



**An-Najah National University**  
**Faculty of Graduate Studies**

**LONG EXPERIENCE WITH CONTINUOUS  
EDUCATION AND IMPACT ON JOB  
PERFORMANCE AMONG NURSING  
STAFF IN HOSPITALS OF WEST BANK  
-PALESTINE- A CROSS-SECTIONAL STUDY**

**By**  
**Olfat Mahmoud Mohamed Zubaidat**

**Supervisor**  
**Dr. Asaad Ramlawi**

**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master of Public Health Management, in the Faculty of Graduate Studies, An-  
Najah National University, Nablus, Palestine.**

**2024**

**LONG EXPERIENCE WITH CONTINUOUS  
EDUCATION AND IMPACT ON JOB  
PERFORMANCE AMONG NURSING  
STAFF IN HOSPITALS OF WEST BANK  
-PALESTINE- A CROSS-SECTIONAL STUDY**

By  
Olfat Mahmoud Mohamed Zubaidat

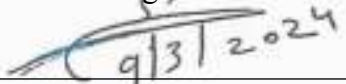
This Thesis was Defended Successfully on 29/02/2024 and approved by

Dr. Asaad Al-Ramlawi  
Supervisor

Dr. Suhair Al-Ghobeish  
Co-Supervisor

Dr. Abdul Salam Al-Khayyat  
External Examiner

  
Signature

  
Signature

  
Signature

## **Dedication**

I dedicate this master thesis to my husband, who was supportive to me when I was working on my master's thesis. And to my family who helped me get the courage to finish my master's degree.

To everyone who supportive to me and helped me achieve my goal and successfully complete my thesis.

sincerely

## **Acknowledgment**

I want to start by thanking God for giving me the ability to finish this research. In addition, I would like to thank my supervisor, Dr. Asaad Al-Ramlawi, for his useful criticism of the research. I extend my sincere thanks to Dr. Mai Al-Kaila, Palestinian Minister of Health, and Dr. Abdullah Al-Qawasmi, Director of the Department of Scientific Research and Continuing Education. I also thank Dr. Director General of Hospitals, who played a major role in making the necessary arrangements to visit the hospitals.

Many thanks to all the professors in the Public Health Management Program at An-Najah University.

I would like to express my gratitude to my parents, husband and friends for encouraging me.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

### **LONG EXPERIENCE WITH CONTINUOUS EDUCATION AND IMPACT ON JOB PERFORMANCE AMONG NURSING STAFF IN HOSPITALS OF WEST BANK -PALESTINE- A CROSS-SECTIONAL STUDY**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name: Olfat mahmoud zubaidat

Signature: 

Date: 29/2/2024

## List of Contents

Dedication.....	iii
Acknowledgment.....	iv
Declaration.....	v
List of Contents.....	vi
List of Tables.....	viii
List of Figures.....	ix
List of Appendices.....	x
Abstract.....	xii
Chapter One: Introduction and Theoretical Background.....	1
1.1 Introduction.....	1
1.2 Problem Statement.....	4
1.3 The importance of study.....	5
1.4 Aim of study.....	8
1.5 Objectives.....	8
1.6 Study hypothesis.....	8
1.7 Concepts and Operational Definition.....	9
1.7.1 Concepts Definition.....	9
1.7.2 Operational Definition.....	11
1.8 Previous Studies and Theoretical Background.....	13
1.8.1 Western studies.....	13
1.8.2 Arab studies.....	15
1.8.3 Local studies.....	17
1.9 Summary.....	18
Chapter Two: The Methodology.....	19
2.1 Study Design.....	19
2.2 Study Setting.....	19
2.3 Study Population.....	19
2.4 Study sample.....	20
2.5 Study time frame.....	21
2.6 Data collection tool.....	21
2.7 Statistical Analysis Methods.....	25
2.8 Working Plan.....	26
2.9 Ethical consideration.....	26

Chapter Three: The Result .....	27
3.1 Socio-demographic characteristics .....	27
3.2 The relation between demographic characteristics (age, gender, educational level, type of hospital, work experience) and training of nursing staff in West Bank hospitals .....	28
3.3 The relation between demographic characteristics (age, sex, educational level, type of hospital, work experience) and job performance of nursing staff in West Bank hospitals .....	32
3.3.1 Variable of gender .....	32
3.3.2 Variable of age .....	34
3.3.3 Variable of education level .....	35
3.3.4 Variable of hospital type .....	37
3.3.5 Variable of experience .....	38
3.4 The level of job performance of nursing staff in the hospitals of west- bank in Palestine .....	38
3.5 The impact of training programs on the job performance of nursing staff in the hospitals of west- bank in Palestine .....	38
Chapter Four: Discussion, Conclusion, and Recommendations .....	40
4.1 Discussion .....	40
4.2 Conclusion .....	42
4.3 limitation of the study .....	44
4.4 Recommendations .....	45
4.4.1 Recommendations for policy makers .....	45
4.4.2 Recommendations for Further studies .....	46
List of Abbreviations .....	48
Reference .....	49
Appendices .....	54
الملخص .....	ب

## List of Tables

Table 2.1: The number population of nursing staff in each hospital .....	20
Table 2.2: The validity of training scale .....	23
Table 2.3: The validity of job performance scale .....	24
Table 2.4: Reliability coefficients of study tool.....	25
Table 3.1: Distribution of the study sample according to the demographic variables (n=245).....	28
Table 3.2: One way ANOVA results for the differences in training programs of nursing staff in the hospitals of west- bank in Palestine according to the variables of (gender, age, educational level, hospital type, and experience) (n= 245) .....	29
Table 3.3: SD post hoc results for the differences in training programs of nursing in the hospitals of west- bank according to educational level variable .....	30
Table 3.4: LSD post hoc results for the differences in training programs of nursing staff in the hospitals of west- bank according to hospital type variable.....	30
Table 3.5: The results of independent t- test for the differences in the job performance of nursing staff in the hospitals of west- bank in palestine according to gender variable (n=245) .....	33
Table 3.6: One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to age variable (n= 245) .....	35

## **List of Figures**

Figure 1.1: Describe Hypotheses .....	9
Figure 3.1: The means of response on training program scale of nursing staff according to gender variable.....	31
Figure 3.2: The means of response on training program scale of nursing staff according to education level variable .....	31
Figure 3.3: The means of response on training program scale of nursing staff according to hospital type variable .....	32
Figure 3.4: The means of response on the ability domain of nursing staff according to gender variable.....	33
Figure 3.5: The means of response on the total score of job performance of nursing staff according to gender variable.....	34
Figure 3.6: The means of response on the ability domain of nursing staff according to education level variable .....	36
Figure 3.7: The means of response on the desire domain of nursing staff according to education level variable .....	36
Figure 3.8: The means of response on the total score of job performance of nursing staff according to education level variable .....	37

## List of Appendices

Appendix A: Faculty of Graduate studies approval.....	54
Appendix B: IRB approval .....	55
Appendix C: Task facility of the General Administration of Health Education and Scientific Research .....	56
Appendix D: Consent form (Arabic version).....	57
Appendix E: Tool.....	58
Appendix F: Tables.....	61
Table F.1: One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to education level variable (n= 245) .....	61
Table F.2: LSD post hoc results for the differences in the job performance and its two domains of nursing staff in the hospitals of west- bank according to educational level variable .....	61
Table F.3: One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to hospital type variable (n= 245).....	62
Table F.4: LSD post hoc results for the differences in the job performance the desire domain of nursing staff in the hospitals of west- bank according to hospital type variable.....	62
Table F.5: One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to experience variable (n= 245) .....	63
Table F.6: 5- point Likert scale.....	63
Table F.7: Means, standard deviations, and percentages for the level of job performance of nursing staff in the hospitals of west- bank in Palestine (n= 245).....	64
Table F.8: The relationship between training and job performance of job performance of nursing staff in the hospitals of west- bank in Palestine (n= 245).....	65
Table F.9: Summary of simple regression results for determining the effect of training on the job performance and its domains of nursing staff in the hospitals of west- bank (n= 245).....	65
Appendix G: Figures.....	66
Figure G.1: The means of response on the desire domain of nursing staff according to hospital type variable.....	66

Figure G.2: The means of response on the total score of job performance of nursing staff according to hospital type variable.....	66
Figure G.3: The impact of training programs on the domain of ability of nursing staff.....	67
Figure G.4: The impact of training programs on the domain of desire of nursing staff.....	67
Figure G.5: The impact of training programs on the total score of job performance of nursing stff .....	68

# **LONG EXPERIENCE WITH CONTINUOUS EDUCATION AND IMPACT ON JOB PERFORMANCE AMONG NURSING STAFF IN HOSPITALS OF WEST BANK -PALESTINE- A CROSS- SECTIONAL STUDY**

**By**  
**Olfat Mahmoud Mohamed Zubaidat**  
**Supervisor**  
**Dr. Asaad Ramlawi**

## **Abstract**

The nursing staff plays a crucial role in maintaining the provision of high-quality patient care in the ever-changing healthcare scene. A strategic approach to provide nursing staff with the information, skills, and competencies needed to meet the changing needs of the healthcare sector is through training programmes. The study aim is Impact of training and its dimensions on the job performance in West Bank hospitals

A cross-sectional study, data were collected from 245 participants using a convenience sampling method nursing who receiving training during their experiences, while a random sampling method was used to choose the location for the study.

The results indicated that the level of job performance of nursing staff in the hospitals was high, as the mean of response (3.80). Also, the level of the ability and desire domains of job performance were high, as the means of response (3.79, and 3.82) respectively. And The results indicated that there was statistically significant and positive relationship between the training and job performance of nursing staff in the hospitals ( $r= 0.73$ ;  $p \leq 0.01$ ). also, the training was positively and significantly correlated with ability and desire domains of job performance of nursing staff ( $r= 0.67$ , and  $0.70$ ;  $p \leq 0.01$ ), respectively.

In light of the results of this study regarding the existence of an impact of continuing education on nursing performance, the study recommended establishing a continuing education program that would greatly benefit in improving the level of performance of the health care provider (nursing) for patients and enhance the results to provide insightful information that can guide evidence-based choices that support the delivery of quality health care.

**Keywords:**Hospitals, Job performance, Palestine, Training, Nursing staff.

# Chapter One

## Introduction and Theoretical Background

This chapter deals in detail with the problem that this study focused on. It is divided into three parts: The first part, which consists of an introduction to the study, a statement of the study problem, a discussion of the importance of this study, the purpose and objectives, and research questions. The second part, discusses operational concepts and definitions. The third part, presented the previous studies related to the research problem.

