

Assessment of Basic Nursing Programme on Nurse Tutors' Competence and Curriculum Coverage: A Cross-Sectional Study in Ogun State, Nigeria

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ABSTRACT

Background: Nursing education plays a vital role in developing competent healthcare professionals who can deliver quality patient care. The effectiveness of nursing education depends significantly on nurse tutors' competence and curriculum implementation. This study assessed nurse tutors' professional competence and curriculum coverage in basic nursing programmes in Ogun State, Nigeria.

Methods: A descriptive cross-sectional study was conducted across four Basic Schools of Nursing in Ogun State. Three self-developed instruments were used: Nurse Tutors' Professional Competence Scale (NTPCS, reliability coefficient=0.83), Curriculum Coverage Scale (CCS, reliability coefficient=0.89), and Nurse Tutors Profile Questionnaire (NTPQ). The study evaluated nurse tutors' competence in anatomy and physiology, foundation of nursing, and reproductive health courses. Data were analyzed using descriptive statistics, Chi-square tests, and Pearson Product Moment Correlation.

Results: Nurse tutors demonstrated high professional competence across all evaluated courses with mean scores of 3.99 (anatomy and physiology), 3.90 (foundation of nursing), and 4.23 (reproductive health). The curriculum coverage was adequate with a mean average of 4.09. Significant gender distribution differences were found among nurse tutors ($\chi^2=16.900$, $df=1$, $p<0.05$), favoring females. Professional qualification distribution showed significant differences ($\chi^2=24.200$, $df=2$, $p<0.05$), with most tutors holding Postgraduate Diploma in Education. Significant positive correlations were found between professional competence and content coverage for all three courses ($p<0.05$).

Discussion: The findings demonstrate high professional competence among nurse tutors and adequate curriculum coverage, suggesting effective implementation of the basic nursing programme. However, gender disparities in the nursing faculty warrant attention for promoting diversity in nursing education.

INTRODUCTION

Nursing education forms the cornerstone of healthcare delivery systems worldwide, playing a crucial role in developing competent professionals who can meet evolving healthcare needs.¹ As one of the most complex medical sciences, nursing requires proper educational guidance to prevent potential societal damages and maintain academic credibility.² The quality of nursing education directly impacts patient care outcomes, with research showing that professionally qualified nursing personnel significantly enhance hospital care quality and prevent adverse outcomes.³

The implementation of nursing curriculum represents a critical process that extends beyond mere knowledge transfer. It involves organizing agreed plans and policies into

powerful instructional strategies at the classroom level.⁴ This process is particularly vital in nursing education, as it directly influences maternal and infant morbidity and mortality rates while promoting general population health.⁵ The competence of nurses, fundamental to quality healthcare delivery, is achieved through effective implementation of the basic nursing programme curriculum, which serves as the foundation for all nursing practice areas and specializations.

The significance of nursing education in healthcare systems cannot be overstated. The American Association of Colleges of Nursing reports that nurses constitute the largest segment of healthcare professionals globally and represent the most predominant component of any healthcare industry.⁶ Nurses assume primary responsibility for delivering interventions safely, making critical minute-to-minute decisions that keep patients alive, and ensuring quality care delivery.⁷

Despite the importance of nursing education, there exists limited research examining the relationship between nurse tutors' competence and curriculum coverage, particularly in developing countries. This gap in knowledge is significant given that the effectiveness of nursing education heavily depends on both the competence of nurse tutors and their ability to implement the curriculum comprehensively.

The current study aimed to:

1. Examine the distribution of nurse tutors by academic qualification, professional qualification, gender, age, and years of experience
2. Determine nurse tutors' professional competence in teaching anatomy and physiology, foundation of nursing, and reproductive health
3. Assess the extent of curriculum coverage in the basic nursing programme
4. Investigate the relationship between nurse tutors' competence and curriculum coverage

METHODS

Study Design and Setting

This descriptive cross-sectional study was conducted across four Basic Schools of Nursing in Ogun State, Nigeria, between [dates]. Three schools were state-owned institutions, while one was faith-based. The study received ethical approval from Ethical Review Committee in Ogu State.

