

Increasing Market Rewards for Sustainability: A Case of Private Nursing and Midwifery Colleges in Ghana

John Kwame Duodu¹, James Antwi¹ and Joseph Antwi Baafi^{2*}

¹*Royal Ann College of Health, P.O. Box KS6253, Atwima Manhyia-Ashanti Region, Ghana.*

²*Department of Accounting Education, University of Education, Winneba, Ghana.*

Authors' contributions

This work was carried out in collaboration among all authors. Author JKD designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors JA and JAB managed the analyses of the study and the literature searches. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/JEMT/2019/v25i430203

Editor(s):

- (1) Alfredo Jimenez Palmero, Assistant Professor, University of Burgos, Spain.
- (2) Kamarulzaman Ab. Aziz, Director, Entrepreneur Development Centre, Multimedia University, Persiaran Multimedia, 63100 Cyberjaya, Malaysia.
- (3) Dr. Chen Zhan-Ming, School of Economics, Renmin University of China, Beijing, China.

Reviewers:

- (1) Fülöp Melinda Timea, Babeş-Bolyai University, Romania.
- (2) Hussin Jose Hejase, Al Maaref University, Lebanon.

Complete Peer review History: <http://www.sdiarticle4.com/review-history/52955>

Original Research Article

Received 01 October 2019

Accepted 07 December 2019

Published 21 December 2019

ABSTRACT

This study sought to examine the interplay between market rewards and sustainability of private nursing and midwifery colleges in a competitive market environment. Over the last two decades, there has been a proliferation of Private Nursing and Midwifery Colleges in Ghana. These colleges are increasingly competing with their counterparts in the public sector that receive incentives from government. Therefore, increasing market rewards of private nursing colleges is imperative for sustainability of the colleges. The study adopted a descriptive survey design using quantitative approach. Total number of respondent for this study was 142. The study uncovered that equal employment opportunities for graduates, tax holidays, subventions or support from government were the key market rewards that could lead to sustainability of private institutions. These rewards were found to have a significant relationship with sustainability of institutions. The study also

*Corresponding author: E-mail: jobash5@hotmail.com, jbantwi@uew.edu.gh

discovered that, effective market rewards can lead to improvement in enrolment and attraction of local or external investors in management of private nursing and midwifery colleges to enable them compete with those in the public sector.

Keywords: Market rewards; sustainability; competitive advantage; private nursing and midwifery colleges in Ghana.

1. INTRODUCTION

Africa region is considered to be one with the lowest ratio of health workers to population yet with highest burden of diseases, even though availability of skilled health workers has been shown to impact on health outcomes globally [1]. Ghana is not an exception to this with less than 2.0(nurses, midwives and doctors) per 1000 of population against global target of 2.3 per 1000 population. The inability of Africa countries to produce the required number of quality healthcare professionals has been attributed partly to over reliance on public sector for health professional education [2]. Demand on public sector to produce health workers to meet national requirements is therefore high. However, public sector institutions are not able to meet this demand due to constraints on public sector budgets (World Bank, 2013). The need for private sector to support higher health professional education is therefore critical to scaling up health professional education.

Private sector's contribution to health workforce education has increased health workforce enrolment in countries like Democratic Republic of Congo, Senegal, Tanzania and India [1]. International Finance Corporation [3] indicates a huge investment prospects worth \$1.7 billion for private sector in health workforce education in low income countries. However, these institutions are constantly faced with challenges such as limited legal and policy frameworks to enable them take advantage of these opportunities for investments [4]. For example, even though private medical colleges in India represent 45 percent of share of market, there is a general perception that these colleges have limited faculties, insufficient infrastructure and higher tuition fees – therefore compromising quality of graduates [4].

Ghana's response to health workforce education challenge was invoked in a health sector policy which highlighted the importance of private sector in health professional education (MOH, 2002). Therefore, the last two decades have observed a proliferation of Private Nursing and Midwifery Colleges in Ghana. These colleges are

mostly linked to local communities and can be categorised into three based on qualifications they offer; one category trains auxiliary nurses at certificate level - called nursing assistants; the second category produces professional nurses and midwives at diploma level while the third category produces the 4 year degree nurses or midwives. According to Nursing and Midwifery Council (2019), there are over 41 private nursing and midwifery colleges representing 34.45% of nursing and midwifery colleges accredited to offer nursing and midwifery courses at certificate, diploma and degree levels in Ghana. Since, 2015, these colleges have produced 14,000 qualified nurses and midwives into the health labour market (MOH, 2019), congealing their contribution to health professional education in Ghana. Their contribution also illustrates the importance of higher educational institutions towards the social economic development of countries [5].

However, these colleges are increasingly competing with public nursing and midwifery colleges that receive incentives from the government. For instance, while graduates from public sector are easily employed by the Government due to a contractual arrangement at their enrolment stage that mandates government to recruit them after graduation, those from private colleges have limited placement opportunities from a few private healthcare facilities. Thus leaving many graduates from private colleges unemployed in the labour market for so many years; and causing frustrations and disappointments in the faces of these young graduates. Again, in 2017, when the government restored nursing trainee allowance policy (MOH, 2017) it offered trainee nurses' pursuing diploma and certificate courses from public colleges stipends to support their education till graduation. As a result, private nursing and midwifery colleges do not appear to be attractive to prospective students and therefore most colleges are not able to compete in existing market environments. This has led to the closure of some colleges in recent times. For, example, between 2004 and 2017, 11 of private nursing and midwifery colleges were closed down due to their inability to attract students and to breakeven

financially (National Accreditation Board, 2019). This consequently defeats the rationale for private sector intervention in health professional education.

This study therefore examined the interplay between market rewards and sustainability practices of private nursing and midwifery colleges. Specifically, the study sought to identify types of market rewards that could lead to sustainability of institutions; examine the relationship between market rewards and sustainability; and to explore competitive advantages institutions could gain from effective marketing rewards. The study is essential in that it will help management, staff and investors to gain insight into various market rewards that could help improve sustainability of private health institutions.

