

# Characteristics on styles of training manpower for nursing education in Pakistan, and Japanese international cooperation

Tomoe Tawara Kiyoko Matsui

## ABSTRACT

Colleges of nursing in Pakistan are examined on styles of training manpower for nursing education. Also, the managerial and administrative environment of the colleges were assessed by reviewing the report of interviewed the executive director of health institutes, the principal and other faculty of the colleges, and the personnel of Pakistan Nursing Council. The training style of professionals of the college founded by Japanese ODA differed from the other colleges of nursing supported by other nations. Physicians held all the officially sanctioned positions for teaching faculty except the principal in that college of nursing. The nursing faculty who received training in Japan had not been approved as well qualified nursing professionals in Pakistan.

## KEY WORDS

Pakistan, nursing education, manpower training, international cooperation, Japan

## INTRODUCTION

When a college of nursing was founded by Japanese international cooperation in Islamabad, Pakistan in 1987, four other colleges of nursing had already been well established in Pakistan. The beginning of 1990s, mass media in Japan presented a lot of sharp critics on appropriateness and cost-effectiveness of the implementations of Japanese Official Development Assistance (ODA). The college was one of such criticized projects. That was why that the author was requested by Japan International Cooperation Agency (JICA) to visit the college to identify managerial and administrative strength and weakness of the college, and to seek supportive measures to help the administrators who were working to improve educational efficiency of the college. The characteristics on styles of training manpower were recognized in comparing to the other colleges of nursing in Pakistan. These differences seemed to be ham-

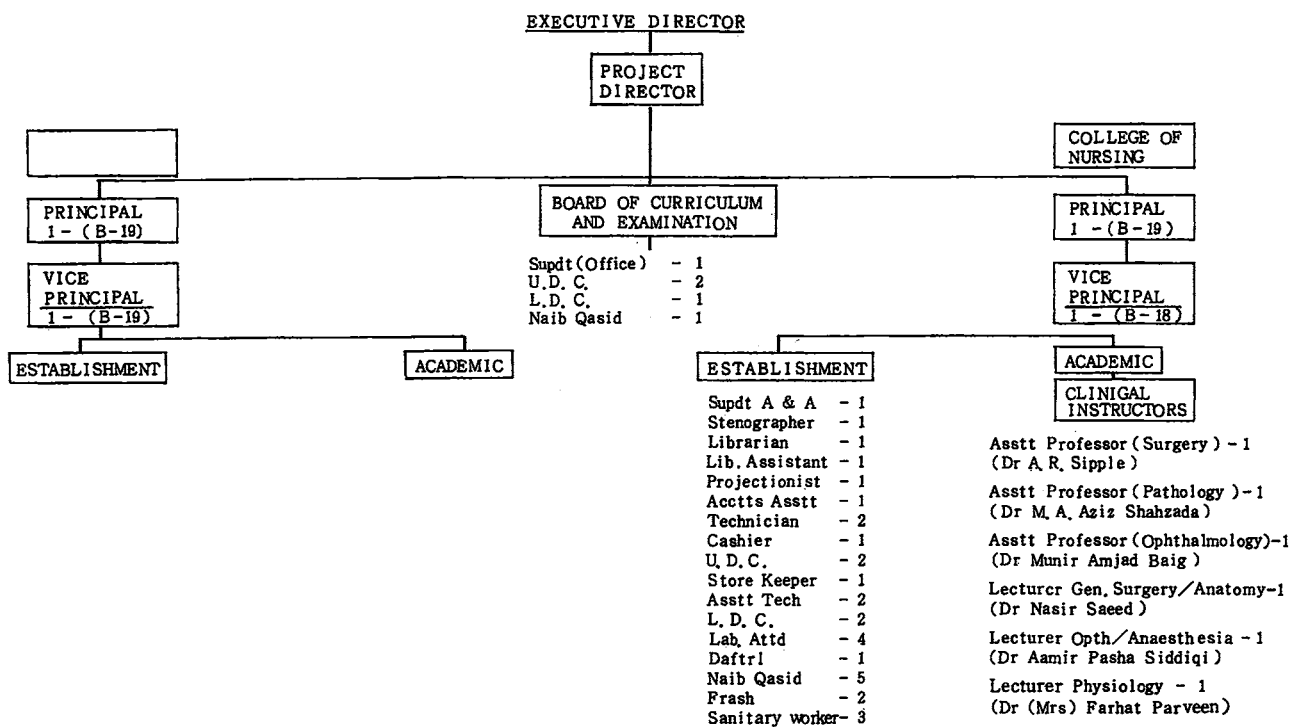
pering total efficiencies of the college. This study, therefore, planned to identify facts, and to seek some measures to improve the situation. This paper is, also, presented in order to introduce the findings of the study, which are useful for those who are in the field of developing international cooperation programs of nursing education.

