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Quality and Relevance of Master Degree Education for The Professional Development of Nurses

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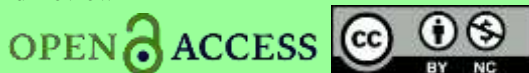
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Abstract

Background: From last many years revolutionary changes in nursing came that upgrade the nursing profession. New health care policies, methods procedures, holistic health care approaches are in line to meet the people demand. So, to fulfill the new emergent needs, continue education is necessary but unfortunately to support this in the field of nursing is still limited and less focused. The purpose of this study is to investigate the usefulness of the degree education for nurses and how it influences on their professional development. Methodology: This is a quantitative cross-sectional study. Sample was selected through random sampling. Data was collected from 120 BSN nurses of two different institute of Lahore i.e. Shalimar nursing college and Syeda Waheed Fatima Memorial, College of Nursing Lahore. A self-administered questionnaire was floated to collect the data. A multiple regression and Chi-Square test were applied to see the association. Results: The results were showed that majority of nurses believed that they have acquired great level of knowledge and skills. A multiple regression model demonstrated that significant association exists between knowledge, implementation of skills and professional development. The Chi-Square test showed the positive relationship between quality and relevance with professional development. According to results, few nurses experienced financial advancement and promotion. Conclusion: so, degree education develops high level skills and knowledge. But to implement all this, different policies or employment rate must be focused

Keywords: Holistic health care; degree education; professional development; Bachelor of Science in Nursing nurses; multiple regressions; Chi-Square test..

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Introduction

To address the ongoing future demands, nursing education act as a agent to change and reshape the nursing practices and advance nursing education reforms (Nursing, 1999). From last few decades, nursing has been struggling hard to develop advance nursing practices (Furlong & Smith, 2005). Nursing needs professional practitioners with powers of knowledge, skills, critical thinking and decision making, for which continue education is pivotal. It is necessary to meet the increasing demand and challenges of health care system (Whyte et al., 2000).

According to (Watkins, 2011) continue professional development is a blue print to the advance nursing as a

profession that prompt give protected, high caliber and productive wellbeing administrations according to populace wishes (Massimi et al., 2017).

It mainly depends upon nurses to continue their education for their professional development even after graduation. So, master education is the basic destination of graduates after completing their degree and serve as a catalyst for the exponential nurses' professional growth (Watkins, 2011). Master degree provides the pathway for the attainment and execution of knowledge and skills and significance of the course to the professional development that mainly focus on



the management, education, research and clinical expertise (Massimi et al., 2017).

There is a strong association between the master degree education and professional development that leads to develop curricula and degree structures that are same in all over the world regardless of cultural, economic, philosophically and health care needs differences (Lahtinen et al., 2014). According to (Massimi et al., 2016) master degree relates to professional, hierarchical and economic progress and also increases duties and responsibilities. Yet, the circumstance is distinctive in Pakistan, where larger part just gets diploma education. Degree instruction is being produced gradually and confronted diverse difficulties inside the way of life milieu of Pakistan (Upvall et al., 2002). Previous there is no study on the attainment of higher education and to understand the value and worth of it to the professional development among nurses in Pakistan. Hence, the aim of the study is to check the degree education improve the professionalization of nursing

Objective

- To investigate the association of nursing higher education with the professional development.

Problem statement and significance

The studies emphasized that the nursing is re discovering itself as a unique profession by continue education. But majority of nurses confined themselves to diploma education and very few nurses who studied till graduation due lack of knowledge and awareness of usefulness of degree education in workplace and their professional development. There are limited studies on how nurse's views about the usefulness of master degree to the professional development. However, present quantitative cross-sectional study in the context of nurse's judgments of the master degree related to their present job requirements. The study will improve the nurse's perception about the degree education with the professional growth. It not only upgrades the knowledge but also help in the clinical field that leads to high quality and safe holistic patient care. It would also provide learning paradigm for further researchers and attract more nurses towards degree education.

Literature Review

To convey comprehensive care and accomplish the objectives of Health 2020 by WHO, nursing will play out the primary part and present the advance concept of nursing. The new changing Health delivery framework empower the nurses to control their maximum capacity to actualize the advance nurse practitioner role that was risen in the mid-1960s and extensively recognized in UK because of meet the future requests and perceive in nursing literature in the mid-1980s by continue education (Furlong & Smith, 2005). From most recent quite a long while numerous changes in

nursing to propel nursing as a profession (Callister et al., 2004). As per (Lisko & O'Dell, 2010) continue education refresh learning and abilities that motivate nurses to individual and expert advancement, master education has a significant part in this perspective, as it widens the vision of nurses in administration, authority and communication (Nickitas & Feeg, 2011). Numerous authors concurred that professionalization is supported by academic aptitude (Cotterill-Walker, 2012).

