

“A Study to Assess the Overview Regarding Implementation of Additional Diploma and PG Nursing Courses Among Academician, Nursing Leaders and Staff Nurses as On-Job Training Model as Used in Medical Courses”

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ABSTRACT

INTRODUCTION: In an era of rapid technological advancements and complex healthcare challenges, the value of continuing nursing education cannot be overstated. It equips nurses with the tools, resources, and confidence they need to navigate the complexities of modern healthcare delivery, advocate for their patients' needs, and drive positive change within their organizations and communities.

Nursing education aims to prepare students for the complexities of patient care by providing a comprehensive understanding of nursing theory, evidence-based practice, and ethical principles. However, the transition from theory to practice is often met with challenges, as students encounter real-world clinical scenarios that require quick thinking, adaptability, and hands-on skills.

RESEARCH TITLE: “A Study to Assess the Overview Regarding Implementation of Additional Diploma and PG Nursing Courses Among Academician, Nursing Leaders and Staff Nurses as On-Job Training Model as Used in Medical Courses”

OBJECTIVES:

- To Assess view regarding advance scope Development in Nursing education related to additional Diploma and PG Nursing course among academician nursing leader and staff nurses as on job training model as used in medical courses.
- To Identify scope for Curbing Malpractices
- To identify scope for Enhancing Skill
- To assess view about Basic Courses That can be Streamed.

BACKGROUND OF STUDY

Nursing and nursing education have undergone striking changes over the centuries. This history reveals a constant struggle for autonomy and professionalism. In 1948 the Brown Report recommended that education for nursing take place in colleges and universities, not hospitals. In the same year, the National League of Nursing Education established the National Nursing Accrediting Service for nursing educational programs. In 1965, the American Nurses' Association (ANA) published a position paper urged that all nursing education should take place in institutions of higher learning. As a result, many diploma schools closed, and nursing education began its move to collegiate programs.

At this time, the ANA also echoed Dr. Montag's proposal that nursing practice consist of two levels: a professional nurse, who would hold a baccalaureate or higher degree, and a technical nurse, who would have an associate degree and would work under the direct supervision of the professional nurse. Since then, as medical knowledge advanced, nurses have had to keep up with new medications, technology, and a rapidly changing health care system as well as appropriate nursing care.

Safazadeh S, et al., 2018 studies suggest that existence of the theory-practice gap can influence the quality of nursing care and patient outcomes. Finding solutions to the theory-practice gap before entry to practice may reduce the difficulties experienced by participants and increase their ability to integrate their knowledge appropriately in the practice setting. The theoretical knowledge of nursing underpins the practice, while the practice environment determines the circumstances within which the theoretical knowledge is applied.

NEED OF THE STUDY

The study will explore nurses' perceptions of the extent to which on-job training effectively bridge the gap and help PG nursing graduates apply theoretical concepts in their daily practice This can provide valuable feedback on the effectiveness of OJT programs in preparing PG nursing students for clinical practice, by understanding nurses' views on the challenges faced by new graduates, educators can tailor OJT programs to address these areas of weakness and ensure that graduates are adequately prepared for the demands of clinical practice

Nurses' feedback on On-job training implementation can inform educational policy, curriculum development, and clinical training practices in nursing education programs. The implementation of on-the-job training models alongside postgraduate nursing education holds numerous benefits and is increasingly recognized as a valuable approach to preparing advanced practice nurses.

LIMITATIONS

1. The samples are limited to graduate nurses.
2. Sample size is limited to 100.
3. The research findings may be limited by social desirability bias, as a survey respondent may respond in a way that they perceive as socially desirable.

REVIEW OF LITERATURE

Review of Literature Arranged in following Section: Literature related to on-the-job training, academic training and clinical practice, continuing education and job satisfaction, Theory and practice relationship, Nursing curriculum.

REVIEW OF LITERATURE REGARDING ON-THE-JOB TRAINING

1. A study aimed to explore an effective on-the-job training mode for ICU specialized nurses. 49 nurses in the experimental group received on-the-job training, while 60 in the control group underwent traditional training. Afterward, the experimental group showed significantly higher scores in comprehensive ability and self-efficacy, with greater recognition from colleagues. The study concluded that on-the-job training enhances nurses' ability to apply theory to practice and solve clinical problems.
2. The descriptive-analytical study involved 147 nurses from hospitals under Torbat Heidariye University of Medical Sciences. This study aimed to evaluate factors motivating nurses to participate in on-the-job training courses. The results showed that 94% of nurses recognized the necessity of such training, with no significant relationship found between demographic characteristics and motivating factors. However, a notable difference was observed between genders, with male nurses showing higher participation rates in training.