## METHODS

### 1. Materials

This is a retrospective descriptive study of the surveyed materials obtained from the sources following below: 1) The reports<sup>1)-3)</sup> on the Nursing Education Project (NEP) issued by the initial survey team and by pre-implementation survey team, and periodically issued by Japanese experts working in the project; 2) the information about training styles of manpower was collected from the report by interviewing the faculties and students, observing the school facilities, re-

Chart 1. ORGANIZATION CHART, COLLEGE OF NURSING, INSTITUTE OF MEDICAL SCIENCES



viewing materials of the curricula and school bulletin<sup>4),5)</sup> of the five colleges of nursing in Pakistan during the visit for 6 weeks from November 3rd to 19th of 1991. The college A which was receiving aid from Japan, was compared to the other four colleges. These were the colleges B, the college C, the college D and the college E. These four colleges were sponsored by international aid of Canada, the United States of America (USA) and England, or by a private sector in Pakistan, respectively.

## 2. Assessing points

1) Human resources and the managerial and administrative environment of the colleges were assessed by reviewing the interview reports of the executive director of the institute supervising the college A, the principals and other faculties of the five colleges of nursing, and the personnel of Pakistan Nursing Council (PNC).

- 2) Training of the faculties
- 3) Courses and enrollments
- 4) Course management

## FINDINGS

1. Human resource and the managerial and administrative environment were assessed by interviews.

1) The executive director of the college A (see Chart 1) came on the post in the previous year. He was accomplishing his duty fully and on time. He showed his keen concern to improve managerial and administrative efficiency of the college A. He gave necessary advises to the principal of the college A, and periodically sent for the Japanese nursing experts for opinions on the educational environment of the college.

2) The principal of the college A was the only nurse among physicians occupying all the officially sanctioned faculty posts in the college. She took total responsibility for preparation and organization for a seminar (the Seminar cum Workshop on History of Nursing in Pakistan in 1991) within a very short period. Her managerial capability was observed at maintaining the premises very neat and clean. During 6 weeks of stay, the author had noticed no smell of toilets, and the cafeteria was kept clean. However, many of the nursing faculty working under this principal explained their needs to receive appropriate and

timely guidance for planning and managing their responsible courses as well as to have more frequent and periodic opportunities to express their opinions and ideas to improve educational quality of the college. They also had a desire to change her autocratic administration of the college.

3) All the officially sanctioned posts for the faculty in the college A were held by physicians except the principal as it mentioned above, whereas qualified professional nurses were holding those posts in the other colleges.

4) All the 6 current nursing faculties taking main responsibilities to run the courses were seconded from other premises of this institute. These sending bodies were, therefore, suffering from shortage of experienced nursing staff.

## 2. Training of the Faculties

1) All these 6 nursing faculties except the principal had completed the training courses in Japan, which JICA arranged for the counterparts to the Japanese nursing experts assigned to the college A. These programs were a type of training on the job. Duration of the courses was for 9-10 months<sup>6)</sup> which were specially arranged for the trainees working for the projects under JICA. The trainees who completed the programs were officially recognized neither as college graduates nor advanced professional nurses, neither in Japan nor in Pakistan. Those who completed the JICA training courses had not been promoted to any higher professional grade or had received any salary increment.