So as indicated by (Furlong & Smith, 2005) advanced education creates levelheaded analysis and decisive judgment capacities that is the fruitful indicator of vocation up degree, high expert position and improvement. Past studies expresses that the master degree upgrades characteristics like basic reasoning, certainty, and evidence-based practice and professionalization (Spencer, 2006; Massimi et al., 2017). Quantitatively study describe the results and importance of degree education particularly in administration, clinical, education and research abilities which assistance nurses in every day schedule, evidence-based practices, abilities stir up, human and non-human arranging and guaranteeing supportive workplace (Smeltzer et al., 2015).

But numerous nurses go to administration and education and less spotlight on clinical information and ability that appear to be surprising at degree level that is the reason to operate advance technologies and meet multiregional part in hospital and essential human services segment, clinical MSN educational programs and authority ought to be updated (LeFlore & Thomas, 2016). In addition, relevant person teaching have incredible effect on the quality of education like nursing education by doctors have no perfect result then it is given by expert nurses themselves since they have better thought regarding the professional necessities of nurses (Eslamian et al., 2015).

Besides (Drennan, 2012), master education is the gate of various doors that prompts to uncommon goals and the transitional pathway to PhD. Presently there is number of graduates enlist towards doctoral projects after master degree. On the other hand according to (Drennan, 2012) acceleration of degree education prompts under work of graduates because of lack of empty high post, expanded enlisting of less paid remote staff, diminished in the satisfaction of resigned empty post and decrease the healing facility beds with least staff requirement, that constrained the accomplice of competent nurses migrated towards the better openings. So, there is lot of work vital in such manner (Massimi et al., 2017).

Consequently, specific approaches to improve nurses preparing and to permit them get right of entry to a better level of education have been embraced in a couple of countries, specifically offering expense support and pay upgrade to the individuals who went to courses. Through



this, MSN not only accomplish the objective of higher degree education but also meet the requirement of shortage of nursing staff (Massimi et al., 2017).

Hypothesis

H0: There is no positive relationship exists between nursing educations with the professional development.

H1: There is positive relationship exists between nursing educations with the professional development.

Methodology

Total population and sample size

The research design was cross sectional study. The target population was 200-degree Nurses from 2 different colleges (100 students from Shalimar nursing college and 100 students from Syeda Waheed FMH College of Nursing Lahore. The sample sizes of 120 nurses were randomly selected.

Research Instrument

The instrument was adopted from the article the quality and relevance of master education for the professional development of Nurses written by (Azzurra Massimi , Carolina Marzuillo, Marco Di Muzio & Maria Rosaria Vacchio, 2016). The instrument was divided into two sections (A and B). Section A contains demographic data while section B further divides into four parts according to variables (A, B, C and D) which comprised of four scale likert scale that obtained responses from the respondents with response options: 1 (“not at all”) to 4 (“to a large extent”), with the exception of last three questions of section C that are response according to the statements. A self-administered questionnaire was floated to collect data from the BSN nurses.

Data Analysis

Data analysis was done by SPSS version 20 (stata version 12.0). **Statistical** computer software for data analysis. The study was descriptive and so all the descriptive statistics was obtained through the SPSS software. Reliability and validity meet the standard values. A standard multiple regression and Chi-Square test apply to see the relationship of variables.

Informed Consent

Consents was taken from all the participants and free hand were given to the participants to take part in the study or refused to participate, participants were also be the right to mentioned name or not and confidentiality was considered.

Demographical Analysis

Demographical analysis shows that frequency distribution of gender (91.7% female and 8.3% male), marital status (64.2% single and 35.8 married). similarly, age group (mostly respondents belong to age group 25-35 (78.3%), qualification (95% BSN). Furthermore, stay in organization

(mostly respondents having experience 1-5 years (60%) and hierarchical position (expert nurses 80%).

Validity

The validity of Acquisition of knowledge and skills, Implementation of skills, Relevance and quality of the degree education and Professional development is significant ($p=0.000$) and KMO values meet the standard requirement so, all these variables are valid (table 20-23).

Reliability

The reliability of variables acquisition of knowledge and skills, Implementation of skills, Relevance and quality of the degree education and Professional development touches the standard value of α at least 0.70. It means these variables are reliable (table 24-27).

Regression and Cross-Tab

A standard multiple logistic regressions were applied that shows the predictor variable strong association with the knowledge and execution of skills (Table 28-33). In Cross-Tab, Chi-Square Tests show the relationship of quality and relevance of degree education with the professional aptitude. In these nurses positively judge the quality as well as relevance of degree course (Cross table 1-18).

Result

Demographical Analysis

Table 1 depicts the results of frequency distribution of gender of the total 120 respondents in which 110 (91.7%) were female and 10 (8.3%) were males.

Table 2 represents the results of frequency distribution of age group of total 120 respondents, in which the age group 18-25 of the respondents were 16 (13.3%), 25-35 were 94 (78.3%), and 36-50 were 10 (8.3%).