### 1.1 Introduction

The healthcare sector has grown significantly in recent years. The standard of hospital services and medical care is highly valued by the general people. Nursing as a health care profession aims to provide individuals and their families with the support they need to recover from illness and maintain the best possible health and quality of life (Wakefield, Williams, Menestrel, & Flaubert, 2021).

Nursing staff are distinguished from other medical professionals, is a vital profession for promoting health, preventing disease, and providing care for all people Yolanda Smith (2020), nurses can enhance their performance in the healthcare context and expand their knowledge and skill set through continuous professional development Osei, Antwi, Pephrah, & Nimako (2019), as the backbone of patient care, job performance is defined as an individual's ability to carry out assigned roles and responsibilities in a manner directly related to patient care, others define it as successfully completing assigned taskwork (Sonntag, Volmer, & Spychala, 2010).

Performance is a complex phenomenon that is influenced by a wide range of factors, including personal traits, workload, job satisfaction, personal competencies, accomplishment recognition, social support, constructive criticism and communication, leadership style, and organizational climate, Sandall & Mourão (2023), the degree of efficacy with which a nursing fulfils his duties and obligations in relation to overseeing nursing care and the caliber of healthcare services is known as the nurse's work performance, Wakefield, Williams, Menestrel, & Flaubert (2021), therefore, nursing job

performance reflects the quality of care provided and therefore patient outcomes, and poor job performance is considered a risk factor for patient safety (Al-Makhaita & Sabra, 2014).

The knowledge, abilities, and drive of those in charge of delivering health services, along with the proper allocation of human and material resources, are the primary determinants of the health system's effectiveness and potential benefits (Osei, Antwi, Peprah, & Nimako, 2019).

The best way for a healthcare organization to retain and motivate its top talent is through training and development. One of the most popular strategies for raising employee productivity and informing staff members of the objectives of the healthcare organization is training (Ongori, Oluoch , & Adoyo , 2019).

Nursing is essential to preserving patients' physical health as well as their overall experience while they are in the hospital. The development of the skills required to carry out any task has been greatly affected by technological advancement (Saddique, Mushtaq, Asghar, Abbas, & Nawaz, 2023).

Therefore, there is a need for more enhanced and effective training programs to deal with this technological advancement, with the aim of preparing nursing staff capable of facing impending difficulties more easily and quickly, and thus improving their job performance, effective training programs help create a more appropriate and effective learning environment, Ortega, et al. (2015), the idea of training in the health sector has received great attention recently. Hospitals and the health sector need to be able to grow and face challenges, and since health care is one of the services that cannot wait, it also needs a positive outlook on declining performance and completing tasks with the necessary quality, Yoopetch, Nimsai, & chapatara (2021), strengthening the administrative empowerment of its employees through delegation of authority, participation in decision-making, continuous training, and capacity building are able to raise their level of performance, Abushammala, Al Shobak, El Talla, & Hamdan 4 (2023), increasing employee performance is a critical goal for any corporate entity, the ability of health organizations to improve employee performance is threatened by

factors such as increasing competition, continuing technological advances, and changes in the workplace. It is emphasized that performance is the achievement of set objectives with certain standards of accuracy, cost, timeliness and comprehensiveness. They can be set up to improve production, encourage innovation in the application of new technologies, and have highly motivated employees, training helps in this improvement (Bhatti, Soomro, & Shah , 2023).

Employee performance is a complex phenomenon that is a crucial factor in determining whether an organization succeeds or fails. Poor employee engagement and inadequate training are major causes of low health sector worker performance in developing nations (Sendawula, Kimuli, Juma, & Muganga, 2018).

Health professionals are accused of being absent from work, not providing services to clients on time, being unproductive, acting badly towards patients, and providing subpar patient care Sendawula, Kimuli, Juma, & Muganga (2018), one of the most popular ways to improve employee productivity and convey organizational goals to healthcare staff is through training. It is well known that organizational training initiatives in the healthcare industry have the potential to provide competitive advantages by raising staff productivity (Ongori, Muiruri, & Vasco, 2021).

Effective training programs are necessary for employees to perform well at work and to develop the necessary knowledge, skills, and abilities Ma, et al. (2023), continuing education may also affect employee commitment and motivation (Khilukha, 2023).

One of the most crucial factors in the improvement of job performance among the nursing staff is the requirement for continuous professional development (CPD). As a result, any learning outside of a university education or postgraduate training that aids employees in maintaining and improving work performance while working to develop knowledge, skill, and conduct in all areas of professional practice has been defined as continuing professional development Naseralallah, et al. (2022), employees who receive the appropriate training typically stay in their positions longer than those who do not. In the job, training is essential. Without it, employees won't have a clear knowledge of their duties, and their work performance won't increase. Employee

training refers to initiatives that teach staff members new knowledge or abilities Khilukha, (2021), enhancing the workforce's capacity to accomplish organizational goals is facilitated by training and development. Training is viewed as a helpful way to adapt to changes brought about by technology innovation, competitive markets, organizational structure, and—most importantly—the improvement of staff performance (Gopolang Gause, Mokgaola, & Rakhudu, 2022).

The Palestinian Ministry of Health attaches great importance to nursing education for a number of reasons, the most important of which is superior patient care. As front-line medical professionals, nurses are essential to providing high-level patient care. Proper training ensures that nursing staff have the abilities, knowledge and competencies necessary to provide safe and effective patient care in a range of healthcare settings (MOH, 2024).

Nursing is involved in procedures related to disease prevention and health promotion, including examining patients, giving immunizations, and counseling them about good lifestyle choices. Continuing training gives nursing staff the experience they need to implement critical public health projects.

Emphasis is placed on patient safety practices, such as drug delivery protocols, infection control procedures, and appropriate use of medical equipment, in nursing education.

The interpersonal and communication skills necessary to build rapport with patients and maintain continuity of care throughout the healthcare journey are ensured through special nursing training programs (Unit, 2024).

## **1.2 Problem Statement**

Nursing staff is a vital component of the dynamic and intricate ecosystem that is the healthcare business, as they ensure the well-being of patients and the general effectiveness of hospital operations. Training programs are the means by which nursing staff members acquire and continuously develop the knowledge, skills, and competences that are essential to provide effective nursing care. Nonetheless, there is still serious concern about how these training programmers may affect the nursing

staff's performance on the job. The issue of whether nursing staff training meets the needs of modern healthcare settings emerges as healthcare continues to change due to a growing diversity of patient populations and quick advancements in medical technology. There are many elements that contribute to this issue. The complicated terrain of nursing education is influenced by a number of factors, including the frequency and consistency of training, Methods used to evaluate training effectiveness, and variations in the content and quality of training programs among hospitals. Furthermore, there is insufficient research on how much nursing staff training programs take into account the particular difficulties and demands of the healthcare environment, such as patient safety, legal compliance, and the desire for ongoing adaptation to evolving medical procedures. Therefore, it is essential to look at how much training affects how well hospital nursing staff performs on the job. By tackling this problem, It is possible to evaluate whether the training models used today are in line with the changing demands of the healthcare sector and whether they help to improve staff satisfaction, patient outcomes, and organizational success, in order to continue improving healthcare delivery, this study aims to Impact of training and its dimensions on the job performance in West Bank hospitals

### **1.3 The importance of study**

The provision of healthcare depends heavily on the nursing profession, and patient outcomes are directly impacted by the performance of the nursing staff. With the healthcare industry always changing and new developments in medical technology and procedures, it is essential that nursing personnel receive ongoing education to guarantee they have the most recent information and abilities. The need to comprehend how long-term exposure to continuing education programs affects nursing staff members' job performance is directly addressed by this study. As a consequence of ongoing education, nursing personnel can perform better on the job, which can improve the quality of patient care. Modern knowledge and abilities enable nursing to manage challenging medical cases, deliver effective care, and adjust to the changing demands of their patients. As a result, this research may improve patient outcomes and the standard of care provided in hospital environments.

### **First: Theoretical significance**

The research's theoretical significance stems from its capacity to promote knowledge and comprehension across various domains, such as organizational behavior and educational theory, health care policy, and patient care outcomes. Additionally, it offers useful perspectives for healthcare managers and nursing.

The usefulness of continuing education for nursing is examined in this study. The study adds to our understanding of the dynamics of adult learning, professional development, and long-term retention of information and skills by looking at its effect on job performance. Knowing how continuing education affects work performance can help healthcare organizations better understand their HRM practices. It can provide insight into how training and development initiatives might improve worker productivity, motivation, and job satisfaction.

The findings of this study may also help health care policy pertaining to staff education and training. It can help decision-makers allocate funds more wisely in order to promote efforts for ongoing education and raise the standard of care given by hospital nursing personnel. Patient outcomes are directly correlated with the nursing staff's level of competence. This research can improve the standard and safety of healthcare delivery by analyzing the effect of continuing education on work performance, which would eventually improve patient outcomes.

Understanding the long-term advantages of continuous education is aided by this study. It can draw attention to the connection between career progression and ongoing education, as well as the development of nursing personal and professional lives.

The study's methodology presents difficulties in precisely assessing the effect of continuing education on work performance. By addressing these issues, research procedures in the areas of performance evaluation and nursing education can be advanced, opening the door to future studies that will be more thorough.

## **Second: Applied importance**

A significant topic in the healthcare industry is covered in this study. The performance of nursing personnel is crucial to patient care, safety, and hospital efficiency in the dynamic healthcare environment:

- **Improve Patient Care:** The potential for improving patient care is one of the main uses for this research. Better patient outcomes can be directly correlated with improved work performance among nursing personnel. Well-trained and self-assured nursing can provide more effective and efficient treatment, which lowers medical errors, speeds up recovery, and increases patient satisfaction. In the end, hospitals that fund training initiatives can save lives and raise the standard of care provided.
- **Reducing Employee Turnover:** In many healthcare facilities, the turnover of nursing staff is a serious problem. Hospital operations are not only hampered by high turnover rates, but significant expenses are also incurred for hiring and training new staff. The results of this research provide a useful remedy for this issue. Nursing staff that participates in effective training programmes feel more involved and competent in their positions, which can increase job satisfaction and retention rates. Hospitals benefit financially from lower turnover rates, which also help to maintain a more steady and knowledgeable staff of nursing.
- **Meeting Regulatory Requirements:** Hospitals must abide by strict standards because the healthcare sector is so controlled. To maintain compliance, training is frequently necessary. Hospitals must comprehend how training initiatives impact employee performance in order to guarantee compliance with regulations. An institution's reputation may suffer, penalties may be imposed, and accreditation may be revoked for noncompliance.
- **Continuous Improvement:** Hospitals can help their nursing departments adopt a continuous improvement culture. Hospitals are able to pinpoint areas in which their nursing staff may want further assistance by routinely evaluating the results of training programmes. This data-driven method of evaluating staff performance can be very helpful in promoting ongoing improvements in patient care and staff competencies.

