A STUDY ON EVALUATING THE EFFECTIVENESS OF NABH REFRESHER TRAINING

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1. INTRODUCTION

TRAINING

Numerous objectives, such as retaining dominance in the marketplace, boosting staff skills and knowledge, and raising productivity, can be linked to the ongoing need for personal and organisational growth. One of the most common ways to increase individual productivity and inform new hires about organisational goals is through training. It is crucial that both researchers and practitioners have a better understanding of the relationship between design and evaluation features and the efficacy of training and development efforts given the significance of training, its potential impact on organisations, and the costs associated with its development and implementation.

NABH Accreditation

A constituent board of the Quality Council of India, the National certification Board for Hospitals & Healthcare Providers (NABH) was established to develop and manage certification programmes for healthcare organisations. The board is set up to meet customer demands and set standards for the development of the health industry.

It's crucial to ensure that the hospital meets the criteria needed for certification by providing NABH training for staff members. It may contribute to raising patient satisfaction levels, enhancing hospital performance generally, and enhancing care quality.

AIM OF THE STUDY

This study aims to evaluate the Effectiveness of NABH refresher Training

OBJECTIVE OF THE STUDY

- The survey aims to Evaluate the pre-test and post-test scores of NABH refresher Training.

- Identify if the training achieved the intended outcomes through Test papers score evaluation.

- Suggest few measures regarding for the future trainings.

HYPOTHESIS

Null Hypothesis : There are no difference between the pre-test and post-test scores.

Alternate Hypothesis : There is a significance difference between the pre-test and post-test scores.

2. REVIEW OF LITERATURE

Article 1: "NABH Training: A Key to Effective Healthcare Management" by Senthilkumar Velayutham, Balakrishnan Kannan, and Jolene Joseph

The significance of training for NABH accreditation in the context of efficient healthcare management is highlighted in this article. The article includes examples of training programmes that have been successfully implemented in India and examines the advantages of NABH training for healthcare workers as well as organisations.

Citation: Velayutham, S., Kannan, B., & Joseph, J. (2018). NABH Training: A Key to Effective Healthcare Management. Journal of Health Management, 20(2), 183-193. doi: 10.1177/0972063418768825
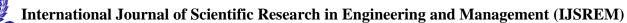
Article 2: "NABH Accreditation and Its Impact on Training in Hospitals" by Mahesh Desai and Pooja Kulkarni

This essay investigates how NABH accreditation has affected hospital training in India. The article addresses the NABH accreditation's training requirements and gives instances of how hospitals have put training programmes in place to satisfy these standards. The advantages of NABH accreditation for patients and healthcare professionals are also covered in the essay.

Citation: Desai, M. & Kulkarni, P. (2017). NABH Accreditation and Its Impact on Training in Hospitals. International Journal of Medical Science and Public Health, 6(6), 1083-1088. doi: 10.5455/ijmsph.2017.02032017365

Article 3: "Effect of NABH Accreditation on Training and Development of Healthcare Professionals: A Study on Selected Hospitals in Kerala" by S. Arun Kumar and A. John

This article includes a study on the impact of NABH accreditation on the education and professional growth of healthcare workers in particular Keralan institutions. According to the study, hospitals had

developed a variety of training programmes to satisfy NABH certification requirements, and NABH accreditation had a good impact on the education and professional development of healthcare workers. The difficulties hospitals have establishing training programmes for NABH accreditation are also covered in the essay.

Citation: Kumar, S.A. & John, A. (2018). Effect of NABH Accreditation on Training and Development of Healthcare Professionals: A Study on Selected Hospitals in Kerala. International Journal of Research in Pharmaceutical Sciences, 9(4), 1194-1199. doi: 10.26452/ijrps.v9i4.1422

Article 4: "A Study on the Effectiveness of NABH Training Program on the Knowledge and Skill Development of Healthcare Professionals" by S. Sathiyaseelan and R. Srividya

The impact of NABH training programmes in developing the knowledge and abilities of Indian healthcare professionals is examined in this article. The study discovered that training programmes were successful in enhancing participants' knowledge and abilities, and that the compliance rate with NABH criteria significantly improved following the training.