The study is also vital because it will help managers in private nursing and midwifery colleges to unveil suitable management practices that will boost their institutions' overall value. Furthermore, findings of this study will help government and other stakeholders to design targeted policies that will actively inspire growth and sustainability of private health training institutions. Again, the National Accreditation Board (NAB) and regulatory bodies of health professional education can use the study's findings to advance on their framework of regulations. Finally, this study would add more empirical evidence to existing literature on market rewards and sustainability of private health training institutions in Ghana.

2. REVIEW OF LITERATURE

2.1 Market Rewards and Sustainability of Higher Educational Institutions

In an effort to improve health systems' performance in Ghana, it is crucial to pay proper attention to private health training institutions, including nursing and midwifery colleges - as this is likely to increase their contribution to supply of health workers and national health goals as a whole. Beyond benefits to healthcare improvements, nursing and midwifery education contribute to poverty reduction, social integration and transmission of new knowledge in society. It could be argued that if sustainability of private nursing colleges is to be achieved through market dynamics then the need for a comprehensive analysis of market including market rewards is relevant to prevent misrepresentations.

As a result, information on issues such as policies, regulations, investments, tax holidays, ownership and partnerships will ensure efficiency in operations of labour markets. Limited information about health labour market in particular, will probably lead to insufficient policy and investment choices with resulting issues affecting the sustainability of private nursing and midwifery colleges. Therefore, increasing market rewards of private nursing and midwifery colleges is important for their sustainability. Consequently, private health institutions in Ghana can only be part of a sustainable solution for improving access to good quality health care if they could stay in the market and produce health professionals in both quality and quantity [6,7,8].

According to Van Ypersele [9] market rewards are incentives provided by government (directly or indirectly) to individuals or organizations to boost their performance without causing monopoly in market environment. Braithwaite [10] indicates that organizations respond to market rewards because of competition in labour market. In effect, Braithwaite opines that it is more appropriate to assume a competitor orientation than a renovator attitude in oligopolies markets. Van Ypersele [9] further states that major challenge with market rewards is the readiness of information to determine level of rewards. Braithwaite [10] examines rewards from regulatory point of view and suggests that reacting to regulatory control through market rewards is likely to be greater than reacting to market discipline. In this context, Braithwaite postulates that rewards can be beneficial within specified conditions. These conditions include; transparency; measuring performance that should be rewarded; and a clear understanding of both regulation and regulatory power. In absence of these conditions, Braithwaite argues that, it is difficult to anticipate many gains from labour markets.

In this paper, we define market rewards to include all forms of incentives provided by the government to private higher education institutions to improve performance, maintain sustainability while avoiding market dominance. Researchers have enumerated the effect of market reward on sustainability in other field of study such as agriculture, industry etc. Again, effects of sustainability on higher education have also been worked on extensively.

Kurland [11] for example illustrated the increasing importance attached to sustainability

of higher educational institutions. Therefore, sustainability of higher education in the health sector is necessary not only to prevent negative effect on socio economic systems but to produce prospects that would facilitate development of societies [5]. Models of sustainability for nursing and medical education in private sector have been evident in a number of Africa countries including Senegal and Tanzania and these models have relied mainly on student fees [3].

In many OECD countries governments' rewards to private sector are often enshrined in public-private-partnership (PPP) policies aimed at providing long term sustainability to these institutions. These rewards are often provided in two ways; first by creating 'externalities'- that is rewards beyond students' benefits; and second, through 'credit market imperfections' [2]. Therefore, the public sector in OECD has been seen to provide both direct and indirect market rewards to private sector educational institutions through their PPP policies. Some of these direct rewards cited in literature include subsidies, operating and research grants, salaries for staff, curriculum development, tax benefits, discounted or free lands, capacity improvements and soft loans while indirect rewards include scholarships for both students and faculty, framework for quality assurance as well as student loans and stipends [2].

The World Bank [2] has cited specific examples of market rewards for private education institutions in both develop and developing countries context. In New Zealand for example, private sector education institutions represent about 15% of diploma and certificate admissions and these institutions have received support from public sector in the form of subsidies, student loans and allowances. While, in Thailand, private sector education institutions receive market rewards such as; tax rebates; revolving funds for infrastructure, equipment and support for staff development. The rewards however, cannot be seen in Ghana. This study therefore examined these rewards and their effects in the Ghanaian context.

3. METHODOLOGY

3.1 Research Design

This study adopted survey research design technique. Survey research design is defined by Graeling and Peters [12] as a tool for data collection used to gather information from individuals or research participants. Surveys are

mostly used in studies to solicit for self-report data from respondents and are directed mainly for valid and reliable information from study participants [12]. The survey research design was used because, it was capable of obtaining data from a large number of respondents; it was cost effective; a lot of questions could be asked without restrictions giving extensive flexibility in data analysis; and it was viewed as relatively free from several types of errors.

3.2 Population and Sampling

All management, staff and students in Royal Ann College of Health, Madonna Health Centre, Abuakwa Polyclinic, SDA Nursing and Midwifery Training College and Kumasi Nursing and Midwifery Training College formed the study's target population. Because the population was large, a sample of 142 was used. This sample was selected through simple random sampling technique. As indicated by Vazirani [13], simple random sampling is a technique where a sample (n) is selected randomly from a population (N). According to Vazirani [13], sample (n) is selected from population without replacement. This technique was used because, the researchers wanted to give each and every member an equal chance of being selected. In conducting sampling, members in population were assigned special numbers on papers. The papers were dropped into an empty container and were thoroughly mixed. Without looking into the container the researchers selected a total sampling units one by one without replacement until the total sample ($n=142$) was obtained. The sample consisted of 26 employees representing a sampling fraction of 26/142, 8 management members representing a sampling fraction of 8/142 and 108 student nurses representing a sampling fraction of 108/142. Table 1 presents a clear distribution of the sample.

As indicated in Table 1, 6 respondents representing 75% of management members were males and 2 respondents representing 25% were females. Also, 20 respondents representing 76.92% of employees were males and 6 respondents representing 23.08% were females. Finally, 38 respondents representing 35.19% of student nurses were males and 70 respondents representing 64.81% were females.

