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Student number NO1311211 J.....was under my supervision.

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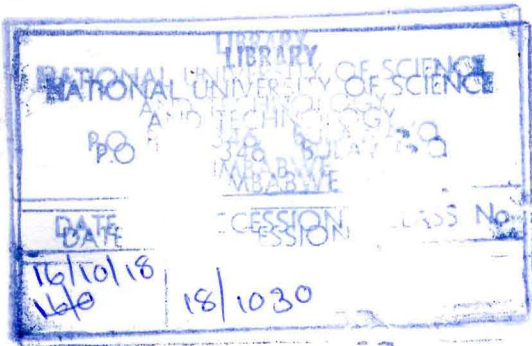
It is my professional judgement that the dissertation is of a sufficiently high standard as to be submitted with my name attached to it as a Supervisor.

I hereby release the student without reservation to submit his/her dissertation for marking.

Name of Supervisor.....

Signature.....

Date.....



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BULAWAYO, ZIMBABWE

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY,

A DISSERTATION SUBMITTED TO THE NATIONAL UNIVERSITY
OF SCIENCE AND TECHNOLOGY IN PARTIAL FULFILLMENT OF THE
MASTER OF SCIENCE DEGREE IN MIDWIFERY EDUCATION.

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ABSTRACT

In-service training (IST) provides methods towards targeting millennium development goals. It is a programme of instruction or training provided by an agency or institution for its employees. The programme is intended to increase or improve the skills and competencies of the employees in a specific area.

Knowledgeable human resources are at the heart of any health care system with continuing education of the health care providers being critical to maintain a competent workforce. It is through in-service training that those midwifery educators and midwifery practitioners update their knowledge and skills to maintain their midwifery expertise.

The research looked at the assessment of in-service training programmes among midwives at Gwanda Provincial Hospital (GPH). The focus was on the assessment of the nature of in-service training programmes, analyses of the perception of in-service training and examining communication of in-service training information among midwives at GPH.

A descriptive survey was employed and data collected from a sample of 60 midwifery educators and practitioners. The research methodology involved the quantitative approach where the questionnaire was developed and distributed to the subjects and that resulted in a percent 93% response rate. The empirical findings and analyses revealed that in-service training was conducted and midwives had a positive attitude towards the in-service training programmes. However, there were challenges in the sharing of information and the storage of reference material like modules, CD-ROMs and pamphlets from in-service training related to midwifery issues. The results also indicated that there were mixed feelings in relation to the time frame of giving reports. The midwifery educators and practitioners were also aware of who should attend in-service training.

Some of the recommendations were that a more dedicated research could be done on the assessment of in-service training programmes among health workers in Zimbabwe. Investigation, analysis and appreciation of skills acquired through in-service training and finally investigating communication skills among health workers could be carried out.