. It underscores the importance of stakeholders' involvement in perceived quality and in the formulation of quality frameworks in nursing education. It presents a way of determining the receptiveness in institutional goals through a formulated quality frame-

work for stakeholders. This portion of the study answered the following questions:

1. What quality framework for a tertiary institution was derived by three groups of stakeholders?

2. What perspectives, concerns, and values were considered important by the stakeholders?

3. What institutional goals did the College of Nursing have?

4. How were responsiveness and agreement established between the formulated quality framework and the institutional goals?

METHODS

The study utilized focus-group discussion and survey-type of research in which the researchers used simple quantitative tools such as frequencies and averages. It was conducted in a state university in the Philippines which caters College of Nursing. The research involves 410 participants who were administrators, faculty, and students from the school identified based on their involvement in the nursing program.

Data were gathered through surveys, documents, focus group discussion, and recording equipment. Survey questionnaires, FGD working papers, rubrics of responsiveness were constructed to facilitate the gathering and analysis of data. Content analysis was applied to qualitative data where simple frequencies and averages were calculated to conclude the results of the investigation.

RESULTS

Stakeholders' Quality Framework

The stakeholders defined quality education in terms of resources, practices, and outcomes. The outcomes identified the goals for quality improvement while practices and resources identified the areas and means by which to improve institutional quality. The formulated quality framework was focused more on describing the quality of the practices and resources that were expected to contribute to higher education of good quality. It has seven elements-Administration, Curriculum and Instruction, Faculty, Facilities, Student Services, Research, and Community Extension. Each of the elements had two to five components and the quality framework had a total of 108 descriptors.

Perspectives, Concerns, and Values of Stakeholders

The perspectives, meanings, and values of stakeholders were embedded in the framework, thereby rendering it responsive and reflective of the concerns of stakeholders, and, consequently, enhancing its credibility. All stakeholder groups assumed that quality education is the output of a relationship model. However, the groups differed in the limits they placed on how to achieve goals or outputs.

Seven most frequently mentioned concerns emerged as 1) Optimizing utilization of physical resources; 2) Quality-oriented financial management; 3) Strategic faculty development; 4) Strengthening the curriculum; 5) Competency-based instruction; 6) Employment-centered student services; and 7) Creating an impact on the world outside. Institutional goals were checked against stakeholder concerns. These concerns matched with and were supported by the stakeholders' values.

The values of the three stakeholder groups were inferred from suggestions given during the survey. The groups of administrators and faculty manifested the "Effectiveness- Efficiency-Rationality" value pattern. These groups managed to probe matters concerning "conceptual continuity or connectedness". On the other hand, the student group conveyed with them the significance of this pattern by expressing their concerns in terms of affordability and usefulness. The presence of three stakeholder groups increased the possibility of more meanings for an expression to surface simply because different persons attached different meanings to a word or expression. Meanings are associated with people's experiences and the meeting of different stakeholders brought forth an occasion of interactions where meaning was clarified and enriched, becoming comprehensive and acceptable to more stakeholders because of the explanations and considerations given to their variant views.

Institutional Goals

The goals of the institution were drawn from three documents-the the university charter, university code, and the medium-term development plan-containing goals, thrusts, and directions. The main goals were identified as 1) Provision of quality education, and 2) Provision of services pertaining to community development. The delivery of quality education was to be indicated by relevant curricula, optimum and sustainable resource utilization, academic competence among the teachers, cultural consciousness and student competence gauged by employability, interpersonal relations in the workplace as well as productivity. On the other hand, the delivery of community development services was indicated by knowledge generation and highly trained and committed workers.

Responsiveness of Institutional Goals

To test whether the formulated quality framework still carries the concerns of the stakeholders, the average level of responsiveness was measured. It was determined by a rubric that compared the number of descriptors addressing each of the concerns (the level of responsiveness) (Table 1).

Table 1 Level of responsiveness of the formulated stakeholders' quality framework

