Study on the Needs, Accommodation and Satisfaction toward the Nursing Practice Programs of the Nurses in Small to Medium sized Hospitals

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Abstract. This study was to examine the conditions of nursing practice programs at small and medium-sized hospitals as well as the needs and levels of satisfaction among nurses. The subjects of study were 136 nurses working at the small and medium-sized hospitals in G Metropolitan City of J Province. The data collection period was one month in November 2010. There were subjects who thought that the nursing practice programs contribute to the provision of quality nursing, utilizing specific skills, developing expertise and supplementing education. There were significant differences in the responses of the subjects. In terms of general attributes, accommodation of and satisfaction levels regarding nursing practice programs were of an adequate level and nurses were overall satisfied with their current position in their careers. The total time elapsed since embarking on their nursing careers was under 1 year, and this seemed to have significant effects on the subjects in that they responded by saying that they could grow as the professionals due to being satisfied with their careers in nursing. Satisfaction levels regarding accommodation and content of nursing practice programs appeared to correlate with quantity.

Keywords: Nursing practice programs, Needs, Accommodation, Satisfaction

1 Introduction

The majority of nurses working at small and medium-sized hospitals are the systematic and continuous education which acts as a guiding principle for satisfactorily performing roles as well as maintaining the knowledge and skills already gained in the regular course of education are needed most of all [1]. The practical training is planned for the purpose of maintaining knowledge and skills to meet the requirements of employees’ current duties while aiming to conform to self-training conducted in the medical institutions and further make up for deficiencies [2].

In most small and medium-sized hospitals, the reality is that the training itself is an annoyance that cannot be revealed as the nurses working in small and medium-sized hospitals are always tied up with medical treatment and basic duties, thus even though they try to learn, - feeling their lack of knowledge or technology - they fail to utilize sufficient resources or data [3]. However, in practice there are many real-life medical emergencies, during which it is difficult for the nurses to provide accurate support,
and because it is hard for them to determine the priority of their duties, it is required that the nursing organization should develop ways to improve nursing practice and provide them with proper training and guidance [4]. For this practical training to be effective, the practical skills of nurses should be investigated thoroughly, and on this basis a systematic program for practical training should be developed, selection of contents appropriate for the requirements of this era, and evaluation on the results should also be carried out. Furthermore, the nursing education system and programs should be provided continuously via practical training according to the career [5].

As for studies on practical training so far, there is a study on the practical training status and satisfaction level [6], a study on the practical skills and practical training requirements [5, 7], and a study on effectiveness and evaluation of practical training [8], etc. These are mostly targeted at nurses in general hospitals, and there are few studies on practical training targeted at nurses in small & medium-sized hospitals which have been on an increasing trend recently.

Therefore, this study attempts to be of help in the provision of basic materials for operating efficient practical training for small & medium-sized hospitals differentiated from practical training conducted in general hospitals, by investigating the requirements, receptivity and satisfaction levels regarding practical training conducted in small & medium-sized hospitals with 300 beds or less.

1.1. Purposes

1) To investigate the general characteristics, practical training status and needs of the subjects.
2) To investigate the receptivity and satisfaction level of the subjects for practical training.
3) To investigate the receptivity and satisfaction level of the subjects by general characteristics for practical training.
4) To investigate the receptivity and satisfaction level of the subjects by practical training status for practical training.
5) To investigate the correlation between receptivity and satisfaction level of the subjects for practical training.

2 Methods

2.1. Participants

The data was collected at random from a total of 136 nurses after excluding inappropriate materials of 24 nurses among 160 nurses working in small and medium-sized hospitals in G Metropolitan City in J province, who were notified as to the purpose of this study and agreed to participate in the questionnaire survey.
2.2. Measures

The tools used in this study were as follows: 11 questions on general characteristics, 17 questions on practical training status, 9 questions on the needs of study subjects for practical training, 16 questions on the receptivity of practical training, and 11 questions on satisfaction levels regarding practical training.

- Receptivity of Practical Training
  The tool developed by [9] and modified/supplemented by [10] was used in 16 questions after being modified/supplemented under consultation provided by three nursing scholars. This tool is a Likert 5-point scale that measures positive thoughts and the reactions of nurses with regards to practical training, and it means that the higher the score is, the higher the receptivity of practical training is. In a study of [10], the reliability was Cronbach's α .91, and the reliability in this study was Cronbach's α .95.

- Satisfaction Levels Regarding Practical Training.
  The tool used by [11] and modified/supplemented by [6] was used in 11 questions after being modified/supplemented under consultation provided by three nursing scholars. This tool is Likert 5-point scale that measures attitudes relating to adapting to actual nursing duties, and it means that the higher the score is, the higher the satisfaction levels of practical training is. In a study of [6], the reliability was Cronbach's α .92, and the reliability in this study was Cronbach's α .95.