Study Population and Sampling

The study population comprised all nurse tutors and students in the second and third years of study at the participating schools. Inclusion criteria for tutors included:

- a. Current employment at participating schools
- b. Teaching responsibilities in anatomy and physiology, foundation of nursing, or reproductive health

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- c. Minimum of one year teaching experience

Research Instruments

Three tools that were created by the researcher themselves were utilized to gather data:

1. The Professional Competence Scale for Nurse Tutors (NTPCS)

Classroom management, teaching methodology, student involvement, and assessment methods were among the topics evaluated. A 24-item scale measuring teaching competence; b. A five-point Likert scale answer format; c. A reliability coefficient of 0.83

2. The CCS, or Curriculum Coverage Scale

The degree of curriculum implementation was measured; nine items spanning the main course topics were included; the reliability coefficient was 0.89; and the coverage of theoretical and practical content was evaluated.

3. The NTPQ, or Nurse Tutors Profile Questionnaire

a. gathered demographic information b. facts about academic and professional credentials c. information about teaching experience

Data Collection Process

Trained research assistants administered the questionnaires during regular school hours. Students assessed their tutors' competence using the NTPCS, while curriculum coverage was evaluated using the CCS. The data collection process spanned [duration].

RESULTS

What is the professional competence of nurse tutors in the basic nursing program based on course allocation?

Table 1 shows a substantial gender-based variation in the distribution of nurse tutors enrolled in Ogun State's basic nursing program (chi-square = 16.900, df = 1, $p < 0.05$). The gender difference favors women (frequency count = 33). Similarly, Table 1 shows that the distribution of nurse tutors by professional qualification differs significantly (chi-square = 24.200, df = 2, $p < 0.05$). With a frequency count of 28, the index of significance of difference favors tutors who are registered nurses and hold a Postgraduate Diploma in Education (PDE). Additionally, Table 1's results showed that the nursing tutors' years of experience were significantly distributed (chi-square = 13.100, df = 5, $p < 0.05$). Most of the nursing tutors (Frequency counts = 23) had between 6 and 15 years of experience. Regarding years of experience, professional qualifications, and gender, the null hypotheses were disproved.

In contrast, there was no significant difference (chi-square = 9.700, df = 6, $p > 0.05$) in the distribution of nurse tutors by age. The distribution of the nurse tutors by highest academic qualification was also not significantly (chi-square = 1.400, df = 2, $p > 0.05$) different. The null

Table 1: Nurse Tutors by Gender, Age, Highest Academic Qualification, Professional Qualification, Years of experience

		Observed N	Expected N	df	Chi-square	p-value
Gender	Male	7	20.0	1	16.9000	0.000
	Female	33	20.0			
	Total	40				
Age	26-30 years	5	5.7	6	9.700	0.138
	31-35 years	7	5.7			
	36-40 years	9	5.7			
	41-45 years	10	5.7			
	46-50 years	3	5.7			
	51-55 years	4	5.7			
	56 years and above	2	5.7			
	Total	40				
Highest academic qualification	B.Sc	16	13.3	2	1.400	0.497
	PGDE	14	13.3			
	M.Sc	10	13.3			
	Total	40				
Professional qualification	Registered nurse	6	13.3	2	24.200	0.000
	Registered nurse with PGDE	28	13.3			
	Others	6	13.3			
	Total	40				
Years of experience	1-5 years	6	6.7	5	13.100	0.022
	6-10 years	12	6.7			
	11-15 years	11	6.7			
	16-20 years	6	6.7			
	21-25 years	1	6.7			
	26-30 years	4	6.7			
	Total	40				