Descriptive Analysis

Table 3 represents the results of frequency distribution of on graduation; did you believe that you had acquired knowledge and/or skills useful for your future job? The results in this table depicts that 1 (0.8%) of respondent was agree not at all, 7 (5.8%) of respondents were agree very little, 26 (23.3%) were agree somewhat and 84 (70%) were agree to a large extent.

Table 4 represents the results of frequency distribution of Do you believe now that you acquired knowledge and/or skills during the course useful for your job? The results in this table states that none of respondents were respond on option not at all but 3 (2.5%) of respondents were agree very little, 35 (29.2%) were agree somewhat and 82 (68.3%) were agree to a large extent.

Table 5 represents the results of frequency distribution of Do you believe that your clinical skills improved during the degree course? The results in this table states that 7 (5.8%)



of respondents were agree very little, 27 (22.5%) were agree somewhat and 86 (71.7%) were agree to a large extent.

Table 1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	8.3	8.3	8.3
	Female	110	91.7	91.7	100.0
	Total	120	100.0	100.0	

Table 2: Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	16	13.3	13.3	13.3
	25-35	94	78.3	78.3	91.7
	35-50	10	8.3	8.3	100.0
	Total	120	100.0	100.0	

Table 3: On graduation, did you believe that you had acquired knowledge and/or skills useful for your future job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	1	.8	.8	.8
	Very Little	7	5.8	5.8	6.7
	Some What	28	23.3	23.3	30.0
	To A Large Extent	84	70.0	70.0	100.0
	Total	120	100.0	100.0	

Table 4: Do you believe now that you acquired knowledge and/or skills during the course useful for your job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	3	2.5	2.5	2.5
	Some What	35	29.2	29.2	31.7
	To A Large Extent	82	68.3	68.3	100.0
	Total	120	100.0	100.0	

Table 5: Do you believe that your clinical skills improved during the degree course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	7	5.8	5.8	5.8
	Some What	27	22.5	22.5	28.3
	To A Large Extent	86	71.7	71.7	100.0
	Total	120	100.0	100.0	



Table 6 represents the results of frequency distribution of Do you believe that your educational skills improved during the degree course? The results in this table states that 5 (4.2%) of respondents were agree very little, 18 (15%) were agree somewhat and 97 (80.8%) were agree to a large extent.

Table 7 represents the results of frequency distribution of Do you believe that your management skills improved during the degree course? The results in this table states that 4 (3.3%) of respondents were agree very little, 31 (25.8%) were agree somewhat and 85 (70.8%) were agree to a large extent.

Table 8 represents the results of frequency distribution of Do you believe that your research skills improved during the degree course? The results in this table states that 8 (6.7%) of respondents were agree very little, 31 (25.8%) were agree somewhat and 81 (67.5%) were agree to a large extent.

Table 9 represents the results of frequency distribution of have you effectively implemented in your job the clinical skills acquired during the degree course? The results in this table states that 17 (14.2%) of respondents were agree very little, 54 (45%) were agree somewhat and 49 (40.8%) were agree to a large extent.

Table 6: Do you believe that your educational skills improved during the degree course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	5	4.2	4.2	4.2
	Some What	18	15.0	15.0	19.2
	To A Large Extent	97	80.8	80.8	100.0
	Total	120	100.0	100.0	

Table 7: Do you believe that your management skills improved during the degree course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	4	3.3	3.3	3.3
	Some What	31	25.8	25.8	29.2
	To A Large Extent	85	70.8	70.8	100.0
	Total	120	100.0	100.0	

Table 8: Do you believe that your research skills improved during the degree course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	8	6.7	6.7	6.7
	Some What	31	25.8	25.8	32.5
	To A Large Extent	81	67.5	67.5	100.0
	Total	120	100.0	100.0	

Table 9: Have you effectively implemented in your job the clinical skills acquired during the degree course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	17	14.2	14.2	14.2
	Some What	54	45.0	45.0	59.2
	To A Large Extent	49	40.8	40.8	100.0
	Total	120	100.0	100.0	



Table 10 represents the results of frequency distribution of have you effectively implemented in your job the educational skills acquired during the degree course? The results in this table states that 2 (1.7%) of respondents were respond on option not at all, 8 (6.7%) of respondents were agree very little, 49 (40.8%) were agree somewhat and 61 (50.8%) were agree to a large extent.

Table 11 represents the results of frequency distribution of have you effectively implemented in your job the management skills acquired during the degree course? The

results in this table states that 4 (3.3%) of respondents were respond on option not at all, 7 (5.8%) of respondents were agree very little, 47 (39.2%) were agree somewhat and 62 (51.7%) were agree to a large extent.