#### **1.4 Aim of study**

Impact of training and its dimensions on the job performance in West Bank hospitals.

#### **1.5 Objectives**

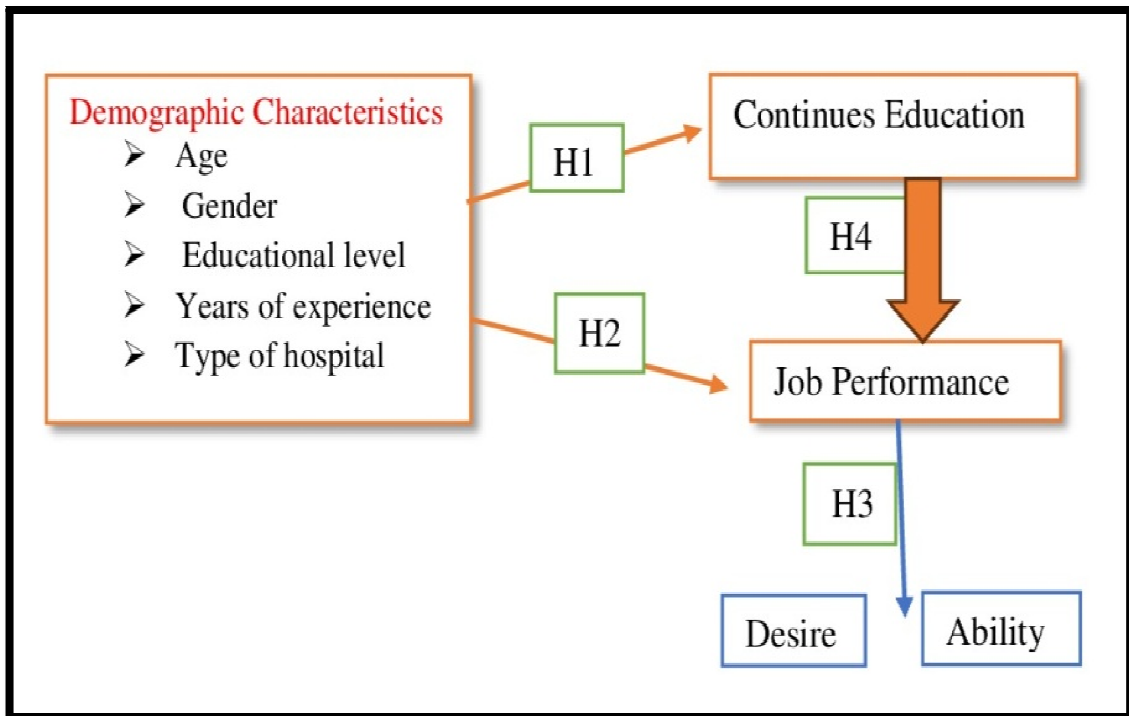
- To examine the relation between demographic characteristics (age, sex, educational level, type of hospital, work experience) and training of nursing staff in West Bank hospitals.
- To assess the relation between demographic characteristics (age, sex, educational level, type of hospital, work experience) and job performance of nursing staff in West Bank hospitals.
- To investigate the level of job performance of nursing staff in the hospitals of west-bank in Palestine
- To assess the impact of training programs on the job performance of nursing staff in the hospitals of west- bank in Palestine.

#### **1.6 Study hypothesis**

- H1: There is no a statistically significance relationship at ( $p \leq 0.05$ ) between demographic characteristics (age, gender, educational level, years of experience & type of hospital) and continuance education of nursing staff in hospitals.
- H2: There is no a statistically significance relation at ( $p \leq 0.05$ ) between demographic characteristics (age, gender, educational level, years of experience & type of hospital) and nursing job performance in hospitals.
- H3: The level of job performance among nursing staff is positively related to the domains (desire and ability).
- H4: There is no statistically significant at ( $p \leq 0.05$ ) relation between the training programs and Domains and the job performance (ability and desire) of the nursing staff in West Bank hospitals in Palestine.

**Figure 1.1**

*Describe Hypotheses*



## 1.7 Concepts and Operational Definition

In this section, conceptual definitions and operational definitions related to this study are defined and include the following concepts (Training Programs, Job Performance, Nursing Staff, Impact and Hospitals).

### 1.7.1 Concepts Definition

#### Introduction

The junction of considerable experience and ongoing education among nursing personnel has a substantial impact on work performance and patient care outcomes in the ever-changing health care landscape. These conceptual definitions highlight the significance of ongoing professional development in enhancing patient care outcomes by offering a theoretical framework for comprehending the intricate interactions between ongoing education and long-term experience, as well as their combined effect on job performance among hospital nursing staff.

Conceptual definition of continues education: for registered nursing, continuing education is a planned process of professional growth that goes beyond initial license or entry-level training to improve knowledge, skills, and competencies. It includes a wide range of structured learning experiences, including conferences, workshops, seminars, and self-directed study plans that are designed to adapt to the changing demands of the healthcare industry and the nursing profession (Association, 2020).

Conceptual definition of training programs: nursing staff members' knowledge, abilities, and competences are developed through structured educational efforts known as training programmers. It consists of training exercises, seminars, workshops, online courses, simulations, and hands-on instruction. Which aim to improve the performance and capabilities of nursing professionals (Bhatti, Soomro, & Shah , 2023).

Conceptual definitions oflong experiences: long-term nursing experiences cover a wide range of situations, exchanges, and lengths of time that nurses work with patients, families, and communities. These experiences are complex and go beyond time itself; they represent the body of information, abilities, and connections that form nursing practice. Our goal is to clarify the core of extensive experiences in nursing through conceptual exploration.

Long nursing experiences are defined as an extended period of time spent providing patient care, going beyond isolated incidents. It includes the long-term continuity of nursing care, enabling thorough assessment, intervention, and evaluation along the whole spectrum of health and sickness (Meleis, 2012).

Conceptual definition of job performance: the efficacy, productivity, and general caliber of work demonstrated by nursing staff in a hospital setting are all considered aspects of job performance. It includes several different competencies, including teamwork, clinical skills, communication, decision-making, patient care, and adherence to set rules and standards (Al-Makhaita & Sabra, 2014).

Conceptual definition of nursing staff: nursing staff includes licensed practical nurses, registered nurses, nursing assistants, and other medical personnel who work closely

with patients in hospital settings. They are in charge of giving patients access to necessary healthcare services, keeping an eye on their diseases, giving treatments, and making sure the patients are safe and well (TEAM, 2020).

Conceptual definition of hospitals: It is a specialized medical facility offering a wide range of medical services, care, and treatment with a primary emphasis on nurse practice. In order to promote health, prevent disease, and restore well-being, registered nurses and other medical professionals work together in this dynamic setting to assess, diagnose, plan, implement, and evaluate patient care interventions (University, 2022).

### **1.7.2 Operational Definition**

#### **Introduction**

Operational Definition describes the exact definition and measurement of the variables that the researchers are examining.

The researchers assure consistency and precision in their measurements by providing explicit operational definitions for these words, which enhances the reliability and interpretability of their findings.

Operational definitions of continues education: it is a planned, continuing process that registered nurses and other medical professionals use to improve their knowledge, abilities, and competences over the course of their employment. This procedure entails the methodical design, execution, and assessment of educational initiatives meant to preserve, advance, and broaden the nursing profession's professional capacities.

Operational definitions of long experiences: in nursing, "long experiences" refers to durations of patient care or professional involvement that surpass standard timeframes. This could include working longer shifts, providing patient care for longer periods of time, or dedicating more time to training or professional development. Long-term nursing experiences involve working with complex patient conditions that necessitate lengthy times for assessment, intervention, and evaluation. These encounters sometimes entail overseeing long-term medical conditions, intricate treatment plans, or drawn-out recuperation procedures.

Operational definitions of training programs: training programs are organized educational interventions and activities intended to improve nursing staff members' knowledge, abilities, and competences. Hospitals can provide workshops, seminars, online courses, simulations, and practical training sessions to enhance the performance of their nursing staff.

Operational definitions of job performance: the observable and quantifiable results of nursing staff members' work in hospitals are related to job performance. This includes particular metrics like the quantity of treatments that are successfully completed, the degree of patient happiness, the adherence to established practices, and the decrease in medical errors.

Operational definitions of nursing staff: nursing staff includes licensed practical nurses, registered nurses, nursing assistants, and other medical personnel who work closely with patients in hospital settings. They are in charge of treating patients, keeping an eye on them, giving treatments, and making sure they are safe and well.

Operational definition impact: indicates the measurable impacts and adjustments that training programmers have made to the way nursing staff performs their jobs. Improved patient outcomes, higher levels of job satisfaction among nursing staff, better team dynamics, lower rates of patient readmission, and higher-quality patient care are ways to gauge this.

Operational definition hospitals: are medical facilities that provide patients with diagnosis, treatment, and other medical services. In this study, hospitals are the principal workplaces for nursing staff, and the impact of training programmers on nursing staff performance in these institutional contexts is investigated.

## **1.8 Previous Studies and Theoretical Background**

### **Introduction**

Previous published papers, which discussed the same title, objectives and keywords were used for this study. This gives us access to a robust database for our research. The keywords used in the database search are: hospitals, job performance, training effect, nursing. A set of keywords associated with the study title and study objectives are defined in advance. The review of scientific research literature is considered a basis for clarifying the researchers' approach to topics related to the research topic.

Previous studies are considered the nucleus of drawing up scientific frameworks for research. Scientific research cannot be conducted without previous studies. The following is a presentation of the most important studies available to researchers from the previous studies that were discussed. The subject of this study, some of which are directly related to the current study and others are partially related to its components. The focus was on the main objectives of the studies and the most important results they reached so that we can compare them with the results of the current research. The studies were presented in the form of Western studies, Arab studies, and local studies.