2) The nursing staffs in the other four colleges were trained at the formal courses accredited by PNC and/or by the national educational scheme of the countries supporting the programs.

## 3. The Courses and enrollments

1) The college A was holding 7 courses which were Nursing in Anaesthesia, Community Health Nursing, Nursing in Intensive/Coronary Care Units, Nursing in Operation Theatre, Nursing in Pediatrics, Ward Administration, and Teaching and Administration.

2) The Pakistan Nursing Council (PNC) had approved the first five courses of which graduates were eligible for 2 additional increments of the national pay scale. However, it was at the discretion of each

provincial government. On the other hand, the graduates of the last two courses were sanctioned for the grade 16 and 17 respectively whereas the staff nurse is on the grade 14.

3) The qualifications of applicants for these courses were the same except the last one. However, enrollments on the first five courses were less than the sanctioned enrollment numbers because of fewer applicants whereas these on the last two courses were full. Actually, the applicants for the Ward Administration were more than double of the sanctioned seats.

## 4. Course Management

1) Each course had a yearly academic time schedule. However, the class time and duration were decided at convenience of individual lecturers of each course and subject. About a half an hour before and after class time, therefore, often left out and wasted. Several formats of the Weekly Class Schedule were developed and shown to the full time faculties including medical personnel. The majority of them were in favor of making weekly class schedules of their courses on a common format. The format of their choices was attached (see Chart 2). The author encourages the principal to implement this model, or to let the faculties produce a more suitable format for them to implement it.

2) The principal, 2 nursing instructors and a Japanese nursing expert were teaching Ward Administration, and Teaching and Administration. There were total of 5 teaching staffs assigned to each of other courses. They were 3 medical consultants and/or instructors, a nursing expert from JICA, and a nursing instructor.

3) The principal of the college A began to hold faculty meeting once a month recently. The meeting date was also fixed. The author observed that attendance of the medical faculties to the meetings was increasing. Their manner taking a part of the meeting became more active and friendly.

4) The principal had initiated an effort of professional development of the manpower of the college including her. She gave a small study topic to each faculty and assigned to present it at the faculty meeting. She named this as "Faculty Educational programme."

## Chart 2. COLLEGE OF NURSING

The Course:

Weekly Class Schedule

The Term:

The Week:

Time Date	1 08:10-09:00	2 09:10-10:00	3 10:10-11:00	11:00- 11:30	11:30- 12:00	4 12:00-12:50	5 13:00-13:50	6 14:45-15:30
// Sat				T	G			E
// Sun				E	U			N
// Mon				A	I			G
// Tue				B	D			L
// Wed				R	A			I
// Thu				E	N			S
// Thu				A	C			H
				K	E			
		09:10-10:40		11:00-12:30				× × × ×

## DISCUSSIONS

1. Human resource and the managerial and administrative environment.

1) The national staff directly under leadership of the executive director and Japanese personnel, the staff of JICA perceived the executive director as a very capable, sincere, and motivated administrator since he cleared many pending issues and problems which his predecessors left behind. Thus, the experts of JICA and principal expressed their feeling toward the executive director as a very reliable superior and that they were receiving full moral support. However, he mentioned that he was facing obstacles even with his strong motive together with his ability to achieve his tasks because of the limit on his authorities toward higher officers in the Ministry of Health. In such occasions, the author advised mobilizing Japanese influential power toward them in order to speed up the process.

