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## A Needs-Based Study in Hospital Staff Training

### Hastane Personeli Eğitiminde İhtiyaç Temelli Bir Çalışma

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**Objective:** Education is a continuous and active process, and training of health personnel is important to improve efficiency and the first condition is the identification of training needs.

**Materials and Methods:** In the Hospital of Balıkesir University Faculty of Medicine, employees were included in the survey study, which was conducted to determine the training needs of hospital employees according to the Quality Standards in Health (SKS).

**Findings:** According to the survey results with 130 participants, 25.4% of the respondents said they did not need new information in professional matters, they did not feel inadequate, and 74.6% said they needed it. Professional information and training, especially when starting a new job request preferences come first. Employees also stated that they have access to information from the internet, institutional training programs, books, and are most benefited from the institutional guides and resources. In the institutional training programs, the subjects of Patient and Employee Rights, Cardiopulmonary Resuscitation (CPR), and Emergency and Disaster Management have been the most requested training subjects.

**Results and Conclusion:** Every institution should evaluate these in certain periods and train education accordingly. In this study, the training and preferences of our staff are assessed and these improvement works are planned. It was concluded that it would be beneficial to provide training on the needed subjects, be more active in training, especially for those new to the profession, and use institutional guides more frequently.

**Keywords:** Education; Healthcare education; Quality improvement

**Amaç:** Eğitim sürekli ve aktif bir süreçtir ve sürekliliğin sağlanması önemlidir. Sağlık personelinin eğitimi verimliliği artırmak için önemlidir ve ilk koşul eğitim ihtiyaçlarının belirlenmesidir. Bu çalışmada hastanemiz çalışanlarının eğitim ihtiyaçlarının analiz edilmesi amaçlanmıştır.

**Gereç ve Yöntemler:** Balıkesir Üniversitesi Tıp Fakültesi Hastanesinde, Sağlıkta Kalite Standartlarına (SKS) göre hastane çalışanlarının eğitim ihtiyaçlarını belirlemek amacıyla yapılan anket çalışmasına çalışanlar dahil edilmiştir.

**Bulgular:** Toplam 130 katılımcı ile yapılan anket sonuçlarına göre, katılımcıların %25,4'ü mesleki konularda yeni bilgiye ihtiyaç duymadığını, kendini yetersiz hissetmediğini, %74,6'sı ise ihtiyaç duyduğunu belirtmiştir. Mesleki bilgi ve eğitim, özellikle yeni bir işe başlarken talep edilen tercihlerin başında geliyor. Çalışanlar ayrıca bilgiye internetten, kurumsal eğitim programlarından, kitaplardan ulaştıklarını ve en çok kurumsal rehber ve kaynaklardan yararlandıklarını belirtmişlerdir. Kurumsal eğitim programlarında Hasta ve Çalışan Hakları, Kardiyopulmoner Resüsitasyon ve Acil durumlar ve Afet Yönetimi konuları en çok talep edilen eğitim konuları olmuştur.

**Sonuç ve Tartışma:** Her kurum belirli periyotlarda bu değerlendirmeleri yapmalı ve buna göre eğitim vermelidir. Bu çalışmada personelimizin eğitim ve tercihleri değerlendirilmiş ve bu iyileştirme çalışmaları planlanmıştır. İhtiyaç duyulan konularda eğitimler verilmesi, özellikle mesleğe yeni başlayanlara yönelik eğitimlerde daha aktif olunması ve kurumsal rehberlerin daha sık kullanılmasının faydalı olacağı sonucuna varılmıştır.

**Anahtar Kelimeler:** Eğitim; Sağlık eğitimi; Kalite iyileştirme

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## INTRODUCTION

Developments in science and technology make it compulsory to learn new knowledge and technologies in every profession and to train employees on these issues. In the information society, organizations are now looking for multidimensional skills, adaptability in effective teamwork, ability to comprehend complex internal and external organizational relations. As the need for personnel with knowledge and skills increases, the importance of training also emerges (Çelen et al., 2007).

Education is the process of intentionally and deliberately bringing about a desired change in the behaviour of the individual through his/her own experience. This process starts from the day the individual is born and continues until death. In this process, individuals receive trainings, especially compulsory trainings. As a requirement of lifelong education, in-service trainings aim to provide employees with the knowledge, skills and attitudes that will enable them to be more successful, productive, and happy in their professions (Yalın, 2001). Changes in social and business life also affect the health sector. Diseases increasing day by day and new treatment methods put into practice reveal the need for training in healthcare professionals. Since most of the information learned becomes obsolete or forgotten in a short time, the training of health personnel to follow the innovations, to ensure continuity, to maintain its existence as an institution, to increase its production capacity and efficiency, that is, health service in-service training is of great importance (Şenviren, 2014).

The importance of in-service training is also understood from the legal regulations made for a quality service. According to the Civil Servants Law No. 657 and In-Service Training Regulation prepared by the Ministry of Health, it is obligatory for the personnel working within the Ministry of Health to participate in in-service training programs (Özpulat, 2006).