3.3 Data Collection Procedure

Questionnaire was the main data gathering tool utilized for this research. Axelsson et al. [14] viewed a questionnaire as a list of an

investigative or study questions posed to respondents to extract a particular data. To Axelsson et al. [14], the purpose of survey are: to gather fitting information, make information comparable and agreeable to examine, minimize bias in defining and asking questions, and to make questions varied and interesting. Questionnaires were used because of their wider application, high response rate, limited time in administration and less cost. They were also used because; they aimed to elicit first-hand information from respondents on the topic under study. The questionnaires contained both closed and open ended questions and were divided into four sections (sections A to D). Thus, questionnaires were structured according to background of respondents; types of market rewards that could lead to sustainability of institutions; relationship between market rewards and sustainability of institutions; and competitive advantages institutions could gain from effective marketing rewards.

Open-ended questions in questionnaires had dotted spaces provided for respondents to give their various opinions whilst closed-ended ones had various options provided for respondents to choose from. Questionnaires were administered personally by researchers. Each respondent was given three days to complete the questionnaires after which they were retrieved. Respondents were given three days because researchers wanted to allow them to answer questionnaires at their own convenient time. In all, 142 questionnaires were administered to respondents and they were all retrieved. Data gathered from respondents through questionnaires formed the primary source of data for this study. Researchers also obtained secondary data from books, articles, journals and past studies that related to the topic understudy.

3.4 Data Analysis

Data obtained from respondents was first edited. This was done with the aim of making data analysis and interpretation easier and more accurate. All data were subjected to frequency counts to check and correct coding errors. A 5-point Likert scale was used to analyse the

responses for closed ended items where strongly agree-5, agree-4, uncertain-3, disagree-2 and strongly disagree-1 were various weights. Frequency tables, graphs and percentages were finally used to analyse and interpret the results. These analysis and interpretation was conducted through the latest version of the Statistical Package for Social Sciences (SPSS).

3.5 Data Validity and Reliability

The survey was approved by a jury of six experienced supervisors and representatives and an expert in estimation and assessment. Substance validity was exact and decided. The choice of a jury and its composition was precise and concurs with proposals of Wiseman [15] and Johnson and Christenson [16]. Instrument was also subjected to a test of unwavering quality utilizing test-re-test strategy, and was judged to be dependable for authenticity in that it gave steady outcomes when utilized at different and diverse times.

4. RESULTS AND DISCUSSION

4.1 Demographic Characteristics of the Respondents

Demographic analysis includes elements that allow us to measure dimensions and dynamics of populations [17,18]. Estimates from demographic analysis are often considered to be a reliable standard for judging the accuracy of a sample or a population's information gathered at a particular point in time [19,20]. Researchers wanted to find out gender, age, educational background and duration respondents had been with the institutions, so as to know those who dominated the sample.

Table 2 presents demographic characteristics of respondents. From the table, 64 respondents representing 45.07% were males and 78 respondents representing 54.93% were females. The results in Table 2 indicates that majority of respondents were females. On age of respondents, 89 respondents representing

Table 1. Distribution of the sample (n=142)

Group	Males	Females	Total
Management members	6	2	8
Employees	20	6	26
Student nurses	38	70	108
Total	64	78	142

(Source: Field Survey, 2019)

62.68% were within age group of 20 to 29 years. Forty (40) respondents representing 28.17% were within age group of 30 to 39 years. Eight (8) respondents representing 5.63% were within age group of 40 to 49 years and 5 respondents representing 3.52% were 50 years and above. The results show that; a greater portion of respondents were within the active working age of labour force of Ghana.

On educational background of respondents, 20 respondents representing 14.08% of the sample had secondary education. Seventy-three (73) respondents representing 51.41% had HND/Dip as their level of education. Twenty-six (26) respondents representing 18.31% had first degree. Eighteen (18) respondents representing 12.68% had second degree as their qualification and 5 respondents representing 3.52% had other qualifications. The findings from Table 2 signifies that majority of the respondents had tertiary education.

Finally, on how long respondents had been with their institutions, 26 respondents representing 18.31% had been with their institutions for less than a year. Eight (8) respondents representing 5.63% had been with their institutions for a year. Fifty-one (51) respondents representing 35.92% had been with their institutions for two years. Twenty-eight (28) respondents representing 19.72% had been with their institutions for three years. Fifteen (15) respondents representing 10.56% had been with their institutions for four years and 14 respondents representing 9.86% had been with their institutions for five years or more. The results indicate that majority of respondents had been with their institutions for a year or more, with respondents for two years dominating the sample.

4.2 Types of Market Rewards that could Lead to Sustainability of Private Nursing and Midwifery Colleges

This section presents results on types of market rewards that could lead to sustainability of private Nursing and Midwifery Colleges. Specifically, the section sought to explore whether equal employment opportunities, subventions or support from government, closing down or suspending all unaccredited private schools and giving private nursing colleges tax exemptions were among the market rewards that could lead to sustainability of colleges. Questionnaire items 5 to 8 were designed for that purpose and the results were as follows;

From Fig. 1, 9 respondents representing 6.34% strongly disagreed to the fact that equal employment opportunity was a market reward that could lead to sustainability of private nursing colleges in Ashanti Region. Four (4) respondents representing 2.82% disagreed to the fact that equal employment opportunity was a market reward that could lead to sustainability of private nursing colleges in Ashanti Region. Eight (8) respondents representing 5.63% were not certain as to whether equal employment opportunity was a market reward that could lead to sustainability of private nursing and midwifery colleges. Twenty-two (22) respondents representing 15.49% agreed to the fact that equal employment opportunities was a market reward that could lead to sustainability of private nursing and midwifery colleges and 99 respondents representing 69.72% strongly agreed to the fact that equal employment opportunities was a market reward that could lead to sustainability of private nursing and midwifery colleges. The results from Fig. 1 indicate that equal employment opportunities is a major market reward that could lead to sustainability of private nursing and midwifery colleges.

