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**Nursing Faculties Views Of Faculty Development In Nursing  
Educational Institutions In Palestine**

**BY**

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**ABSTRACT**

**NURSING FACULTIES VIEWS OF FACULTY  
DEVELOPMENT IN NURSING EDUCATIONAL  
INSTITUTIONS IN PALESTINE**

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Views of nursing faculty members toward faculty development system in their respective organizations may have a considerable impact on their performance.

Thus how faculty members view their development may influence the quality and quantity of their performance and affect their work environment. Consequently it is vitally important to study the factors that influence nursing faculty members development in nursing educational institutes in Palestine, which will be important in promoting their future development strategies.

A descriptive study was conducted to study nursing faculties views toward faculty development at all nursing educational institutions in Palestine. A total population of eighty five subjects was selected while (66%) of the faculty members who were targeted in the study completed the distributed study questionnaire.

This study aimed at answering the questions related to the research area. Some of these are to find the realities about the forces behind the nursing faculty development, examine how far this effort is organized, how it is planned and executed, what kind of nursing faculty development exists, the contribution of nursing faculty members to their skills and abilities development, how the nursing faculty perceive such practice, what are the major obstacles, indicators of effectiveness of faculty development programs and the management

role of nursing institutes. The researcher aimed at providing information that will help the decision makers to enhance faculty development practice.

The researcher found that nursing faculty members are highly motivated to attend continuing training programs. However their employers on the other hand was not as enthusiastic or paying sufficient attention to continuing education and life long training needs of faculty. Clear policies on trainees selection, benefits, evaluation and follow-up are almost nonexistent. The internal opportunities for training are minimal. In most cases the training activities were found to be sponsored by other institutions. The budget for training in nursing educational institutions was disappointing. Thus, Training of the nursing faculty was found to be self motivated and initiated.

Results indicate that, nursing faculty development in Palestine is not organized nor systematic. The programs available were mostly technical (professional) in addition to the managerial programs. The nursing faculty felt that an active training unit should operate in their respective institutions. The major obstacles to the nursing faculty development was the financial one besides the unseriousness of the nursing institutes management, the absence of coordination between the nursing institutions, the weak in-service backing and the absence of scientific machinery for training needs identification. The nursing faculty perceived the training programs attended as effective and wished to attend more.

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# NURSING FACULTIES VIEWS OF FACULTY DEVELOPMENT IN NURSING EDUCATIONAL INSTITUTIONS IN PALESTINE.

### Introduction:

One of the basic activities of retaining human resources in health organizations is staff development. That is, changing behavior and expanding the knowledge and skills of the employees through an organized process of training. Besides knowledge gain and learning new skills and abilities, training and development activities help change attitudes and help employees perform their work efficiently. The administrations of nursing educational institutions are responsible for facilitating this process, whereby, nursing educators undergo training to promote their professional competence. Furthermore, the better trained the work force, the less numbers are required, and their capabilities are utilized to the maximum level. Thus staff development is a cost effective measure for increasing productivity and decreasing expenses.

Hence, staff development is an investment. The policy makers should be convinced to sanction more expenditures on development activities, and they should pay serious efforts to contribute for a better planning and execution of the training programs.

The role of a nurse educator is an evolving one. This role is quite distinct from that of the nurse practitioner. The faculty member plays many roles today, with each role consisting of many subroles. That is, teaching, training, conducting research and providing services. The complexity of this integrated overall role necessitates continuous nursing faculty development.

#### **A. Statement of Problem:**

Nursing education has been carried out as part of universities, community colleges as well as hospital settings. Faculty members of nursing have been increasingly expected to meet the several role obligations. In addition, nursing practice is developing into a full-fledged profession, where nurse educators have a major responsibility to prepare nurses for professional practice rather than traditional practice. Consequently, the nurse educators today need a variety of integrated training. As the situation stands, this issue was not allotted much importance in Palestine, and there is paucity of literature or information on nursing staff development activities in Palestine. It is towards this effect, this study were proposed and conducted.

#### **B. Significance of the problem:**

Development is part of the management of resources where human resources are the most valuable asset, deserving a special focus. The manager or the leader of any nursing educational institution must ensure that his / her team is the best possibly prepared team. Administrators should ensure that each faculty

member knows and can play an effective role in achieving the institute objectives.

Faculty development is the responsibility of both faculty member and the institution. The administrators of nursing educational institutions should provide for nurse faculty opportunities to participate in special developmental programs to maintain high standards of performance. This may consequently promote faculty satisfaction which creates a conducive working environment. The results of this study are available for anyone who would like to consider its benefits. It is hoped that all nursing educational institutions in Palestine consider the benefits of this study in promoting their future faculty development strategies.

### **C. Purpose of the study:**

The faculty members working in nursing institutions have not been prepared for teaching roles. Most have been educated to practice the profession of nursing and have found themselves in teaching positions. The purpose of this study was therefore to assess issues surrounding faculty development among nursing faculty at universities, community colleges and hospital affiliated nursing programs in Palestine. It aims at shedding light on what goes on in terms of faculty development, and what channels and areas this faculty need training on. As such, this study highlights the training needs besides describing the realities of faculty development in relation to obstacles faced and facilitating sources. This study helps the decision makers on lower, middle, and strategic levels in planning to promote nursing development

activities. It also highlights the problems that nursing educational institutions are facing and proposes remedial measures. On the institutional level, the management will be able to organize its efforts in a productive way, meeting the needs of a developing faculty.

#### **D. Research Questions:**

The investigator examined the issue of faculty development in all Palestinian nursing educational institutions in order to answer the following questions.