The quality of health institutions is measured by the extent to which the employees employed in these institutions are knowledgeable, qualified, and efficient. The qualifications of

not only healthcare workers but also of all personnel such as catering, cleaning, and technical staff are the determinants of the quality of the service to be produced by the institution. Therefore, it is extremely important that these trainings are regularly planned, given, and documented. In addition, the institution should assume the responsibility of 'being qualified' of the personnel it employs, support the in-house as well as external training of the personnel, and provide appropriate conditions for this (Altındaş & Ergin, 2018). However, in-service trainings organized at the institutional level cannot be carried out at the desired level due to reasons such as inadequacy of the people assigned in the training units, lack of qualifications such as professional competence and educational formation required to fulfill their duties, lack of institutional resources and negative attitudes of the managers (Özpulat, 2006).

The first condition for a planned training program is to determine the need for training. This need can only be determined by comparing the qualifications of the person with the requirements of the job. The purpose of training needs analysis is to determine the training subjects that employees really need and the contents of these trainings. If the trainings are not arranged according to the interests and needs of the employees, the desired benefits may not be obtained even if the employees participate in many training programs (Uygun, 2015).

In this study, it was aimed to examine the vocational training needs of the employees of our institution in in-service training practices, to reveal the training problems arising in the health sector, and to produce possible solution suggestions.

## MATERIALS AND METHODS

The study is descriptive and was carried out among active personnel (Doctors, Nurses, Auxiliary Health Personnel, and Health Technicians) working in the Hospital of Balıkesir University Faculty of Medicine between 17.05.2021 and 15.06.2021. The study includes the staff who voluntarily participated in the survey conducted by the hospital education committee to determine the training needs of

hospital employees following the Quality Standards in Health. The survey conducted by the hospital education unit was prepared on an online platform, shared with the staff via Electronic Document Management System and Hospital Information Management System, and applied online. The data of the study were obtained from the outputs of the survey conducted by the hospital education unit.

The questionnaire, which was prepared by the members of the education committee and then approved by all members with the decision of the committee meeting, consists of a total of 13 questions to determine the participants' occupational group, total years of employment, total years of employment in the institution, and their knowledge and attitudes on the subject. The dependent variables of the research are "the need for new information on professional issues, participation in in-service training, barriers to participation in in-service training, ways of accessing the needed training and the needed in-service training topics"; the independent variables are the introductory information of the employees (occupational group, total working time, working time in the organization). SPSS Statistics 25.0 software was used for statistical evaluation and the data were given as numbers and percentages.

### **Ethical Aspects of the Research**

Ethics committee approval was obtained with the decision of the Balıkesir University Faculty of Medicine Clinical Research Ethics Committee dated 22.09.2022-E.176928. In addition, permission to use the survey data was obtained from the Faculty of Medicine Hospital with the decision dated 24.08.2022-E.168014.

### **RESULTS**

This study includes a general evaluation of in-service trainings according to the results of the survey conducted with 21 (16.2%) doctors, 67 (51.5%) nurses, 34 (26.2%) allied health personnel and 8 (6.2%) health technicians working in the hospital of Balıkesir University Faculty of Medicine. The total working period of 89 of the health personnel participating in the study was 0-10 years, 27 of them were employed for 11-20 years and 14 of them were

employed for 21- 30 years. In addition, 85 of the participants stated that they have been working at the Hospital of Balıkesir University Faculty of Medicine, for 0-5 years, 38 for 6-10 years, and 7 for 11-20 years.

When the employees' need for new information was questioned, 33 (25.4%) of the participants stated that they did not need new information on professional issues or that they did not feel inadequate, 36 (27.6%) stated that they needed new information, and 61 (46.9%) stated that they felt partially inadequate and needed new information. The subject on which they needed new information or felt inadequate was professional information with the participation of 53 (40.8%) personnel, while the time when they needed new information was the time of starting work for 49 (37.7%) personnel. The subjects and times when new information is needed according to occupational groups are also given in Table 1.

While 76 (58,5%) of the employees stated that they accessed the information they needed via the Internet, 28 (21,5%) stated that they accessed it from in-service training programs and 14 (10,8%) from written documents such as books and magazines. In addition, the number of employees who benefited from in-house prepared guides and resources was determined as 77 (59.2%). Eighteen (13.8%) of the participants in our study stated that they could not reach/access the trainings.

It was determined that 82 (63,1%) employees wanted to participate in in-service training programs, while 39 (30%) employees were undecided. In addition, it was determined that 34 (41.4%) of the employees who wanted to participate in training programs did not participate in in-service training, while 14 (17%) of the undecided employees participated in in-service training.