Table 12 represents the results of frequency distribution of Do you believe that the degree course is relevant for your present job? The results in this table shows that 2 (1.7%) of respondents were responds on option not at all, 7 (5.8%) of respondents were agree very little, 17 (14.2%) were agree somewhat and 94 (78.3%) were agree to a large extent

Table 10: Have you effectively implemented in your job the educational skills acquired during the degree course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2	1.7	1.7	1.7
	Very Little	8	6.7	6.7	8.3
	Some What	49	40.8	40.8	49.2
	To A Large Extent	61	50.8	50.8	100.0
	Total	120	100.0	100.0	

Table 11: Have you effectively implemented in your job the management skills acquired during the degree course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	4	3.3	3.3	3.3
	Very Little	7	5.8	5.8	9.2
	Some What	47	39.2	39.2	48.3
	To A Large Extent	62	51.7	51.7	100.0
	Total	120	100.0	100.0	

Table 12: Do you believe that the degree course is relevant for your present job?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	2	1.7	1.7	1.7
	Very Little	7	5.8	5.8	7.5
	Some What	17	14.2	14.2	21.7
	To A Large Extent	94	78.3	78.3	100.0
	Total	120	100.0	100.0	



Table 13 represents the results of frequency distribution of would you recommend the degree course to other students? The results in this table states that 1 (0.8%) of respondents were responds on option not at all, 1 (0.8%) of respondents were agree very little, 19 (15.8%) were agree somewhat and 99 (82.5%) were agree to a large extent.

Table 14 depicts the results of frequency distribution of what is your judgment of the quality of the Course? The results in this table shows that 6 (5%) of the respondents giving the response of Acceptable, 29 (24.2%) were agree

on Good, 51 (42.5) were agree on Very Good and 34 (28.3%) were agree on Excellent.

Table 15 shows that the results of frequency distribution of Have your current judgment changed compared to that on graduation? The results in this table states that out of 120 respondents only 4 (3.3%) response that the course is worse than they thought, 15 (12.5%) of respondents' opinion is unchanged and 101(84.2%) of respondents agree on the course is better than they thought.

Table 13: Would you recommend the degree course to other students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1	.8	.8	.8
	Very Little	1	.8	.8	1.7
	Some What	19	15.8	15.8	17.5
	To A Large Extent	99	82.5	82.5	100.0
	Total	120	100.0	100.0	

Table 14: What is your judgment of the quality of the course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Acceptable	6	5.0	5.0	5.0
	Good	29	24.2	24.2	29.2
	Very Good	51	42.5	42.5	71.7
	Excellent	34	28.3	28.3	100.0
	Total	120	100.0	100.0	

Table 15: Have your current judgment changed compared to that on graduation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, the course is worse than I originally thought	4	3.3	3.3	3.3
	No, my opinion is unchanged	15	12.5	12.5	15.8
	Yes, the course is better than I originally thought	101	84.2	84.2	100.0
	Total	120	100.0	100.0	



Table 16 shows the results of frequency distribution of If you could go back in time would you still take the MSN course? The results in this table depicts that out of 120 respondents 15 (12.5%) of respondents were said NO while 44(36.7%) were response the Yes the same course and 61 (50.8%) were response that they do but from different University.

Table 17 represents the results of frequency distribution of did graduation lead to professional growth? The results in this table states that 2 (1.7%) of respondents were agree very little, 25 (20.8%) were agree somewhat and 93 (77.5%) were agree to a large extent.

Table 18 represents the results of frequency distribution of did graduation lead to financial advancement? The results in this table states that 4 (3.3%) of respondents were responds on option not at all, 8 (6.7%) of respondents were agree very little, 43 (35.8%) were agree somewhat and 65 (54.2%) were agree to a large extent.

Table 19 represents the results of frequency distribution of did graduation lead to promotion? The results in this table states that 1 (0.8%) of respondents were responds on option not at all, 6 (5.0%) of respondents were agree very little, 29 (24.2%) were agree somewhat and 84 (70%) were agree to a large extent

Table 16: If you could go back in time would you still take the MSN course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	12.5	12.5	12.5
	Yes, the same course	44	36.7	36.7	49.2
	Yes, but at a different University	61	50.8	50.8	100.0
	Total	120	100.0	100.0	

Table 17: Did graduation lead to professional growth?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	2	1.7	1.7	1.7
	Some What	25	20.8	20.8	22.5
	To A Large Extent	93	77.5	77.5	100.0
	Total	120	100.0	100.0	

Table 18: Did graduation lead to financial advancement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	4	3.3	3.3	3.3
	Very Little	8	6.7	6.7	10.0
	Some What	43	35.8	35.8	45.8
	To A Large Extent	65	54.2	54.2	100.0
	Total	120	100.0	100.0	

Table 19: Did graduation lead to promotion?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1	.8	.8	.8
	Very Little	6	5.0	5.0	5.8
	Some What	29	24.2	24.2	30.0
	To A Large Extent	84	70.0	70.0	100.0
	Total	120	100.0	100.0	



Table 20 represents the results of frequency distribution of did graduation lead to greater professional responsibility? The results in this table states that 2 (1.7%) of respondents were agree very little, 29 (24.2%) were agree somewhat and 89 (74.2%) were agree to a large extent.