REVIEW OF LITERATURE REGARDING ACADEMIC TRAINING AND CLINICAL PRACTICE

3. A cross-sectional study was conducted to investigate the challenges of clinical education from the perspectives of nursing educators and students. The sample included 163 nursing educators and students. The findings revealed that, according to students, challenges such as mismatched expertise between educators and internship placements, a shortage of qualified educators, students' lack of motivation to study, and insufficient cooperation from healthcare professionals were key issues. The authors recommend employing experienced and skilled educators to teach both theoretical and clinical courses.
4. A study was conducted on enhancing nursing education through academic-clinical partnerships, reviewing 33 records from 2002 to 2016. Six key themes emerged from the review: mutual and shared goals, evidence-based practice, resource sharing and collaboration, capacity building, partnership elements, and challenges of academic-clinical partnerships. The review emphasized that academic-practice partnerships foster the development of shared goals for the healthcare system and concluded that nursing education, when implemented within such partnerships, becomes more aligned with the needs and demands of the healthcare system.

REVIEW OF LITERATURE REGARDING CONTINUING EDUCATION AND JOB SATISFACTION

5. A descriptive, correlational study was conducted to examine the relationship between continuing education and job satisfaction among RNs and licensed practical nurses. Using the Professional Educational Activities Scale and the McCloskey/Mueller Satisfaction Scale, 110 nurses participated. The study found that nurses who engaged in more continuing education activities had higher job satisfaction scores. The research emphasized that nurses in long-term care must be knowledgeable to provide effective care.
6. A study was conducted to assess the continuing education needs of nurses working in nursing facilities, using questionnaires to collect data from 319 nurses across 14 facilities in North Carolina. Of the responses, 164 questionnaires were deemed usable. The findings revealed significant continuing education needs, particularly in the areas of management skills, drug therapy and interactions, and behavioral problems. Additionally, night shift nurses and nurse educators exhibited distinct learning needs compared to other groups of nurses.

REVIEW OF LITERATURE REGARDING THEORY AND PRACTICE RELATIONSHIP

7. qualitative descriptive study was conducted to explore the factors contributing to the theory-practice gap in nursing education. The study involved interviews with 25 senior nursing students, who shared their perceptions of the gap. The key theme that emerged from the study was the "tripod of clinical practice," which included three subthemes: well-prepared students, aware and supportive preceptors, and qualified clinical faculty. The study emphasized the need for further attention to skill development in addressing the theory-practice gap.
8. A correlational study was conducted to explore the relationship between theory and practice, focusing on reflective skills and theoretical knowledge as key factors in bridging the gap in initial nursing education. A total of 446 nursing students participated, with a response rate of 71%. The results indicated that reflective skills had a mediating effect, practical skills had a fully mediated influence, and theoretical knowledge had a partially mediated impact on students' perception of coherence between theory and practice.

REVIEW OF LITERATURE REGARDING NURSING CURRICULUM

1. A qualitative, multiple-case study on the integration of clinical judgment in the nursing curriculum was conducted, focusing on the challenges and perspectives of 20 preceptors for new graduate nurses across three hospitals. The findings provided valuable insights into how the nursing curriculum influences the development of clinical judgment skills and highlighted implications for integrating new graduates into professional nursing practice.
2. A study focused on transforming a nursing curriculum by integrating intentional simulation-based learning experiences was conducted. This transformation process, which included mapping, evaluation, and revision, led to positive outcomes. The study concluded that the key to successfully transforming a nursing curriculum lies in intentional planning, evaluation, and revision, which provide a foundation for continuous improvement in nursing education.

RESEARCH METHODOLOGY

Research Approach - Quantitative Study Approach

Research Design- Descriptive Survey

Variables of the study

1. Dependent variable-

In this study, perception of participants is dependent variable.

2. Independent variable-

In this study, Implementation of PG nursing course as on Job training model is independent variable.

Criteria for samples selection

Inclusion criteria: Population of graduate nurses who are willing to participate in the study.

Exclusion criteria: Not willing to participate in study.

Target population: The target population for the study consisted of graduate nurses i.e. Academician, nursing leaders, and staff nurses who meet the inclusion and exclusion criteria in the selected metropolitan city.

Accessible population: In the present study, accessible population are entire graduated nurses who participated in the study.

