AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.11 (2), January-April, 2024 https://ajemates.org

STAFF TRAINING AS PREDICTOR OF SERVICE DELIVERY BY HEALTH INFORMATION MANAGEMENT PRACTITIONERS IN FEDERAL TEACHING HOSPITALS IN SOUTH-WEST, NIGERIA

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ABSTRACT

Health Information Management Practitioners (HIMPs) are major stakeholders in the provision of health service delivery all over the world. However, in Nigeria, there is a lack of awareness of the importance of the HIM practitioners which has led to poor record filing and retrieval. Besides, training is expected to significantly influence the service delivery of HIMPs in Federal Teaching Hospitals in South-West, Nigeria. This research aimed to investigate the influence of staff training (on-the-job, off-the-job training) on the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria. This study adopted the survey research design. The population for the study comprised 325 licensed HIMPs in Federal tertiary hospitals and medical centres in South-West, Nigeria. Total enumeration method was employed. A structured and validated questionnaire was used for data collection. Cronbach's alpha reliability coefficients for the constructs ranged from 0.73 to 0.79. The response rate was 76.3%. Data were analysed using descriptive and inferential (simple and multiple regression) statistics at a 5% significant level. The findings revealed that staff training had a significant relative influence on the service delivery by HIMPs (Adj. R^2= 16.0, F (2, 156) = 16.055, p<0.05). It shows that on-the-job training (β = 1.495, t = 3.723, p<0.05) has a significant positive influence on the service delivery by HIMPs. As well, Off-the-job training (β = .189, t = .612, p>0.05) had no significant positive influence on the service delivery by HIMPs in FTHs in South-West, Nigeria. In conclusion, training had a significant influence on the service delivery by HIMPs in FTHs in South-West, Nigeria. It is recommended that the management of healthcare institutions prioritize training and development programs for HIMPs to enhance their skills in visionary and transformational leadership.

Keywords: Health information management practitioner, Service delivery, Teaching hospital, Training of HIMPs.

Introduction

Health service delivery refers to the organized provision of medical care and Healthcare services to individuals or communities. It involves the coordination of various components, including healthcare facilities, healthcare professionals, medical technologies and administrative systems to ensure the effective and efficient delivery of healthcare. To upskill the service delivery in the Nigerian health sector, there is a need to increase an employee's knowledge, skills, and abilities to perform a specific job is germane. Besides, it has been argued (Awogbami, et al, 2021) that knowledge is an organized increase in the know-how, skills, and sensations required for staff members to execute effectively in the process offered as

well as to operate in underlining situations; it is a way to increase employee productivity, which in turn affects the performance and effectiveness of the organization (Karim et al., 2019). Similarly, training can be described as a limited-goal, short-term educational activity that employs organized, methodical processes to teach knowledge and technical skills to employees.

Training refers to a systematic process of imparting knowledge, developing skills, and enhancing competencies among employees within an organization. It is designed to improve individual and collective performance, foster professional growth, and align employees' capabilities with organizational goals and objectives. Staff training encompasses various strategies, methodologies, and activities aimed at equipping employees with the knowledge, skills, and attitudes required to perform their job roles effectively. Training is seen in the study of Siddiqui and Sahar (2019) as strategic information and experiences that teach employees how to accomplish and complete their current and future jobs. The core objective is to enhance the performance of those taking part in training and development activities. Learning is accomplished through development and training tools that convert into organizational resources that individuals learn from, extrapolate from, and utilize to help students learn. They also demonstrated that one of the most common ways to raise staff productivity and performance levels in an organization is through training. Sometimes, training can be offered to staff off-the-job or even on the job. It has been argued that the ability to adapt to changes brought about by technical innovation, market competition, organizational restructuring, and, most crucially, personnel performance, can be improved through training (Karim et al., 2019). Two types of training have been identified in the literature (Sharma & Taneja, 2018), namely; the formal off-the-job training and on-the-job training.

Off-the-job training as cited in Anwar and Surarchith (2015) and Ismael et al., (2021) includes training away from the field of the job and the working environment. Examples include classrooms, seminars, conferences, and performing the training in group teaching and discussion. It is away from the job premises, but they would learn to get appropriate training just like that of the workplace but in a different place, the special environment is arranged so that to have a chance of maximum interaction between trainers and trainees (Anwar, 2017). Besides, on-the-job training has been described as a kind of training that is held by managers and supervisors to improve staff skills and support their knowledge (Karim, 2019).