3 Results

3.1. Needs of Study Subjects for Practical Training

As for the question on the time when the nurses in small & medium-sized hospitals feel that practical training most required, 43.4% of answers were ‘when feeling that nursing duties of a professional level are required’ showing the highest, and as for the question on the purpose of practical training, 69.6% of answers were ‘the acquisition of knowledge and skills needed to perform nursing duties’ showing the highest, and 66.9% of answers were ‘always present’ which was also high. As for the question on reasons for not-having the practical training, 80.5% of the answers were ‘unable to match with working hours’ showing the highest, and as for the question on the frequency and hours of practical training they think, 89.5% of answers were ‘once a month, and one hour or so each time’ showing the highest.

3.2. Receptivity of Practical Training

The score assigned to receptivity of practical training was 3.7 points; and as for reasons to receive practical training, ‘contribution providing quality nursing’, which was marked at 3.9 points showing the highest score, and ‘performance of specific
services’, ‘contribution to improving specific skills’, ‘supplementation for deficiencies in school education’ marked 3.8 points, respectively, and ‘opportunities for potential abilities leverage’, ‘overcoming of differences between theory and practice’, ‘desire for voluntary participation’, ‘opportunities for information understanding and mutual cooperation’, ‘opportunities for increase of theoretical knowledge and technical training’, and ‘importance of formal education’ marked 3.7 points, respectively.

3. 3. Satisfaction Levels Regarding Practical Training

The score assigned to satisfaction levels regarding practical training was 3.5 points; and as for reasons to be satisfied with the practical training, ‘necessity for performance of nursing duties’ marked 3.8 points showing the highest score, and contents of increase in theoretical knowledge’ marked 3.7 points, and ‘new experience’, ‘confidence in the job satisfaction’, ‘contents of increase in technical training’, ‘emphasis on the enlarged role of nurse’, ‘helpful for patient and caregiver education’, ‘equal importance as the regular education courses’ marked 3.6 points, respectively.

3. 4. Receptivity and Satisfaction Levels Regarding Practical Training by General Characteristics

The receptivity of practical training by general characteristics showed a statistically significant difference in satisfaction in the current nursing profession (F = 6.992 p=.001). The satisfaction levels regarding practical training by general characteristics showed a statistically significant difference in total service career (F=2.973 p=.034), satisfaction level of current nursing profession (F=7.244 p=.001), reasons for satisfaction in nursing profession (F=7.244 p=.001), and in details.

3. 5. Receptivity and Satisfaction Level by Practical Training Status

The receptivity of practical training by practical training status showed a statistically significant difference in the way of participation in practical training (t=2.842 p=.039) and whether or not teaching materials are used (t=5.508, p=.006). As for in the way of participation in practical training, ‘voluntary participation’ marked 3.7 points on average showing a high level of receptivity of practical training. In addition, as for whether or not teaching materials are used, institutions using the teaching materials marked 3.7 points showing a high level of receptivity of practical training. The satisfaction level of practical training by practical training status showed a statistically significant difference in the way of participation in practical training (t=0.788, p=.024) and whether or not teaching materials are used (t=5.994, p=.007). As for in the way of participation in practical training, ‘voluntary participation’ marked 3.7 points on average showing a high level of satisfaction in practical training. In addition, as for
whether or not teaching materials are used, the institutions using the teaching materials marked 3.6 points showing a high level of satisfaction in practical training.

3. 6. Correlation between Receptivity and Satisfaction Levels Regarding Practical Training

As a result of analysis on the correlation between the practical teaching receptivity and satisfaction level for subjects of this study, a significant positive correlation \( r=0.766, p < .001 \) was shown to exist.

4 Conclusions

The nurses in small & medium-sized hospitals answered that practical training was most required when performing nursing duties on a professional level, and did not receive practical training sufficiently due to the difficulty in matching with working hours. They also believed that practical training for one hour or so once a month was suitable. As for the contents of practical training, they desired most ‘emergency nursing’ in the practical area, and ‘knowledge on special diseases’ in the theoretical area. As for the way of training, they desired ‘lectures and demonstration’; and as for training lecturers, they desired ‘external lectures (professors in nursing department)’; and as for the way of evaluation, they desired ‘self-evaluation’. A significant difference existed between the subjects who answered ‘the practical training for nurses contributed to qualitative nursing’ and the subjects who answered ‘performance of specific services’, ‘contribution to establishment of profession’ and ‘supplementation on deficiencies in school education’. In addition, satisfaction levels regarding the contents required for performance of nursing duties was shown to be the highest, and a significant difference existed between ‘opportunities to increase theoretical knowledge’ and ‘new experience of receiving practical training’. As for the receptivity and satisfaction levels regarding practical training by general characteristics, a significant difference existed among the subjects who answered that they were satisfied with their current nursing profession with a total career less than one year and who answered they saw potential growth as a professional job as the reasons for satisfaction in nursing profession. The receptivity and satisfaction levels regarding practical training was represented as high in voluntary participation in practical training and institutions using teaching material.

References