

NURSING INDUCTION TRAINING PROGRAMME UPON KNOWLEDGE ON SELECTED NURSING INTERVENTIONS AMONG NEWLY JOINED NURSES

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Abstract

Newly joined nurses have a positive attitude to the challenges of being a new nurse. The initial period as a nurse was tough and it requires quite a lot of time to adapt to the new clinical setting. Induction training programme is specifically developed to welcome nurses commencing initial employment or to new nursing roles. A pre experimental study was conducted to assess the effectiveness of the Nursing Induction training program upon selected nursing interventions among newly joined nurses at selected hospitals, Chennai. Fifty two newly joined nurses were selected using purposive sampling technique. Data was collected using demographic variable proforma and structured knowledge questionnaire on selected nursing interventions through self administration method. Rating scale was used to assess the level of satisfaction of nurses regarding nursing induction-training programme. Nursing induction-training program (Hospital Orientation Program for new Entries-HOPE) was conducted for 30 days. Results revealed that the obtained post test mean value (57.1/70) was higher than the pre test mean value (28.5/70) which was significant ($p < 0.001$). Hence, the induction-training program for nurses was effective in improving their knowledge on selected nursing interventions.

Key words: Newly joined nurses, Nursing induction training programme, Hospital Orientation Programme for new Entries (HOPE).

Introduction

Induction training is a systematic training given to each employee during her or his first two or three days of employment in order to ensure his or her identification with agency's philosophy, goals and

norms. Induction training provides nurses with a smooth entry into the hospitals by providing them with the information they require to get started (Cushway, B., 2011). The induction training is to create a positive atmosphere, address any new job concerns, increase comfort level and feeling of belonging, increase knowledge of the hospital functions, its procedures and policies, share organizational values and job specific information (Krishnaveni, R., 2008).

The goal of the nursing induction program is to ensure that the newly joined and new graduate nurses receive consistent information regarding policies, procedures, standards and documentation to support practice and get familiarize with them. The objective of the induction training program was geared towards creatively using existing resources to meet the new demands of a constantly changing health care environment.

The induction process enables a new joined nurse to become productive as quickly as possible. The cost of loss due to errors and unawareness is higher than the cost of training. Induction training also helps to provide individuals with a professional impression of the hospitals and its aims and objectives, allowing new entrants to work towards these aims and excel in their career. Hence, this study was undertaken to assess the effectiveness of the nursing induction programme upon knowledge on selected nursing interventions among newly joined nurses at selected hospitals.

Statement of the problem

A preexperimental study to assess the effectiveness of the Induction training Programme

upon knowledge on selected nursing interventions among newly joined nurses at selected hospitals, Chennai.

Objectives

- To assess the effectiveness of nursing induction training program upon knowledge on selected nursing interventions among newly joined nurses.
- To find out the association between selected demographic variables and knowledge of nurses after nursing induction training programme.
- To determine the level of satisfaction of newly joined nurses regarding induction-training programme.

Null hypothesis

Ho₁: There will be no significant difference between pretest and post test knowledge scores of newly joined nurses.

Ho₂: There will be no significant association between selected demographic variables and knowledge among newly joined nurses after nursing induction training programme.

Methodology

A pre experimental one group pre test and post test design was adopted for conducting this study. This study was conducted in Apollo main hospitals, Chennai. The samples included 52 newly joined nurses, who were selected using purposive sampling technique and nurses who were recruited in the month of March 2014. Data was collected using demographic variable proforma and structured knowledge questionnaire through self-administration method.

Knowledge questionnaire consisted of 55 items on basic nursing interventions, policies and documentation with the scores ranging from 0 to 2

based on the responses. Thus, the total obtainable score was 0-70. The proforma for the demographic data was used to collect the sample characteristics like age, gender, nationality, qualification, years of experience, area of experience, religion, percentage of marks obtained in college. Satisfaction of the nurses was assessed using a rating scale on level of satisfaction of nurses regarding nursing induction-training programme.

The study was conducted after obtaining formal permission from concerned authorities of Apollo Main Hospitals, Chennai. After initial introduction, the researcher obtained written informed consent from the newly joined nurses to participate in the study. An assurance was given regarding confidentiality before the data collection procedure. The data were collected through self-administration method in their training room by using the predetermined, structured and pretested tools such as demographic variable proforma and structured knowledge questionnaire. Pre test upon knowledge of selected nursing interventions was conducted. Nursing induction-training programme (HOPE) was conducted for 30 days. H-hospital orientation program includes an induction program for new-entries for 3 days, O-functional-training for 6 days and PE-preceptorship teaching was given for 26 days (HOPE).

Induction programme was given with the help of the educational module comprising of LCD, charts and pamphlets through lecture cum demonstration method. In addition, each newly joined or new graduate nurse was shown how to independently access online policies, procedures and competencies. Infection control policies, emergency response policies and JCIA policies were covered in the training programme. Post test was conducted after two weeks of intervention. The collected data was entered and analyzed in SPSS-16, using appropriate descriptive and inferential statistics based on the objectives of the study.