Interpretation Benchmark: A mean score of 2.5 and above indicates high level of competence while a mean score of less than 2.5 indicates low competence level

Information from Table 2 shows that the nurse tutors teaching anatomy and physiology were professionally competent on a high note (Mean > 2.5) given all the items in the scale of measurement. The nurse tutors were found highly competent on regular attendance in class (Mean = 4.59), presentation of course outline (Mean = 4.07), strict adherence to course outline (Mean = 4.24), instructional engagement with instructional materials (Mean = 4.04), instructional engagement using demonstration (Mean = 3.99), punctuality in class (Mean = 4.43) and facilitation of desired learning (Mean = 4.05). A few other areas they were observed with high competence level were skilful use of information technology to support teaching (Mean = 4.06), skilled oral communication that reflects self (Mean = 3.83), skilled electronic communication that reflects self (Mean = 3.97), demonstration of enthusiasm towards teaching (Mean = 4.19), demonstration of respect

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for learners (Mean = 4.04), demonstration of professional knowledge base required for contemporary nursing practice (Mean = 3.79) and serving as a role model of professional nursing practice (Mean = 3.78).

Other items in the scale for which the nurse tutors demonstrated high level of competence include identification of peculiarities of individual students towards learning (Mean = 3.65), making provisions for individual needs of students towards learning (Mean = 3.70), engagement in effective counselling service with students (Mean = 3.77), use of extant literature to develop evidence-based assessment (Mean = 3.89), use of a variety of strategies to evaluate learning (Mean = 3.80), provision of prompt assessment feedback to students (Mean = 3.91) and promotion of innovative practices among the students (Mean = 3.91). The remaining three areas where the nurse tutors demonstrated high level of competence were development of leadership skills among the students (Mean = 3.90), demonstration of commitment to lifelong learning (Mean = 4.15) and mentorship of students for professional growth (Mean = 3.94).

Table 2 Mean Rating of Nurse Tutors' Professional Competence on Anatomy & Physiology

S/N	Statement	Mean	S.D	Remarks
1	Attends classes regularly	4.59	.64	High
2	Highlights course(s) outline	4.07	.90	High
3	Follows specified course outline	4.24	.84	High
4	Lectures with instructional materials	4.04	.96	High
5	Engage in practical demonstration	3.99	.96	High
6	Punctual in class	4.43	.83	High
7	Facilitates desired learning	4.05	.82	High
8	Creates opportunities for self-development of learners	4.06	.93	High
9	Uses information technology skilfully to support teaching-learning process	3.83	.97	High
10	Practices skilled electronic communication that reflects self	3.97	.91	High
11	Shows enthusiasm for teaching that motivates students	4.19	.86	High
12	Demonstrates interest in and respect for learners	4.04	.88	High
13	Maintains the professional knowledge-based needed to prepare learners for contemporary nursing practice	3.79	1.11	High
14	Serves as a role model of professional nursing practice	3.78	.96	High
15	Identifies individual student learning styles	3.65	1.05	High
16	Provides resources for diverse learners individual learning needs	3.70	.96	High
17	Engages in effective counselling strategies that meet learners professional goals	3.77	1.00	High
18	Uses extant literature to develop evidence-based assessment	3.89	.90	High

19	Uses a variety of strategies to evaluate learning	3.80	.92	High
20	Provides timely and constructive feedback to learners activities	3.91	.92	High
21	Promotes innovative practices in educational environments	3.91	.92	High
22	Develops leadership skills to shape and implement change	3.90	.96	High
23	Demonstrates a commitment to lifelong learning	4.15	.87	High
24	Mentors and supports student development	3.94	.98	High
Mean Average = 3.99				

Interpretation Benchmark: A mean score of 2.5 and above indicates high level of competence while a mean score of less than 2.5 indicates low competence level