Concern	Components/ Descriptors of Quality Framework	Level of Responsiveness**
Competency-based instruction	*Market-Driven Curriculum (2.1)	5 (High)
	*CHED-Prescribed (2.2)	
	*Adequate/Relevant Learning Materials (2.3)	
	*Instructional Materials Standardized by Undergoing Review by Local Accrediting Body (2.3)	
	*Periodically Reviewed Learning Materials (2.3)	
Creating an Impact on the World Outside	*Active Participation of Stakeholders in School Activities (7.1)	4 (Moderate)
	*Production of Popular and Technical Material for Info-Dissemination (7.2)	
	*Well-Maintained Demo-Projects and Causing Significant Impact on Service Communities (7.3)	
	*Relevant and Responsive Projects to the Service Area (7.4)	
Employment-centered Student Services	*Balanced Co-Curricular Programs (5.1.2)	2 (Low)
	*Well-Organized (5.1.2)	
Quality-oriented Financial Management	*Exercise of Prudence (1.5.1)	4 (Moderate)
	*Well-Planned (1.5.1)	
	*Timely Release (1.5.1)	
	*Fair Distribution to Prioritized Areas (1.5.1)	
Optimizing Utilization of Physical Resources	*Maximized Utilization of Institutional Resources (1.5.2)	4 (Moderate)
	*Funds Come from Well-Defined and Well-Studied Igps Established In The Campus (1.5.2)	
	*Igps are Established Per College as Income Source and Laboratory Facility (1.5.2)	
	*IGP Procedures are Clear, Well-Documented and Transparent (1.5.2)	
Strategic-Faculty Development	*Recruitment Based on Appropriate Degrees/Academic Preparation, Training/ Experience (3.1)	2 (Low)
	*Faculty is Periodically Evaluated with Clear and Consistent Standards (3.1)	
Strengthening the Curricula	*Comprehensive Review of the Curricula and Requirements Including Programs, Activities and Experiences Even Learning Materials (2.4)	3 (Moderate)
	*Curricular Evaluation is Conducted using Purely Defined Standard Written in Manuals (2.4)	
	*Curricular Evaluation is Periodic, Participatory (2.4)	

Average Level of Responsiveness*		3.43

*Average responsiveness was computed summing up the responsiveness level of all concerns and dividing the total by the number of concerns
**Responsiveness Scale: Low (1-2 descriptors); Moderate (3-4 descriptors); High (5 or more descriptors)

A moderate level of responsiveness (3.43) was computed which implied that all the concerns were addressed in the formulated quality framework. Hence, the stakeholder quality framework was considered an acceptable representative of the stakeholders' concept of an HEI with good quality. The extent of agreement between the institutional goals and the formulated quality framework was, then, measured and was found to be Very Strong (100%) (Table 2).

Table 2 Extent of agreement between the institutional goals and stakeholders' quality framework

Institutional Theme/Goal	Stakeholders' Quality Framework Elements/Components*	Extent of Agreement**
1. Delivery of Quality Education		
1.1 Relevant Curriculum	Programs/Activities And Experiences (2)	5 (Very Strong)
1.2 Optimum and Sustainable Resource Utilization	Curriculum (2)	
	Learning Materials (2)	
1.3 Academic Competence among Staff	Research Thrusts (6)	
1.4 Cultural Consciousness	Classrooms/Library/Laboratory (4)	
1.5 Employability	Management Procedures (1)	
1.6 Productive Citizens	Policy/Rules/Regulations (1)	
1.7 Sports Development	Funding (1,6)	
	Performance (1,3)	
	Qualifications among Workers (1,3)	
	Involvement of Stakeholders in School Projects (7)	
	Establishment And Development of Linkages (7)	
	Curriculum (2)	
	Program/Activities and Experiences (2)	
	Learning Materials (2)	
	Library and Laboratory (4)	
	Student Development (5)	
	Student Services (5)	
2. Community Development		
2.1 Knowledge Generation	Research Thrust (6)	5 (Very Strong)
2.2 Information Dissemination	Generation of Technology and Information (6)	
2.3 Development of Trained and Committed Workers	Information and Technology Dissemination (7)	
	Establishment of Techno-Demo Projects (7)	
	Faculty Involvement (7)	
	Involvement of Stakeholders (6)	

*The numbers enclosed in parentheses pertain to the elements of the stakeholders' quality framework, namely: Administration (1), Curriculum and Instruction (2), Faculty (3), Facilities (4), Students (5), Research and Extension (7); **Agreement Scale: 1 (Very Weak), 2 (Weak), 3 (Moderately Strong), 4 (Strong), 5 (Very Strong)

This implied that the institutional goals set by the school are responsive to the stakeholders' quality framework.