#### **1.8.1 Western studies**

In Kenya, a study was conducted by Ongori, Oluoch, & Adoyo (2019), the purpose of this study was to ascertain the effect of training on nursing job performance. The results showed that there are limitations in a variety of methods used to train nursing staff, as there was a statistically significant correlation between training and nursing job performance ( $r = 0.422$ ,  $p = 0.001$ ,  $df = 12$ ,  $n = 34.500$ ). In addition, the results were indicated that inadequate training creates a barrier to providing services and affects nursing performance. In another context, research was conducted in Greece by Karatepe & Avcı (2019), investigated the role of job embeddedness as a mediator between employee performance and support for supervisor and co-workers. According to the results, nurses who received adequate support performed their profession better, which in turn reduced their tendency to be late for work. Successful completion of work is supported by the assistance of nursing supervisors to achieve functional integration,

which is achieved through training. While a study conducted by Yuxiu, Kunaviktikul, & Thungjaroenkul (2019), which was conducted in China, sought to characterize the level of functional characteristics and performance and to investigate the association between them. The results indicated that the general functional level was Moderate. The level of job characteristics is one of the seven dimensions of job characteristics. The ability to interact with people, the relevance of the task, the feedback from the agents and the job were all at a high level. Other factors, such as task identification, skill diversity, and autonomy, were moderately high, indicating that overall work performance was moderate. It also revealed that there was a strong moral relationship between job attributes that were reinforced by training and job performance that was at a medium level ( $r=.36$ ,  $p.01$ ). In Indonesia, a study was carried out by Yusuf, Shinta, & Fransisco (2020), the study goal was determined how staff training affected work performance. The findings showed a strong correlation of 0.838, which denotes a very strong correlation between employee's training and their job performance according to the coefficient of determination ( $R^2$ ), which has a value of 0.702, the training variable has a percentage impact on employees' performance of 70.2%, while the remaining 29.8% is influenced by other variables. On the other hand, aydogdu (2022), did a study in Turkey on the significance of training for nursing personnel with the aim of examining the style of transformational leadership in the nursing industry. Using the operator Logical AND, a search for papers using the terms "transformational leadership" and "nursing" was conducted in the Scopus database. There were 12 articles altogether. The findings showed that nursing with greater leadership training is more likely to support transformational leadership practices, which aided in improving their work performance in healthcare facilities. While a study was conducted in Ghana by Osei, Antwi, Peprah, & Nimako (2019), its aim was to determine whether relationship between professionalism and persistence job development and performance as well as determining if there are any noticeable differences in the job performance by age, gender and clinical background. There was a correlational study design used. A convenience sample of 164 registered nurses in Ghana was collected. A self-survey questionnaire for continuing professional development was used in the study. The results showed a fairly significant positive relationship between persistence and Career advancement and professional

development. When age, gender, and clinical experience were accounted for, there was no significant difference in job performance. In another context, a meta-analysis of how nursing experiences and provides opportunities for ongoing professional development was employed by Mlambo, Silén, & McGrath (2021), in a study carried out in Sweden. Examining nursing experiences in continuous professional development was the goal of the qualitative study. The qualitative literature was subjected to a meta-analysis. A total of twenty-five articles were screened after meeting the inclusion criteria. According to the findings, organizational culture shapes the conditions, with a supportive atmosphere serving as a prerequisite and attitudes and motivation aligning with nursing professional principles. The present synthesis underscores the need of continual professional development for nursing, as they see it as a prerequisite for both professionalism and lifetime learning. Furthermore, it has been determined that raising the bar for patient care requires ongoing professional growth.

A new study carried out in Jakarta Aziz (2023), examining the crucial role that ongoing education and training play in the healthcare setting as well as the difficulties, tactics, and ramifications of putting it into practice were the goals of the study. A qualitative descriptive methodology was employed, utilizing data sourced from prior pertinent study findings. Study reveals that nursing can become leaders in best practices, foster innovation, and make significant contributions to raising the standard of healthcare through ongoing education and training.

### **1.8.2 Arab studies**

A study was conducted by Elnaga & Imran (2013), aimed to study the impact of training on employee performance and make suggestions on how the company can improve the performance of its employees effective training programs. The results indicated that there are not enough indicators to link the relationship directly between training and employee performance. The results also indicated that there is a lot of literature that indicated the importance of training to raise the performance of employees. In the other hand, Huda Mansoor Al-Makhaita, Sabra, & Hafez (2014), a study was conducted in the Kingdom of Saudi Arabia to assess the level of job performance among nurses working in primary and secondary care and to identify

factors that predict performance among different levels of care. The results showed that most of the nurses who answered performed well, and the results were comparable between the primary and secondary levels of care. Primary care nurses scored higher in various subdomains of performance, such as teaching, communication, planning and personal development, while secondary care nurses scored higher in critical care. Stress, shifts, and job division were the factors that significantly predicted nurses' performance at the secondary health care level. On the other hand, a study was conducted in Libya by Gadalla & Mukhtad (2021), the purpose of the study was to investigate how training initiatives affected the performance of medical staff at the Benghazi Medical Centre (BMC), located in the Libyan city of Benghazi. It was a cross-sectional descriptive investigation. Between March and June of 2019. 51 questionnaires about the effect of training on employee performance were gathered. According to the findings, a sizable portion of the research subjects (72.5%) completed training courses offered by medical facilities. The majority of these participants (59.5%) engaged in training with an eye towards performance, and 75% of them connected the training to improved performance at work, according to the results.

On the other wise, the study was carried out by Al-Ahmadi (2009), the aim of the study was to determine the variables affecting hospital nursing performance in Riyadh, Saudi Arabia. A random selection of fifteen hospitals was made. 923 nursing out of the 1,834 nurses working in these facilities answered the questionnaire. The findings demonstrated a favorable correlation between organizational dedication, job satisfaction, and both personal and professional factors and job performance. Nursing performance is highly predicted by both organizational commitment and job satisfaction. Certain personal characteristics, such as years of experience, nationality, gender, and marital status, are positively correlated with job success. Performance and educational attainment are inversely correlated.

### **1.8.3 Local studies**

This is the first study to be conducted in Palestine to evaluate the impact of training programs on the job performance among medical staff of West Bank. The study conducted by Abushammala, Al Shobak, El Talla, & Hamdan<sup>4</sup>, (2023), for medical staff and technicians evaluate the training affect the quality of treatment at Al-Shifa Medical Complex in the governorates of southern Palestine. (For medical staff and technicians) numbering 2,150 workers. A questionnaire was sent to 330 employees who were selected as a stratified random sample and given a questionnaire. 302 questionnaires were returned, representing 91.5% of the total. The study's finding that training has a statistically significant impact on raising the level of health care is among its most notable findings. One of the most important recommendations of the study is to give workers more opportunities to enhance their professional development and to focus more on growing programs and training courses that are in line with the requirements of administrative empowerment.

#### **This study differs from previous studies**

In contrast to earlier research carried out in more stable areas, this study of extensive experience with continuing education and its effect on job performance among nursing staff at hospitals in the West Bank, Palestine, brings special problems and considerations. The following are some significant variations:

- **The Conflict Zone's Context** Due to its location in a conflict area, the West Bank presents a variety of pressures and difficulties that may have a substantial impact on employees' ability to execute their jobs and the success of ongoing education initiatives. Because of the continuous fighting, nurses working in this setting may have daily security concerns, resource constraints, and emotional strain. Consequently, it is necessary to examine the effects of ongoing education on job performance in this particular setting, taking into consideration the particular pressures and difficulties that nurses encounter.
- **Resource limitations:** hospitals in conflict areas frequently face significant resource limitations, such as a lack of staff, equipment, and medical supplies. The availability and caliber of continuing education programs for nursing may be impacted by these

constraints. It is vital to comprehend how nursing maneuver around these limitations and utilize accessible resources to improve their abilities and output when evaluating the efficacy of ongoing education within this particular setting.

- **Adaptation to Adversity:** to cope with the daily problems they encounter, nursing staff members operating in conflict areas cultivate special coping strategies and resilience abilities. Programs for ongoing education might need to include instruction in trauma-informed care, stress management, and other topics pertinent to working in high-stress situations. Understanding the influence of continuous education on job performance requires examining how it helps nurses adapt and grow in the face of adversity.
- **Cultural and Sociopolitical Factors:** healthcare delivery and professional practice are influenced by the sociopolitical dynamics and cultural norms that are common in the West Bank. Nursing staff continuing education programs must be designed and implemented with cultural sensitivity and an awareness of local dynamics. Analyzing the interactions between these elements and ongoing education as well as work performance offers important insights into the particular possibilities and difficulties that nurses in this setting confront.

## **1.9 Summary**

Thorough grasp of the particular difficulties, available resources, and contextual elements particular to the conflict zone in the West Bank and Palestine is necessary when examining the effects of extensive experience combined with ongoing education on the work performance of nursing staff in these institutions. Through a thorough examination of these factors, scholars may offer significant perspectives on how ongoing education initiatives might facilitate nursing personnel and improve their performance in demanding settings.

## **Chapter Two**

### **The Methodology**

In this chapter, methods that were used to answer the study objective are presented in details. This reflects on study design, study setting, participants, used tool, study sample and sampling technique.

#### **2.1 Study Design**

A descriptive cross-sectional study, data were collected from participants using a convenience sampling method nursing who receiving training during their experiences, while a random sampling method was used to choose the location for the study.

#### **2.2 Study Setting**

In Palestine, there were 93 active hospitals by the year 2022. The total number of hospital beds—including those in mental facilities—was 6,900, or 12.9% beds per 10,000 people and 1.7 hospitals per 100,000 people, with 58 hospitals in the West Bank and 4,286 beds overall (including a mental hospital), there are 13.4 beds for 10,000 people and 1.8 hospitals for 100,000 people. Governmental hospitals, non-governmental hospitals, and private hospitals make up Palestine's three categories of hospitals (MOH 2022). Three different types of hospitals were used to conduct this study. First, government hospitals (Al-Hussein Hospital - Beit Jala, Khalil Suleiman Hospital - Jenin, Jericho Hospital). Second: Non-governmental hospitals (UNRWA Hospital - Qalqilya, Al-Isra Hospital - Tulkarm). Third, private hospitals (Al-Mizan Hospital - Hebron, Al-Engali Hospital - Nablus, Al-Mustaqbal Hospital - Ramallah).