As displayed in Table 3, 13 respondents representing 9.15% strongly disagreed to the fact that subventions or support from government was a market reward that could lead to sustainability of private nursing and midwifery colleges. Four (4) respondents representing 2.82% disagreed to the fact that subventions or support from government was a market reward that could lead to sustainability of private nursing and midwifery colleges. Five (5) respondents representing 3.52% were not certain as to whether subventions or support from government was a market reward that could lead to sustainability of private nursing and midwifery colleges. Thirty-three (33) respondents representing 23.24% agreed to the fact that subventions or support from government was a market reward that could lead to sustainability of private nursing and midwifery colleges and 87 respondents representing 61.27% strongly agreed to the fact that subventions or support from government was a market reward that could lead to sustainability of private nursing and midwifery colleges. Findings from Table 3 show that subventions or support from government is among the key market rewards that could lead to sustainability of private nursing and midwifery colleges.

Table 2. Background analysis of respondents

Demography	Frequency (n)	Percentage (%)
Gender		
Male	64	45.07
Female	78	54.93
Total	142	100
Age		
20-29	89	62.68
30-39	40	28.17
40-49	8	5.63
50>	5	3.52
Total	142	100
Educational Level		
Secondary	20	14.08
HND/Dip	73	51.41
1st Degree	26	18.31
2nd Degree	18	12.68
Other	5	3.52
Total	142	100
Duration the respondents have been with the institutions		
<1 year	26	18.31
1 year	8	5.63
2 years	51	35.92
3 years	28	19.72
4 years	15	10.56
> 5 years	14	9.86
Total	142	100

(Source: Field Survey, 2019)

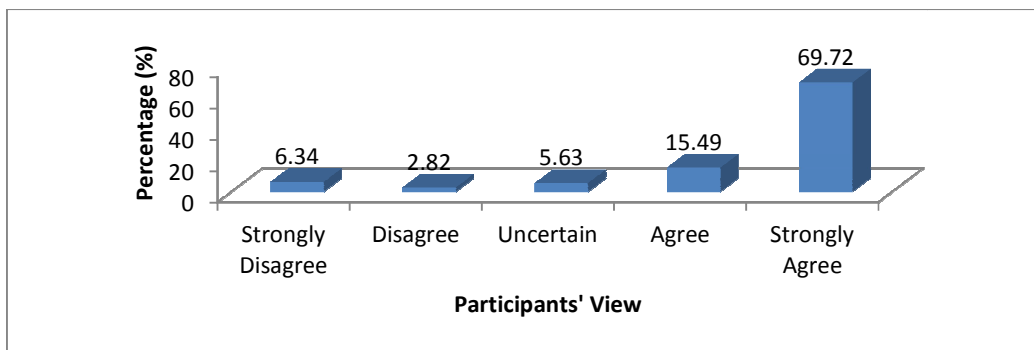


Fig. 1. Equal employment opportunities for accredited private health colleges

(Source: Field Survey, 2019)

According to Fig. 2, 17 respondents representing 11.97% strongly disagreed to the fact that closing down or suspending all unaccredited private schools was a market reward that could lead to sustainability of private nursing and midwifery colleges. Twelve (12) respondents representing 8.45% disagreed to the fact that closing down or suspending all unaccredited private schools was a market reward that could lead to sustainability of private nursing and midwifery colleges. Seventeen (17) respondents representing 11.97% were not certain as to whether closing

down or suspending all unaccredited private schools was a market reward that could lead to sustainability of private nursing and midwifery colleges. Twenty-seven (27) respondents representing 19.01% agreed to the fact that closing down or suspending all unaccredited private schools was a market reward that could lead to sustainability of private nursing and midwifery colleges and 69 respondents representing 48.59% strongly agreed to the fact that closing down or suspending all unaccredited private schools was a market reward that could

lead to sustainability of private nursing and midwifery colleges. The results from Fig. 2 signposts that closing down or suspending all unaccredited private schools was not among the major market rewards that could lead to sustainability of private nursing and midwifery colleges.

As depicted in Table 4, 22 respondents representing 15.49% strongly disagreed to the fact that giving private nursing colleges tax exemption was a market reward that could lead to sustainability of institutions. Eighteen (18) respondents representing 12.68% disagreed to the fact that giving private nursing colleges tax exemption was a market reward that could lead to sustainability. Twenty-seven (27) respondents representing 19.01% were not certain as to whether giving private nursing colleges tax exemption was a market reward that could lead to sustainability. Thirty-six (36) respondents representing 25.35% agreed to the fact that giving private nursing and midwifery colleges tax exemption was a market reward that could lead to sustainability and 39 respondents representing 27.46% strongly agreed to the fact that giving private nursing and midwifery colleges tax exemption was a market reward that could lead to sustainability of institutions. Results from Table 4 indicate that giving private nursing and midwifery colleges tax exemption was not among the key market rewards that could lead to sustainability.

4.3 Relationship between Market Rewards and Sustainability of Private Nursing Colleges

This section presents the results on the relationship between market rewards and sustainability of Private Nursing and Midwifery Colleges. Specifically, this section sought to find out from respondents whether equal employment opportunities, subventions or support from government, closing down or suspending all unaccredited private schools and giving private nursing and Midwifery colleges tax exemptions had a material association with sustainability of colleges.

As shown in Fig. 3, 10 respondents representing 7.04% strongly disagreed to the fact that equal employment opportunities had a significant relationship with sustainability of nursing and midwifery colleges. Four (4) respondents representing 2.82% disagreed to the fact that equal employment opportunities had a significant

relationship with sustainability of private nursing and midwifery colleges. Three (3) respondents representing 2.11% were uncertain as to whether equal employment opportunities had a significant relationship with sustainability of private nursing and midwifery colleges. Twelve (12) respondents representing 8.45% agreed to the fact that equal employment opportunities had a significant relationship with sustainability of private nursing and midwifery colleges and 113 respondents representing 79.58% strongly agreed to the fact that equal employment opportunities had a significant relationship with sustainability of private nursing and midwifery colleges. Results from respondents indicate that equal employment opportunities had a vital association with sustainability of private nursing and midwifery colleges.