Sample size: The sample size for the present study was 100

Methods of data collection: The technique used for data collection is self-reported method of question with the help of attitude scale.

The validity of the tool was obtained by giving it to expert in various fields.

The data was analysed, interpreted and findings were organized under following sections –

SECTION A: Analysis of data related to demographic details of the samples.

SECTION B: Analysis of data related to View regarding advance scope Development in nursing education related to additional Diploma and PG Nursing course among Academician, Nursing leaders and Staff nurses as an On-The-Job Training model as used in medical courses.

SECTION C: Analysis of data related to View regarding scope for Curbing Malpractices

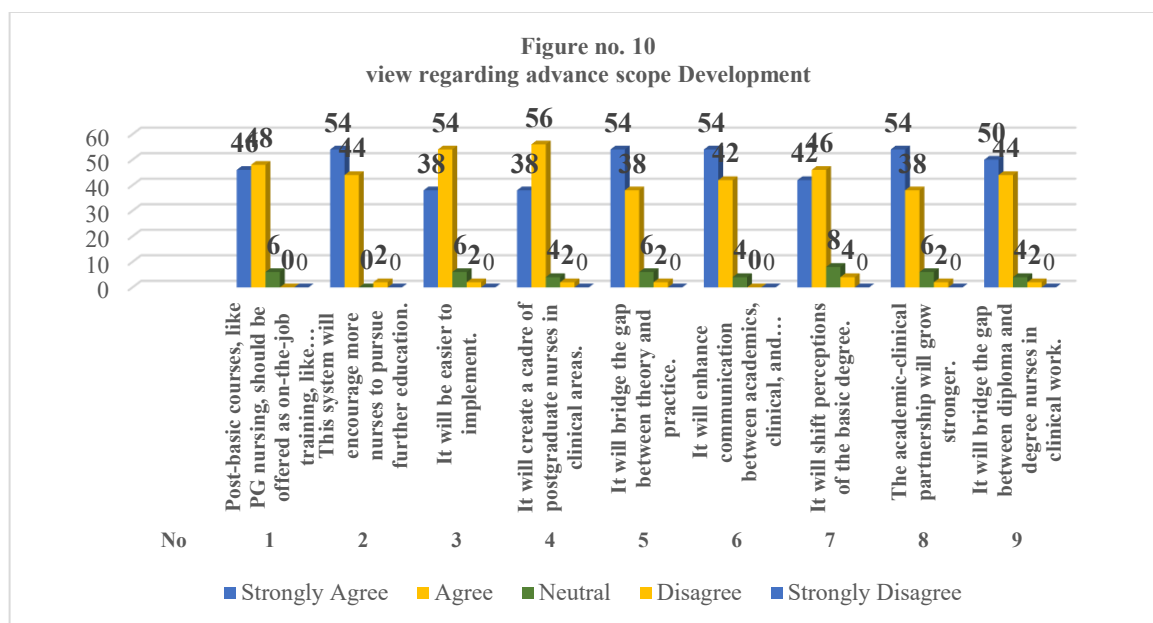
SECTION D: Analysis of data related to View regarding scope for Enhancing Skill

MAJOR FINDINGS

SECTION A: Demographic details of the samples.

