**DEVELOPING A CONCEPTUAL FRAMEWORK FOR STAFF DEVELOPMENT IN MALAYSIA NURSING HOME**

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**Abstract-** Nursing staff that had been assigned duties for the residents including provide personal care, assisting with activities and medications, serving meals, and completing resident’s laundry and housekeeping. Sometimes, too many responsibilities by taking care of residents may lead to working extra hours. Due to this, nursing staff will experience frequent changes in their working shifts, resulting into extended overtime and working at days off that may result into turnover. Turnover may lead into potential negative health outcome for nursing home residents in nursing staff payment (salary, wages and other beneficiation) are disproportionate compare to their working hours. It is because of nursing home nurses are the lowest paid employees in healthcare labour force. Understanding turnover in nursing homes are important because it can influence the operation of a nursing home. The purpose of this paper is to identify the characteristics that contribute to the staff turnover by developing a conceptual framework for staff development in retaining the staff in a nursing home. Four characteristics that have been identified which are people, program, process and rewards.

**Keywords:** Staff Turnover, Staff Development, Nursing Home, Staff Retaining, Malaysia

**1. Introduction**

In this era of globalization, every organization is eager to manage their staff turnover methodically. Good pay and benefits in an economic are very difficult to an organization in order to meet the basic necessities of offering a safe environment (Raj, 2013). Staff turnover is a cause of concern for healthcare organizations that may lead to implication on the quality of service that provide to the patient. High productivity, fewer turnover and be profitable were every organization wishes (Raj, 2013). According to Roslan, Hazila, Filzatun and Azahadi, (2014) staff turnover can be refer as the process that employees leaving an organization and need to be replaced. High staff turnover may result in increasing cost in selection and recruitment. Furthermore, turnover is a large and expensive problem in the long-term care environment (Zhang, Punnett, Gore & CPH-NEW, 2014) that may affecting quality of care, patient safety and patient satisfaction (Sellgren, Ekvall and Tomson, 2007). Roslan et al. (2014) added that it also affects the organizational productivity as well as the morale and motivation of the remaining staff.

In nursing home point of view, turnover is at high rate between nurses, top management, and nurse assistants. Comparing to other occupational groups, nurses tend to leave the profession at a

much greater rate (Banaszak-Holl & Hines, 1996; Castle, 2005; Castle, Engberg, & Men, 2007; Castle, 2009; Heijden, Dam, & Hasselhorn, 2009; Hunt, Corazzini and Anderson, 2014). Getting a lowest paid employees in healthcare industry are the main problem of these turnover (Nolkier, Ejaz, Menne & Jones, 2006). Potential for getting negative health outcome for residents may occur if nursing home got nurse turnover (Castle, Engberg and Men, 2007). As a result, increasing number in deficiencies caused by the characteristics of the resident will make the remaining nursing staff to working extra hours (Harrington, Zimmerman, Karon, Robinson & Beutel, 2000) and make the payment become disproportionate compare to their working hours.

Moreover, North, Rasmussen, Hughes, Finlayson, Ashton, Campbell and Tomkins, (2005) stated that nursing profession will be experiencing decline numbers of new nurses, and older average age of new graduates and high rates of younger nurses leaving the profession due to an unwillingness to accept the relatively high stress, low salary, and limited opportunities for advancement. This paper attempts to develop a conceptual framework for staff performance development in nursing home Malaysia. The dimension of the staff development such as people, program, process and rewards will be explored.

Ministry of Health (2009) stated that Malaysia had approximately 75,000 active nurses in the government and private hospitals. 75% of them working in the government hospitals while 25% of them in private hospitals. Unfortunately, the number is still not enough and Malaysia hospitals have been forced to hire foreign nurses to meet the current demand. As a result, the situation are getting worsen when many trained nurses in government hospitals willing to go to the private sector due to better offers and other factors such as working environment and workload (Omar, Majid, Johari & Anuar, 2014).

**1.1 Problem Statement**

In healthcare organizations, nursing home respectively, turnover can be a cause of concern as it will gave negative outcomes on the quality of service provided to patient. Failure in retaining nurses in nursing home may lead into potential negative health outcome for resident (Castle, Engberg and Men, 2007). Furthermore, increasing in deficiencies may occur caused by the characteristics of the resident that making nursing staff to working extra hours (Harrington, Zimmerman, Karon, Robinson and Beutel, 2000). As a result, it can happen when nursing staff payment (salary, wages and other beneficiation) are disproportionate compare to their working hours. Understanding turnover in nursing homes are important because it can influence nursing home facility operation cost, lower nursing staff satisfaction (Parsons, 2003), and will resulting negative outcome for residents (Castle & Engberg, 2003).