#### **2.3 Study Population**

All nursing working in the mentioned hospitals in the West Bank was included who receiving training during their experiences. Table (2.1) shows a breakdown of population data (the number of nursing staff in each of the aforementioned hospitals in 2019).

**Table 2.1***The number population of nursing staff in each hospital*

Name of the hospital	The number of nursing in each hospital (# pop)
Governmental Hospitals	
Beit Jala Governmental Hospital (Al Hussein Hospital)	167
Jericho Governmental Hospital	78
Khalil Suleiman Governmental Hospital (Jenin)	201
Non- Governmental Hospitals	
UNRWA Hospital - Qalqilya	45
Al-Israa Hospital - Tulkarem	40
Private Hospitals	
Al-Mizan Hospital – Hebron	89
Al-Engili Hospital - Nablus	20
Al-Mustaqbal Hospital - Ramallah	30
Total	670

Note: (Dwikat, 2023)

- **Inclusion criteria**

All nursing staff working in the hospitals who receiving training during their experiences that were included in this study, regardless of educational level or job position.

- **Exclusion criteria**

Nursing with less than one years of experience will be excluded.

## **2.4 Study sample**

In order to select participants relevant to the research design, two types of research design were worked on. First, the hospitals were selected from a random sample. As for the participants, the non-probability convenience sampling technique was used by all nursing staff in the hospitals who receiving training during their experiences included in this study. with a confidence level of 95% and a margin of error of 5%. On the basis of the sample size formula, 245 participants were reached(Raosoft's sample size calculator, available at [raosoft.com/sample\\_size](http://raosoft.com/sample_size)).

## **2.5 Study time frame**

The study was conducted between (October and December,2023) in hospitals in the northern West Bank. First, government hospitals (Al-Hussein Hospital - Beit Jala, Khalil Suleiman Hospital - Jenin, Jericho Hospital). Second: Non-governmental hospitals (UNRWA Hospital - Qalqilya, Al-Isra Hospital - Tulkarm). Third, private hospitals (Al-Mizan Hospital - Hebron, Al-Engali Hospital - Nablus, and Al-Mustaqbal Hospital - Ramallah).

## **2.6 Data collection tool**

The study tool was used, which is post-training questionnaire questions about the learning experience, environment, and performance (Khuzam, 2020). The researcher's email was used to distribute the questionnaire. A pilot study was conducted with 30 participants to determine if the study instrument was reliable. In keeping with Palestinian culture, the results of this study were not included in the study sample. The Validity results showed that there were statistically significant correlations at the level ( $p \geq 0.01$ ) between the statements and the total score of the training scale, where Pearson correlation values ranged between (0.56 to 0.84), while Cronbach's alpha values were calculated for all elements of the questionnaire, the results showed statistically significant correlations at ( $p \leq 0.01$ ) between the statements and the total score of job performance scale, as the values of Pearson correlation were ranged between (0.51 to 0.85). The study tool translated into Arabic was used to collect data. Informed consent was provided in English and Arabic. Participation in this study was voluntary. Participants were provided with information about the purpose of this study and were informed that they could withdraw from the study at any time. It was emphasized that the privacy of the study was maintained and that it was for scientific research purposes throughout the study period.

The questionnaire from the study of (Khuzam, 2020) was used, where the average internal consistency validity was 0.60, while the Cronbach alpha (reliability) values for the first domain were 0.85, the second domain was 0.72, the third domain was 0.74, and

the fourth domain was 0.89. A five-point Likert scale was also used. This questionnaire was modified, translated, and revised to suit the culture of the Palestinian community.

The questionnaire (Key Performance Indicators KPIs) in this study was included two parts:

Part One: Demographic characteristics were discussed (age, gender, educational level, type of hospital, years of experience).

Part Second: A questionnaire on the impact of training on the performance of workers in West Bank hospitals. This questionnaire consists of four parts:

- The impact of training courses on scientific information (6 sentences).
- The impact of training courses on skills (5 sentences).
- The impact of training courses on work (one sentence).
- Employee performance (13 sentence).

## **Validity and Reliability**

### **Validity**

The validity of the questionnaire indicates that it reflects the factors intended by it. (Middleton., 2019) The questionnaire was sent in its first form to the supervisor of the thesis and to the Public Health team at (An-Najah University), which evaluated the adequacy of the tool to measure what it planned to measure. The validity of the tool was verified. A pilot study was conducted on an external sample of the original study sample consisting of (35) nurses in order to ensure the internal consistency validity of training and job performance scales. Pearson correlation coefficients were found between the statements and the total score of each scale as shown in tables (2.2).

**Table 2.2***The validity of training scale*

N	Items	R- value	P- value
1	The scientific content provided in scientific training courses is good and comprehensive	0.71	0.000**
2	Competent trainers are selected to implement training programs related to scientific information	0.80	0.000**
3	Trainers are able to use training techniques with high efficiency	0.56	0.000**
4	Different methods and methods are used to provide scientific training (lecture method, dialogue method, discussion method, role-playing method, and on-the-job training)	0.72	0.000**
5	Scientific training courses are evaluated after their completion	0.79	0.000**
6	The trainee's performance is evaluated while performing the work to ensure his mastery and acquisition of scientific information	0.71	0.000**
7	The scientific content provided in training courses on nursing skills is good and comprehensive	0.72	0.000**
8	Competent trainers are selected to implement training programs related to nursing skills	0.84	0.000**
9	Nursing skills trainers are able to use training techniques very efficiently	0.84	0.000**
10	Different methods and methods are used to provide training on work skills (lecture method, dialogue and discussion method, role-playing method, and on-the-job training).	0.76	0.000**
11	The trainee's performance is evaluated while performing the work to ensure his acquisition of the skill	0.82	0.000**
12	On-the-job training helps Consolidating scientific information	0.56	0.000**

\* Significant correlation at ( $p \leq 0.01$ ).

The results in table (2.2) showed statistically significant correlations at ( $p \leq 0.01$ ) between the statements and the total score of training scale, as the values of Pearson correlation were ranged between (0.56 to 0.84). These results emphasis that the statements measure what it is intended to measure.

**Table 2.3***The validity of job performance scale*

N	Statements	R- value	p- value
1	Nurses have sufficient scientific knowledge to perform the work with high efficiency	0.66	0.000**
2	Nurses have good communication skills to interact with patients	0.70	0.000**
3	Nurses have the persuasion skills necessary to persuade patients regarding treatment plans and other matters	0.66	0.000**
4	Nurses are keen to exploit the available capabilities and resources to work efficiently and effectively	0.64	0.000**
5	After training, nurses have the ability to innovate new methods of work	0.73	0.000**
6	Nurses perform job tasks on time	0.54	0.001**
7	The hospital's nursing staff has the desire and enthusiasm to get the job done	0.73	0.000**
8	Nursing has the ability to take initiative and innovation	0.76	0.000**
9	Nursing' relationship with their superiors is characterized by friendliness and harmony	0.85	0.000**
10	Nursing' relationship with their colleagues is good	0.55	0.001**
11	Nursing is committed to arriving and leaving the workplace on time	0.51	0.002**
12	Nursing who has been trained have a positive attitude towards work	0.78	0.000**
13	The feeling of working within a team increases after training	0.51	0.002**

\* Significant correlation at ( $p \leq 0.01$ ).

The results in table (2.3) showed statistically significant correlations at ( $p \leq 0.01$ ) between the statements and the total score of job performance scale, as the values of Pearson correlation were ranged between (0.51 to 0.85). These results emphasis that the statements measure what it is intended to measure.

### **Reliability**

An internal consistency test was called Cronbach's alpha test was used in a pilot study including 35 nursing staff from the target population to ensure the validity of the study instruments and was not included in the study including the effect of training on nursing job performance. A Cronbach's alpha equation was used to ensure the reliability the study scales for the same pilot study as shown in table (2.4).

**Table 2.4***Reliability coefficients of study tool*

Scales	No. of items	Cronbach's alpha
Training	12	0.92
Domain of ability	6	0.77
Domain of desire	7	0.81
Job performance	13	0.89

The results in table (2.4) showed that the reliability coefficient for the training scale was (0.92). also, the coefficient of reliability for the total score of job performance was (0.89), and for its domains were (0.77, and 81) respectively. According to these results, the tow scales are reliable and achieves the study objectives.

## **2.7 Statistical Analysis Methods**

The data were analyzed using SPSS V.26 using descriptive statistics including (averages, standard deviations, and percentages) to determine the level of job performance. Pearson's correlation coefficient was used to determine the relation between training and job performance. As well as ensuring the validity of the internal consistency of the study measures. To determine the impact of training programs on job performance and its fields, simple linear regression was used. The independent samples t-test was also used to determine the differences in the job performance measure according to the gender variable. A one-way test of variance (ANOVA) was used to determine differences in the two measures of training and job performance according to the variables of age, educational level, type of hospital, and experience. In order to identify the sources of significant differences when needed, the LSD (least significant difference) post-hoc test was used. Cronbach alpha was used to verify the reliability coefficients of the study scales.

## **2.8 Working Plan**

The study site was chosen using a probability strata technique by transcribing it into computer programs. 245 questionnaires were distributed to the nursing staff working in West Bank hospitals by sending a link via each participant's private e-mail, and responses will be received via the researcher's e-mail on Google Drive. A consent form stating that participation in the study is voluntary, that all information is confidential, and that it will be used for scientific research only, was distributed to each participant in agreement with the director of nursing in each hospital.

## **2.9 Ethical consideration**

Obtaining graduate studies approval. Ethical approval from the Institutional Review Board "IRB" at An-Najah National University in Nablus - Palestine. Approval from the Department of Health Education and Scientific Research in the Palestinian Ministry of Health in Palestine. After agreeing to select the study sample, a consent form to participate in this study was distributed, where the researcher introduced himself and explained the purpose of this study and that the study is voluntary and participants have the right to withdraw from this study at any time, and the information is confidential and is for the purposes of scientific research.

## **Chapter Three**

### **The Result**

In this chapter, the sociodemographic characteristics of the study participants are described. We also show the relationship between demographic characteristics (age, sex, educational level, type of hospital, work experience) and training of nursing staff. And also the relationship between demographic characteristics (age, sex, educational level, type of hospital, work experience) and job performance of nursing staff. We will also show the level of job performance among the nursing staff. Finally, we will show the relationship between training and job performance of nursing staff in West Bank hospitals.

