



A STUDY TO ASSESS THE LEVEL OF KNOWLEDGE REGARDING STAFF DEVELOPMENT PROGRAMMES AMONG TEACHING FACULTIES AT A SELECTED NURSING COLLEGE, PUDUCHERRY

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Abstract:

Background: Staff development programmes are essential for maintaining and improving the professional knowledge, skills, competence, and teaching effectiveness of nursing faculty. Continuous professional development through orientation programmes, in-service education, continuing nursing education, workshops, seminars, conferences, and refresher courses enables teaching faculty to respond effectively to changing educational and healthcare needs. However, inadequate awareness and limited participation in staff development activities may affect professional growth and teaching effectiveness.

Objective: The study aimed to assess the level of knowledge regarding staff development programmes among teaching faculties at a selected nursing college, Puducherry, and to determine the association between the level of knowledge and selected demographic variables.

Methods: A quantitative research approach with a descriptive cross-sectional study design was adopted. The study was conducted among teaching faculties at a selected nursing college, Puducherry. A total of 33 teaching faculties were selected using a convenience sampling technique. Data were collected using a structured questionnaire consisting of demographic variables and a 30-item structured knowledge questionnaire regarding staff development programmes. Each correct response was awarded one mark, with a maximum score of 30. The collected data were analyzed using frequency, percentage, mean, standard deviation, and Chi-square test.

Results: The study findings revealed that 39.4% of teaching faculties had adequate knowledge, 45.5% had moderately adequate knowledge, and 15.2% had inadequate knowledge regarding staff development programmes. The overall mean knowledge score was 20.3 ± 4.2 , indicating a moderately adequate level of knowledge. The majority of participants were aged 31–40 years (51.5%), had postgraduate qualifications (57.6%), and were Tutors (51.5%). All participants were female (100%). A notable finding was that 69.7% had not previously attended a staff development programme. The study findings indicated no statistically significant association between the level of knowledge and the reported demographic variables at the 0.05 level of significance.

Conclusion: The study concluded that teaching faculties had an overall moderately adequate level of knowledge regarding staff development programmes. Although a considerable proportion demonstrated adequate knowledge, the limited previous participation in staff development activities highlights the need for regular and structured professional development opportunities. Nursing institutions should strengthen faculty development initiatives through continuing nursing education, workshops, seminars, training programmes, and mentorship to enhance professional competency and teaching effectiveness. Keywords: Staff Development Programme, Knowledge, Teaching Faculty, Nursing Education, Faculty Development, Continuing Nursing Education, Nursing Management.

Index Terms - Staff Development Programme, Knowledge, Teaching Faculty, Nursing Education, Faculty Development, Continuing Nursing Education, Nursing Management.

I. INTRODUCTION

Staff development is an essential component of nursing education and administration. It refers to planned and systematic educational activities designed to improve the knowledge, skills, attitudes, professional competence, and performance of teaching faculty. In nursing education, competent and professionally updated faculty are essential for preparing students to provide safe, effective, and evidence-based patient care. The rapid advancement of healthcare technology, changes in nursing curricula, emerging healthcare needs, and innovations in teaching and learning require nursing faculty to continuously update their professional knowledge and competencies.

Staff development programmes such as orientation programmes, in-service education, Continuing Nursing Education (CNE), workshops, seminars, conferences, refresher courses, training programmes, and faculty development activities provide opportunities for continuous professional growth. Teaching faculty have multiple responsibilities including classroom teaching, clinical supervision, student evaluation, curriculum implementation, research, administration, and professional mentoring. Without regular professional development, faculty may experience difficulty in adopting innovative teaching strategies, educational technologies, evidence-based practices, and contemporary approaches to nursing education.

Staff development programmes also contribute to improved job performance, leadership abilities, communication skills, decision-making, teamwork, professional confidence, and job satisfaction. Institutional support plays an important role in encouraging faculty participation by providing adequate resources, time, funding, training opportunities, and recognition. Despite the importance of professional development, faculty may have limited participation because of workload, inadequate awareness, lack of opportunities, financial constraints, and insufficient administrative support. Therefore, assessing the existing knowledge of teaching faculty regarding staff development programmes is important for identifying areas requiring improvement.

The present study was therefore conducted to assess the level of knowledge regarding staff development programmes among teaching faculties at a selected nursing college, Puducherry, and to determine its association with selected demographic variables.

II. METHODS

A quantitative research approach with a descriptive cross-sectional study design was adopted to assess the level of knowledge regarding staff development programmes among teaching faculties. The study was conducted at a selected nursing college, Puducherry. A total of 33 teaching faculties who fulfilled the inclusion criteria participated in the study. The participants were selected using a convenience sampling technique. Data were collected using a structured self-administered questionnaire consisting of two sections. Section A included demographic variables such as age, gender, educational qualification, designation, years of teaching experience, and previous participation in staff development programmes.