Validity

Table 21 show that KMO value is .670 and Bartlett’s test is significant (p=0.000) which meet the standard requirement so, variable acquisition of knowledge and skills is valid.

Table 22 show that KMO value is .779 and Bartlett’s test is significant (p=0.000) which meet the standard requirement so, variable acquisition of implementation of skills is valid.

Table 23 show that KMO value is .646 and Bartlett’s test is significant (p=0.000) which meets the standard requirement so, variable Relevance and quality of the degree education is valid.

Table 20: Did graduation lead to greater professional responsibility?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Little	2	1.7	1.7	1.7
	Some What	29	24.2	24.2	25.8
	To A Large Extent	89	74.2	74.2	100.0
	Total	120	100.0	100.0	

Table 21: Acquisition of knowledge and skills

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.670
Bartlett's Test of Sphericity	Approx. Chi-Square	161.977
	Df	15
	Sig.	.000

Table 22: Implementation of skills

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.779
Bartlett's Test of Sphericity	Approx. Chi-Square	186.039
	Df	6
	Sig.	.000

Table 23: Relevance and quality of the degree education

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.646
Bartlett's Test of Sphericity	Approx. Chi-Square	86.109
	Df	10
	Sig.	.000



Table 24 show that KMO value is .628 and Bartlett’s test is significant (p=0.000) which meets the standard requirement so, variable Professional development is valid.

Table24: Professional development

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.628	
Bartlett's Test of Sphericity	Approx. Chi-Square	92.548
	Df	6
	Sig.	.000

Reliability

Table 25 shows the results of reliability of variable (Acquisition of knowledge and skills). Table noted that $\alpha=.708$ which meets the standard value of α at least 0.70. It means this variable is reliable.

Table 25: Acquisition of knowledge and skills

Reliability Statistics	
Cronbach's Alpha	N of Items
.708	6

Table 26 shows the results of reliability of variable (Implementation of skills). Table depicts that $\alpha=.820$ which meets the standard value of α at least 0.70. It means this variable is reliable.

Table 26: Implementation of skills

Reliability Statistics	
Cronbach's Alpha	N of Items
.820	4

Table 27 shows the results of reliability of variable (relevance and quality of degree education). Whose value is $\alpha=.590$

Table 27: Relevance and quality of the degree education

Reliability Statistics	
Cronbach's Alpha	N of Items
.590	5

Table 28 shows the results of reliability of variable (Professional development). Table depicts that $\alpha=.671$ which touches the standard value of α at least 0.70. It means this variable is reliable.

Table 28: Professional development

Reliability Statistics	
Cronbach's Alpha	N of Items
.671	4

Regression

Table 29 shows the total variation in professional development is **.171** is explained by knowledge.

The Table 30 states that as ANOVA value (**p=.000**) is significant so the research model is fit.

Table 29: Knowledge

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.413 ^a	.171	.164	.386	.171	24.335	1	118	.000

Table 30: ANOVA

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	3.632	1	3.632	24.335	.000 ^b
	Residual	17.613	118	.149		
	Total	21.245	119			



The Table 31 states that there is positive significant relationship between professional development and knowledge as the p value are less than the .005. So, if increase the one unit of knowledge that increased .480 unit of professional development. t values meets the standard value of more than 1.64. The above values states that the hypothesis is accepted.

Table 32 states the total variation in professional development is .241 is explained by implementation of skills.

The Table 33 states that as ANOVA value (p=.000) is significant so the research model is fit.

The Table 34 shows the positive significant relationship between professional development and implementation of skills. So if one unit of implementation of skills is increased it produces .347 changes in professional development and t value meets standard value so hypothesis is accepted.

Table 31: Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	1.871	.359		5.218	.000
	Knowledge	.480	.097	.413	4.933	.000

Table 32: Implementation of Skills

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.491 ^a	.241	.235	.370	.241	37.481	1	118	.000

Table 33: ANOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.122	1	5.122	37.481	.000 ^b
	Residual	16.124	118	.137		
	Total	21.245	119			

Table 34: Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	2.476	.192		12.909	.000
	ImplementationofSkills	.347	.057	.491	6.122	.000



CROSSTABS

Do you believe that the degree course is relevant for your present job? * Did graduation lead to professional growth?

The crosstab Table 1 shows the response of respondents on relevance of degree and professional growth are 82. Moreover, the Chi-Square Tests shows the significant association between them, as the Pearson Chi-Square value is less than 0.05.

Do you believe that the degree course is relevant for your present job? * Did graduation lead to financial advancement?

The Crosstab Table 2 shows the response of relevance of degree with the financial advancement are 53 and the chi-Square tests shows that there is a significant association between them.