Job training consists of giving lessons to trainees by skilled and experienced others that are included in the job, not outside the nature of the job, or organizing it in other ways by preparing seminars or an effective distribution between staff to teach others collectively. Therefore, training and development are now considered to be essential functions in the majority of organizations because they promote high performance in a given field and are a crucial component of the human resource division. This improvement in employee performance has a significant impact on the success of an organization, and training is crucial for achieving organizational goals while keeping

in mind the interests of employees and customers. Kropp et al. (2008) state that "needs analysis activities precede preparation for training programs, and based on the study's findings, a curriculum is prepared that encompasses the definition of objective, teaching materials, teaching techniques, and evaluation of learning outcomes"(p.5).

The healthcare sector is crucial for the well-being of individuals and communities, and the role of Health Information Management Professionals (HIMPs) is vital in delivering quality healthcare services. However, the Federal Teaching Hospitals in South-West Nigeria is faced with diverse challenges including the scarcity of trained and skilled HIM professionals which has further exacerbates these challenges, leading to poor data quality, incomplete documentation, inaccurate coding, compromised health information integrity, and hindered decision-making. In addition, the practice of hiring of non-professionals in the health information management department has posed significant challenges in patient health information management. These unqualified individuals lack the necessary skills and knowledge to uphold patient confidentiality, maintain accurate health records, and appropriately code diseases and operation procedures. This study therefore seeks to investigate the influence of staff training on service delivery of health information management practitioners in federal teaching hospitals in south-west, Nigeria.

Objective of the study:

The main objective of this study is to examine the influence of staff training on service delivery of health information management practitioners in Federal Teaching Hospitals in South-West, Nigeria.

Research Questions

This study provided answer to the following research questions:

1. Research question one: What is the frequency of staff training for HIMPs in Federal Teaching Hospitals in South-West, Nigeria?
2. Research question two: What is the influence of staff training on the service delivery of HIMPs in Federal Teaching Hospitals in South-West, Nigeria

Literature Review

In their research on the impact of training and development on worker performance and productivity in public sector organizations: a case study of Ghana ports and harbours authority, it was found that most of the employees were of the view that training and development were effective tools for both personal and organizational success. The findings revealed that training practices, methods and activities at GPHA are not in line with the best practices regarding the planned and systematic nature of the training process as is generally known.

Training and development are an important activity that increases the performance of employees in an organization and is a building block which enhances the growth and success of an organization. He echoed further that training and development is a challenge as many organizations find it difficult to manage their employee. Appointing a training supervisor/director and forgetting him makes training very difficult, which may hinder organizational goals a few if any have had substantial training in him to teach and organize a programme for teaching and to evaluate the outcome of training and

development (Saha et al., 2022; Opele, et al, 2015).

In their research, Mahomed and Rothmann (2020), which centred on strength use, training and development, thriving, and intention to leave: the mediating effects of psychological need satisfaction, training was emphasized to include tools that enable people to learn and capitalize on their strengths. They also retreated that training and development include those activities designed by organisations to enable individuals to acquire the required knowledge, skills, and attitudes to perform current or future jobs (Opele & Okunoye, 2019). According to these scholars training can impact on health service delivery with the following key constructs:

Professional Development: Training programs help healthcare professionals enhance their knowledge and skills, stay updated with the latest advancements in their field, and develop specialized expertise. Continuous professional development ensures that healthcare providers can deliver evidence-based and best-practice care to patients.

Quality Improvement: Training programs focused on quality improvement methodologies, such as Lean or Six Sigma, can help healthcare professionals identify areas for improvement, streamline processes, and enhance the overall quality of care. Training in quality improvement techniques empowers healthcare providers to identify and address inefficiencies or gaps in service delivery.

Patient Safety: Training programs emphasize patient safety practices and protocols, including infection control, medication safety, and error prevention. By equipping healthcare professionals with the necessary training, organizations can foster a culture of safety and minimize the risk of adverse events or medical errors.

Specialized Skills: Some healthcare services require specialized skills and expertise. Training provides healthcare professionals with the necessary knowledge and technical proficiency to perform complex procedures, use advanced technologies, or manage specific conditions. This ensures that patients receive specialized care tailored to their unique needs.

Interdisciplinary Collaboration: Training programs that promote interdisciplinary collaboration and teamwork are vital in the delivery of integrated healthcare services. By training professionals from different disciplines to work together effectively, organizations can enhance communication, coordination, and continuity of care, leading to improved patient outcomes.

Cultural Competence: In today's diverse healthcare landscape, cultural competence training is essential. It helps healthcare professionals understand and respect the cultural, ethnic, and social backgrounds of their patients. Culturally competent care improves patient satisfaction, enhances communication, and reduces healthcare disparities.