Section B consisted of a 30-item structured knowledge questionnaire covering the concept, objectives, types, methods, benefits, planning, implementation, and evaluation of staff development programmes. Each correct response was awarded one mark and an incorrect response was awarded zero marks. The maximum possible score was 30. Knowledge scores were categorized as adequate (23–30), moderately adequate (15–22), and inadequate (<15). The content validity of the tool was established by experts in nursing education, nursing administration, and nursing research. The reliability of the knowledge questionnaire was established using the split-half method and Spearman-Brown formula, with a reliability coefficient of 0.82. Permission was obtained from the concerned authorities before data collection.

Written informed consent was obtained from all participants. Confidentiality and anonymity were maintained throughout the study. The collected data were analyzed using descriptive and inferential statistics. Frequency and percentage were used to describe demographic characteristics and knowledge levels. Mean and standard deviation were used to describe the overall knowledge score. Chi-square test was used to determine the association between knowledge level and selected demographic variables. A p-value <0.05 was considered statistically significant.

III. RESULTS AND DISCUSSION

The study was conducted among 33 teaching faculties at a selected nursing college, Puducherry. Regarding demographic characteristics, the majority of participants, 17 (51.5%), were in the 31–40 years age group, followed by 13 (39.4%) in the 21–30 years age group and 3 (9.1%) above 40 years. All the participants were female (100%). With regard to educational qualification, 19 (57.6%) had postgraduate qualifications, 13 (39.4%) had undergraduate qualifications, and 1 (3.0%) had a Ph.D. Regarding designation, 17 (51.5%) were Tutors, 12 (36.4%) were Assistant Professors, 2 (6.1%) were Associate Professors, and 2 (6.1%) were Professors. With regard to teaching experience, 13 (39.4%) had more than five years of experience, 11 (33.3%) had one to five years of experience, and 9 (27.3%) had 0–1 year of experience.

An important finding was that only 10 (30.3%) teaching faculties had previously attended a staff development programme, whereas 23 (69.7%) had not attended any staff development programme. Regarding the level of knowledge, 13 (39.4%) participants had adequate knowledge, 15 (45.5%) had moderately adequate knowledge, and 5 (15.2%) had inadequate knowledge regarding staff development programmes. The overall mean knowledge score was 20.3 ± 4.2 , with scores ranging from 12 to 30, indicating an overall moderately adequate level of knowledge. The study also examined the association between knowledge level and selected demographic variables. The findings indicated that there was no statistically significant association at the 0.05 level of significance between the level of knowledge and the reported demographic variables.

Overall, the findings indicate that although most teaching faculties had adequate or moderately adequate knowledge regarding staff development programmes, participation in such programmes was relatively limited. **DISCUSSION** The present study revealed that the majority of teaching faculties had a moderately adequate level of knowledge regarding staff development programmes. The mean knowledge score of 20.3 ± 4.2 indicates that the participants had a reasonable understanding of staff development concepts, although there remains scope for improvement. The finding that 45.5% of participants had moderately adequate knowledge suggests the need for continuous educational activities to strengthen faculty awareness regarding available professional development opportunities, programme planning, participation, and evaluation.

The study also found that 69.7% of teaching faculties had not previously attended a staff development programme. This finding highlights a potential gap between the importance of professional development and actual participation. Regular institutional programmes may help overcome barriers to participation and encourage faculty members to engage in lifelong learning. The absence of a statistically significant association between knowledge and the demographic variables suggests that knowledge regarding staff development programmes was not significantly influenced by the demographic characteristics assessed in this study. The findings emphasize the importance of providing accessible, structured, and continuous staff development opportunities for all teaching faculty irrespective of age, qualification, designation, or teaching experience.

IV. CONCLUSION

The study concludes that teaching faculties had an overall moderately adequate level of knowledge regarding staff development programmes, with a mean knowledge score of 20.3 ± 4.2 . Although 84.8% of participants had either adequate or moderately adequate knowledge, only 30.3% had previously participated in a staff development programme. This indicates the need to strengthen opportunities for faculty participation in professional development activities. Regular Continuing Nursing Education programmes, workshops, seminars, refresher courses, mentorship, and institutional faculty development initiatives can help enhance professional knowledge, teaching competency, leadership skills, and overall educational effectiveness.

V. IMPLICATIONS

Nursing Education

- Regular staff development programmes should be incorporated into nursing institutions. Faculty should be trained in innovative teaching and learning strategies. Continuing Nursing Education opportunities should be encouraged. Training in educational technology and evidence-based teaching should be promoted.

Nursing Practice

- Professionally updated faculty can serve as role models for nursing students. Staff development can strengthen evidence-based clinical teaching. Improved faculty competency can contribute to better preparation of future nurses.

Nursing Administration

- Nursing administrators should develop structured staff development policies. Adequate time and resources should be provided for faculty development. Faculty participation in workshops, seminars, conferences, and CNE programmes should be encouraged. Mentorship and leadership development opportunities should be established.

Nursing Research

- Further studies should assess the effectiveness of specific staff development interventions. Larger multicentric studies can be conducted. Future researchers can examine knowledge, attitude, participation, and practice related to staff development.

VI. RECOMMENDATIONS

VII. LIMITATIONS

VIII. ACKNOWLEDGMENT

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