From Table 5, 8 respondents representing 5.63% strongly disagreed to the fact that subventions or support from government had a significant association with sustainability of institutions. Six (6) respondents representing 4.23% disagreed to the fact that subventions or support from government had a significant link with sustainability of institutions. Nine (9) respondents representing 6.34% were not certain as to whether subventions or support from government had a significant connection with sustainability of institutions. Thirty-six (36) respondents representing 25.35% agreed to the fact that subventions or support from government had a significant affiliation with sustainability of institutions and 83 respondents representing 58.45% strongly agreed to the fact that subventions or support from government had a significant interplay with sustainability of institutions.

As displayed in Fig. 4, 14 respondents representing 9.86% strongly disagreed to the fact that closing down or suspending all unaccredited private schools had a significant relationship with sustainability of institutions. Another 14 respondents representing 9.86% disagreed to the fact that closing down or suspending all unaccredited private schools had a significant affiliation with sustainability of institutions. Sixteen (16) respondents representing 11.27% were not certain as to whether closing down or suspending all unaccredited private schools had a significant relationship with sustainability of institutions. Twenty-nine (29) respondents representing 20.42% agreed to the fact that closing down or suspending all unaccredited private schools had a significant relationship with

sustainability of institutions and 69 respondents representing 48.59% strongly agreed to the fact that closing down or suspending all unaccredited private schools had a significant relationship with

sustainability of institutions. The results from Fig. 4 implies, closing down or suspending all unaccredited private schools had a trivial association with sustainability of institutions.

Table 3. Subventions or support from government

Option	Frequency (n)	Percentage (%)
Strongly disagree	13	9.15
Disagree	4	2.82
Uncertain	5	3.52
Agree	33	23.24
Strongly agree	87	61.27
Total	142	100

(Source: Field Survey, 2019)

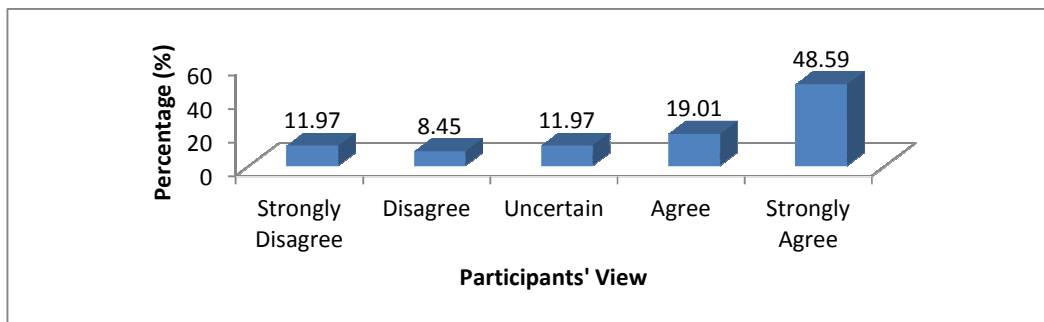


Fig. 2. Closing down or suspending all unaccredited private schools in the country

(Source: Field Survey, 2019)

Table 4. Giving private nursing colleges tax exemption

Option	Frequency (n)	Percentage (%)
Strongly disagree	22	15.49
Disagree	18	12.68
Uncertain	27	19.01
Agree	36	25.35
Strongly agree	39	27.46
Total	142	100

(Source: Field Survey, 2019)

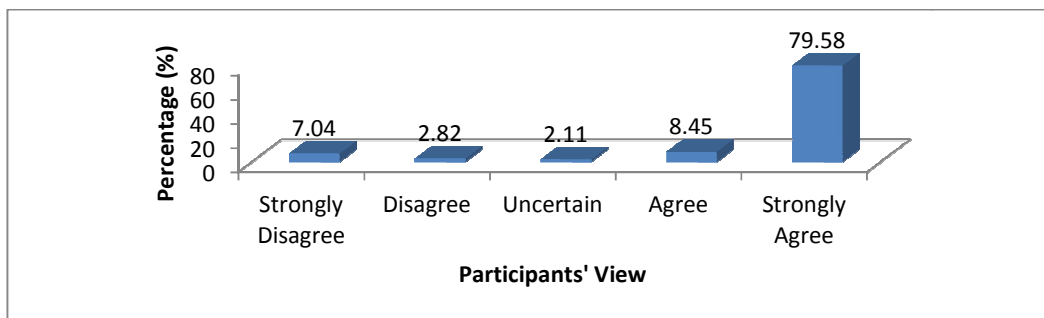


Fig. 3. Equal employment opportunities has a significant relationship with institutions' sustainability

(Source: Field Survey, 2019)

As depicted in Table 6, 26 respondents representing 18.31% strongly disagreed to the fact that giving private nursing colleges tax exemption had a significant relationship with sustainability of institutions. Twenty-two (22) respondents representing 15.49% disagreed to the fact that giving private nursing colleges tax exemption had a significant relationship with sustainability of institutions. Sixteen (16) respondents representing 11.27% were not certain as to whether giving private nursing and midwifery colleges tax exemption had a significant relationship with sustainability of institutions. Thirty-seven (37) respondents representing 26.06% agreed to the fact that giving private nursing and midwifery colleges tax exemption had a significant relationship with sustainability of institutions and 41 respondents representing 28.87% strongly agreed to the fact that giving private nursing and midwifery colleges tax exemption had a significant relationship with sustainability of institutions. The results from Table 6 indicate that giving private nursing colleges tax exemption had an immaterial connection with sustainability of the institutions.