Leadership Development: Training programs that focus on leadership development enable healthcare professionals to assume leadership roles and effectively manage healthcare teams. Leadership training equips individuals

with skills in decision-making, communication, conflict resolution, and strategic planning, promoting effective management and administration of health services.

Technology Integration: As healthcare becomes increasingly reliant on technology, training programs help healthcare professionals adapt to and effectively utilize new technologies and digital tools. Training in electronic health records (EHRs), telemedicine, remote monitoring, and data analytics enables healthcare professionals to leverage technology for improved care delivery and patient outcomes.

Continuing Education: Lifelong learning through continuing education programs is essential for healthcare professionals to stay abreast of new research, emerging treatments, and evolving best practices. Continuing education ensures that healthcare providers maintain their competence and deliver up-to-date, evidence-based care.

In all, it can be argued that training is generally instrumental in ensuring that healthcare professionals are equipped with the necessary knowledge, skills, and competencies to deliver high-quality care. By investing in training programs, healthcare organizations can enhance patient safety, improve the quality of care, foster interdisciplinary collaboration, and adapt to technological advancements, ultimately leading to better health service delivery and improved patient outcomes.

Research Method

This study investigated the influence of staff training on service delivery of health information management practitioners in federal teaching hospitals in South-West, Nigeria. The descriptive survey research design was employed. The study population consisted of 248 HIMPs. Data for the study was collected by means of structured questionnaires which was adapted from the previous studies. Service delivery has a Cronbach's alpha value of (0.785), and training (0.821). These values suggest a strong correlation between the items of measurement in the questionnaire. Data analysis involved both descriptive and inferential statistics

Presentation of Results

Research question one: What is the frequency of staff training for HIMPs in Federal Teaching Hospitals in South-West, Nigeria?

Table 1: The frequency of staff training for HIMPs in Federal Teaching Hospitals in South-West, Nigeria.

Item of staff training	Very regular (4) F(%)	Regular (3) F(%)	Not regular (2) F(%)	Never (1) F(%)	Mean	Std. Dev.
On-the-job training (average mean)					**2.7**	**0.9**
Departmental on-the-job training on effective management of patient's health information	65(26.2)	104(41.9)	58(23.4)	21(8.5)	2.9	0.9
Annual professional workshops, conferences and Seminars on trends in health information management in teaching hospitals.	56(22.6)	104(41.9)	69(27.8)	19(7.7)	2.8	0.9
Monthly - -house seminars and related training on patient records management	57(23.0)	89(35.9)	86(34.7)	16(6.5)	2.8	0.9
Staff attendance at weekly seminars where professional issues such as ethics and privacy are discussed	57(23.0)	68(27.4)	81(31.7)	42(16.9)	2.6	1.0
Refreshers and maintenance training on general health information management services	38(15.3)	102(41.1)	83(33.5)	25(10.1)	2.6	0.9
Off-the-job training (average mean)					**2.6**	**1.0**
Opportunities to acquire postgraduate degrees in health information-related areas	88(35.5)	76(30.6)	59(23.8)	25(10.1)	2.9	1.0
Sponsorship for advanced career programmes outside your workplace	55(22.2)	77(31.0)	80(32.3)	36(14.5)	2.5	1.1
Provision for exchange of health information services for advanced career progression	46(18.5)	89(35.9)	79(31.9)	34(13.7)	2.6	0.9
Provision for professional training on team collaboration	64(25.8)	52(21.0)	99(39.9)	33(13.3)	2.6	1.0
General provision for advancement such as updating the programme outside your hospital	53(21.3)	83(33.5)	75(30.2)	37(14.9)	2.6	1.0
Allowance to attend workshops, conferences and seminars outside.	44(17.7)	65(26.2)	102(41.1)	37(14.9)	2.5	1.0
Grand mean					**2.7**	**1.0**

Decision Rule: If the mean score ranges between 1.0 – 1.74 = not regular
1.75 – 2.49 = moderately regular
2.50- 3.24 = regular
3.25- 4.0 = very regular

Criterion Mean = 3.1

Table 1 revealed a moderately regular staff training program for HIMPs in Federal Teaching Hospitals in South-West, Nigeria with a grand mean of 2.7 on a scale of 4 points. In addition, it revealed that on-the-job training was given more attention when compared with the frequency of off-the-job training in most of the hospitals selected for this research. Overall, the table indicates that the selected hospitals have a manpower training programme for their employees.

