

ABSTRACT of the THESIS

Title of the Thesis: “A Comparative Study of Training and Development Practices for Nurses in Leading Public and Private Hospitals in Pune City”

0.1 INTRODUCTION:

Let us never consider ourselves as finished nurses.....We must be learning all our lives”

---Florence Nightingale

“**Training** is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees”. Hence Training refers to a planned effort by an organization to facilitate employees’ learning of job-related competencies. These competencies include knowledge, skills, or behaviours that are critical for successful job performance in the immediate term or near future.

This is in contrast with **Development**, which is training that provides employees with competencies for anticipated future jobs and roles. The goal of training is for employees to master the knowledge, skill, and behaviours emphasized in training programs and to apply them to their day-to-day activities.

The Training and Development of nurses is considered important as the nurse has assumed an important position in the healthcare system since ancient times. The idea of continuing education in nursing is as old as organized nursing, but the concept of lifelong learning for the nurse has developed slowly. Nurses throughout the world now are called to work in a health care environment that is undergoing reform as never before imagined¹. Hospitals are becoming increasingly diverse, cultural melting-pots where nurses work on the front lines of race, religion, and gender.² Medical technology and science are developing rapidly, resulting in the need to learn new skills and

procedures and acquire the knowledge necessary to operate complex equipment.³ Patient needs have become more complicated; nurses must implement requisite competencies in leadership, health policy, system improvement, research, evidence-based practice, and teamwork and collaboration in order to deliver high-quality care. Nurses are called upon to broaden their scope of practice and to master technological tools and information management systems while coordinating care across teams of health professionals.¹ Doctor-time is limited, but nurses deliver hour-to-hour care and interact with the families of patients. It requires the ability to listen and understand people from all walks of life. Whatever the tools and technologies, the job of the nurse will remain caregiver and advocate for the most sick and vulnerable members of our communities.²

0.2 PURPOSE OF THE RESEARCH:

In India, Nurses are often critically judged based on their communication abilities and professional skill. More than often cited reason is their lack of knowledge/awareness of the rapidly changing healthcare scenario. Hospital personnel in general fail in developing their excellence in the face of latest developments on medical sciences. This draws our attention on the management of medical institutions engaged in educating and training the hospital personnel of tomorrow. Does it have any connection with the basic nursing course and the training programs conducted for these nurses?

Also the stark difference in the quality of service provided by the public hospital and private hospitals comes into picture. It has been seen that most of the people go to private hospitals and prefer them over any other option. A public hospital is considered to be a preferable option for the not-so-rich lot of people, who, despite acute illness, can't afford the heavy fees of a private hospital. The number of facilities and the kind of individual care and attention given to the patient in a private hospital is undeniable.

As nurses are the most important caregivers in both these sectors, nursing care factor comes under purview. The nurses in both the sectors undergo the

same basic qualifying nursing course. Then is it the quality of training and development programs or The In-service education of private hospital nurses, which gives them a definite edge over the public hospital nurses. Are there any other factors, too, which come into play?

Based on common perception about nurses, a compelling need to investigate the correlation between their training and performance was identified.

Through the interaction with Nursing Superintendents/Directors, Nurse Educators (NE), Trainers, Doctors and few nurses, it was known that no such comparative study conducted so far on aspects of training for nurses such as their different types and overall quality, effects on efficiency, morale, job satisfaction, improved performance, cost effectiveness of training programs and so on.

After studying the contents and coverage of the nursing courses, it was felt necessary to study and compare the training and development programs implemented for nurses in different hospitals. Training and development programs for nurses include the program conducted during their employment tenure. Nursing course is not the consideration for the study. Training and development programs during the course of the duty of the nurses are considered. These training and development programs/ sessions may be 'on the job' or 'off the job'.

0.3 OBJECTIVES OF THE RESEARCH:

- To get an overview of the existing training and development programs conducted for the nurses
- To study the methodology for conducting these training and development programs.
- To study the present methods for measuring effectiveness of these training and development programs.
- To compare training and development programs and their aspects for nurses in Private and Public Hospitals.

