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AN ASSESSMENT OF GOVERNMENT SCHOOLS AND COLLEGES OF  
NURSING IN THE PHILIPPINES, 1980-1981

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Maccelesides B. Salmin

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AKLATANG EMILIO AGUNALDO

## ABSTRACT

This study is an assessment of fourteen government schools and colleges of nursing in the Philippines during the school year 1980-1981. The descriptive method of research was used in this study, employing the tools of interview, observation, and questionnaire to elicit the desired information from 187 respondents (20 nurse administrators and 167 teachers) selected by purposive sampling, comprising 83.5 percent of the total population of 227 administrators and teachers from fourteen government schools and colleges of nursing in the Philippines.

An analysis of the data showed that the typical nurse administrator was 50-51 years old, taught an average of six hours per week, at least a masteral degree holder, received a salary of 1,000-1,399 pesos per month, married, female, and upgrading for the doctoral degree. The typical teacher or clinical instructor was between 34-35 years old, taught an average of six hours per week, supervised students in the clinical areas for 20 to 25 hours per week, had two or three other assignments in addition to classroom teaching and clinical supervision, a BSN graduate with credits toward a master's degree, had a rank of instructor, received a monthly salary of 700-799 pesos per month, married, female, enjoyed a permanent status, received other benefits, and did not receive the thirteenth month pay.

The following conclusions were drawn from the findings of the study:

1. The strengths of government schools and colleges of nursing lie in philosophy and objectives, instruction, evaluation, student personnel services, curriculum, clinical facilities, library, business administration, and physical plant.
2. Situations and conditions in government schools and colleges of nursing that need definite improvements fall mainly under faculty and staff, laboratories, and records and reports.
3. Majority of the nurse administrators are qualified for their responsibilities.
4. Majority of the teachers and clinical instructors are not qualified for their teaching assignments. They need to be encouraged to finish their master's degree in the particular areas of teaching.
5. Faculty ranking is not observed according to MEC regulations in city and Ministry of Health schools of nursing.
6. Most schools and colleges of nursing faculty did not receive the thirteenth month pay.
7. Men nurses are needed in nursing. There is a place for men nurses in the nursing profession.
8. Some health care facilities do not have adequate registered nursing staffs so that students are still used to provide the nursing service needs of clients.

9. Some educational and health care facilities need to be renovated. Renovations must include adequate spaces for laboratories, properly equipped with essential facilities not only for functional use by personnel and clients but also for quality student education.

10. Some physical plants are in dire need of face-lifting and thorough improvement in environmental sanitation, landscaping and beautification so that faculty, students, workers, and the community will enjoy and learn to appreciate beautiful, clean, and wholesome atmosphere as they work and learn together in the educational and/or health care facility.

11. The clinical facilities and community health agencies have a wealth and variety of experiences for teaching-learning purposes.

12. The schools and colleges of nursing need adequate and stable financial support continuously calculated not only to improve facilities but also to employ adequate and qualified personnel in the teaching, clerical, and records section of educational and health care facilities.

13. Most schools and colleges of nursing need a designated official to handle public relations and an adequate budget for public relations and community service activities.

14. A periodic review and orientation of personnel with regard to their place in the organizational set-up is a necessity

in order to avoid conflict and confusion as to their roles as well as provide a clear understanding of one's duties and responsibilities for effective planning and execution of same.

15. To be fully collegiate, educational institutions must be controlled and operated by institutions of higher learning.

16. There is no unified control committee or body for self-regulation of government schools and colleges of nursing except as provided in school groups. They are autonomous schools which graduate their students without going through NRC to obtain an S.O. (Special Order) for graduation. The Board of Nursing assumes the responsibility for inspecting the facilities of individual schools or colleges of nursing and issues licenses to graduates after they shall have passed the Nurses Board examinations, to become registered nurses (R.N.'s).

Recommendations are primarily geared to the maintenance of excellence and adequate provisions or conditions relative to all aspects of educational administration with a heavy stress on improvements especially in schools and colleges of nursing obtaining "to some extent" ratings or category relative to faculty and staff, laboratories, and records and reports. Suggested guidelines for an Action Program are given in Chapter VIII of the study to take care of priority needs that require administrative attention and support.

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