2) The officers of PNC stated that the principal of the college A was one of competent and prominent nursing leaders in this country. She was holding this post, as the only nurse whereas all the other sanctioned faculty posts were occupied by physicians. This proves her professional abilities as well as influential power ruling the teaching staffs who were mostly physicians. However, The author perceived that she became an autocratic administrator to protect her position as the principal superior to the medical teaching staffs. But it was the time for her to develop a skill of more democratic decision-making manner since the six nurses joined the faculty members although there were no officially sanctioned position for them at the moments. She was not anymore only nurse among the medical teaching staffs. Now, the principal needed to listen to her staffs and to draw out opinions and suggestions particularly from the nursing faculties as well as from the students in order

to improve her managerial and administrative environment for her sake if she wanted to continue to be the principal. She had to recognize her needs to secure the support of the nursing faculties for her administrative manner.

3) All the officially sanctioned faculty posts in this college were given to physicians as it mentioned above which was a characteristic of manpower pattern of the college A differed from the other colleges. All the nursing leaders, whom the author interviewed, expressed their deep concern on this matter. They viewed that this was not only hampering efficiency of the nursing education of this college but also threatening nursing faculty posts in other provincial colleges since this college was the federal college. The nursing experts from JICA, as a whole of the nursing project of Japanese international cooperation had been demanding to offer sanctioned posts for the faculty. However, the situation did not improve. A remedy for the problem is discussed at the section of Training the Faculties in this paper.

4) All the 6 current nursing faculties actually running the courses of this college were seconded from other premises of this institute. The posts of the professional nurses in these sections were not administratively vacant yet the working staffs were absent at the site. Therefore, these section were suffering from shortage of experienced nursing staffs. This degraded quality of nursing care of patients in the health facilities as well as of clinical fields for the nursing students. All of these nursing faculties except the principal had completed the JICA's counterpart training in Japan, however, the training programs offered to them in Japan were short courses which were officially approved neither in Japan nor in Pakistan as college level courses. Furthermore, those who completed JICA training courses had not received any grade up of professional position nor salary increments. Most of them were still young and expressed their concerns on that they were feeling needs further guidance and support to become confident teachers. For this very point, each of JICA experts was working together with the national nursing instructors to carrying out teaching task as a role model for them, and to give moral support to them by working side by side with them.

## 2. Training the Faculties

Comparing the staff training manner of the college A to the other four colleges, differences are prominent. The nursing staffs in the other colleges were trained at the formal two-year courses accredited by PNC and/or by the countries supporting the programs. The duration of those aid programs was also long enough to be able to complete study in universities or officially approved courses for the teaching faculties of the college-level or university-level. The author felt the needs to send the present nursing instructors of the college A to further education even one or two courses had to be closed for a few years while they were away. One by one, in order to take over the posts from the medical faculties, JICA had to sponsor the scholarship program for them in order to obtain at least a bachelor's degree or a master's degree since JICA supported for foundation of the college. This meant to JICA to continue the involvement for ten years or longer. However, the duration of Japanese international assistance was usually for three to five years. Japanese official policies for international assistance needed to be changed to longer span to be able to develop manpower instead of merely providing Japanese industrial products.

## 3. The Courses and Enrollments

1) There courses, Nursing in Anaesthesia, Community Health Nursing, Nursing in Intensive/Coronary Care Units, Nursing in Operation Theatre, Nursing in Pediatrics, were for clinical specialist courses. As it mentioned at the earlier section, the graduates of these courses were be able to expect a few incentives. This was considered to be a reason why the enrollments were a few. The course, Ward Administration, was also a clinical specialist course, however, the candidates for the admission were always more than the seats. The college C was only Ward Administration and Teaching courses holding since the beginning of the college. This phenomena were seen the other colleges as well. Further study is necessary to clarify whether nursing needs of the nation was not highly specialized care, or whether there was less monetary return for efforts to complete the courses in this field. The author presumed that the needs for clinical specialist training would rise near future. Meanwhile it was the chance to put more efforts for

university education to raise nurses' social recognition in Pakistan.