The ratings of nurse tutors of foundations of nursing professional competence by the students show high level of resemblance to similar ratings of nurse tutors of anatomy and physiology in Table 3. Results indicated on Table 4.1b revealed a high rating of professional competence of nurse tutors of foundations of nursing. Item by item report indicated that the nurse tutors of foundations of nursing were highly professionally competent considering regular attendance in class (Mean = 4.12), presentation of course outline (Mean = 4.00), strict adherence to course outline (Mean = 4.01), instructional engagement with instructional materials (Mean = 3.87), instructional engagement using demonstration (Mean = 3.81), punctuality in class (Mean = 3.99) and facilitation of desired learning (Mean = 3.88). The ratings of professional competence of the nurse tutors were also high for skilful use of information technology to support teaching (Mean = 3.74), skilled oral communication that reflects self (Mean = 3.86), skilled electronic communication that reflects self (Mean = 3.76), demonstration of enthusiasm towards teaching (Mean = 4.06), demonstration of respect for learners (Mean = 3.93), demonstration of professional knowledge base required for contemporary nursing practice (Mean = 4.01) and serving as a role model of professional nursing practice (Mean = 4.08).

It was further observed that the nurse tutors were of high level of professional competence in identification of peculiarities of individual students towards learning (Mean = 3.75), provisions for individual needs of students towards learning (Mean = 3.79), engagement in effective counselling service with students (Mean = 3.83), use of extant literature to develop evidence-based assessment (Mean = 3.80), use of a variety of strategies to evaluate learning (Mean = 3.89), provision of prompt assessment feedback to students (Mean = 3.89) and promotion of innovative practices among the students (Mean = 3.85). The other items where the nurse tutors demonstrated high professional competence level were development of leadership skills among the students (Mean = 3.93), demonstration of commitment to lifelong learning (Mean = 3.91) and mentorship of students for professional growth (Mean = 3.92).

Table 3 Mean Rating of Nurse Tutors of Foundations of Nursing Professional Competence

S/N	Statement	Mean	S.D	Remarks
1	Attends classes regularly	4.12	.89	High
2	Highlights course(s) outline	4.00	.97	High
3	Follows specified course outline	4.01	.96	High
4	Lectures with instructional materials	3.87	.98	High
5	Engage in practical demonstration	3.81	1.12	High
6	Punctual in class	3.99	.99	High
7	Facilitates desired learning	3.88	.98	High
8	Creates opportunities for self-development of learners	3.74	1.03	High
9	Uses information technology skillfully to support teaching-learning process	3.86	1.04	High
10	Practices skilled electronic communication that reflects self	3.76	1.03	High
11	Shows enthusiasm for teaching that motivates students	4.06	.90	High
12	Demonstrates interest in and respect for learners	3.93	.92	High
13	Maintains the professional knowledge-based needed to prepare learners for contemporary nursing practice	4.01	1.09	High
14	Serves as a role model of professional nursing practice	4.08	.92	High
15	Identifies individual student learning styles	3.75	1.04	High
16	Provides resources for diverse learners individual learning needs	3.79	.99	High
17	Engages in effective counselling strategies that meet learners professional goals	3.83	.95	High
18	Uses extant literature to develop evidence-based assessment	3.80	.98	High
19	Uses a variety of strategies to evaluate learning	3.89	.94	High
20	Provides timely and constructive feedback to learners activities	3.89	.94	High
21	Promotes innovative practices in educational environments	3.85	.95	High
22	Develops leadership skills to shape and implement change	3.93	.92	High
23	Demonstrates a commitment to lifelong learning	3.91	.98	High
24	Mentors and supports student development	3.92	1.00	High
Mean Average = 3.90				

Interpretation Benchmark: A mean score of 2.5 and above indicates high level of competence while a mean score of less than 2.5 indicates low competence level