Citation: Sathiyaseelan, S., & Srividya, R. (2020). A Study on the Effectiveness of NABH Training Program on the Knowledge and Skill Development of Healthcare Professionals. International Journal of Medical Science and Public Health, 9(1), 60-64. doi: 10.5455/ijmsph.2019.0337327112019

Article 5: "Evaluating the Impact of NABH Accreditation on Training and Development of Nurses in Hospitals: A Study from Kerala" by Litty John and Biju George

An analysis of the effects of NABH accreditation on nurse development and training in Keralan hospitals is presented in this article. The study discovered that hospitals have developed a variety of training programmes to satisfy NABH certification standards, and that NABH accreditation had a good effect on the education and professional development of nurses. The difficulties hospitals have establishing training programmes for NABH accreditation are also covered in the essay.

Citation: John, L., & George, B. (2018). Evaluating the Impact of NABH Accreditation on Training and Development of Nurses in Hospitals: A Study from Kerala. International Journal of Nursing Education, 10(3), 146-152. doi: 10.5958/0974-9357.2018.00037.3

3. METHODOLOGY

This chapter gives us an understanding of the methodology that was adopted to conduct this study. This chapter discusses the Study Design, Sample, Question Type, Inclusion criteria, Exclusion criteria, Procedure used for Data Collection in Statistical Analysis for the study.

Study design:

Evaluation research

Sample:

A total of 292 subjects accepted to participate in the research.

Recruitment:

A pre- test and post- test questionnaires was provided to the subjects before and after the training respectively. Only employees working more than 6 months on the organisation were eligible for the training. Both Women and men are equally distributed in the sample.

Sample size:

292

Sampling method:

Sensus

Data Collection Period:

January 2023

Study Period:

January – March 2023

Place:

Bengaluru.

Data Collection Method:

Primary data collection

Tools:

A brief questionnaire has already been developed by the organization whose reliability and validity was checked using the test , re-test method.

Questionnaires has been provided to all the subjects who attended the training and was asked to fill it and was collected and evaluated.

Question type:

Both Open ended and closed ended questions.

Question segregation:

The questionnaire consist a total of 25 questions .

•   18- Closed ended questions

•   7- Open ended questions

Inclusion criteria:

Fully answered questionnaires

Employees who work in the organisation for more than 6 months.

Exclusion criteria:

Incomplete questionnaire

Employees who work in the organisation for less than 6 months.

Statistical Analysis:

•   Paired sample T- Test is used to evaluate the difference between the pre and post test results of the participants

•   Independent sample T- Test is used to evaluate the score difference according to Gender and Category

4. ANALYSIS AND INTERPRETATION

Table: 4.1 Mean Scores of both the Pre and Post test of the Participants

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Scores	**19.9178**	292	1.43115	.08375
	Post-Test Scores	**24.0308**	292	.83876	.04908

INTERPRETATION

Mean Scores

Pre Test - 19.9178

Post Test - 24.0308

This shows that Mean score is comparatively high after the training for about 4.06 which indicates the effectiveness of providing the training.

Table: 4.2 Significant difference between the pre and post test scores

Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre Test Scores - Post Test Scores	-3.91671	**-41.238**	291	**.000**

INTERPRETATION

Significant Difference

The Sig. (2-tailed) - **.000**

The value is less than 0.05 which signifies that the **null hypothesis is false.**

Thus there is a significant difference between the pre and post test scores.

Table: 4.3 Mean Score Comparison for Pre and Post test of Male and Female

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Pre Test Scores	Female	161	**19.9193**	1.40078	.11040
	Male	131	**19.9160**	1.47303	.12870
Post Test Scores	Female	161	**23.9689**	.82479	.06500
	Male	131	**24.1069**	.85262	.07449

INTERPRETATION

Female

Pre Test - **19.9193**

Post Test - **23.9689**

This shows that Mean score is comparatively high after the training in Females for about **4.04**

Male

Pre Test - **19.9160**

Post Test - **24.1069**

This shows that Mean score is comparatively high after the training in Females for about **4.1**

Table: 4.4 Mean Score Comparison of Pre and Post test For Admin and Clinical category

Group Statistics					
	Category	N	Mean	Std. Deviation	Std. Error Mean
Pre Test Scores	Admin	86	**19.9302**	1.35291	.14589
	Clinical	26	**20.7308**	1.31325	.25755
Post Test Scores	Admin	86	**24.0116**	.86084	.09283
	Clinical	26	**24.2692**	.72430	.14205