Crosstab Table 1: Do you believe that the degree course is relevant for your present job? * Did graduation lead to professional growth?

		Did graduation lead to professional growth?			Total
		very little	some what	to a large extent	
Do you believe that the degree course is relevant for your present job?	not at all	0	2	0	2
	very little	0	5	2	7
	some what	2	6	9	17
	to a large extent	0	12	82	94
Total		2	25	93	120
Chi-Square Tests		Value	Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		37.563 ^a	6	.000	

Crosstab table 2: Do you believe that the degree course is relevant for your present job? * Did graduation lead to financial advancement?

		Did graduation lead to financial advancement?				Total
		not at all	very little	some what	to a large extent	
Do you believe that the degree course is relevant for your present job?	not at all	0	2	0	0	2
	very little	0	0	3	4	7
	some what	0	1	8	8	17
	to a large extent	4	5	32	53	94
Total		4	8	43	65	120
Chi-Square Tests		Value		Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		30.812 ^a		9	.000	



Do you believe that the degree course is relevant for your present job? * Did graduation lead to greater professional responsibility?

The Crosstab Table 3 shows the respondents who feel that graduation lead to increase professional responsibility are 80. Moreover chi-square test shows the significant association between them.

Would you recommend the degree course to other students? * Did graduation lead to professional growth?

The Crosstab Table 4 shows the people who favours in the degree recommendation to other and professional growth are 82. In addition chi-square test shows the significant association between them.

Crosstab Table 3: Do you believe that the degree course is relevant for your present job? * Did graduation lead to greater professional responsibility?

		Did graduation lead to greater professional responsibility?			Total
		very little	some what	to a large extent	
Do you believe that the degree course is relevant for your present job?	Not At All	1	0	1	2
	Very Little	0	5	2	7
	Some What	1	10	6	17
	To A Large Extent	0	14	80	94
Total		2	29	89	120
Chi-Square Tests		Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		57.377 ^a	6	.000	

Crosstab Table 4: Would you recommend the degree course to other students? * Did graduation lead to professional growth?

		Did graduation lead to professional growth?			Total
		very little	some what	to a large extent	
Would you recommend the degree course to other students?	Not At All	0	1	0	1
	Very Little	0	1	0	1
	Some What	0	8	11	19
	To A Large Extent	2	15	82	99
Total		2	25	93	120
Chi-Square Tests		Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		14.957 ^a	6	.021	



Would you recommend the degree course to other students? * Did graduation lead to financial advancement?

The Crosstab Table 5 demonstrates the respondents' response on degree recommendation to other and financial advancement are 56. In addition, chi-square test shows the significant association between them.

Would you recommend the degree course to other students? * Did graduation lead to promotion?

The Crosstab Table 6 demonstrates the response of respondents for recommendation of degree course to other

students and promotion are 72. In addition chi-square test also shows the significant association between them.

What is your judgment of the quality of the course? * Did graduation lead to professional growth?

The Crosstab Table 7 shows the respondents who positively judge the quality of degree and professional growth are 40 and Chi-Square Shows the association between them is significant.

Crosstab Table 5: Would you recommend the degree course to other students? * Did graduation lead to financial advancement?

		Did graduation lead to financial advancement?				Total
		not at all	very little	some what	to a large extent	
Would you recommend the degree course to other students?	not at all	0	1	0	0	1
	very little	0	1	0	0	1
	some what	0	1	9	9	19
	to a large extent	4	5	34	56	99
Total		4	8	43	65	120
Chi-Square Tests		Value		Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		30.260 ^a		9	.000	

Crosstab Table 6: Would you recommend the degree course to other students? * Did graduation lead to promotion?

		Did graduation lead to promotion?				Total
		not at all	very little	some what	to a large extent	
Would you recommend the degree course to other students?	not at all	0	1	0	0	1
	very little	0	0	0	1	1
	some what	0	1	7	11	19
	to a large extent	1	4	22	72	99
Total		1	6	29	84	120
Chi-Square Tests		Value		Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		21.730 ^a		9	.010	

Crosstab Table 7: What is your judgment of the quality of the course? * Did graduation lead to professional growth?

		Did graduation lead to professional growth?			Total	
		very little	some what	to a large extent		
What is your judgment of the quality of the course?	Acceptable	0	5	1	6	
	Good	1	8	20	29	
	Very Good	1	10	40	51	
	Excellent	0	2	32	34	
Total		2	25	93	120	
Chi-Square Tests		Value		Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		21.170 ^a		6	.002	



What is your judgment of the quality of the course? * Did graduation lead to financial advancement?

The Crosstab Table 8 demonstrates the respondents who positively judge the quality of degree course and financial advancement are only 23. In addition, the association between them is the insignificant as the Pearson Chi-Square value is greater than 0.05.

What is your judgment of the quality of the course? * Did graduation lead to promotion?