2) Meanwhile, the most important matter was to re-assess the nursing needs of the nation, and feasibility of holding such a nursing manpower:

-Is the nation at the present, really needed to produce the Nurse Specialist (NS) as a new category between the staff nurse and ward sister/administrator while the nation is severely suffering from shortage of nurses ? (Pakistan is a rare nation that has produced and is producing more physicians than nurses<sup>7</sup>.)

-Can the country afford such nursing specialists? (Especially, can the society afford the NS highly specialized only in anesthesia beside the operation theater nurse specialist ?)

-If so, why the nation demands all female nurses to take one year midwifery training ?

-Does the staff nurse desire to become a nurse specialist by spending her/his budget, energy and time for a year for only 2 increments rather than to become a ward sister for 2 grades up with the same investment?

-Should the nurse specialist be posted lower than the ward sister ? Organizing a national conference to discuss on this matter is urgently needed. Such a conference should involve young nurses and college student nurses.

5) They say that the nurse in the Islamic culture is not an attractive job. The nurse is rather a lowly job because she/he has to touch blood. They also say that women in the Muslim society do not hold jobs outside home. However, there are many female physicians though they have to touch blood like nurses. And there are many women holding jobs but a few in nursing. This means that definitely more women choose the nursing career if the status of the nurse is raised closer to physicians'. Thus, improving quality of nursing and quantity of nurses depends on how much the status of the nurse can be lifted up. The status will rise by offering appropriate qualifications and economical reward to nurses. The nurse who has 3 year basic nursing training and 1 year midwifery or other specialized nursing should be recognized as equivalent to a person with a bachelor's degree. The principal of the college A was corresponding with the Quaide Azam University to open a channel for nurses

toward the bachelor's degree. The author supported her effort on this matter as for a transitional period by encouraging together with nursing experts of JICA to negotiate for agreement between the college A and the university.

#### 4. Course Management

1) Using a fixed class time daily and weekly among all the courses is more beneficial than the current method deciding at convenience of individual lecturers of each course and subject. Besides, running all the courses on a common class time schedule facilitates more teamwork among the faculties such as easier to have faculty meetings, easier to have common classes among two or more courses, and easier to help lectures each other on related subjects of different courses. Several formats of the Weekly Class Schedule were developed and the majority of them showed favor on using a weekly class schedules of their courses on a common format. The author encouraged the principal to discuss for implementation this at the newly started faculty meeting.

2) There were great needs to assign a coordinator to each course. She/he should be a full time nursing faculty though all the present nursing faculties were seconded from other institutes. The main responsibilities of the course coordinator are:

-To make a yearly course teaching plan which includes both the theory and clinical

-To arrange weekly class schedules on the format by coordinating subject concerning teachers.

-To plan the clinical schedule and students rotation.

-To distribute copies of all the schedules above to all concerned (including to the notice board of the course) after approved by the principal.

-To listen personal matters of individual students of the course as well as on academic matters.

3) Team work among the faculties was growing now. Its further development is needed and will be attained in the process of appropriately advanced planning and successful management of the course. The principal needs to put more attention and energy on helping these course coordinators by utilizing group dynamics at the regular faculty meetings, through individual guidance, and with a lot of encouragement.

4) The principal had initiated "Faculty Educational

programme" for professional development of the faculty. The author encouraged her to continue this activity around the year. She should make a plan at a faculty meeting a term before at least. The faculties were needed to be involved in this planning process for it is an important opportunity of training for professional development of the teachers. This activity was very unique. There was no such a program in the other colleges.

5) Lastly, the author strongly advised to the principal to take a month refresher course for administrators specialized in nursing education. The duration of about a month would be possible for her to take a leave without too much disturbing her duty as the principal. JICA can help her to seek a suitable course for her and can budget for it. The author urged the executive director to request JICA for it. The long term plan for continuing education of all the staff including non-teaching staff and the principal is needed for improving the standard of the college.