#### **3.1 Socio-demographic characteristics**

The data was subjected to a descriptive analysis and split into ratios and numbers in order to determine the distribution of the variable values. The term "frequency" in descriptive analysis refers to the quantity of responses that respondents submitted. Table (3.1) presents the demographic analysis of the nursing personnel as it was found in the study. According to the findings, 29.4% of the study's respondents were male, whilst 70.6% of the respondents were female. Additionally, it was demonstrated that 33.1% of respondents to the study belonged to Less than 30 years age group. The study also showed that, at a rate of 60.4%, respondents were most in favor of nursing staff that possess a bachelor's degree in nursing, While the highest response was from nursing staff who work in government hospitals at 58.8%. The data also showed that the highest response rate (46.1%) was seen among nursing staff with less than 10 years of work experience.

**Table 3.1***Distribution of the study sample according to the demographic variables (n=245)*

Demographic variables	Level of variable	N	%
Gender	Male	72	29.4
	Female	173	70.6
	Total	245	100%
Age	Less than 30 years	81	33.1
	30- 39 years	125	51
	40 years and above	39	15.9
	Total	245	100%
Education level	Diploma	53	21.6
	Bachelor	148	60.4
	Higher studies	44	18
	Total	245	100%
Hospital type	Private	71	29
	Governmental	144	58.8
	Non-governmental	30	12.2
	Total	245	100%
Experience	Less than 10 years	113	46.1
	10- 15 years	73	29.8
	Above 15 years	59	24.1
	Total	245	100%

### **3.2 The relation between demographic characteristics (age, gender, educational level, type of hospital, work experience) and training of nursing staff in West Bank hospitals**

The results shown in Table (3.2) indicated that There were no statistically significant differences at ( $p \leq 0.05$ ) in the training programs of nursing staff of west- bank in Palestine as perceived by nurses themselves according to the variables of age and experience. In addition, there was statistically significant difference at ( $p \leq 0.05$ ) in the training programs of nursing staff of west- bank in Palestine as perceived by nurses themselves according to the variable of gender in favor of female nurses as illustrated in figure (3.1). while There were statistically significant differences at ( $p \leq 0.05$ ) in the

training programs of nursing staff of west- bank in Palestine as perceived by nurses themselves according to the variables of education level and hospital types.

**Table 3.2**

*One way ANOVA results for the differences in training programs of nursing staff in the hospitals of west- bank in Palestine according to the variables of (gender, age, educational level, hospital type, and experience) (n= 245)*

Independent variables	Level of variables	N	Mean± SD	F	P-value
Gender	Male	72	3.65± 0.65	8.60	0.004*
	Female	173	3.88± 0.50		
Age	Less than 30 years	81	3.80±0.65	0.54	0.585 Ns
	30- 39 years	125	3.84± 0.48		
	40 years and above	39	3.74± 0.66		
Education level	Diploma	53	4.02± 0.50	10.31	0.000*
	Bachelor	148	3.82± 0.52		
	Higher studies	44	3.52± 0.69		
Hospital type	Private	71	3.98± 0.55	5.84	0.003*
	Governmental	144	3.77± 0.54		
	Non-governmental	30	3.60± 0.64		
Experience	Less than 10 years	113	3.83± 0.60	0.16	0.850 Ns
	10- 15 years	73	3.78± 0.53		
	Above 15 years	59	3.81± 0.56		

\* Significant differences at ( $p \leq 0.05$ ); Ns= no significant.

**To determine the sources of these differences, LSD post-hoc test**

The results shown in Table (3.3) indicated that there were statistically significant differences at ( $p \leq 0.05$ ) in the training programs of nursing staff of west- bank in Palestine as perceived by nurses themselves according to the variable of education level between (diploma) and (Bachelor, higher studies) in favor of (diploma), and between (Bachelor) and (higher studies) in favor of (Bachelor), as illustrated in figure (3.2).

**Table 3.3**

*SD post hoc results for the differences in training programs of nursing in the hospitals of west-bank according to educational level variable*

Means of training program	Educational level categories		
	Diploma	Bachelor	Higher studies
4.02	-	0.20*	0.50*
3.82		-	0.30*
3.52			-

\* Significant differences at ( $p \leq 0.05$ ).

In addition, the results shown in Table (3.4) that there were statistically significant differences at ( $p \leq 0.05$ ) in the training programs of nursing staff of west-bank in Palestine as perceived by nurses themselves according to the variable of hospital type between (private) and (governmental, non-governmental) in favor of (private), and no statistically significant difference was noticed between governmental and non-governmental hospitals, as illustrated in figure (3.3).

**Table 3.4**

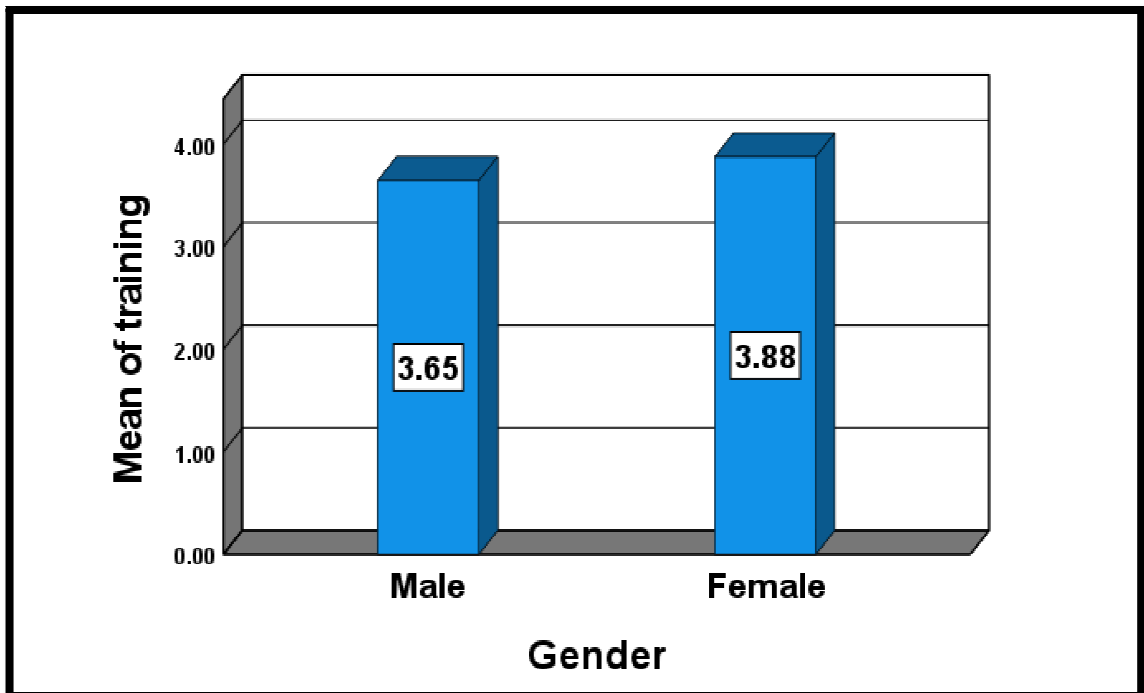
*LSD post hoc results for the differences in training programs of nursing staff in the hospitals of west-bank according to hospital type variable*

Means of training program	Hospital type categories		
	Private	Governmental	Non-governmental
3.98	-	0.21*	0.38*
3.77		-	0.17
3.60			-

\* Significant differences at ( $p \leq 0.05$ ).

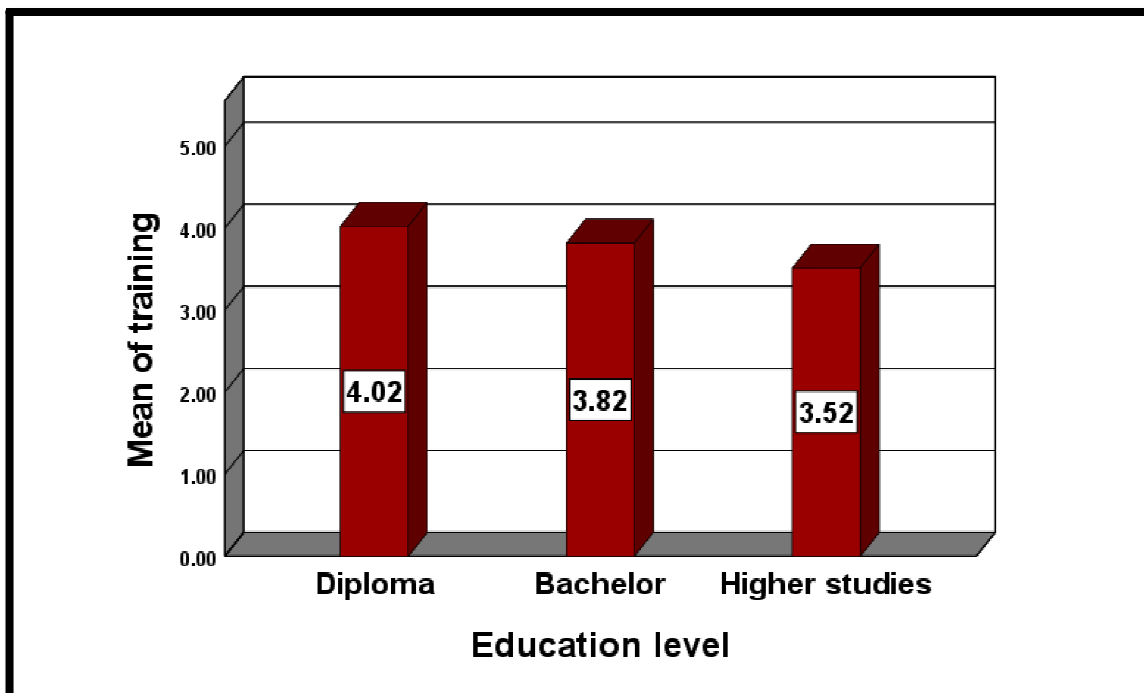
**Figure 3.1**

*The means of response on training program scale of nursing staff according to gender variable*