DISCUSSION

Stakeholders play a vital role in implementing the nursing education since most of them might able to support or inhibit the goals of an institution; hence, it is beneficial and convenient to distinguish in what way they are expected to respond in achieving the organizational vision as well as the finest tactics in collaborating and interacting with them. The establishment of responsiveness in institutional goals through a stakeholders' quality framework supports both the globalization and sustainability efforts in Philippine nursing education. Formulating stakeholders' quality framework clarifies the quality of graduates and services that the clientele desire from the institution because these stakeholders should want the assessment of factors in examining their program disparagingly sufficient to establish fairness and even the needs of the program. Nursing students and their family perhaps want their money's value, and they want to recognize that spending their tuition and time is a place to good use [2]. What they want in admitting in the program is that they are appearing in an excellent one that imparts learning effectively, equipment that is considered modernized and competitive to others and competent faculty that prepares their students to become well-rounded graduates [2]. This depicts that the evaluation of the capability and even the suitability of the setting and the location is essential to comprehend why our catered program was observed and regarded as partaking superiority or deficient in quality. Likewise, without an evaluation of setting and location, it is unbearable to appreciate the factors that contribute to undesirable results [3-6]. It is evident that majority of stakeholders are essential to join in the program evaluation process to confirm that educated health professionals encounter the stakeholders' "demands" [5,7,8]. This is often given the possibilities of employment in the immediate vicinity as well as overseas since a portion of the student population in the undergraduate nursing course is supported by parents who are working in foreign countries. Inputs from students with backgrounds related to this will enrich the framework to accommodate descriptors pertinent to international standards. Training student nurses to attain qualities of international standards renders them to be globally competitive. The level of training excellence among nursing graduates, rest on the excellence, implementation, and quality of the curriculum. Significantly, what inspires students to take the health care program, progressing health care professionals and providing a pathway to a better academic career is of boundless significance for teaching as well as the nursing practice [4]. Establishing responsiveness in institutional goals also leads a school to strengthen its fitness of purpose. This denotes to the possibility that nursing will also warrant serious reflection, and perhaps deliberate in recognizing and even classifying the individual 's organizational role outlooks coming from specific stakeholders precisely in nursing education [5]. When an institution delivers products and services responsive to stakeholders' needs at a desired level of satisfaction, it gains the trust and respect of the community. Therefore, the effort of the community as an important stakeholder might be striking in the effort of the organization and should be taken into consideration [5]. If the above-mentioned are imparted in framework, quality of graduates are being established not just knowledgeable in the theoretical perspective but also it will build the necessary skills and attitudes of being a nurse that reflects on the quality of instructions and environment imparted to them during their stay in the nursing education program. Hence, responsive Philippine nursing education is now then being patronized by parents and scholarship benefactors to educate their children trusting that when their children finish their studies, they can be employed or can establish a livelihood that can support a family. Likewise, this renders sustainability in the institution.

CONCLUSION

This study concludes that stakeholders define the quality framework of nursing education using seven components-Administration, Curriculum, Faculty, Facilities, Student Services, Research, and Community Extension. These components were framed in the model. The stakeholders' quality framework embeds their perspectives, concerns, meanings, and values. Responsiveness, being the ability of the quality framework to address the concerns and problems recognized by stakeholders, is established by comparing two frameworks or perspectives. The level of responsiveness and the extent of agreement between two frameworks were rubrics developed to assess responsiveness. The level of responsiveness is assessed by determining how the institution's goals answer the concerns raised by the stakeholders. This can be verified by determining the extent of agreement between prescribed quality as depicted by the institution's objectives and the perceived quality as expressed by stakeholders. The moderate responsiveness (3.43) of the formulated quality framework indicated that it is representative of the quality of nursing education desired by stakeholders and, hence, can be used to check the responsiveness of the institutional goals by determining their extent of agreement.

Recommendations

The study recommends the use of the responsive approach as a quality management strategy in identifying stakehold-

ers' priorities. It should involve all possible perspectives to make the concerns comprehensive. Long-term concerns must be identified for quality improvement. All possible stakeholders-internal as well as external-should be involved in the responsive activity. Trained facilitators and documenters should be employed to provide the researcher with more focused attention on the FGD procedure.

Follow up studies should be conducted in terms of 1) The effectiveness of workshops as means of conducting responsive activities to draw clientele perspectives, 2) Analysis of cost and benefits in conducting responsive formulation of a stakeholder-based quality framework, 3) Enrichment of techniques and discovery of other techniques in achieving quality, 4) The impact of a responsive framework on the quality of nursing education, and 5) Other advantages gained from the use of the responsive approach. Three possible relationships were recommended for study: 1) The relationship between many perspectives and responsiveness level; and between a number of perspectives and credibility of the outputs; 2) The relationship between the number of interactive occasions and credibility of output; and 3) The influence of the participant characteristics on the outputs of a responsive activity.

DECLARATIONS

Conflicts of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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