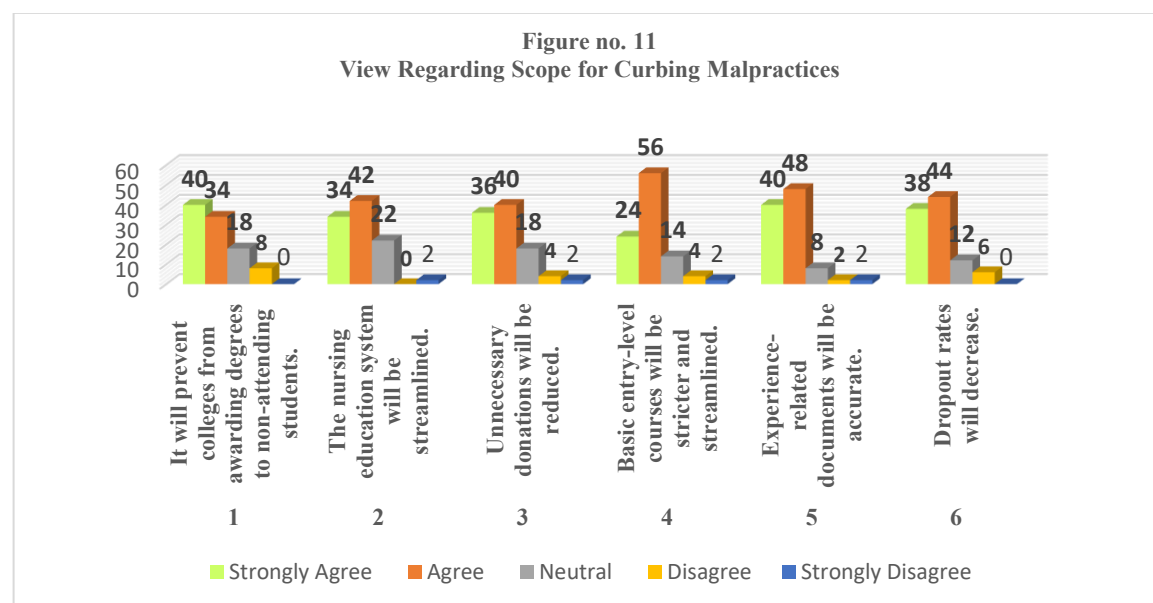
Among 100 participants, 88% are female and 12% male. Age distribution shows 38% are 31 years or older, 34% are aged 20–25, and 28% are 26–30. Academically, 44% hold a B.Sc. Nursing degree, 22% M.Sc. Nursing, 18% GNM, 10% PhD, 4% Post Basic B.Sc., and 2% fall under "Other." Professionally, 38% work in private hospitals, 30% in private nursing schools/colleges, 14% in government hospitals, and the rest in corporate or other sectors. Experience-wise, 50% have 0–5 years, 14% each have 5–10 and 10–15 years, while 22% have over 15 years. In terms of roles, 42% are staff nurses, with others in leadership and teaching positions such as Nurse Managers (10%), Principals/Vice Principals (8%), and various academic roles

SECTION B: Findings of data related to View regarding advance scope Development in nursing education related to additional Diploma and PG Nursing course among Academician, Nursing leaders and Staff nurses as an On-The-Job Training model as used in medical courses.



The data reveals strong support for the implementation of post-basic diploma/degree courses as an on-the-job training model for nurses. A large majority (94%) believe this system would encourage nurses to pursue further education, with 98% recognizing it as a valuable opportunity for professional growth. Most respondents (92%) think the system would be easy to implement, although 6% remained neutral. Additionally, 94% agree that it would help establish a cadre of post-graduate nurses in clinical settings and bridge the gap between theoretical and practical knowledge. Improved communication among academic, clinical, and administrative nurses is expected, according to 96% of respondents. The majority (88%) believe the system would alter perceptions of basic nursing degrees, while 92% feel it would strengthen academic-clinical partnerships. Lastly, 94% support the idea of bridging the gap between diploma and degree nurses to foster better teamwork in clinical environments. Overall, the data underscores widespread support for the initiative, suggesting that it could greatly enhance nursing education, communication, and collaboration in clinical practice.

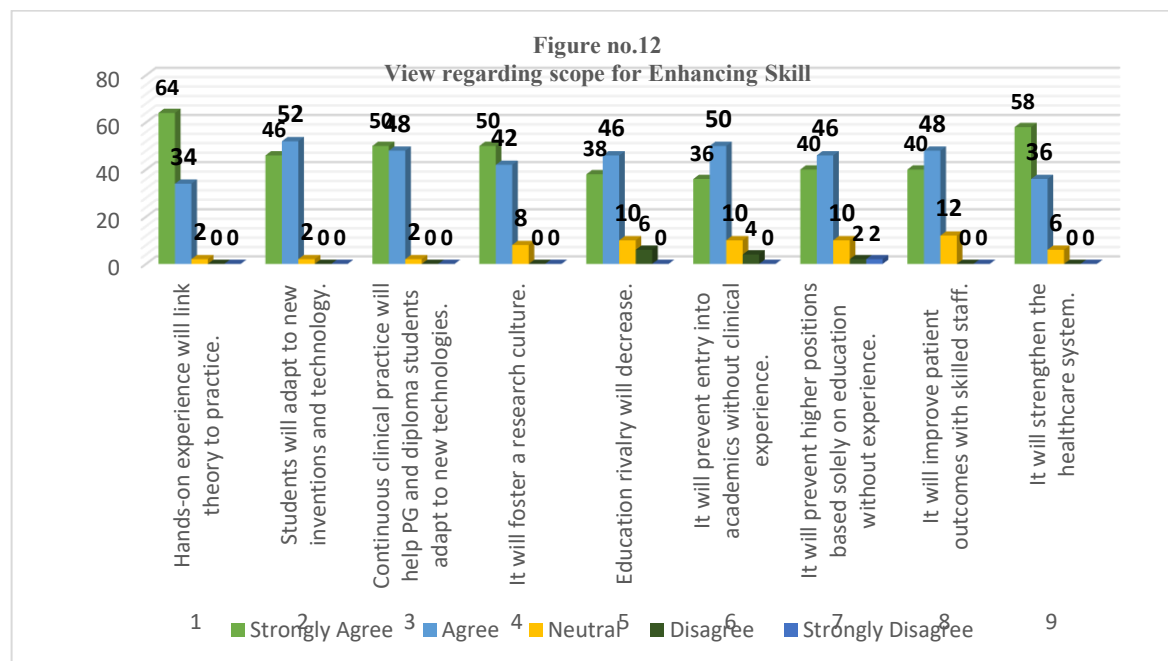
SECTION C: Findings of data related to View regarding scope for Curbing Malpractices