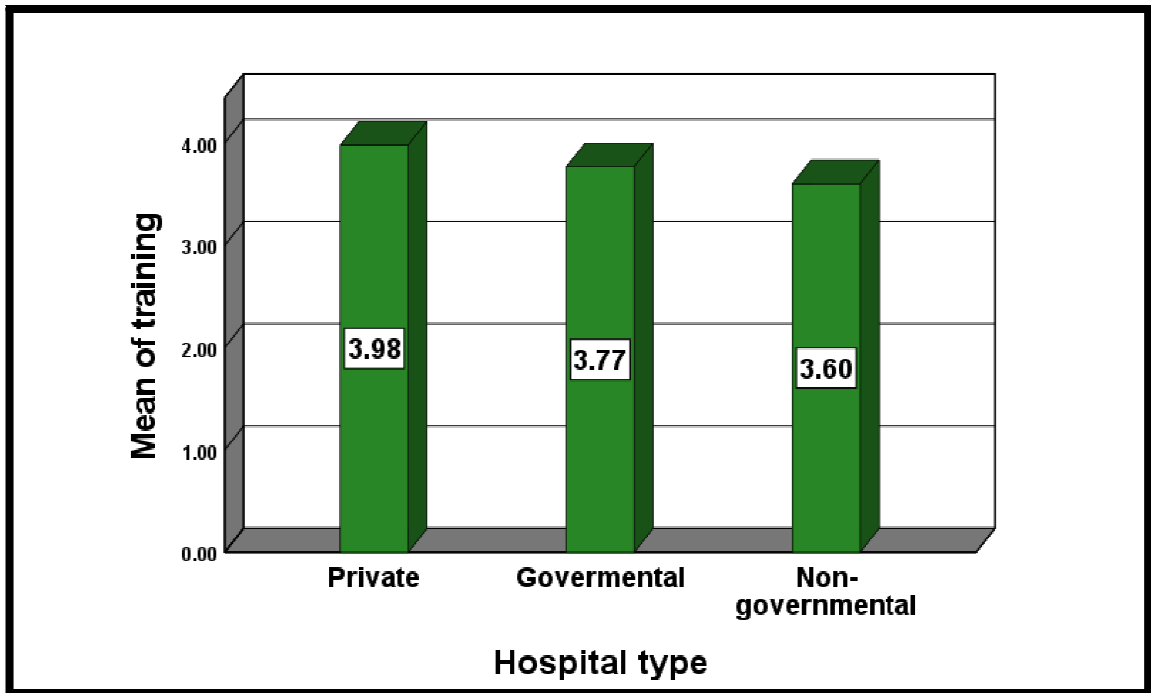
**Figure 3.2**

*The means of response on training program scale of nursing staff according to education level variable*



**Figure 3.3**

*The means of response on training program scale of nursing staff according to hospital type variable*



### **3.3 The relation between demographic characteristics (age, sex, educational level, type of hospital, work experience) and job performance of nursing staff in West Bank hospitals**

Independent samples t-test was used to determine the differences in the job performances and its domains according to variable of gender. Whereas, one-way ANOVA test was used to determine the differences in the job performance according to the variables of age, educational level, hospital type, and experience. According to the sequence of the independent variables the results were as the following

#### **3.3.1 Variable of gender**

The results shown in Table (3.5) indicated that there were statistically significant differences at ( $p \leq 0.05$ ) in the total score of job performance and the ability domain of nursing staff of west-bank in Palestine as perceived by nurses themselves according to the variable of gender in favor of female nurses as illustrated in figure (3.4) & (3.5). No statistically significant difference was found at ( $p \leq 0.05$ ) in the domain of desire for nursing staff according to the variable of gender.

**Table 3.5**

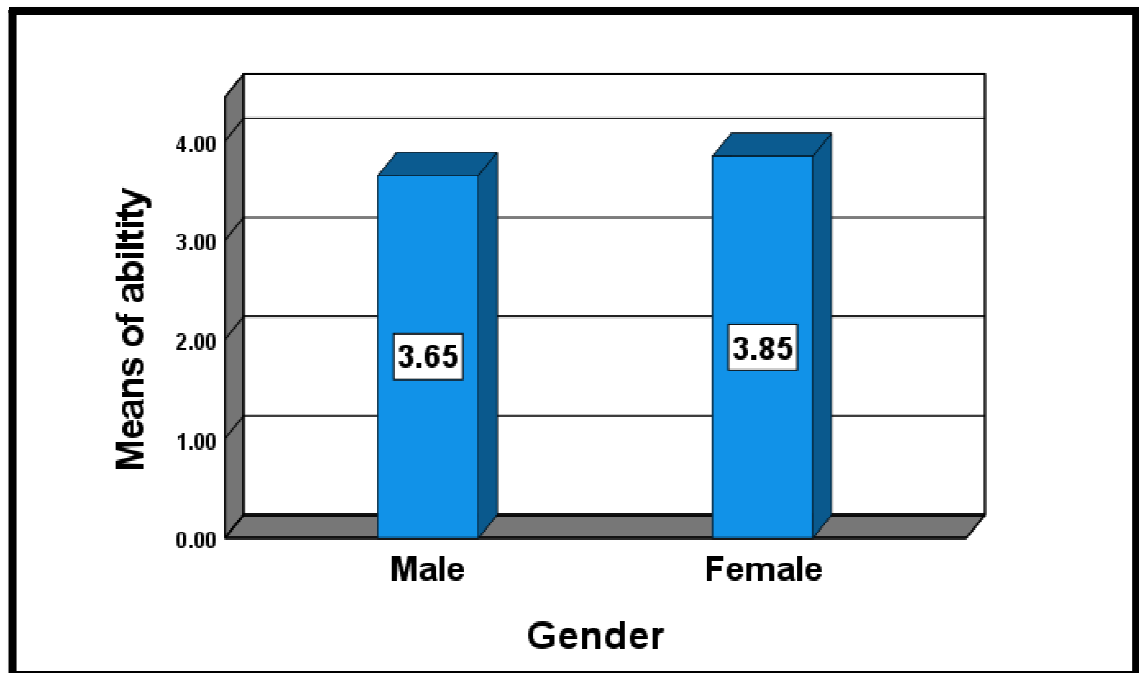
*The results of independent t- test for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to gender variable (n=245)*

Domains of job performance	Gender	N	Mean± SD	T-value	P- value
Ability	Male	72	3.65± 0.73	-2.20	0.029*
	Female	173	3.85± 0.58		
Desire	Male	72	3.71± 0.73	-1.90	0.059 Ns
	Female	173	3.86± 0.45		
The total score	Male	72	3.69± 0.70	-2.17	0.031*
	Female	173	3.85± 0.48		

\* Significant differences at ( $p \leq 0.05$ ); Ns= no significant.

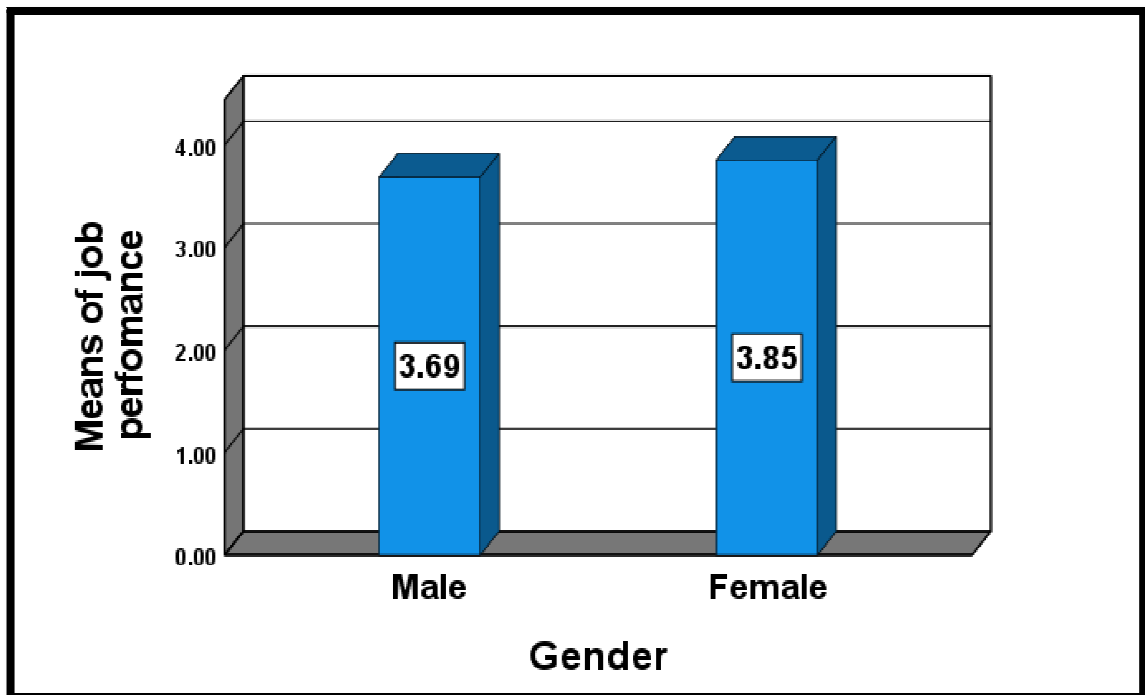
**Figure 3.4**

*The means of response on the ability domain of nursing staff according to gender variable*



**Figure 3.5**

*The means of response on the total score of job performance of nursing staff according to gender variable*



### 3.3.2 Variable of age

The results shown in Table (3.6) indicated that there were no statistically significant differences at ( $p \leq 0.05$ ) in the total score of job performance and its domains of nursing staff of west- bank in Palestine as perceived by nurses themselves according to the variable of age.

**Table 3.6**

*One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to age variable (n= 245)*

Domains of job performance	Age	N	Mean± SD	F	P-value
Ability	Less than 30 years	81	3.81± 0.61	0.60	0.551 Ns
	30- 39 years	125	3.80± 0.57		
	40 years and above	39	3.69± 0.86		
Desire	Less than 30 years	81	3.80± 0.55	0.24	0.784 Ns
	30- 39 years	125	3.84± 0.52		
	40 years and above	39	3.78±0.64		
The total score	Less than 30 years	81	3.80± 0.55	0.35	0.708 Ns
	30- 39 years	125	3.82± 0.50		
	40 years and above	39	3.74± 0.72		

\* Significant differences at ( $p \leq 0.05$ ); Ns= no significant.