The level of professional competence of nurse tutors of reproductive health was high as reflected on Table 4. At item level the competence of the tutors was high for regular attendance in class (Mean = 4.07), presentation of course outline (Mean = 3.93), strict adherence to course outline (Mean = 4.05), instructional engagement with instructional

materials (Mean = 3.83), instructional engagement using demonstration (Mean = 3.73), punctuality in class (Mean = 4.09) and facilitation of desired learning (Mean = 3.92). The other items with high competence of the tutors include skilful use of information technology to support teaching (Mean = 3.75), skilled oral communication that reflects self (Mean = 4.02), skilled electronic communication that reflects self (Mean = 3.64), demonstration of enthusiasm towards teaching (Mean = 4.06), demonstration of respect for learners (Mean = 3.91), demonstration of professional knowledge base required for contemporary nursing practice (Mean = 3.91) and serving as a role model of professional nursing practice (Mean = 4.09).

A few other areas at which high competence level was recorded for the nurse tutors were identification of peculiarities of individual students towards learning (Mean = 3.70), provisions for individual needs of students towards learning (Mean = 3.66), engagement in effective counselling service with students (Mean = 3.83), use of extant literature to develop evidence-based assessment (Mean = 3.83), use of a variety of strategies to evaluate learning (Mean = 3.89), provision of prompt assessment feedback to students (Mean = 3.94) and promotion of innovative practices among the students (Mean = 3.86). Further, the nurse tutors were highly competent in development of leadership skills among the students (Mean = 3.94), demonstration of commitment to lifelong learning (Mean = 3.89) and mentorship of students for professional growth (Mean = 3.91).

Table 4 Mean Rating of Nurse Tutors of Reproductive Health Professional Competence

S/N	Statement	Mean	S.D	Remarks
1	Attends classes regularly	4.07	.97	High
2	Highlights course(s) outline	3.93	1.01	High
3	Follows specified course outline	4.05	.93	High
4	Lectures with instructional materials	3.83	.99	High
5	Engage in practical demonstration	3.73	1.14	High
6	Punctual in class	4.09	.92	High
7	Facilitates desired learning	3.92	.94	High
8	Creates opportunities for self-development of learners	3.75	.98	High
9	Uses information technology skillfully to support teaching-learning process	4.02	.93	High
10	Practices skilled electronic communication that reflects self	3.64	1.02	High
11	Shows enthusiasm for teaching that motivates students	4.06	.89	High
12	Demonstrates interest in and respect for learners	3.91	.96	High
13	Maintains the professional knowledge-based needed to prepare learners for contemporary nursing practice	3.91	1.22	High
14	Serves as a role model of professional nursing practice	4.09	.89	High
15	Identifies individual student learning styles	3.70	1.06	High

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16	Provides resources for diverse learners individual learning needs	3.66	.96	High
17	Engages in effective counselling strategies that meet learners professional goals	3.83	.89	High
18	Uses extant literature to develop evidence-based assessment	3.83	.96	High
19	Uses a variety of strategies to evaluate learning	3.89	.94	High
20	Provides timely and constructive feedback to learners activities	3.94	.91	High
21	Promotes innovative practices in educational environments	3.86	.96	High
22	Develops leadership skills to shape and implement change	3.94	.92	High
23	Demonstrates a commitment to lifelong learning	3.89	.94	High
24	Mentors and supports student development	3.91	1.05	High
Mean Average = 4.23				

The extent of coverage of curriculum of basic nursing programme in Ogun state was on a high side given the results presented on Table 5. Specific analysis of courses and activities of the programme revealed that the extent of content coverage of anatomy and physiology (Mean = 4.14), foundations of nursing (Mean = 4.10), reproductive health (Mean = 4.06), primary health care (Mean = 4.12), medical surgical nursing (Mean = 4.07) and clinical experience (Mean = 4.18) was high. In the same vein, complimentary activities which were examination on schedule (Mean = 4.07), co-curricular activities (Mean = 4.07) and scheduled social activities (Mean = 3.96) received a high degree of attention.

To what extent is the curriculum of basic nursing programme covered?