Results

Table: 1

Frequency and percentage distribution of demographic variables of newly joined nurses. (N=52)

Demographic variables	F	%
Age		
Up to 25 years	46	88
Above 25 years	6	12
Gender		
Male	8	15
Female	44	85
Qualification		
GNM	3	6
B.Sc.	46	88
P.B.B.Sc.	3	6
Years of experience		
<1 year	42	81
1-5 years	10	19
> 5 years	0	0
Religion		
Hindu	22	42
Christian	30	58
Muslim	0	0
Previous exposure to induction programme		
Yes	38	73
No	14	27

Table 1 reveals that the majority of the nurses were aged between 20-25 yrs (88%) with the mean age of 23 years, females (85%) had B.Sc. (N) qualification (88%). Half of them were Christians (58%) with the experience less than 1 year (81%).

Table: 2

Comparison of Mean and Standard Deviation of Pretest and Posttest Scores of Newly Joined Nurses. (N = 52)

Group	Mean	SD	't' value
Pre test	28.5	7.11	19.217***
Post test	57.1	7.69	

*** $p < 0.001$ Table 2 reveals that the post test mean value (57.1) was higher than the pre test mean value (28.5) which was significant at $p < 0.001$.

Table 3

Association between selected Demographic Variables and Knowledge Scores of nurses after Nursing Induction programme. (N = 52)

Demographic variables	Up to Mean	Above Mean	χ^2 value
Age			
≤ 25 years	25	18	4.33*
>25 years	2	7	
Gender			
Male	5	3	0.51
Female	20	24	
Qualification			
GNM	1	2	9.34**
B.Sc.	22	24	
PBB.Sc.	2	1	
Year of experience			
Up to 1 year	22	25	4.45*
More than 1 year	3	2	
Previous exposure in induction program			
Yes	18	20	0.349*
No	7	7	

*p<0.05, **p<0.01

It can be inferred from the above table that there was a significant association between the selected demographic variables (age, year of experience, & qualification) and the knowledge scores of the nurses after the induction programme. Hence, null hypotheses (H_{0_2}) were rejected.

Fig. 1 Level of Satisfaction among Newly joined Nurses Induction Training Program.

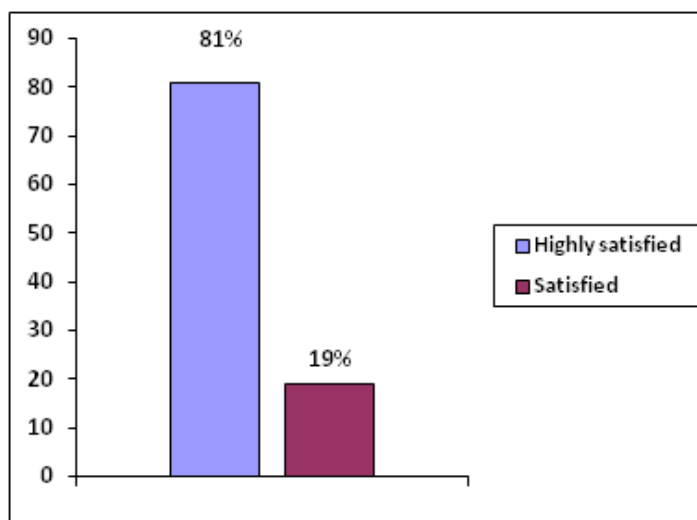


Figure 1 reveals that the majority of the newly joined nurses 42 (81%) were highly satisfied and 10 (19%) were satisfied with the induction training programme.

Discussion

The majority of the nurses were aged between 20-25 yrs (88%), females (85%) had B.Sc (N) qualification (88%). More than half of them were Christians (58%) with experience less than 1 year (81%).

The findings revealed that most of the nurses were young and had clinical experience less than one year. During the intervention, nurses were more active and receptive. Study findings revealed that, the obtained posttest mean value 57.1/ 70 was higher than the pretest mean value 28.5/ 70 which was significant at $p < 0.001$. Similar findings were reported in the study conducted by Thomas (2012). They reported that the self confidence of B.Sc. (N) students in delivering nursing care were increased after the use of clinical simulation electives. The findings were also consistent with the study conducted by Whitehead (2005) who reported knowledge gain among the newly joined nurses after orientation programme.

There was a significant association between the selected demographic variables (age, years of experience, & qualification.) and the knowledge score of the nurses after the induction programme.

Regarding the level of satisfaction of nurses on induction training programme, findings revealed that the majority of the newly joined nurses 42 (81%) were highly satisfied, 10 (19%) were satisfied and none of them had dissatisfaction.

Every year number of nurses graduate and join in the hospitals. In many hospitals, established orientation programmes are conducted for nurses to update their knowledge and empower them. This facilitates newly graduated nurses' transition from newly joined nurses to advanced beginner. This promotes confidence and competencies of new nurses in providing quality patient care. Francine (2010) suggested that mentorship program might be a solution for new graduate nurses to increase their clinical knowledge and skills. Hence, a new graduate nurse mentorship program, bridges the gap between

the idealism of nursing college and the reality of the workplace.

Conclusion

This study provides an excellent framework to look at how induction training programme help nurses to update their knowledge, demonstrate high quality patient care, orient and cope with the new hospital environment so that they may handle the emergencies which occurs unexpectedly.

Induction training programme can be effectively utilized for the newly joined nurses to introduce the values and objectives of the organization so that staff feels like part of the team as quickly as possible. It also imparts essential safety and risk management information, provides core mandatory training and gives nurses the practical information they will need to begin their new jobs.

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