Table 5. Subventions or support from government has a significant association with sustainability of institutions

Option	Frequency (n)	Percentage (%)
Strongly disagree	8	5.63
Disagree	6	4.23
Uncertain	9	6.34
Agree	36	25.35
Strongly agree	83	58.45
Total	142	100

(Source: Field Survey, 2019)

Table 6. Giving private nursing colleges tax exemption has a significant affiliation with the sustainability of the institutions

Option	Frequency (n)	Percentage (%)
Strongly disagree	26	18.31
Disagree	22	15.49
Uncertain	16	11.27
Agree	37	26.06
Strongly agree	41	28.87
Total	142	100

(Source: Field Survey, 2019)

4.4 Competitive Advantages Private Nursing Colleges could Gain from Effective Marketing Rewards

This section presents results on competitive advantages private nursing and midwifery colleges could gain from effective marketing rewards. Specifically, the section sought to find out from respondents whether improvement in enrolment, improvement in performance, improvement in revenue base and attraction of local and external investors were among the competitive advantages private nursing colleges could gain from effective marketing rewards.

As portrayed in Fig. 5, 6 respondents representing 4.23% strongly disagreed to the fact that improvement in enrolment was a competitive advantage private nursing colleges gained from effective marketing rewards. Three (3) respondents representing 2.11% disagreed to the fact that improvement in enrolment was a competitive advantage private nursing colleges gained from effective marketing rewards. Seven (7) respondents representing 4.93% were not certain as to whether enrolment improvement was a competitive advantage private nursing colleges gained from effective marketing rewards. Forty-five (45) respondents representing 31.69% agreed to the fact that improvement in enrolment was a competitive advantage private nursing colleges gained from effective marketing rewards and 81 respondents representing 57.04% strongly agreed to the fact that enrolment improvement was a competitive advantage private nursing colleges gained from effective marketing rewards. The results from Fig. 5 show that improvement in enrolment was a major competitive advantage private nursing colleges gained from effective marketing rewards.

From Table 7, 7 respondents representing 4.93% strongly disagreed to the fact that improvement in performance was a competitive advantage private nursing colleges gained from effective marketing rewards. Four (4) respondents representing 2.82% disagreed to the fact that improvement in performance was a competitive advantage private nursing colleges gained from effective marketing rewards. Eight (8) respondents representing 5.63% were not certain as to whether improvement in performance was a competitive advantage private nursing colleges gained from effective marketing rewards. Fifty-four (54) respondents representing 38.03%

agreed to the fact that improvement in performance was a competitive advantage private nursing colleges gained from effective marketing rewards and 69 respondents representing 48.59% strongly agreed to the fact that improvement in performance was a competitive advantage private nursing colleges gained from effective marketing rewards. The outcomes in Table 7 depict that performance improvement was not a major competitive advantage private nursing colleges gained from effective marketing rewards.

Table 7. Improvement in performance

Option	Frequency (n)	Percentage (%)
Strongly disagree	7	4.93
Disagree	4	2.82
Uncertain	8	5.63
Agree	54	38.03
Strongly agree	69	48.59
Total	142	100

(Source: Field Survey, 2019)

As shown in Fig. 6, 5 respondents representing 3.52% strongly disagreed to the fact that improvement in revenue base was a competitive advantage private nursing colleges gained from effective marketing rewards. Six (6) respondents representing 4.23% disagreed to the fact that improvement in revenue base was a competitive advantage private nursing colleges gained from effective marketing rewards. Seventeen (17) respondents representing 11.97% were not certain as to whether revenue improvement was a competitive advantage private nursing colleges gained from effective marketing rewards. Fifty-three (53) respondents representing 37.32% agreed to the fact that revenue improvement was a competitive advantage private nursing colleges gained from effective marketing rewards and 61 respondents representing 42.96% strongly agreed to the fact that revenue improvement was a competitive advantage private nursing colleges gained from effective marketing rewards. The results from Fig. 6 is an indication that improvement in revenue base was not a major competitive advantage private nursing colleges gained from effective marketing rewards.

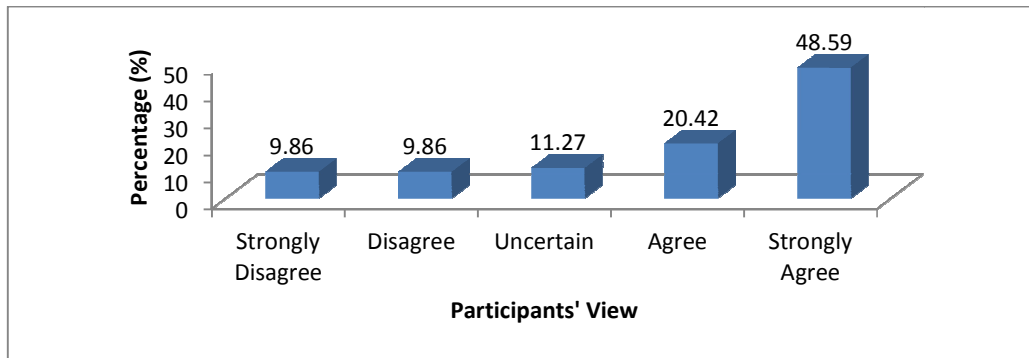


Fig. 4. Closing down or suspending all unaccredited private schools has a significant link with sustainability of institutions

(Source: Field Survey, 2019)

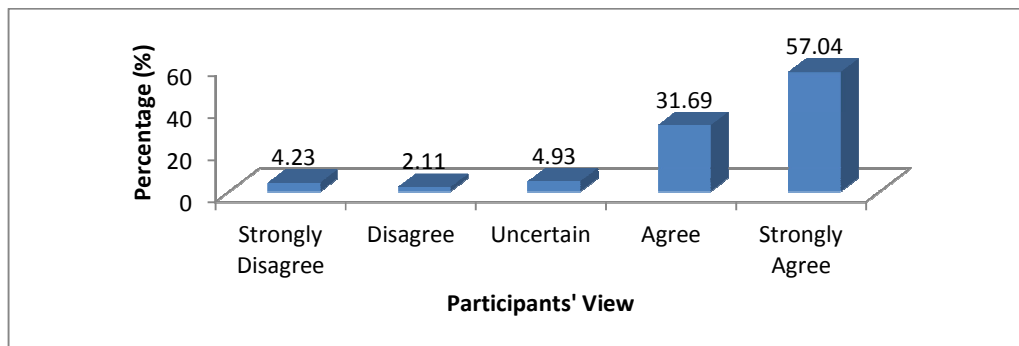


Fig. 5. Improvement in enrolment

(Source: Field Survey, 2019)

