



## A study to assess the effectiveness of Induction Training Programme among the newly joined staff nurses at selected private hospital, Kolkata.

### Abstract:

**Introduction:** Nurses are always challenged on how they can contribute to society as professionals. They are expected to take professional responsibilities for continuously providing direct care, protecting individual lives and supporting activities of daily living. Nursing education has brought changes in the behaviour of the nurse. Empowering education is a new model for in-service training of nurses, which matches the training programs with andragogical needs and desirability of learning among the staff. Owing to its practical nature, the empowering education can facilitate occupational tasks and achieving greater mastery of professional skills among the nurses. To accomplish this, it is important for nurses to improve their nursing knowledge, competency and utilize it in their daily practice through induction training programme.

**Objectives:** The objectives of the study were to assess knowledge of nurses before and after the induction programme and to compare the pre test and post knowledge of the nurses.

**Methodology:** A pre experimental research approach with one group pre test –post test design was selected from a private hospital of Kolkata. Forty newly joined staff nurses from different unit of hospital were selected by non- probability purposive sampling. Data was collected through demographic variables, 20 questions related to the knowledge of nurses. The tools were validated by 5 experts. Reliability of the tools were established by inter rater reliability method. The descriptive & inferential statistics were used for data analysis.

**Results:** The result revealed that majority of the 32 (80%) nurses were female. Majority of them i.e., 28 (70%) passed GNM Course. Thirty (75 %) nurses were having inadequate knowledge score between (12-20) in pre test. Majority of them i.e., 32 (80%) were having adequate knowledge (32 - 40) after having induction training programme. The 't' value was found statistically significant as evident from 't' value of 26.18 for df 40 at 0.05 level of significance.

**Conclusion:** On the basis of the findings of present study, conclusion can be drawn that induction training programme had been proved to be very effective in developing nursing knowledge among newly joined staff nurse. The study has important implication in the field of nursing.

**Key Words:** Induction Training Programme, Effectiveness. Newly Joined staff nurse, Knowledge .

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## Introduction

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Education plays an important role in achieving organizational goals through a combination of organizational and the workforce interests. Nowadays, training is an essential factor contributing to greater efficiency of the staff and organizations. In fact, it is a vital investment that will lead to internal promotion, staff development and success of organizational plans. Training is an investment in achieving productivity and employee retention through providing career development and job satisfaction in the long run.<sup>1,2</sup> Training programs are essential for the survival and viability of the organization in the competition arena).<sup>3</sup> The literature review suggests that certain training programs do not demonstrate any efficacy in improving the quality of patient care.<sup>4</sup> In order to expand the capacities and improve educational outputs, it is crucial to develop and adopt new models of clinical education for nurses.<sup>5</sup> In addition to the theoretical knowledge, vocational training should enhance the technical capacity and quality of services, leading to innovation.<sup>6</sup> Training programs must be organized in such a way that they enhance the beneficial capabilities of employees.<sup>7</sup> Induction training includes a set of measures taken to promote empowerment and competency among employees for the better undertaking of their tasks, thus helping the organization to achieve its goals. One of the main features of induction training is applicability. Previous research has shown that job characteristics and professional factors can contribute to the involvement of employees in induction training.<sup>8</sup> Nurses play an important role in improving health standards. Hence, they need to be updated about theoretical and practical knowledge in this field.<sup>9</sup> In fact, induction training serves to update the staff's occupational knowledge and professional skills and improve the best practices for fulfilling various tasks and responsibilities.<sup>10</sup> Another important point concerning the induction training of the nursing staff is their active participation in such programs. Active participation of nurses in induction training can lead to effective learning and development in their field of work. One of the factors contributing to greater involvement of

the staff in such programs is the utilization of adult learning principles. Adults are aware of learning objectives, guide their own learning, and they are self-assessor.<sup>11</sup> Moreover, self-centered learning has been offered as a lifelong learning technique in medical education.<sup>12</sup> The induction training programs for the nursing staff have been implemented in various forms and methods in Iran, but have unfortunately left little impact on their occupational outcomes.<sup>13</sup> Due to the limited knowledge, undefined concepts and undeveloped relationship between concepts, it's necessary to explore nursing in-service training components and design a streamlined model for nursing staff training.

Nurses are always challenged on how they can contribute to society as professionals. They are expected to take professional responsibilities for continuously providing direct care, protecting individual lives and supporting activities of daily living. Nursing education has brought changes in the behavior of the nurse.<sup>14</sup> So as to prepare her to play her roles effectively as an individual and as a good responsible citizen.

Empowering education is a new model for in-service training of nurses, which matches the training programs with andragogical needs and desirability of learning among the staff. Owing to its practical nature, the empowering education can facilitate occupational tasks and achieving greater mastery of professional skills among the nurses.

To accomplish this, it is important for nurses to improve their nursing knowledge, competency and utilize it in their daily practice through induction training programme.