- To measure the satisfaction of nurses as well as other aspects of the training and development programs on various parameters.
- To develop a training evaluation model for the nurses' training and development programs

0.4 HYPOTHESES OF THE RESEARCH:

The following hypotheses have been formulated for this study:

- Training and development programs for nurses are found effective and cater to the required needs.
- Training and development programs for nurses in public hospitals are less updated and need based in comparison with Private hospitals
- The nursing staff in private hospitals is more satisfied with the training and development programs as compared to those in public hospitals
- The senior nursing staff is found more satisfied with the training and development programs compared to junior nurses

0.5 RESEARCH DESIGN AND METHODOLOGY OF THE STUDY:

0.5.1 Questionnaire structure:

In this research, the researcher has used a standard Questionnaire for all the nurses to obtain details of the nurses and the training programs attended by them. This structured survey Questionnaire used in the study helps in quantitative research to ensure that each respondent is presented with the same set of questions in same order so that the answers are reliably aggregated and tested. The Questionnaire was developed with the guidance of the Research Guide, secondary data and discussion with experts & professionals from healthcare industry. Questionnaire was tested and validated with a pilot study in one of the hospitals for its clarity, reliability, ease of use and value of the information that could be collected. On Validation, the questionnaire was used for data collection in all the hospitals under survey

Following the seven questions about the demographic details of the respondents, the structure of the 77 questions in the Questionnaire is divided into groups from group A to group J-

Group A has questions about the type and nature of training programs that the respondent has attended. The respondents were expected to tick mark any one of the 3 responses: too basic/ appropriate/ too advanced.

Group B has nine questions enquiring about the number of times; the respondent has attended the particular training program: 4 times a year/ twice a year/ once a year/ ongoing

Group C to Group I have rating questions where the respondent has to rate the statement on a 5 to 1 scale, 5 being the highest score and 1 being the lowest score. The statements are related to training programs/ sessions, Trainers, Trainees, Training Methods Used during the Program, Venue, Facilities provided during the Program, and Benefits/ Outcomes of Training Programs. The respondent is asked to circle the number to indicate satisfaction level.

Group J has question numbers 70 to 72 as multiple choice questions and 73 to 77 are open ended. The respondents were expected to answer in brief, the different questions asked about the training programs.

0.5.2 Population and Sampling:

As based on the scope of the study above, hospitals from the Public and Private sector in Pune city are considered.

Stratified Convenience Sampling was used for the study

Considering the fact that there are many private and trust hospitals in Pune, renowned private hospitals with more than 100 beds and a schedule of training programs in place for nurses according to NABH policies were taken into consideration.

On the basis of these criteria, three hospitals from each category were considered for study in **PRIVATE SECTOR-**

Private Hospitals: Noble Hospital, Sancheti Institute of Orthopedic and Rehabilitation, Oyster and Pearl Hospital

Trust Hospitals: Bharati Hospital, Jehangir Hospital, Sane Guruji Hospital

In the **PUBLIC SECTOR**, the main **State Government Hospital** of Pune- Sassoon Hospital was surveyed.

Also the Pune Municipal Corporation Health Department granted permission for survey in three different **Municipal Hospitals** in Pune namely: Kamala Nehru Hospital (General hospital), Sonawane Hospital (Obstetrics and Gynecology), Naidu Hospital (Infectious Disease Hospital)

Table 0.1: Total no. of nurses and the no. of respondents in each hospital

Sector	Category	Name of Hospital	Total no. of nurses	Number of respondents	%of respondents
PRIVATE	Private	Noble	200	141	70.50
		Sancheti	150	39	26
		Oyster & Pearl	110	21	19.09
	Trust	Jehangir	300	46	15.33
		Bharati	380	70	18.42
		Sane Guruji	120	24	20
PUBLIC	State Government	Sassoon	1200	201	16.75
	Pune Municipal	Kamala Nehru	90	24	26.66
		Sonawane	35	9	25.71
		Naidu	35	8	22.86
Total			2620	583	22.25

0.6 MAJOR FINDINGS AND CONCLUSIONS OF THE STUDY:

Comparative study of various factors of the nursing department in Private and Public Sector:

A major contrast was found in the nursing departments of the Public and Private sector hospitals

Table 0.2: Comparative Study of various factors

FACTOR	PRIVATE SECTOR	PUBLIC SECTOR
Class of patients	Paying	Poor
Attrition of nurses	High	Low
Pay scale of nurses	Low	High
Job Security	Low	High
Job Satisfaction	High	Low
Nurse to patient ratio	Adequate	Inadequate
Knowledge of nurses	Advanced	Basic

- All the hypotheses were tested using appropriate statistical tests and conclusions drawn are as follows:

Table 0.3: Hypotheses with Statistical tests and Acceptance Status

Hypothesis No.	Hypotheses	Statistical test	Hypotheses acceptance status
H1	Training and development programs for nurses are found effective and cater to the required needs.	Binomial Test	Accepted
H2	Training and development programs for nurses in public hospitals are less updated and need based in comparison with Private hospitals	Chi-square test of contingency	Accepted
H3	The nursing staff in private hospitals is more satisfied with the training and development programs as compared to those in public hospitals	Independent sample t-test Friedman chi-square test	Rejected
H4	The senior nursing staff is found more satisfied with the training and development programs compared to junior nurses	Independent sample t-test	Accepted

- Nurses from both the sectors find the existing training programs effective.
- The training and development programs for nurses in Public Hospitals are less updated and need based than Private Hospitals.
- Though the training programs in Public sector hospitals are need based and few in number, the nurses of public sector hospitals are more satisfied with the training programs conducted for them, than the Private sector nurses who undergo rigorous training regularly
- Senior nurses have practical experience but less updated theoretical base while junior nurses have more updated theoretical knowledge and less practical skills. Through interviews and statistical analysis it is found that the senior nurses are more satisfied with the training programs conducted.

0.7 RECOMMENDATIONS:

Recommendations are not only the outcomes derived from the statistical analysis of the instrument of research but also from the inputs received from the interviews conducted with the nurse educators, matrons and respondents(nurses) themselves.

Public Sector Hospitals:

- Training programs of nurses should be taken seriously by the management. Training programs should be more organized and conducted on a regular basis- Weekly one hour lecture and One day In-service training program once a month. Advanced updated knowledge will keep the nurses abreast of the changing scenario in the medical field. Prior information about the details of the training program should be communicated to the trainees.
- Investment in training programs can be cost effective in the long term due to low attrition rate of nurses. Job satisfaction is sacrificed for job security

and higher salary structure. Knowledge up-gradation by training programs will help the nurses overcome their dissatisfaction and keep them motivated correlating effective in-service training programs with quality patient care and cost-effectiveness.

- Training Programs are generally discontinued after a short run. A training program should be continued till all the nurses have had the opportunity to attend it. The session should not be discontinued before all the nurses have benefitted from the training program.
- Induction and Orientation program should not just be one-day introduction to the wards but a structured and intense training program where the nurse is introduced to the management, wards and work culture followed basic practical training on hygiene and hospital acquired infections. Training on HIV, TB and other communicable diseases should be included in the Induction Program as the nurses are exposed to these patients regularly. Heavy patient inflow and understaffing in Public Hospitals is a common scenario. Hospital cleanliness, Bio-medical waste management, smooth and efficient stress free management of departments should be introduced in the Induction Programs
- In-service trainers can plan more effective in-service training programs with the assistance of in-service training committees consisting of matrons, nursing managers, ward in-charges and teachers in nursing. In-service trainers can utilise a broader spectrum of methods to assess the needs for in-service training programs. Examples are questionnaires for nurses and the use of a suggestion box. In-service trainers mostly use the formal lecture method of teaching. It is not viewed as the most effective way of adult teaching because it does not bring about optimal participation in the learning process. Other methods such as self-experience exercises, simulation and practice instructions, could be used more often.

The range of age and experience of participants should be considered to make an effective group for the training program.

Prescribing compulsory subjects is contrary to the principles of adult education. Adults are supposed to participate in planning their own in-service training.

Attendance of in-service training programmes and group discussions does not indicate optimal involvement by nurses. Nurses as adult learners should be able to see, hear, speak, understand and do for optimal learning to take place. It is important to use other appropriate teaching methods, adequate time and language, where nurses can comprehend and are totally involved in the learning process.

- Attention should be given to the fact that nurses' high workload and unsuitable timings, interfere with their attendance of in-service training programmes. In-service training can be planned in such a way that nurses have the opportunity to attend.
- A concrete reward for nurses who participate actively in in-service training programmes should be considered instead of only the testimonials and enrichment obtained from in-service training. Improvement in career opportunities can well work towards complete involvement in the training programs.
- Evaluation of training programs other than Pre-test and Post-test methods should be designed and used for evaluating the effectiveness of training programs
- Many pharmaceutical companies like Johnsons, Cipla, Ethicon etc. are already managing training programs in hospitals. Such pharmaceutical companies can be roped in with their finances and expertise to support

training programs. With dual advantage of their brand promotion and CSR many companies are willing to participate in the training programs.