**Table 1.** Subjects and times when new information is needed according to occupational group

Occupational Group	In which subject do you need new knowledge the most?					Total
	Professional knowledge	Professional skills	Professional rules	I don't feel inadequate	Other	
Doctor	7	5	5	4	0	21
Nurse	32	8	6	18	3	67
Auxiliary Health Personnel	13	0	2	19	0	34
Health technician	1	3	2	2	0	8
Total	53	16	15	43	3	130

  

Occupational Group	When do you need new knowledge the most?				Total
	When starting a new job	Within the professional routine	During department/unit changes	I did not need it	
Doctor	5	10	4	2	21
Nurse	29	10	23	5	67
Auxiliary Health Personnel	15	3	7	9	34
Health technician	0	4	1	3	8
Total	49	27	35	19	130

When the scope of in-service trainings organized within the scope of SKS was evaluated, 44 (33.8%) of the employees thought that the scope should be aimed at increasing harmony and workforce among employees, while 32 (24.6%) thought that it should be aimed at personal development, 38 (29.2%) at corporate efficiency, and 4 (3.1%) at the patient and patient relatives satisfaction. In addition, according to the statements of 97 (74.6%) participants, it was determined that the training evaluation processes applied after in-service training have an effect on increasing the performance of employees.

Finally, it was determined that the most requested trainings by the employees in in-service training programs were Patient and Employee Rights (15,6%), Cardiopulmonary Resuscitation (CPR) (14,3%), and Emergency and Disaster Management (11,7%). All requested training topics are given in Table 2.

**Table 2.** Requested training topics

In which subjects would you like to receive in-service training?	Percent
Communication	10,5%
Patient Safety	6,3%
Patient and Employee Rights	15,6%
Infection Control Measures	8,3%
Waste Management	4,8%
Hand Hygiene	4,6%
Hospital Hygiene	5,7%
Cardiopulmonary Resuscitation (CPR)	14,3%
Information Security	5,7%
Occupational Health and Safety	11,1%
Emergencies and Disaster Management	11,7%
Other	1,4%
<b>Total</b>	<b>100,0%</b>

## DISCUSSION

It is very important to consider the characteristics and experiences of the personnel during the implementation of in-service training activities. It is inevitable to implement it for all occupational groups, especially in service areas with large occupational groups. When the literature on the subject is examined, similar studies reveal that in-service training programs should be disseminated among professional groups and planned according to their descriptive characteristics (Çelen et al., 2007; Özpulat, 2006). Preparation of institutional guidelines according to the needs will be another effective study since the rate of using the guidelines prepared in-house as a resource is the highest.

Within the scope of the study, access was provided to 21 doctors, 67 nurses, 34 allied health personnel and 8 health technicians with a total working time of 0-10 years, 11-20 years, and 21- 30 years. Ignoring similar characteristics may lead to a decrease in the quality of training, which will lead to a decrease in the degree of benefit.

In-service trainings can be classified as orientation training, basic training, development training, completion training, promotion training, and special field training (Güngör & Tarhan, 2021). Preparation of in-service training programs in line with the interests, needs, and expectations of the personnel is important for the successful completion of the training. The results obtained in a similar study show that the interests, needs and expectations of the personnel are not sufficiently taken into consideration in in-service training programs (Çelen et al., 2007; Özpulat, 2006). Therefore, there is a need for training programs to overcome the lack of knowledge and experience. In this sense, in the findings obtained in the studies examined in this regard, it has been determined that the majority of the employees need new information on professional issues and that they need this most when they start working (Duman et al., 2016; Taşçıoğullari et al., 2011; Ulupınar Alici & Hastanede, 2009; Uskun et al., 2008). In this case, it can be explained by the fact that the majority of the hospital

personnel in the scope of the study were in the new duty year and the in-service trainings applied in the institution were insufficient in practices to improve professional skills.

According to the results of the study, it can be said that the scope of in-service trainings is sufficient but their effectiveness should be increased. The fact that 7.7% of the participants found the scope of the trainings inadequate and 17.7% found them ineffective supports this. In a similar manner, studies are showing the adequacy of the scope of in-service trainings applied in health institutions as well as studies showing that they are not up-to-date and adequate (Bugdayli & Akyurek, 2017; Öztürk, 2008). For the training to be effective and efficient, its scope should be needs-based.

In the study, CPR, the rights and responsibilities of health workers, and Emergency and Disaster Management were the main subjects that the participants wanted to receive training. There are studies in which these training topics are similar to the requested training topics (Bugdayli & Akyurek, 2017; Kanber & Gürlek, 2011; Öztürk, 2008). In some other studies, emergency approach and first aid, new developments and courses, emergency approach and first aid, reproductive health, family counseling, mental health problems and approach to agitated patients, non-communicable diseases, prevention and intervention of occupational accidents and computer use were among the in-service training topics requested by healthcare workers (Çelen et al., 2007; Clafin, 2005; Grubu, 2014; Kurumu, 2014). The field of duty of the health unit affects the needs. This once again emphasizes the importance of determining the training needs. For an effective and comprehensive training program, in-service trainings should be carried out in sufficient time, under appropriate physical conditions, and with a correct training design.

## CONCLUSION

In this study, issues such as training needs and preferences of our personnel were evaluated and improvement activities were planned accordingly. It has been concluded that it would be beneficial to provide training on the subjects



that are stated to be needed, to be more active, especially in the training of recruits, and to use in-house guides more frequently.

Each organization should make these evaluations in certain periods and update their training activities accordingly.

The requirements of healthcare professionals change with constantly developing technologies. For quality care in accordance with the conditions of the day, trainings should be organized to inform healthcare professionals on these issues and trainings should be organized by determining the needs.

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