Induction training programs have been shown to be an important component to the successful retention of the registered nurse. Effective induction programs increase an orientees' self-confidence by providing them with the information that they need in order to perform their job. Additionally, a lack of support and a feeling of not being accepted have been identified in the

literature as a "major factor" causing nurses to leave employment during the first year (Marcum & West, 2004; Ward, 2009, p. 87). Induction programs can be one way of providing employees a way to successfully integrate into the new unit's culture (Ward, 2009).

The objectives of the study were to assess the pre test and post test knowledge of nurses and to compare the pre test and post knowledge of the nurses and to assess effectiveness of Induction Training Program among the newly joined staff nurses.

## Methodology

A pre experimental research approach with one group pre test –post test design was selected from a private hospital of Kolkata. Forty newly joined staff nurses from different unit of hospital were selected by non- probability purposive sampling. Data was collected through demographic proforma, and knowledge questionnaire. Demographic proforma included age, sex, professional qualifications, experience etc. Knowledge questionnaire consists of 20 multiple choice questions based on medicine and fluid administration, basic and advanced nursing procedures, infection control, patient's safety, nurse patient communication etc. Each question carries 2 marks. Score was divided as poor knowledge (2-11), inadequate knowledge (12 -21), moderate knowledge (22 -31) and adequate knowledge (32 -40). The tools were validated by 5 experts and reliability of the tools were established by inter rater reliability method. The descriptive & inferential statistics were used for data analysis.

## Results

The result revealed that majority of the 32 (80%) nurses were female. Majority of them i.e., 28 (70%) passed GNM Course.

Table 1 illustrates that majority of the 30 (75 %) nurses had inadequate knowledge score (12-20) in pre test. Only 4 (10 %) had moderate knowledge score (22-30) in pre test Majority of them (32, 80%) had adequate knowledge (32-40) in post test.

**Table 1: Frequency and Percentage distribution of subjects according to their knowledge score** n=40

Knowledge Level	Pretest		Posttest	
	f	%	f	%
POOR KNOWLEDGE (2-11)	6	15	2	5
INADEQUATE KNOWLEDGE (12-21)	30	75	2	5
MODERATE KNOWLEDGE ( 22 – 31)	4	10	4	10
ADEQUATE KNOWLEDGE (32-40)	0	0	32	80
<b>TOTAL</b>	<b>40</b>	<b>100</b>	<b>40</b>	<b>100</b>

**Table 2: Comparison between pre-test and post-test** n=40

	Mean	SD	df	t– value
Pre– test	14	3.4	40	26.18
Post– test	30	2.22		

Data presented in table 2 shows that mean of post test knowledge score of nurses is higher than the mean of pre test knowledge score of nurses. t' value was found statistically significant as evident from 't' value of 26.18 for df 40 at 0.05 level of significance which denotes that Induction Training Program was quiet effective.

## Discussion

The empowering education refers to self-direction and practicality. Self-directed learning represents self-centeredness and initiative in learning. Also, practicality is application of training in job functions. There have been so far been numerous models designed for induction training of staff. The basic models mainly focused on the procedures and functions of staff training.<sup>15,16</sup> For instance, Craig suggested that staff training process is composed of five stages: planning, analysis, design, implementation and development.<sup>17</sup> Some experts in the design of educational models put more emphasis on teaching methods and materials.<sup>18</sup> Others believe that the most important component of staff training is the teaching method and how pedagogical concepts are conveyed.<sup>19</sup> This study rather emphasized the effectiveness of staff training through modifying its essence and

goals. Moreover, self-direction and practicality are two main components of empowering education aligned with the effectiveness of nursing staff training. The empowering education adopted several pragmatic strategies such as fostering the searching skills, clinical performance monitoring, motivational factors, staff participation in the design and implementation of training, problem-solving approach, tackling organizational challenges, and overcoming the inefficiencies of educational management.

This study contributed to knowledge of the newly joined nursing staff. It appeared that greater knowledge is developed through induction training programme. Finding also indicated to policy makers, or health educationists, how to make the best use of induction training programme to prepare the nurses.

## Conclusion

Empowering education is a model devised for in-service training of nurses that can desirably match the training programs with andragogical needs for the nursing staff. Owing to its practical nature, the empowering education facilitates the occupational tasks and improves the competency and professional skills among nurses. In this regard, poor organizational settings might hinder the successful implementation of empowering education model, which can be promoted through participation of the senior managers.

On the basis of the findings of present study the following conclusion can be drawn that induction training programme had been proved to be very effective in developing nursing knowledge among newly joined staff nurse.

Nursing Administrator can make a policy to make mandatory of Induction training in first joining of the staff to make the staff more competent and expert.

Nurse Educator should emphasize the concept of more involvement of staff training, and in their teaching learning experience.

More emphasis should be laid on research in this area of practicing induction training for different hospitals to disseminate the research based evidence for nursing practice.

The central conclusion drawn from the present study findings is that experiencing induction training programme had a definite role in developing nursing competencies and knowledge among the newly joined staff nurses.

## Recommendations

On the basis of the study, the investigator offers the following recommendations for future research.

- A similar study can be replicated with a larger number of samples for making generalization of the study.
- A similar study can be performed with other nursing professional apart from staff nurses.

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