INTERPRETATION

Administration

Pre Test - 19.9302

Post Test - 24.0116

This shows that Mean score is comparatively high after the training in Admin employees for about 4.08

Clinical

Pre Test - 20.7308

Post Test - 24.2692

This shows that Mean score is comparatively high after the training in Clinical employees for about 3.53

Table:

4.4 Mean Score Comparison of Pre and Post test For Nursing and Paramedical category

Group Statistics					
	Category	N	Mean	Std. Deviation	Std. Error Mean
Pre Test Scores	Nursing	120	**19.8417**	1.44359	.13178
	Paramedical	60	**19.7000**	1.47637	.19060
Post Test Scores	Nursing	120	**23.9500**	.83867	.07656
	Paramedical	60	**24.1167**	.84556	.10916

INTERPRETATION

Nursing
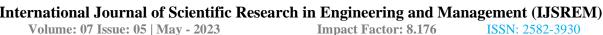
Pre Test - 19.8417

Post Test - 23.9500

This shows that Mean score is comparatively high after the training in Nursing employees for about 4.11

Paramedical

Pre Test - 19.7000

Post Test - 24.1167

This shows that Mean score is comparatively high after the training in Paramedical employees for about 4.41

5. FINDINGS

Significant Difference

The Sig. (2-tailed) - **.000**

The value is less than 0.05 which signifies that the **null hypothesis is false.**

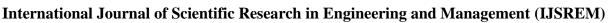**Thus there is a significant difference between the pre and post test scores.**

Mean Scores

Pre Test - **19.9178**

Post Test - **24.0308**

This shows that Mean score is comparatively high after the training for about **4.06** which indicates the effectiveness of providing the training.

- Table 4.1 shows that Mean score is comparatively high after the training for about 4.06 which indicates the effectiveness of providing the training.

- Table 4.2 shows that there **is a significant difference between the pre and post test scores.**

- Table 4.3 shows that Mean score is comparatively high after the training in Females for about **4.04** and This shows that Mean score is comparatively high after the training in Females for about **4.19**

- Table 4.4 shows that Mean score is comparatively high after the training in Nursing employees for about 4.11 and This shows that Mean score is comparatively high after the training in Paramedical employees for about 4.41

HYPOTHESIS INTERPRETATION

In the following interpretation, H denotes "Hypothesis"

H0: There are no difference between the pre-test and post-test scores.

H1: There is a significance difference between the pre-test and post-test scores.

From the above table, the significant value is **.000**, which is less than 0.05 which signifies that the **null hypothesis is false. Thus there is a significant difference between the pre and post test scores.**

6. SUGGESTIONS

- Needs assessment: To determine the learners' unique needs, do a need assessment. Surveys, interviews, or focus groups can be used for this. This will guarantee that the training is customised to fit the learners' unique needs and assist in identifying candidates for the following sessions.

- Use interactive and motivating information to keep trainees interested and inspired throughout the course of the session. Case studies, role-plays, simulations, group activities, and other simulated drills might be included in this.

- Experienced instructors: Make sure the instructors are informed and skilled in the subject area. To aid students in understanding the topic, instructors should be able to respond to inquiries and offer examples.

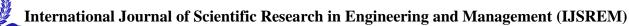- Practical training: Whenever possible, offer practical instruction at regular intervals. This can assist students in applying what they have learnt in a practical situation.

- Regular feedback: Throughout the training programme, give learners frequent feedback. This can aid students in understanding their development and locating areas for growth.

- Post-training help: Give learners post-training support to make sure they can use what they've learned in the workplace. This may involve coaching, more sessions, etc.

7. CONCLUSION

- Healthcare professionals, such as doctors, nurses, administrators, quality managers, and other healthcare employees, are the target audience for NABH training programmes. Healthcare workers can apply best practises in their organisations to raise the standard of healthcare services thanks to the training programmes' assistance in understanding the NABH standards and the evaluation procedure. Therefore, it is essential for all hospital staff to be as knowledgeable as possible regarding accrediting criteria.

- The study comes to the conclusion that offering training helps employees grasp the NABH Accreditation requirements sessions that are held for employees who have been with the company for more than six months.

ACKNOWLEDGEMENT

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