Education heterogeneity also can influences the nursing staff turnover (Castle, 2005). Poor pain management that including sleep disorder, poor nutrition, depression and stress, anxiety, agitation, decreased activity, delayed recuperation, and lower quality of life can affect the performance of the nurses (Ferell, 1995; Stein, 2001; Herr, 2002). Nursing staff must be conversant about pain and their medication to dispel resident and family myth (Jones, Fink, Pepper, Hutt, Vojir, Scott, Clark & Mellis, 2004). It is because conflict with residents and their families were significantly associated with emotional and depersonalization (Fujiwara, Tsukishima, Tsutsumi, Kawakami & Kishi, 2003). Training is important to nursing staff to

overcome job-related stress. It is because they required 75 hours of entry-level training in orders to train workers properly (Noelker et. al, 2006).

Top management staffing and profit status also one of the most common turnovers (Castle, 2006) because nursing home’s owner makes some changes in their organization (Castle, 2006; Donoghue, 2010). Satisfactions with supervision are important because it posited as a main component of overall job satisfaction, job performance and retention of nursing staff (Nolkier, Ejaz, Menne and Jones, 2006). Lack of supervising and communication with co-worker or support from top management can create turnover among nursing staff (Fujiwara et al, 2003). In addition, nursing home facilities with higher supervisory workloads had less job commitment and can increased emotional exhaustion among others colleague (Donoghue, 2010; Mckenzie, Teri, Salazar, Farran, Beck & Paun, 2011). Support from supervisor is important to decreasing stress among long-term care nursing staff (Liang, Hsieh, Lin, and Chen, 2013). Lack of support and assistance from supervisor will make nursing staff experiencing negative physical and emotional changes (Noelker et. al, 2006). Therefore, to overcome this problem, conceptual framework paper will be proposed.

**2. Literature Review**

**2.1 Dixon Staff Development Model**

Staff development refers to a systematically planned, inclusive set of professional learning opportunities that carried out over time for achieving the specific district-wide, campus, and department improvement objectives (Dixon, 2001). The main goal of staff development model process is increasing employee learning and engagement, and continuous improvement for all staffs by implementing a culture of professional learning based community within the area.

Staff development improves the specialty practice of nursing professional development for the improvement of healthcare significances (Dixon, 2001). Moreover, nursing practice can be defined by standards, based on study, and critical to quality patient and organizational outcomes. Dixon (2001) also stated this model can commit in providing research and resources that can enhance the practice locally, in each organizations respectively. This model also can incorporate staff development in attaining the organization’s goals that is can bring positive outcomes.

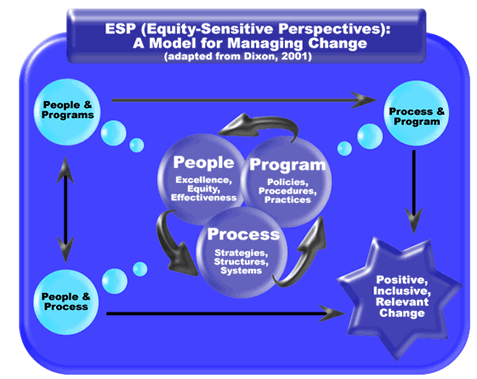


Figure 1: Dixon’s Equity-Sensitive Perspective Model

*Source: Adopted from Dixon (2001)*

Figure 1 shows that staffing model suggesting a close relationship between staff development and performance appraisal. Performance appraisal in staff development practise is depending on the context of workplace. The effectiveness of staff development practices must appear to staff and organization’s improvement that originate from developmental plan, including attention to both process and recognize maturation in staff himself.

Dixon (2001) stated that an Equity-Sensitive Perspective (ESP) model of leading, educating, and managing had been offered in staffing model. ESP model is synergistic conversions model that focusing on people, process and program in the context of institutional change. Scott (200) added that to meet the needs for excellence service and professional, staff development should also be a priority to staff. Appropriate staff development programs and training will eventually guarantee that continuing education process can make the staff remain knowledgeable.

The main objective of staff development is improving the staff and organizational effectiveness. This process can affects the interpretations of job requirements, relationship between colleagues and viewpoint on the methods of working. In a social context, staff development is emphasizing teamwork, built on a foundation of collaboration. Furthermore, staff development is a process that demonstrating the commonness of purpose of all staff and the critical nature of individual knowledge and skills in order to perform the assigned duties in relation to the work goal.

**2.1.1 People**

This model is developed for the management of organization that are increasingly hiring *people*, and do some task for other *people* with various backgrounds. Dixon (2001) stated that people should be focus on ways that men and women, or various races, reflect differences in values, attitudes, behaviour styles, ways of thinking and cultural background. *People* in the Equity- Sensitive Model that been adopted from Dixon (2001) highlighted ‘*people*’ that work in

organization must fostering awareness and acceptance of individual differences, encouragement greater understanding of the nature and dynamics of the differences. In addition, this model has been view as helping participants to understand their own feelings and attitudes about various *people*, exploring how the differences might be tapped as assets in the workplace and attractiveness in work relations between various *people*.