Private Sector Hospitals:

- According to NABH policies, heavy investment is made in training programs. High turnover rate of nurses is a common problem in private sector. How to improve nurses' willingness to stay in their jobs and reduce the high turnover rate should become the focus. While direct costs are those costs that are more obvious or tangible, indirect costs are those that cannot be readily assigned to a specific activity, that may be hidden or inappreciable, such as productivity losses, quality of nursing care, medication error incidents and loss of organizational knowledge. Attention needs to be paid to correlating effective in-service training programs with quality patient care and cost-effectiveness
- A concrete reward for nurses who participate actively in in-service training programmes should be considered instead of only the testimonials and enrichment obtained from in-service training. Higher salary structure, improvement in career opportunities can well work towards complete involvement in the training programs.
- Nurse educators can plan more effective in-service training programs with the assistance of in-service training committees consisting of matrons, nursing managers, ward in-charges and teachers in nursing.
Nurse educators can utilise a broader spectrum of methods to assess the needs for in-service training programmes. Examples are questionnaires for nurses and the use of a suggestion box.
Nurse educators mostly use the formal lecture method of teaching. It is not viewed as the most effective way of adult teaching because it does not bring about optimal participation in the learning process. Other methods such as self-experience exercises, simulation and practice instructions, could be used more often.

Prescribing compulsory subjects is contrary to the principles of adult education. Adults are supposed to participate in planning their own in-service training.

Attendance of in-service training programmes and group discussions does not indicate optimal involvement by nurses. Nurses as adult learners should be able to see, hear, speak, understand and do for optimal learning to take place. It is important to use other appropriate teaching methods, adequate time and language, where nurses can comprehend and are totally involved in the learning process.

- Many pharmaceutical companies like Johnsons, Cipla, Ethicon etc. are already managing training programs in hospitals. Such pharmaceutical companies can be roped in with their finances and expertise to support training programs.

0.8 Limitations of the study:

- The study is restricted to the Public and Private sector hospitals and in Pune city.
- In Public sector Hospitals, the Municipal Corporation hospitals to be surveyed were allotted by the Health department of corporation.
- In Private Sector Hospitals, only hospitals with more than hundred beds and a training program in place were considered.
- District hospitals and Central Government hospitals are not considered for the study.
- Data collection was time consuming as researcher has had to explain and fill out the responses of the questionnaire, especially in Public Sector Hospitals; the reason being overworked and lack of fluency in the language.

Despite all constraints and limitations, the findings and conclusions derived thereof and suggestions and recommendations given at the end of the study would go a long way in improving and enhancing the training and development of nurses in the city.

At the same time, the results of the study will open new frontiers for other researchers to carry this study further to other regions and states of the country.

0.9 Future Scope

Similar comparative studies can be carried out in PCMC area and other parts of the state.

With consent from proper authorities, the training programs of the Central Government hospitals and District Hospitals can be studied and evaluated in comparison with other sectors.

The basis of selection of nurses from various public hospitals for the training programs conducted by the government needs to be studied and evaluated.

Planning of participative and effective training programs for the nurses in Public Sector Hospitals needs more research.

Effective use of training for reduction of nurse turnover in Private sector hospital can be a topic of research

Different evaluation methods can be suggested to understand the benefits/outcomes of the training programs.

0.10 CHAPTER SCHEME:

Chapter 1: Introduction to Training and Development: In this chapter researcher has outlined the concepts of Training and Development, its objectives, importance and methods of evaluation of Training and Development which has further helped with the process of research

Chapter 2: Training and development of Nurses-Review of Literature: In this chapter researcher has surveyed and abstracted academic journals, technical reports, books, magazines, articles etc. on different topics relating to research. National and International journals and research papers are taken into consideration to understand the problem. Apart from this, the chapter also includes concepts about the theoretical background of the Training and Development of Nurses in India and Internationally, NABH and its policies, and explanation of terminologies used

Chapter 3: Objective, Hypothesis and Research Methodology: This chapter covers the Objectives, Hypotheses of research as well as population and sampling methods, data collections tools and data analysis methods.

Chapter 4: Analysis of Data, Findings and Conclusion: In this chapter researcher has mentioned results of data analysis using following tests- descriptive factor analysis, multiple response analysis, simple percentage method, binomial test, chi-square test of contingency, Friedman chi-square test, independent sample test.

Chapter 5: Observations and Discussion: This chapter covers the researcher's observation during field work and details of discussion had during the interviews

Chapter 6: Suggestions: This chapter proposes some useful recommendations for the training and development of nurses and suggests an evaluation model for the training programs conducted

0.11 References

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