## CONCLUSION

The college of nursing founded by Japanese international cooperation in Pakistan in 1987, the college A, was examined its characteristics on training manpower by comparing to the other four colleges of nursing which had already been well established in Pakistan. On comparison with the four other colleges of nursing, the managerial and administrative strengths and weaknesses of the college A were identified and discussed on measures to improve the situations as following the below:

1. Medical faculties except the principal who was a nurse occupied all officially sanctioned posts for the teaching staffs. The nursing faculties were taking main workloads of the courses. They were on temporary assigned posts and feeling insecure. The Japanese nursing experts assigned to the college from JICA and the officers of PNC pointed out the needs to improve the situation. The remedies were suggested and on the process.
2. The nursing faculties except the principal received training in Japan in duration of 9-10 months courses specially arranged by JICA. These courses were training on the job and were accredited by neither Pakistan Nursing Council or the national educational

schemes in Pakistan or in Japan. This was a typical Japanese style of training counterparts to Japanese experts in many JICA projects. The faculties in the other four colleges completed officially accredited courses. These facts added more insecure feeling to the nursing faculties in the college A.

3. There were 6 of one-year course for nursing specialists and a two-year course of ward administration and teaching in the college. The faculties of the former 6 courses consisted of 3 medical staffs, a nursing instructor and a Japanese nursing expert whereas the course of ward administration and teaching was taught by only nursing faculties and the principal. The enrollments to these courses for nursing specialists were under the sanctioned numbers. Similar courses in the other colleges had also vacant seats. However, enrollments to the course of ward administration and teaching were full and the applicants for this course were double of the seats. Re-assessing needs for nursing specialists were necessary.

4. Changes to improve course management were urgent. The principal initiated some actions: regular faculty meetings, a faculty educational program. The remaining needs were 1) fixing a weekly time schedule for class-hour; 2) assigning a coordinator facilitating teamwork among the faculties of intra- and inter-course; 3) further training the nursing faculties to enable them to obtain bachelor's degrees or master's.

Lastly, the author urges JICA, with strong confidence in the power of these human resources, to continue its support to them and to work with them. Such a continuous involvement of JICA will be fruitful and will contribute a meaningful portion to the national development of Pakistan.

## ACKNOWLEDGEMENTS

It was a great privilege for this author to be able to be acquainted with and to work with many keen nursing leaders in Pakistan, the nursing experts and other staffs of JICA, and the staffs of the Embassy of Japan in Pakistan.

## REFERENCES

- 1) Nursing Education Project in Pakistan: Reports of Pre-implementation Survey Team, Japan International Cooperation Agency, 1986.

- 2) Nursing Education Project in Pakistan: Reports of Implementation Survey Team, Japan International Cooperation Agency, 1987.
- 3) Nursing Education Project in Pakistan: Reports of Planning and Consultation Survey Team, Japan International Cooperation Agency, 1989.
- 4) College of nursing, Pakistan institute of medical sciences, Prospectus, 5-7, 9-13, Islamabad, 1991.
- 5) The Aga Khan University: Prospectus, 2, 27-42, 54-56, Karachi, 1991.
- 6) Nursing Education Project in Pakistan: Comprehensive Reports of Implementation by Technical Specialists Team, 73, Japan International Cooperation Agency, 1990-1991.
- 7) Nursing in the world editorial committee (ed.): Nursing in the World-the facts, needs and prospects. 3rd ed., 83-88, The International Nursing Foundation of Japan, Tokyo, 1993.

## パキスタンの看護教育を支える人材育成に見られる 特徴と日本の国際協力

俵 友恵, 松井希代子

### 要 旨

日本政府の無償資金協力（ODA）によって設立されたパキスタン医科学研究所看護大学の設立準備およびその後の大学運営に要する人材の育成策をみると、同国内にある欧米諸国の援助により設立運営されている看護教育機関と比較し、人材育成姿勢に明らかな違いがみられた。5年未満という短期間プロジェクトの日本式援助は人材養成において、パキスタン国内では専門職として認可される条件を満たした教育と認められないことから生じた問題点を明らかにし、その改善法について考察した。