A Study on job analysis and workload of Nursing faculty in selected private nursing Educational Institutions of Punjab

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ABSTRACT

Background: In the current scenario, the nursing faculty is expected maintain professionalism; achieve national health goals and mission of the school/college and Indian nursing council; and to conduct research to build a strong knowledge base and develop literature. It adds to their individual and overall workload. Faculty members and administrators, therefore, must come to a common agreement about the relative value of different activities and the allocation of resources to achieve outcomes at the macro level as well at the individual level. A thorough understanding of the jobs of various faculty positions and the existing practices within the constraints of faculty shortage along with the need to produce quality nursing workforce and to develop strong literature is thus essential to develop faculty workload policies at the organizational and national level.

Material and Methods: A qualitative approach was chosen to explore various tasks performed by clinical instructors/tutors. Eight focus group discussions (FGDs), each of 30-35 minutes duration were conducted among four groups of five participants each for clinical instruction/tutors and nursing students in one of the private nursing educational institution of Punjab. The verbatim record of the focus group discussions (FGDs) was done. A methodological approach was carried out to develop Clinical Instructor/Tutor Task Inventory and Assessment Scale- 1 (CITI-AS-1) and to determine the discrepancies between expected and performed roles by CI/tutor. In the first phase, the preliminary draft of CITIAS-1 was developed based on Focus Group Discussions (FGDs) with clinical instructors and nursing students and literature search on web, books and job-descriptions of various nursing educational institutions. In the second phase, content validity of CITI-AS-1 was established through Delphi Rounds (08 experts). Two Delphi rounds were undertaken and modifications were made as suggested by Delphi panellists. In the third phase, the first try out of CITI-AS- 1 was done by ten nursing faculty in one of the nursing educational institution of Punjab to check its feasibility and validity. The changes were made after pilot study and third Delphi round was conducted. In the fourth phase, CITI-AS-1 was administered to 161 nursing faculty in 08 selected private nursing educational institutions of Punjab and its reliability was checked. In the fifth phase, after administration of CITI-AS-1, an informal discussion was done among nursing faculty to determine its comprehensibility, feasibility and
understand ability. The final data collection was done from April 2017 to October 2017. After selecting the nursing educational institute purposively, ethical clearance and permission to collect data was obtained from each institute. After discussion with the principal of nursing educational institute and the class coordinators, the available faculty and the nursing students were called in a common room. Total enumeration technique was employed to sample 110 CI/tutors and 51 other nursing faculty (lecturers/assistant professors/associate professors/professors) and systematic random sampling was used to select 400 nursing students enrolled in B.Sc.Nursing (4 years) and B.Sc. Nursing (Post-Basic) courses. The information regarding the study was given to the study participants and written informed consent was taken. The performance of the CI/tutors was assessed through three groups of study participants: the clinical instructors/tutors themselves; the other nursing faculty (lecturers/assistant professors, associate professors, professors) and the nursing students. The workload of CI/tutors was assessed though researcher-developed Workload Questionnaire (WQ) and Workload Record Sheet (WRS). While the WQ explored the workload of CI/tutors during the current academic year and the WRS tried to estimate the amount of time spent by clinical instructor/tutors on various job-activities during the typical work-week.