Dixon (2001) stated that staff development must be cognizant of the variation in the maturity and growth of *people* and the organization. Moreover, at the same time as some people may have been served the profession for many years while other may be only the beginning of their professional careers. Dixon (2001) added that the functional roles of people in staff development may change and need retooling for the new responsibilities.

**2.1.2 Program**

In Equity-Sensitive Model, *program* is one of the factors which is referred to an assortment of terms such as in service, continuing professional staffing and assumes various forms. *Program* in staff development model should be a main concern of employee and organization. Training and development activities and *programs* should include all people working within the organizational division in order to achieve the goals for quality service and professional and personal growth.

Appropriate staff development *programs* will ultimately ensuring that continuous education occurs in order for staff to stay behind knowledgeable in the field of nursing home management. Moreover, it also provides basic understanding of the culture in the organization as well as providing a basic understanding in theory and practice (Dixon, 2001). Dixon (2001) added that using *program* to promote staff development initiatives such as job roaster, mentoring, and self- directed training can be an advantages method for implementing staff development activities.

Furthermore, implementing a *program* can be very beneficial by helping to address issues of diversity, assist miscellaneous populations with integrating more fully into the organization and by providing staffing opportunities. *Program* is an off-line help by one person to another in making significant transition in knowledge, work or thinking and also conclude that it is not usually considered an official accountability, but a relationship that been developed for purpose of aid less experienced staff members to learn (Dixon, 2001). Dixon (2001) also stated that staff development program as an initiative that promoting and addressing issues to pertain the diversity that include sponsoring training and based *program* such as workshop which give result to awareness, skill enhancement and collaboration on various issues.

**2.1.3 Process**

Dixon (2001) stated that, all staff in organization will participate in an on-going process of staff development to achieve the particular mission of each different, supervisors will develop a plan for staff development that encompass the missions of the organization and the department. The

aim of ‘*process*’ in staff development model is the effectiveness of improvement in staff and organizational and will affects the interpretation of job requirements, relationship between colleagues and perspectives on the methods of working.

‘*Process*’ of staff development occurs in a social point of view and emphasizes teamwork, built on an organization of collaboration (Dixon, 2001). Staff development also include a process that will demonstrates the commonness of all staff’s purposes and the key nature of individual knowledge and skill in order to perform the assigned duties in relation to the organization’s goals .

Equity-Sensitive Model (ESM) also point out that the ‘*process*’, staff development is on-going and attached in daily work and making it noticeable in all personnel function of the division (Dixon,2001). In addition, all of other staffing functions are related to ‘*process*’ which is true in supervision and performance appraisal where it is necessary to establish and sustains the conditions that required for effectiveness of performance management. If ‘*process*’ is properly facilitated, performance assessment will confirms that employee can accept the roles, evaluates the extent to which performance goals are being met, identify problems and barriers in the work environment, providing positive and beneficial feedback, encourage regular job related conversation between supervisors and staff members, and provide the information that needed for the performance reward *process*.

**2.2 Current Model for Staff Development in Nursing Home**

Based on past literature, program with a strong professional development component have been shown to yield better staff retention rates and better performance in developmental task (Mullei et al, 2010). Furthermore, previous research and analytical literature by Hunt et al, (2014) constantly points to the relationship of high level administrative support to the success of staff development in an organization. In addition, leadership must be establish organizational objectives that related to the improvement of working styles, create a climate that will fostering and encouraging staff development.

Furthermore, while support and leadership of process and people in organizational is important, literature also points out the limitation of that leadership. Ha et al (2014) stated that the supervisor should have the responsibility for leading staff development in the organization, a task that evidently require more time and focus before being accepted. Kash et al (2010) stated that a careful balance needs to be established in which the administrative leadership sets the circumstance for staff development.

Well-formed staff development plans recognize that many diverse training are needed over a long period (Dixon, 2001). In addition, it also recognize that training must be related to organizational mission that should be systematic, demonstrable, and highly regarded improvement of staff development.

**2.3 Conceptual Framework for Staff Development**

**People**

**Program Staff Development**

**Process**

**Rewards**

Figure 2: Conceptual Framework for staff development in Malaysia nursing home

*Source: Adapted from Dixon Staff Development Model*

Figure 2 indicates the conceptual model that been adapted from Dixon staff development model. The elements of *peopl*e, *program*, and *process* have been explained in the literature review. However, there is fourth element that can be contributed to the conceptual framework which is rewards.