With regards to on-the-job training, the item with the highest mean score was

departmental on-the-job training on effective management of patient's health information (mean = 2.9) while the item with the lowest score was refreshers and maintenance training on general health information management services and Staff attendance at weekly seminars where professional issues such as ethics and privacy are discussed with the same mean score of 2.6 on the scale of 4points.

Also, with regards off-the-job training, the item with the highest mean score was 'opportunities to acquire postgraduate degrees in health information-related areas' (mean = 2.9) while the item with the lowest mean score was 'sponsorship for advanced career programmes outside the workplace' (mean = 2.5) on the scale of 4points. By implication, it shows that the hospital management of the selected tertiary health care institutions in the South-West geopolitical zone do not priotised sponsoring HIMPs for advanced degrees in their discipline. While a number of factors may be responsible for this scenario, it cannot be overemphasised that training remain germane for enhance service delivery by HIMPs in the selected health facilities.

Research question two: What is the influence of staff training on the service delivery of HIMPs in Federal Teaching Hospitals in South-West, Nigeria?

Table 2: Regression analysis showing the influence of staff training on service delivery of HIMPs in Federal Teaching Hospitals in South-West, Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	37.704	4.234		8.906	.000
On-the-job training	1.495	.401	.369	3.723	.000
Off-the-job training	.189	.309	.061	.612	.541
a. Dependent Variable: HSD of HIMPs					

R^2	17.1	Df	(3,244)
Adj. R^2	16.0	Mean square	3242.455: 201.962
Std. Error for regression estimate	14.211	F. Statistics	16.055
The total sum of the squares	37990.994	P (Statistics)	0.000

Table 2 shows staff training has a significant influence on the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria (*Adj*. R^2= 16.0, $F(3,244) = 16.055$, $p<0.05$). The model shows that the linear combination of components of staff training accounted for 16.0% of the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria. Suggesting that the linear combinations of dimensions of staff training are important determinants of service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria. It also indicated a statistically significant relationship between staff training and the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria Hence, the null hypothesis, which states there is no significant influence of staff training on the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria is rejected. It shows that On-the-job training (β

= 1.495, t = 3.723, $p<0.05$) has a significant positive influence on the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria. On the other hand, Off-the-job training (β = .189, t = .612, $p>0.05$) did not contribute a statistically significant positive influence to the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria.

The regression model generated from the data in Table 4.9 is:

Regression Model:

HSD of HIMPs = 37.704+ 1.495 (On-the-job training) + 0. .189 (Off-the-job training)+e

Discussion of Findings

The findings from the current study have shown that staff training has a significant influence on the service delivery by HIMPs in Federal Teaching Hospitals in South-West, Nigeria. This study further revealed a regular staff training program for HIMPs in Federal Teaching Hospitals in South-West, Nigeria. As indicated in this study, staff training encompasses various strategies, methodologies, and activities aimed at equipping employees with the knowledge, skills, and attitudes required to perform their job roles effectively. Essentially, staff training will not only enhance service delivery but will improve individual performance which may translate into an inclusive health service delivery in Nigeria.

Similar findings have been suggested by other scholars such as Oladapo et al, (2021) and Abban (2019) that staff training and development constitute one aspect of the human resource management processes in any organization. Similarly, Faridi and Baloch (2019) see training as the nerve that serves the need for fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development.

The findings from the current study are in agreement with a study that examined the impact of training and development, job satisfaction and job performance on young employee retention and a positive and significant relationship between training and development and staying in the organization for service delivery. They argued further that training and development are helping to reduce the cost of recruitment in the organization, it is considered an important factor in the retention of employees who give their best to the organization. Above all, the findings have shown that training plays a crucial role in health services delivery as it equips healthcare professionals with the knowledge, skills, and competencies necessary to provide high-quality care.

Conclusion

This outcome of this study has indicated that, staff training emerged as a crucial factor influencing service delivery. The study revealed that well-designed and comprehensive training programs equip HIMPs with the necessary competencies, technical skills, and knowledge to meet the evolving demands of their roles. It also shows that continuous professional development and training opportunities contribute to the delivery of up-to-date and evidence-based healthcare services. This relate to the findings of Opele et al, (2019). The implications of these findings are significant for healthcare organizations and policymakers in South-West, Nigeria. By prioritizing the development of continuous staff training, healthcare institutions can enhance the

performance and capabilities of HIMPs. This, in turn, will lead to improved service delivery, better patient outcomes, and increased satisfaction among healthcare consumers. However, it is important to note that this study has certain limitations, such as its focus on a specific geographical region and the potential for self-report biases. Future research should aim to replicate these findings in diverse healthcare settings and explore additional factors that may influence service delivery.

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