Table 8. Enhancement of enrolment

Option	Frequency (n)	Percentage (%)
Strongly disagree	7	4.93
Disagree	4	2.82
Uncertain	11	7.75
Agree	38	26.76
Strongly agree	82	57.75
Total	142	100

(Source: Field Survey, 2019)

From Table 8, 7 respondents representing 4.93% strongly disagreed to the fact that enrolment enhancement was a competitive advantage private nursing colleges gained from effective marketing rewards. Four (4) respondents representing 2.82% disagreed to the fact that enrolment enhancement was a competitive advantage private nursing colleges gained from effective marketing rewards. Eleven (11) respondents representing 7.75% were not certain as to whether enrolment enhancement was a competitive advantage private nursing colleges gained from effective marketing rewards. The results from Table 8 show that enrolment enhancement was a major competitive advantage private nursing and midwifery colleges gained from effective marketing rewards.

As portrayed in Fig. 7, 3 respondents representing 2.11% strongly disagreed to the fact that attraction of local and external investors was a competitive advantage private nursing colleges gained from effective marketing rewards. Five (5) respondents representing 3.52% disagreed to the fact that attraction of local and external investors was a competitive advantage private nursing colleges gained from effective marketing rewards. Eleven (11) respondents representing 7.75% were not certain as to whether the attraction of local and external investors was a competitive advantage private nursing colleges gained from effective marketing rewards. Fifty-two (52) respondents representing 36.62%

agreed to the fact that attraction of local and external investors was a competitive advantage private nursing colleges gained from effective marketing rewards and 71 respondents representing 50% strongly agreed to the fact that attraction of local and external investors was a competitive advantage private nursing and midwifery colleges gained from effective marketing rewards. The results from Fig. 7 implies, attraction of local and external investors was one of the major competitive advantages private nursing and midwifery colleges gained from effective marketing rewards.

Table 9. Improvement in feasibility

Option	Frequency (n)	Percentage (%)
Strongly disagree	4	2.82
Disagree	6	4.23
Uncertain	13	9.15
Agree	56	39.44
Strongly agree	63	44.37
Total	142	100

(Source: Field Survey, 2019)

According to Table 9, 4 respondents representing 2.82% strongly disagreed to the fact that improvement in feasibility was a competitive advantage private nursing and midwifery colleges gained from effective marketing rewards. Six (6) respondents representing 4.23% disagreed to the fact that improvement in feasibility was a competitive advantage private nursing and midwifery colleges gained from effective marketing rewards. Thirteen (13) respondents representing 9.15% were not certain as to whether improvement in feasibility was a competitive advantage private nursing and midwifery colleges gained from effective marketing rewards. Fifty-six (56) respondents representing 39.44% agreed to the fact that improvement in feasibility was a competitive advantage private nursing and midwifery colleges gained from effective marketing rewards and 63 respondents representing 44.37% strongly agreed to the fact that improvement in feasibility was a competitive advantage private nursing colleges gained from effective marketing rewards. The results from Table 9 indicate that feasibility improvement was not among the major competitive advantages private nursing and midwifery colleges gained from effective marketing rewards.

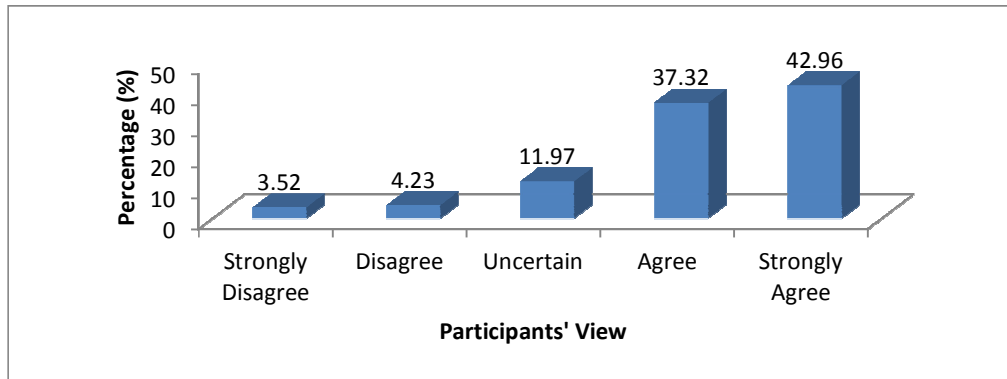


Fig. 6. Improvement in revenue base
(Source: Field Survey, 2019)

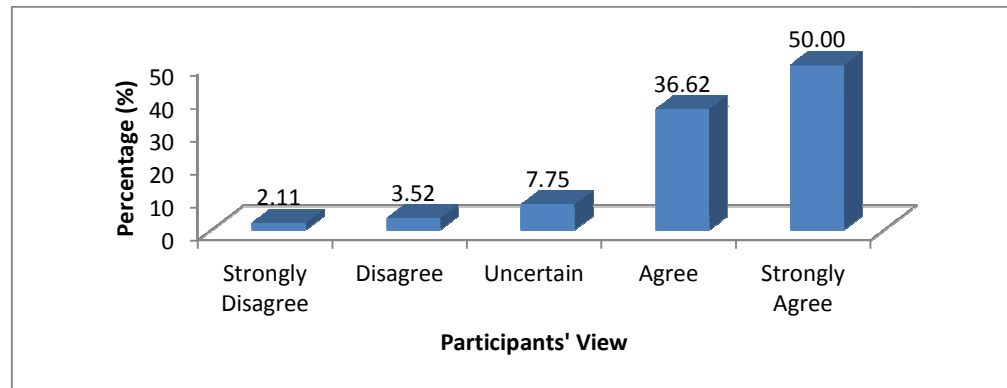


Fig. 7. Attraction of local and external investors
(Source: Field Survey, 2019)