The data reveals strong support for addressing malpractices in nursing education. A majority of respondents (74%) agree that the system will prevent practices where colleges issue degrees to non-attending students, with 40% strongly agreeing. Most participants (76%) believe the nursing education system will become more streamlined, although 22% remained neutral. Additionally, 76% support the reduction of unnecessary donations, reflecting a desire to eliminate financial exploitation within the system. In terms of the strictness of basic entry-level courses, 80% of respondents agree that these

will be more structured and regulated, with 56% strongly agreeing. A significant majority (88%) believe that documents related to experience will be accurate, with 40% strongly agreeing. Furthermore, 82% agree that dropout rates will decrease, suggesting that the new system may promote greater retention in nursing programs. Overall, the findings suggest that the proposed changes could result in a more transparent, regulated, and ethical nursing education system.

SECTION D: Findings of data related to View regarding scope for Enhancing Skill



The data demonstrates strong support for the enhancement of nursing skills through practical experience and ongoing learning. A significant majority (98%) agree that hands-on experience will effectively link theoretical knowledge with real-world situations, with 64% strongly agreeing. Similarly, 98% believe that students will be able to adapt to new technologies, with 46% strongly endorsing this idea. Continuous clinical practice is also seen as a key factor in improving the skills of PG and diploma students, with 98% supporting the integration of new technologies and updates. The approach is also viewed positively in terms of developing a research culture, with 92% agreeing and 50% strongly agreeing. Participants believe that education rivalry (84%) and the entry into academia without clinical experience (86%) will decrease, fostering a more merit-based system. Additionally, 86% agree that occupying higher positions should be based on both education and practical experience. Regarding patient outcomes, 88% agree that skill enhancement will lead to better healthcare, and 94% believe it will strengthen the overall healthcare system. Overall, the findings highlight strong support for integrating practical experience and continuous skill development in nursing education, emphasizing the potential benefits for individual career growth and the broader healthcare system.

DISCUSSION

The study aligns with previous research, such as the study by abolghasem et al., (2016), which emphasized the importance of on-the job training for nurses. Like their result, our study also highlights strong support among nursing professionals for inclusion of additional diploma and postgraduates nursing courses as a part of an on-the-job training model.

CONCLUSION

The study reveals strong support from nursing professionals for incorporating additional diploma and PG nursing courses as part of an on-the-job training model. It is believed that this model would significantly improve the clinical competence of nursing professionals by providing them with hands-on experience in conjunction with theoretical education. There is widespread acknowledgment that this approach could foster advanced development in nursing, reduce malpractices, and enhance practical skills.

IMPLICATIONS OF THE STUDY

The study's findings have significant implications for nursing education, practice, and policy:

- The results suggest that more students should be deputed in training and continuing education in nursing this can help student gain the skills and knowledge needed to excel in their roles.

- Regulatory framework development based on positive impact of advanced training, policy changes could be made to establish stronger regulation that require nurses to continue their education through their careers, helping to maintain high standards of care.

RECOMMENDATION FOR FURTHER STUDIES

- Longitudinal Studies could track nurses over a longer period to measure the long-term impact of additional training on their careers, patient care, and job satisfaction. This would provide more detailed insights into the effectiveness of advanced nursing programs.
- Comparative Studies Research could compare the outcomes of nurses who have completed additional diploma or PG courses versus those who haven't. This would help determine the specific benefits of these educational programs.

In summary, the study suggests that by adapting the on-job training model as used in medical education, the nursing profession can benefit from more comprehensive and specialize training that aligns with the involving needs of the healthcare sector.

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