**Results:** The study led to the development of CITI-AS which included 107 tasks categorized under 09 domains namely: Classroom/Theoretical Teaching (13 tasks); Clinical Teaching (25 tasks); Clinical Supervision (08 tasks); Nursing Skill Lab Teaching (18 tasks); Guidance and Counseling (04 tasks); Administrative Assistance (21 tasks); Research and Publications (07 tasks); Continuing Nursing Education (03 tasks) and Miscellaneous Work (08 tasks). The CITI-Assessment Scale is a 7-point likert scale: daily/ every-time; few (3-4) time a week; few (3-4) times a month, few (3-4) times a year; rarely; on need basis and never. The Item-Content Validity Index (I-CVI) of tasks on 'Clinical Instructor/'Tutor's Task Inventory (CITI)' ranges between 0.8 to 1.0 while the scale- content validity index (SCVI) was 0.89. The overall reliability of CITI Assessment Scale was found to be 0.943. The CITI was found comprehensive and easy to understand. However, CITI Assessment Scale was found to be time-consuming. The study was conducted in eight private nursing educational institutions of Punjab offering atleast B.Sc. Nursing (4 years) and B.Sc. Nursing (Post-Basic) programme. The mean number of nursing students enrolled in each nursing educational institute were 376.56 + 113.83.The maximum number of type of nursing faculty were clinical instructors/tutors (67.81%). All the nursing educational institutes were equipped with various physical facilities such as laboratories, recreation room, library, cafetaria, staff room, transport facility and hostel for nursing students and the educational aids such as blackboards, over-head projectors, TV and LCD projector. About half of the nursing educational institutes were having their own parent hospital while half of them were attached to other hospitals for
clinical experience of the nursing students. The total number of clinical instructors/tutors enrolled in the study were 110, while other nursing faculty (i.e. lecturers/assistant professors/associate professors or professors) were 51 and the nursing students were 400. The findings of the study revealed that as per CI/tutors, there were 59.1% of the job tasks which were actually performed daily or every time as expected, by more than 50% of the CI/tutors. However, fewer than 50% of the CI/tutors performed job-tasks with frequency as expected i.e. few(3-4) times a week, a month or a year, rarely or need basis. The study results show that more than 50% of the study participants reported low performance of the CI/tutors while none of them rated them with high performance. The performance of CI/tutors was not found to be associated with the age and duration of teaching experience of CI/tutors and other nursing faculty and the enrolment of nursing students in different courses. A significant difference was found between the percentage performance scores given to CI/tutors by themselves, other nursing faculty and nursing students.

The reported mean working hours per week as per clinical instructors/tutors were 49.72 + 14.97 hours which also included mean hours working on job-related activities at home (6.55 + 6.93 hours). The CI/tutors spent more time per week on Classroom/theoretical teaching followed by clinical supervision, clinical teaching, administrative duties, nursing skill lab teaching, student advisement, miscellaneous work, professional development and research activities. More amount of time/week was spent on taking classes, evaluating clinical assignments, clinical supervision, taking return demonstrations in nursing skill lab teaching, record maintenance and replacing other teacher’s classes.

Findings of the study revealed that 21% of the CI/tutor perceived heavy workload while 31% of them reported it as manageable. Further, 48% of the CI/tutor reported that they did not feel overworked. Most of the CI/tutors perceived workload manageable for various tasks during the academic year except for evaluating clinical assignments and record maintenance. The perceived workload was found to be significantly associated with the age of CI/tutors, total hours worked/week, total hours worked/week at home on job-related activities, total time spent/week in classroom teaching and total time spent/week in nursing skill lab teaching. Further, it has been observed that perceived workload was significantly associated with work-life balance of CI/tutors. Thus, CI/tutors who perceived heavy workload reported disturbed work-life balance. The overall performance of the CI/tutors was not found to be associated with the total hours worked per week and the perceived workload.

Conclusion: The present study explored the multi-dimensional role of clinical instructors/tutors. Though, the major limitation of the present study was that it relied on the self-reported data to assess the performance of job-tasks and the workload of CI/tutors, still the findings of the present study can be used by the nurse administrators and educators to plan strategies to inculcate competencies for being an educator among CI/tutors. Focus should be made to improve their performance in the domain of research and professional development activities. The
study also recommended development of a national level workload policy to make the fair and equitable distribution of work among the CI/tutors followed by strict adherence by the educational administrators or managers of the nursing educational institute.

**Keywords:** characteristics of an effective teacher; clinical instructor's roles; nursing educator roles; nursing faculty workload; role of nurse educator/nursing faculty, teacher's workload.