Table 5 Mean and standard Deviation indicating Coverage of Nursing Programme Curriculum

S/N	Statement	Mean	S.D	Remarks
1	Anatomy and physiology	4.14	.94	High
2	Foundations of nursing	4.10	.86	High
3	Reproductive health	4.06	.94	High
4	Primary health care	4.12	.88	High
5	Medical surgical nursing	4.07	.88	High
6	Clinical experience	4.18	.86	High
7	Examination as scheduled	4.07	.96	High
8	Planned co-curricular activities	4.07	.90	High
9	Scheduled social activities	3.96	.94	High
Mean Average = 4.09				

Interpretation Benchmark: A mean score of 3 and below is considered as low extent of coverage while a higher mean score that is above 3 is considered as high.

Research Question Four: To what extent is the training modules for basic nursing programme adequate?

The adequacy of the training modules by the rating of the students indicated on Table 6 was high (Mean Average = 3.95). High mean ratings of 3.67, 3.94, 3.98, 3.57, 3.92 and 3.98 were recorded for appropriate sequence of course outline, appropriate time allotted for training, specification of learning objectives module by module, timeliness of courses, practical demonstration of instruction, appropriate mix of practical and other instructional approaches and adequate supply of instructional materials respectively. The other items on which the training modules were rated high include optimum listing of reference texts (Mean = 3.83), specification of audio-visual activities (Mean = 4.07), provision for optimum clinical posting (Mean = 3.96), clinical posting being commensurate with programme objectives (Mean = 4.26), clinical posting appropriate with classroom instruction (Mean = 4.21), provision for demonstration of practical competence (Mean = 4.03) and students' evaluation reflecting learning outcomes (Mean = 3.89) and training methods appropriateness for learning (Mean = 3.92).

Table 6: Mean and Standard Deviation indicating Adequacy of Basic Nursing Training Modules

S/N	Statement	Mean	S.D	Remarks
1	Adequate course outline sequence for the training	3.67	.94	High
2	Each course learning objectives discussed	3.94	.93	High
3	Courses completed as specified per semester	3.98	.94	High
4	Adequate practical demonstration of classroom instructions	3.57	1.16	High
5	Adequate instructional materials available for classroom instructions	3.92	.90	High
6	Adequate Textbooks listed for the programme	3.98	.98	High
7	Audio-visual available	3.98	.94	High
8	Attends clinical posting as specified	3.83	1.03	High
9	Clinical posting commensurate with programme objectives	4.07	.91	High
10	Clinical posting appropriate with classroom instruction	3.96	.99	High
11	Students exposure to practical experience in clinical area	4.26	.89	High
12	Adequate demonstration of practical competence	4.21	.80	High
13	Students examinations reflect learning outcomes	4.03	.88	High
14	Examination questions reflect classroom instruction	3.89	.96	High
15	Teaching methods enhance learning	3.92	.97	High

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Mean Average = 3.95

Interpretation Benchmark: A mean score of 3 and below is considered as low extent of adequacy while a higher mean score above 3 is considered as high.

DISCUSSION

This comprehensive assessment of nurse tutors' competence and curriculum coverage provides important insights into the state of nursing education in Ogun State, Nigeria. The findings reveal several key aspects worthy of detailed discussion.

Gender Distribution and Professional Development

The significant gender disparity among nurse tutors, with female predominance, reflects broader trends in nursing education globally.⁸ While this aligns with historical patterns in nursing, it raises important questions about gender diversity in nursing education. The high proportion of tutors with postgraduate education qualifications (70% with PDE) demonstrates institutional commitment to maintaining qualified teaching staff, supporting findings by Aiken et al.³ Regarding the importance of professional qualifications in healthcare education.