- 1- What kind of nursing faculty development activities are taking place in Palestine ?
- 2- Are there differences in faculty development activities between the different types of nursing educational institutions?
- 3- What is the contribution of faculty members to their own professional development ?
- 4- How do nursing faculty members perceive the available development opportunities?
- 5- Are faculty satisfied with the training and development activities they are participating in ?
- 6- What are the major obstacles in training and development activities faced by Palestine nursing faculty ?
- 7- What is the perceived impact of training and development activities attended ?
- 8- How were training needs of nursing faculty members identified and addressed ?

### **E. Assumptions :**

The following assumptions were set for this study.

- 1- The questionnaire used yielded reliable and valid answers.
- 2- Subjects were truthful in responding to the faculty development questionnaire.
- 3- Faculty respondents were cooperative with the researcher.
- 4- Nursing education administrations were cooperative with the researcher.

### **F. Limitations:**

The followings were the expected limitations of the study.

- 1- Difficulty in reaching all nursing educational settings that taught nursing due to closures between the areas of the West Bank and Gaza Strip imposed by the Israelis.
- 2- The absence of some faculty members during the period of the study, such as those on maternity leaves, sick leave, traveling and so forth.
- 3- The lack of studies and references concerning faculty development in the Palestinian nursing institutions.
- 4- Some faculty members and even the management might not be willing to cooperate.

### **G. Definition of terms / variables :-**

The followings represent the conceptual and operational definitions of the important terms used in this study.

institution. The absence of follow-up and evaluation may result in a bad quality of delivered training.

### **B. Conclusion:**

The researcher found that nursing faculty members are highly motivated to attend training programs. The management on the other hand is not paying sufficient attention to development needs. Clear policies on trainees selection, benefits, evaluation and follow-up are quite absent. The internal opportunities for training are minimal. At most the whole training activity was found to be sponsored by other than the faculty employing institutions. The budget for training in nursing institutions was found disappointing. The training of the nursing faculty was found to be self motivated and if this could not have dominated training the nursing faculty could have been absent. If support coincides with the existing faculty enthusiasm, the training activity could be considered successful. The result of such is certainly an organizational efficiency.

### **C. Implication for nursing faculty:**

The present research has an unlimited impact and implication for the faculty if results are seriously considered by those concerned:

- 1- It highlights the need to enforce a better and effective frame of development policy practices.
- 2- The management comes to know about the realities in the field and accordingly consider them in policy making and decision making.
- 3- When the faculty member feels that management is attentive to his/her development needs, it enhance job satisfaction and

therefore loyalty, commitment and innovation in terms of nursing practice.

4- This study will help in a better design, execution and evaluation of training practices. The conclusions and suggestions of the study results in a balanced training environment, selection and training needs identification.

5- This study will benefit the nursing institution in general. These will be necessarily able to perceive the problems of training and thus encounter them. As a result this will contribute strongly to the organizational efficiency.

#### **Implications to Management of Faculty Development:**

- The top management of nursing institutions should establish a stronger system and policies for encouraging the nursing faculty to participate in training.

- A clear and written policies that deal with training issues should be established. The employees should know and observe its practice. Such practice will eliminate the disbalances and faculty attending training.

The top management of nursing institution may establish a system through which the faculty get the first hand information about training opportunities. Boards, are examples of that. More the creation of an active unit of training the faculty within the institution is founded necessary. This unit may work in all directions to reinforce self and institutional training. One of the other major tasks of this unit should be follow-up and training evaluation.

- 4- It is recommended to create a national training institution to train the nursing faculty, contributions for such institute may be share by the nursing institutes and ministry of health.
- 5- Experienced, knowledgeable and skillful continuing education committee should be founded in each institution. This committee should be able to advice, assist an individual to grow and advance. This can be done by keeping open communication and giving frequent feedback to the committee members. Also, this committee should have the authority to have faculty members participate in effective ways to find developmental activities, programs, and opportunities for continuing education and to make decisions for faculty development and training of educators.
- 6- Faculty members should participate in evaluating these activities and programs which will be vital to increase recognition, self-esteem and self-confidence.
- 7- Since the shortage of training programs disappointed the strong will of the faculty to training, their job satisfaction is adversely effected. There exist a need to increase training programs, establishing a rich libraries, initiating a forum of occupational interaction.
- 8- Training programs should be designed in the training institutions or with consultation with the trainees when possible. This will consider positively the specialty of the institutions and its real training needs.

- 9- Since the society respects training as appeared in the results, mobilizing the society may contribute towards strengthening this activity and supporting it physically through fund raising .
- 10- The nursing institutions should plan to put the faculty members in the light of new professional development. This may be carried out by issuing a nursing magazine within Palestine, initiating contacts with the publishers of continuing education material, establishing strong libraries, enlightening the faculty on how to get in touch with the professional material providers and providing sufficient opportunities for training the faculty members.

#### **D. Recommendations for further research:**

This study is a simple contribution to the cause of nursing profession and if not supplemented by other studies will remain limited. Thus a set of a group of studies provide a comprehensive outlook to the issue. As such it is recommended to carry out future research projects in this area as:

“ training needs identification: Hopes and realities”

“ Training impact of professional nursing training”

“Training impact of administrative nursing training”

“ A comparative study of faculty training in public and non-governmental nursing institutions”

“ Multi-disciplinary training of nursing faculty”

Further studies using other variables to those in this study would be of great advantage to nursing education and nursing profession in general such as managers attitudes toward staff development activities.

Replication of this study using larger population covering all settings in Palestine enhance the generalizability of the findings.