5. CONCLUSIONS AND POLICY RECOMMENDATIONS

This study investigated the nexus between marketing rewards and sustainability of Private Nursing and Midwifery Colleges. Specifically, this study identified the types of market rewards that could lead to sustainability of institutions; examine the relationship between market rewards and sustainability of institutions; and to explore competitive advantages institutions could gain from effective marketing rewards. The study was a survey in which questionnaires were administered to 142 respondents. Statistical Package for Social Sciences (SPSS) version 20.0 was employed for data analysis and results were presented in the form of frequency tables, graphs and percentages. On the types of market rewards that could lead to sustainability of institutions, this study found out that equal employment opportunities and subventions or support from government were the key market rewards that could lead to sustainability of

institutions. However, closing down or suspending all unaccredited private schools and giving private nursing and midwifery colleges tax exemptions were not among the key market rewards that could lead to sustainability of private institutions.

On the relationship between market rewards and sustainability of Private Nursing and Midwifery Colleges, it was discovered that equal employment opportunities and subventions or support from government had a material relationship with sustainability of institutions. However, closing down or suspending all unaccredited private schools and giving private nursing and midwifery colleges tax exemptions had immaterial links with sustainability of institutions. On the competitive advantages private nursing and midwifery colleges could gain from effective marketing rewards, it was uncovered that improvement in enrolment, attraction of local and external investors and enhancement of enrolment strategies were the

major competitive advantages private nursing and midwifery colleges could gain from effective marketing rewards. However, performance improvement, improvement in revenue base and feasibility improvement were not among the major competitive advantages private nursing and midwifery colleges gained from effective marketing rewards. Based on findings, the following recommendations are made;

1. Equal employment opportunities for all accredited private nursing and midwifery colleges.
2. All accredited private health training institutions should be given incentives in the forms of learning logistics, subventions and tax holidays among others.
3. Since graduates from private health institutions also contribute to welfare and development, authorities must ensure that there are equal opportunities as to enrolment policies and procedures for both private and public health training institutions.
4. To ensure fairness, public health training institutions must be made to go through the same accreditation policies and requirements as accredited private health training institutions.
5. Private health training institutions that meet all accreditation criteria should be made autonomous and should not be affiliated to public institutions.
6. Finally, graduates from private health training institutions should be given equal opportunities to hold key positions in the health system just like their colleagues from government institutions.

CONSENT AND ETHICAL APPROVAL

Issue of ethics in conducting this research was highly adhered to. Researchers adhered to high moral and ethical values, thus ensuring protection and promotion of rights of all individuals. The aspect of confidentiality was also given optimum attention. In this case, identities of respondents were not disclosed to other people alongside guaranteeing them security for any complications which may erupt thereafter.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. WHO (World Health Organization). The World Health Report 2006: Working together for health. Geneva: WHO; 2006.
2. World Bank. Iraq education study tour for the knowledge economy world bank, Penang, Malaysia; 2011.
3. IFC (International Finance Corporation). The Business of Health in Africa. Washington, DC: IFC; 2007. Available:<http://www.ifc.org/ifcext/healthinafrica.nsf/Content/> (Accessed; June, 2017)
4. Preker A, Ayettey Seth, Beciu H, Robyn PJ Antwi J. Paying for higher education reform in health' in A. Soucat, Richard Scheffler, Tedros Adhanom Ghebreyesus edition of the labour market for health workers in Africa: A new look at the crisis. The World Bank, Washington, D.C; 2013.
5. Waheed B, Khan F, Veitch B, Hawboldt K. Uncertainty-based quantitative assessment of sustainability for higher education institutions: Journal of Cleaner Production. 2011;19(6-7):720-732. DOI:10.1016/j.jclepro.2010.12.013
6. Burger NE, Kopf D, Spreng CP, Yoong J, Sood N. Healthy firms: Constraints to growth among private health sector facilities in Ghana and Kenya. PLoS ONE. 2012;7(2):e27885. Available:<https://doi.org/10.1371/journal.pone.0027885>
7. Berman A, Synder S, Kozier B, Erb G. Kozier & Erb's fundamental of nursing concepts on process and practice (7th ed). New Jersey: Pearson Prentice Hall; 2008.
8. Kozier B, Erb G, Berman A, Snyder S, Fundamentals of nursing. Concepts, process and practice. New Jersey: Pearson Education Inc; 2004.
9. Tanguy van Ypersele. Rewards versus Intellectual property rights. The Journal of Law and Economics. 2001;44(2).
10. Braithwaite J. Rewards and regulation. Journal of law and Society. 2002;29(1). Available:<https://doi.org/10.1111/1467-6478.00209>
11. Kurland NB. Evolution of a campus sustainability network; a case study in organisational change. International Journal of Sustainability in Higher Education. 2011;12(395-429):4.

12. Graeling N, Peters G. Research methods (6th Ed.). New Jersey: Prentice-hall International; 2012.
13. Vazirani L. Do research professional apply the rules? International Journal of Recent Research. 2013;5(9):34-42.
14. Axelsson T, Wynstra C, Ruben X. Research methods. Boston, MA: Harvard Business School Press; 2004.
15. Wiseman B. Validity and Reliability in Business Research. Business Source Premier. 1999;37(3):61-68.
16. Johnson C, Christenson A. Validity and reliability of research. Research Journal of Humanities. 2000;12(4):66-73.
17. Preston S, Heuveline P, Guillot M. Demography: Measuring and modeling population processes. Blackwell Publishing; 2000.
18. Schutt RK. Investigating the social world: The process and practice of research. SAGE Publications; 2006.
19. Siegal JS. Applied demography: Applications to business, government, law, and public policy. San Diego: Academic Press; 2002.
20. Wattenberg BJ. How the new demography of depopulation will shape our future. Chicago: R. Dee; 2004.

© 2019 Duodu et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
<http://www.sdiarticle4.com/review-history/52955>