Professional Competence

The elevated skill levels exhibited in all three core courses indicate the successful application of professional standards in nursing education. The notably robust performance in attendance, punctuality, and course commitment corresponds with Halstead's emphasis on these essential elements of nursing education. The consistently high evaluations across several competency areas demonstrate the effective amalgamation of technical and pedagogical skills, corroborating Abolghasemi et al.'s findings about the significance of thorough professional preparation for nurse educators^{2,9}.

Curriculum Coverage and Implementation

The comprehensive curriculum coverage (mean=4.09) demonstrates effective program implementation, particularly noteworthy in clinical experience areas. This aligns with WHO guidelines emphasizing the importance of balancing theoretical knowledge with practical experience.¹⁰ The strong correlation between tutor competence and curriculum coverage supports Bediako's assertion about the crucial role of instructor capability in curriculum implementation.⁴

Teaching Experience and Competence

The concentration of teaching experience in the 6-15 year range suggests a mature yet dynamic faculty body. This experience distribution potentially contributes to the high competence levels observed, supporting research by Meyer linking teaching experience to educational effectiveness in nursing education.⁷

Implications for Practice

The findings of this study yield several important implications for nursing education and practice, highlighting key areas that require strategic attention to improve both instructional quality and curricular outcomes.

1. Educational Policy and Planning

A notable finding from the study is the strong correlation between tutor competence and curriculum coverage, underscoring the importance of robust faculty development initiatives. To address this, educational institutions should prioritize pedagogical enhancement for nursing tutors. Specifically, it is recommended that all new nurse tutors undergo mandatory training in teaching methods. In addition, regular professional development workshops should be held to expose faculty to emerging instructional methodologies. To further strengthen teaching effectiveness, mentorship programs should be instituted, pairing experienced tutors with less experienced colleagues to promote knowledge sharing and continuous improvement.

2. Curriculum Implementation

The evidence indicating comprehensive curriculum coverage points to the need for consistent and structured approaches in implementing academic content. Institutions should consider developing standardized monitoring tools to assess curriculum delivery and effectiveness. Regular review cycles should also be instituted to ensure that course content remains aligned with current healthcare practices and knowledge. Furthermore, incorporating more technology-enhanced learning tools will enrich the educational experience and better prepare students for modern clinical environments. Strengthening partnerships between academic institutions and clinical settings will also enhance practical training and ensure relevance in real-world applications.

3. Gender Diversity

The study also revealed a substantial gender imbalance among nursing tutors, signaling the need for targeted interventions to promote diversity. Strategies should be developed to recruit more male educators into the nursing field. Alongside this, support systems must be established to assist underrepresented groups within nursing education. Institutions should also adopt inclusive hiring policies that actively promote gender diversity in faculty appointments, ensuring a more balanced and representative educational workforce.

4. Professional Development

Finally, findings related to the professional qualifications of nursing educators suggest the need for structured career advancement opportunities. Institutions should develop clear progression pathways that outline the steps educators can take to grow in their careers. Opportunities for advanced academic qualifications must be made accessible, and specialized training programs tailored to the field of nursing education should be

introduced. These measures will help elevate the professional standards and academic rigor of nursing instruction.

CONCLUSION

This comprehensive assessment of nurse tutors' competence and curriculum coverage in Ogun State's basic nursing programs reveals several encouraging findings while highlighting areas for improvement. The high levels of professional competence demonstrated across all evaluated courses, coupled with comprehensive curriculum coverage, suggest effective implementation of nursing education programs. The significant correlations between tutor competence and curriculum coverage emphasize the crucial role of qualified educators in nursing education.

The gender distribution findings point to ongoing challenges in achieving diversity within nursing education, while the qualification patterns demonstrate strong professional development among nurse tutors. These findings provide valuable insights for educational policy development and program improvement in nursing education.

Future research directions should include:

1. Longitudinal studies examining changes in competence and curriculum implementation over time
2. Multi-state comparative studies to establish broader patterns
3. Investigation of student outcomes in relation to tutor competence
4. Evaluation of specific pedagogical approaches in nursing education

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