The crosstab Table 9 demonstrates the response of respondents who positively judge the degree and promotion

are 37 and Chi-Square test shows association between them is significant.

What is your judgment of the quality of the course? * Did graduation lead to greater professional responsibility?

The Crosstab Table 10 demonstrates the respondents who positively judge the quality of degree and increased professional responsibility are 41 and Chi-Square test shows the significant association between them.

Crosstab Table 8: What is your judgment of the quality of the course? * Did graduation lead to financial advancement?

		Did graduation lead to financial advancement?				Total
		not at all	very little	some what	to a large extent	
What is your judgment of the quality of the course?	Acceptable	1	2	0	3	6
	Good	1	2	8	18	29
	Very Good	1	3	24	23	51
	Excellent	1	1	11	21	34
Total		4	8	43	65	120
Chi-Square Tests		Value	Df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		16.761 ^a	9	.053		

Crosstab Table 9: What is your judgment of the quality of the course? * Did graduation lead to promotion?

		Did graduation lead to promotion?				Total
		not at all	very little	some what	to a large extent	
What is your judgment of the quality of the course?	Acceptable	1	2	2	1	6
	Good	0	2	7	20	29
	Very Good	0	2	12	37	51
	Excellent	0	0	8	26	34
Total		1	6	29	84	120
Chi-Square Tests		Value	Df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		33.577 ^a	9	.000		

Crosstab Table 10: What is your judgment of the quality of the course? * Did graduation lead to greater professional responsibility?

		Did graduation lead to greater professional responsibility?			Total
		very little	some what	to a large extent	
What is your judgment of the quality of the course?	Acceptable	2	4	0	6
	Good	0	11	18	29
	Very Good	0	10	41	51
	Excellent	0	4	30	34
Total		2	29	89	120
Chi-Square Tests		Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		53.557 ^a	6	.000	



Has your current judgment changed compared to that on graduation? * Did graduation lead to professional growth

The Crosstab Table 11 illustrate the response of nurses on graduation and professional growth are 83 and Chi-Square test shows significant association between them.

Has your current judgment changed compared to that on graduation? * Did graduation lead to financial advancement?

The Crosstab Table 12 illustrates the response of nurses on graduation and financial advancement is 57. Moreover, chi-

square test shows the insignificant association between them.

Has your current judgment changed compared to that on graduation? * Did graduation lead to promotion?

The Crosstab Table 13 shows the judgment of nurses on graduation and promotion are 75 and chi-square test shows the significant association between them.

Crosstab Table 11: Has your current judgment changed compared to that on graduation? * Did graduation lead to professional growth

		Did graduation lead to professional growth?			Total
		very little	some what	to a large extent	
Has your current judgment changed compared to that on graduation?	Yes, the course is worse than I originally thought	0	1	3	4
	No, my opinion is unchanged	0	8	7	15
	Yes, the course is better than I originally thought	2	16	83	101
Total		2	25	93	120
Chi-Square Tests		Value	Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		11.351 ^a	4	.023	

Crosstab Table 12: Has your current judgment changed compared to that on graduation? * Did graduation lead to financial advancement?

		Did graduation lead to financial advancement?				Total
		not at all	very little	some what	to a large extent	
Has your current judgment changed compared to that on graduation?	Yes, the course is worse than I originally thought	0	0	1	3	4
	No, my opinion is unchanged	2	3	5	5	15
	Yes, the course is better than I originally thought	2	5	37	57	101
Total		4	8	43	65	120
Chi-Square Tests		Value	Df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		11.695 ^a	6	.069		

Crosstab Table 13: Has your current judgment changed compared to that on graduation? * Did graduation lead to promotion?

		Did graduation lead to promotion?				Total
		not at all	very little	some what	to a large extent	
Has your current judgment changed compared to that on graduation?	Yes, the course is worse than I originally thought	0	0	1	3	4
	No, my opinion is unchanged	1	3	5	6	15
	Yes, the course is better than I originally thought	0	3	23	75	101
Total		1	6	29	84	120
Chi-Square Tests		Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		17.591 ^a	6	.007		



Has your current judgment changed compared to that on graduation? * Did graduation lead to greater professional responsibility?

The Crosstab Table 14 presents the judgment of nurses on graduation and increased responsibilities are 77. Moreover, chi-square test shows the significant association between them.

If you could go back in time, would you still take the MSN course? * Did graduation lead to professional growth?

The Crosstab Table 15 shows the response of respondents on repetition of degree if go back and professional growth

are 47 and also chi-square test shows the insignificant association between them.

If you could go back in time, would you still take the MSN course? * Did graduation lead to financial advancement?

The Crosstab Table 16 demonstrates the response of respondents on repetition of degree and financial advancement are only 33 and chi-square test shows the insignificant association between them

Crosstab Table 14: Has your current judgment changed compared to that on graduation? * Did graduation lead to greater professional responsibility?