**2.4 Rewards**

Rewards can be define as all the financial, non-financial and psychological payments that provided by organization to the employees because of their contribution within the company

(Bratton & Gold, 2003). Furthermore, Malhotra, Budhwar and Prowse (2007) claimed that “work rewards” expressed the benefits, worker receive from the organization and are considered the “determinants of job commitment and satisfaction”. Milkovich and Newman (2004) added that the tangible benefits and provisions that been obtain by employee was part of the “employment relationship” was represent as a rewards. On the other hand, financial incentives are not always assimilate by employee and physical incentive usually not satisfies the basic psychological needs (Stone, Bryant and Wier, 2010).

Rewarding are essential as a benefits and an ultimate motivator to realize the organizational performance (Abbas & Zaidi, 2011; Ahmadloo, Boroujeni, Gohari, Hosseinipour, 2013). In this globalization era, rewarding has been adopted by many different organizations whether in both public and private sectors. Furthermore, Bowen (2000) and Abbas et al (2011) stated that rewarding system is important as a motivator to building up self-esteem and to develop positive relationship between managers and their employees.

Generally, the employee’s incisive point of view towards the rewarding practice depends on two factors which are complexity and communication (Gohari et al., 2013). Having a significantly communication of the offer and the concentration on the rewards as well as the consideration about understanding the methodologies, targets and measures that applied while introducing rewards are the requirement for a clear reward systems. The firm’s goal, their supply and the way they were rewarded are crucial for employees to take note because obscurity on this will decrease the motivation value (Gibbons, 1998). Ivana, Lovorka and Nevenka (2009) stated that rewarding system must be precise and clear regarding awards. Moreover, criteria of satisfaction and award recipient’s recognition should be attaining by rewards (Ivana et al, 2009). As a result, Abbas and Zaidi (2011) mention that reward can be given related to the performance, appropriate with job measurement and irrevocable.

Good organizations make a proper reward management system for their employees; and good reward management system while deciding rewards for the employees consider both financial and non-financial rewards because an ideal reward system doesn’t ignore any of the attribute because every employee has different cause of motivation (Armstrong and Murlis, 1991).

**2.5 Monetary and Non-Monetary Rewards**

The opposition of monetary and non-monetary reward was originated by Herzberg, Mausner and Synderman (1957) stated that the achievement, recognition and advancement as an non-monetary that motivate the employees more than monetary reward such as salary, job security or working environment. Philosophy of monetary reward was originated from the term “utilitarianism” that employee’s performance can be enhanced by providing monetary rewards (Zhou, Zhang, & Montoro-Sanchez, 2009). Furthermore, Zhou et al (2009) added that the term of “romanticism” refers to the non-monetary reward that will boost the innovation and creativeness of the employees. Bates (2006) indicates, for money to motivate, merit pay rises must be at least seven per cents of base pay for employees to perceive them as motivating and to catch anybody’s intention.

**2.5.1 Monetary Rewards**

The most influential and powerful incentive in the society is money. Money also is always being used to influence and motivate employees in an organization (Zani, Rahim, Junos, Samanol, Ahmad, Merican, Saad & Ahmad, 2011). Llewellyn, Eden and Lay (1999) stated that monetary rewards was taken in from the form of direct financial such as personal income. This has been support by Mathauer and Imhoff (2006), Zaidi and Abbas (2011) and Harunavamwe and Kanengoni (2013) stated that financial incentive is a form of monetary values or equivalents such as basic salary, allowance scheme, health insurance premiums, housing allowance, other provisions, increasing in salary and bonuses. Adam (2010) had stated that monetary reward is a

‘tangible awards’.

**2.5.2 Non-Monetary Rewards**

Non-monetary reward can be define as the one that involve no direct transfer of financial values or equivalent such as holidays, recreational activities and recognition from the superior (Mathauer & Imhoff, 2006; Harunavamwe & Kanengoni, 2013). It also can be defined as a status, congeniality of work, career progression and healthcare benefits that offered to the employees in an organization (Llewellyn et al, 1999; Moore, M.S.S.W., 2010). Manolopoulos (2008) stated that non-monetary rewards are the factors such as “opportunities for creativity, opportunity to use initiatives and the perception of work importance in the outside world”. In addition, non-monetary rewards are the ones that not involving cash or money and it is all about the job itself that motivates employees to work (Rosliza et al, 2011). Non-monetary rewards are an ‘intangible awards’ (Adam, 2010).

**3. Conclusion**

This paper illuminates the conceptual framework for nursing home staff development. Dixon staff development model that consist the element of *people*, *program* and *process* have been adapted into the conceptual framework. However, rewards had been identified as a one of the contributing factors of staff development. It is because rewards leverage the satisfaction of staff to retain in nursing home. This conceptual paper is the preliminary phase in developing theoretical framework of staff development model in Malaysia’s nursing home.

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