		Did graduation lead to greater professional responsibility?			Total
		very little	some what	to a large extent	
Has your current judgment changed compared to that on graduation?	Yes, the course is worse than I originally thought	0	1	3	4
	No, my opinion is unchanged	2	4	9	15
	Yes, the course is better than I originally thought	0	24	77	101
Total		2	29	89	120
Chi-Square Tests		Value	Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		14.511 ^a	4	.006	

Crosstab Table 15: If you could go back in time, would you still take the MSN course? * Did graduation lead to professional growth?

		Did graduation lead to professional growth?			Total
		very little	some what	to a large extent	
If you could go back in time, would you still take the MSN course?	No	0	1	14	15
	Yes, the same course	0	12	32	44
	Yes, but at a different University	2	12	47	61
Total		2	25	93	120
Chi-Square Tests		Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		4.911 ^a	4	.297	

Crosstab Table 16: If you could go back in time, would you still take the MSN course? * Did graduation lead to financial advancement?

		Did graduation lead to financial advancement?				Total
		not at all	very little	some what	to a large extent	
If you could go back in time would you still take the MSN course?	No	0	0	5	10	15
	Yes, the same course	1	4	17	22	44
	Yes, but at a different University	3	4	21	33	61
Total		4	8	43	65	120
Chi-Square Tests		Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		3.227 ^a	6	.780		



Crosstab table 17: If you could go back in time, would you still take the MSN course? * Did graduation lead to promotion?

		Did graduation lead to promotion?				Total
		not at all	very little	some what	to a large extent	
If you could go back in time, would you still take the MSN course?	No	0	0	5	10	15
	Yes, the same course	0	3	13	28	44
	Yes, but at a different University	1	3	11	46	61
Total		1	6	29	84	120
Chi-Square Tests		Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square		4.540 ^a	6	.604		

Crosstab table 18: If you could go back in time would you still take the MSN course? * Did graduation lead to greater professional responsibility?

		Did graduation lead to greater professional responsibility?			Total
		very little	some what	to a large extent	
If you could go back in time would you still take the MSN course?	No	0	2	13	15
	Yes, the same course	2	11	31	44
	Yes, but at a different University	0	16	45	61
Total		2	29	89	120
Chi-Square Tests		Value	Df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		4.702 ^a	4	.319	

If you could go back in time, would you still take the MSN course? * Did graduation lead to promotion?

The Crosstab Table 17 shows the response of respondents on repetition of degree and promotion are 46 and chi-square test shows the insignificant association between them.

If you could go back in time, would you still take the MSN course? * Did graduation lead to greater professional responsibility?

The Crosstab Table 18 depicts nurses, response on repetition of degree and increased professional responsibility are 45 and also chi-square test shows the insignificant association between them.

Discussion

The present study concentrated on higher education of nurses which is necessary for their professional growth. Previous there are few studies regarding this issue (Massimi et al., 2017). So current study focused on the degree education of nurses in Lahore and their responds regarding the quality and and importance of degree education. For this purpose, data were gathered from 120 degree holder nurses of two different educational institutes of Lahore.

Firstly, discussed about demographic characteristics, in which mostly respondents were female, expert and BSN nurses. Further, revealed that there is huge connection between higher education and professional development. The nurses mainly suggest that acquisition of knowledge

and implementation have significant connection with the professional upgradation. A standard multiple logistic regression was applied that shows the predictor variable strong association with the knowledge and execution of skills. More people believe in enhancement of skills e.g knowledge, clinical, management and research in their present job. But the acquiring of knowledge and skills are higher than the implementation of skills especially clinical and research skills in the present context.

Moreover, Chi-Square Tests show the association of quality and relevance of degree education with the professional competence. In these nurses positively judge the quality as well as relevance of degree course in the present jobs except repetition of degree at any level.

Some of nurses tell that there is slow financial advancement and promotion but there is huge increase in responsibilities after graduation due to certain factors that is addressed by application of certain policies. So, the present study results shows that professional development is just accomplished if nurses are getting degree education that prompts add up to quality patient care.

Conclusion

Nurses are the main force that directly deals with the patients. If nurses are highly educated than they serve the patient better and boost up their skills and career in different fields like education, management, clinical and research. In this study found that there is significant relationship



between higher education and professional development. The basic element for professional upgradation is continuing education. The major attainment of degree education is the improvement of different skills especially research skill in degree nurses which is less focused earlier. Quality and pertinence is enhanced if degree course meet the standard prerequisites and up to date. Execution of educated aptitudes is connected for all encompassing better forecast of patient so wellbeing is advanced and complications is prevented. Implementation of skills require attention that must be focused in future. In addition, extraordinary approaches must be presented that makes more employments for degree holder nurses that not only lead to personal growth of nurses but also better the organizational function.

Limitation

The data were collected from only two institute of Lahore that decreased the generalizability. Some of the nurses respond late due to busy and hectic duty schedule. There is limited time period for research.

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