### 3.3.3 Variable of education level

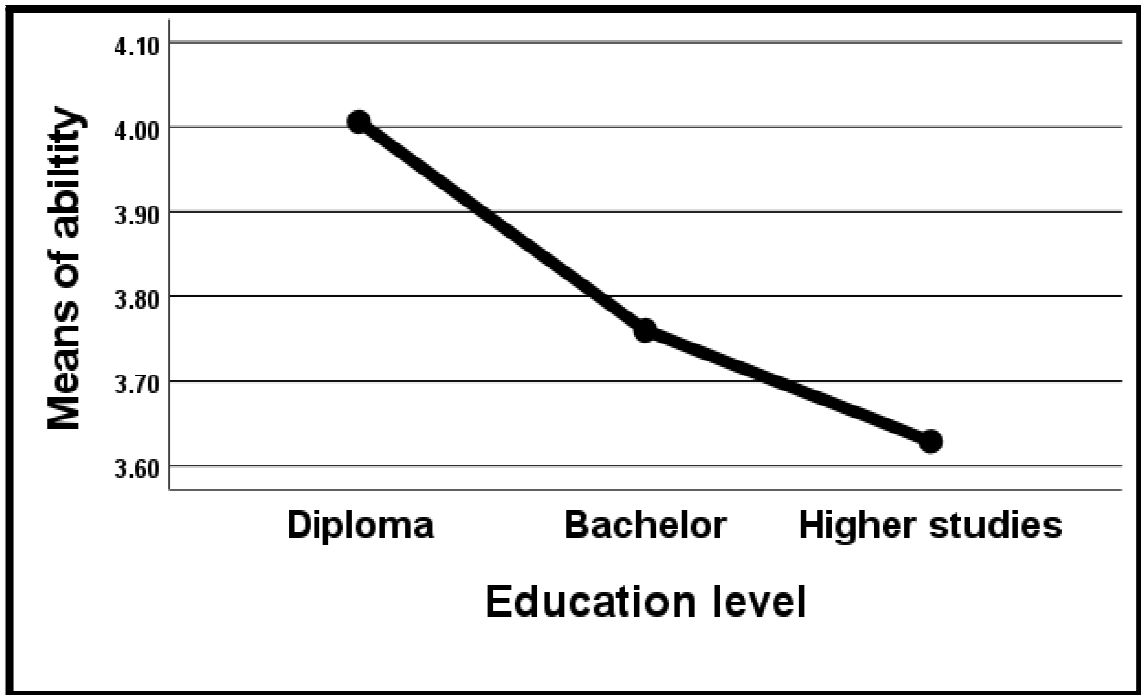
The results shown in Table (Appendix F.1) indicated that there were statistically significant differences at ( $p \leq 0.05$ ) in the total score of job performance and its two domains of nursing staff of west- bank in Palestine as perceived by nurses themselves according to the variable of education level.

#### **To determine the sources of differences, LSD post-hoc test**

The results shown in Table (Appendix F.2) indicated that there were statistically significant differences at ( $p \leq 0.05$ ) in the total score of job performance and its two domains of nursing staff of west- bank in Palestine as perceived by nurses themselves according to the variable of education level between (diploma) and (Bachelor, higher studies) in favor of (diploma), and no significant differences were noticed between (Bachelor) and (higher studies), as illustrated in figure (3.6),(3.7),(3.8).

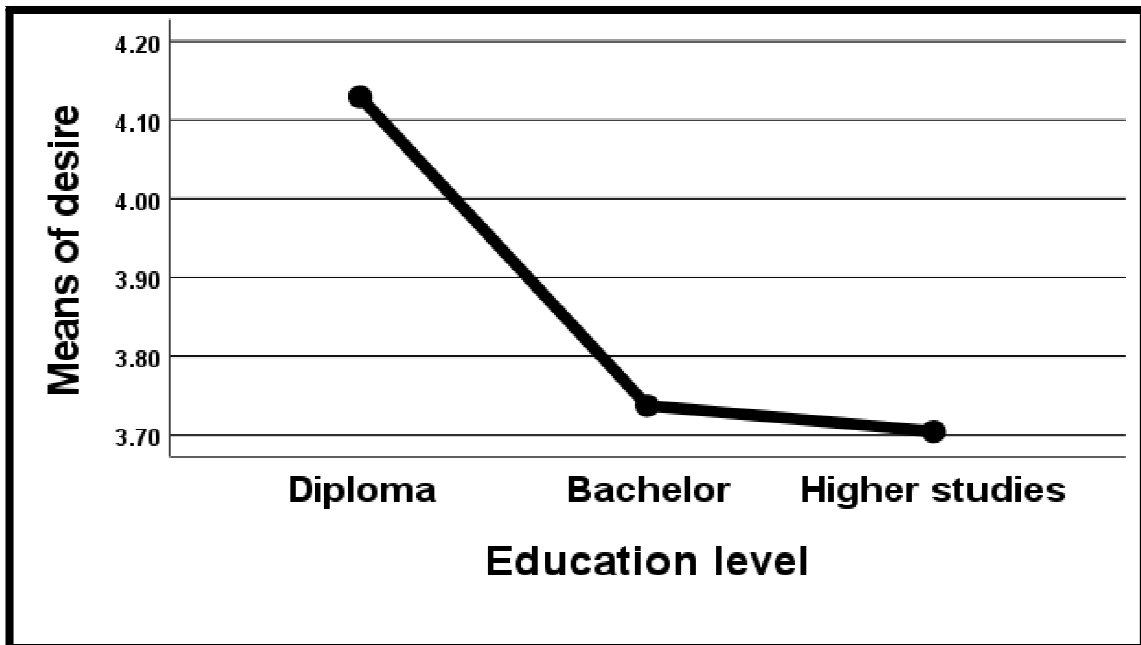
**Figure 3.6**

*The means of response on the ability domain of nursing staff according to education level variable*



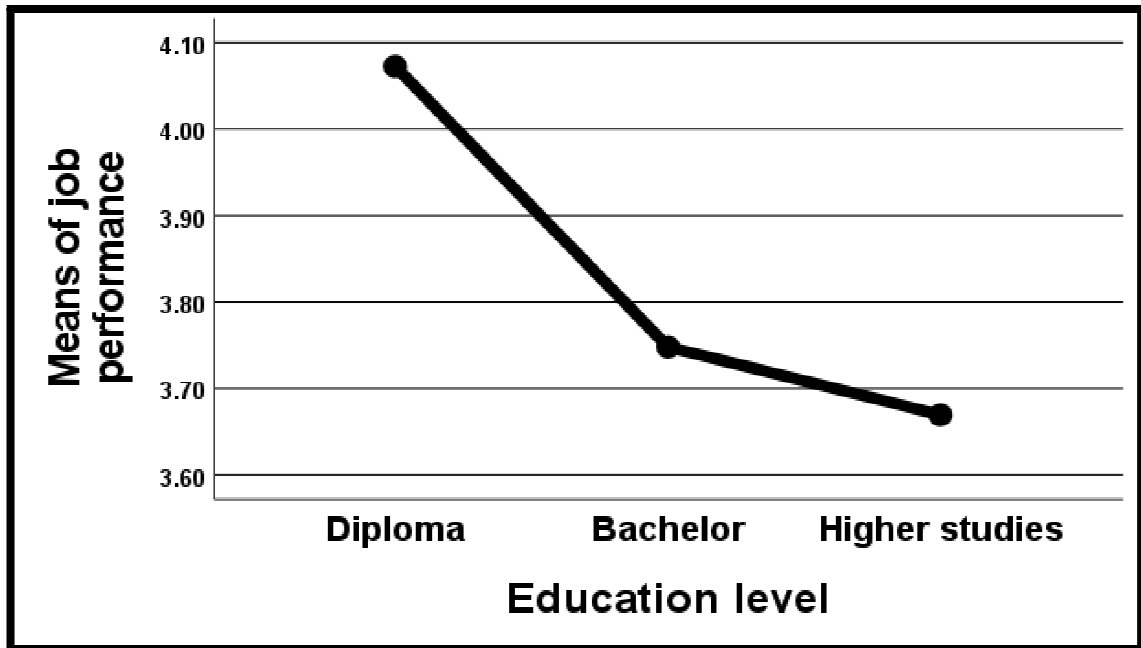
**Figure 3.7**

*The means of response on the desire domain of nursing staff according to education level variable*



**Figure 3.8**

*The means of response on the total score of job performance of nursing staff according to education level variable*



### **3.3.4 Variable of hospital type**

The results shown in Table (Appendix F.3) indicated that there were statistically significant differences at ( $p \leq 0.05$ ) in the total score of job performance and the desire domain of nursing staff of West- Bank in Palestine as perceived by nurses themselves according to the variable of hospital type. No statistically significant difference was found at ( $p \leq 0.05$ ) in the domain of ability for nursing staff according to hospital type variable.

#### **To determine the sources of differences, LSD post-hoc test**

The results in table (Appendix F.4) showed that there were statistically significant differences at ( $p \leq 0.05$ ) in the total score of job performance and the desire domain of nursing staff of West- Bank in Palestine as perceived by nurses themselves according to the variable of hospital type between (private) and (governmental, non-governmental) in favor of (private), and no statistically significant difference was noticed between governmental and non- governmental hospitals, as illustrated in figures (Appendix G.1 & G.2).

### **3.3.5 Variable of experience**

The results shown in Table (Appendix F.5) indicated that there were no statistically significant differences at ( $p \leq 0.05$ ) in the total score of job performance and its domains of nursing staff of West- Bank in Palestine as perceived by nurses themselves according to the variable of experience.

### **3.4 The level of job performance of nursing staff in the hospitals of west- bank in Palestine**

To explore the level of job performance for nursing staff in hospitals of the West-Bank. descriptive statistics (means, standard deviations, and percentages) were calculated for each item and the domain to which it belongs as presented in the attached table (Appendix F.6).

The results shown in table (Appendix F.7) indicated that the level of job performance of nursing staff in the hospitals of West- Bank in Palestine as perceived by nurses themselves was high, as the mean of response for the total score was (3.80). Also, the level of the ability and desire domains of job performance were high, as the means of response for the total score were (3.79, and 3.82) respectively. Concerning the items, the level of responses on all items was high, as the means of response ranged between (3.68 to 3.91). furthermore, the highest response was on item (10) (nursing' relationship with their colleagues is good, as the mean was (3.91). whereas, the lowest response was on item (9) (Nursing' relationship with their superiors is characterized by friendliness and harmony), as mean was (3.68).

### **3.5 The impact of training programs on the job performance of nursing staff in the hospitals of west- bank in Palestine**

The results in table (Appendix F.8) showed that there was statistically significant and positive relationship between the training and job performance of nursing staff in the hospitals of West- Bank in Palestine as perceived by nurses themselves ( $r= 0.73$ ;  $p \leq 0.01$ ). also, the training was positively and significantly correlated with ability and desire domains of job performance of nursing staff ( $r= 0.67$ , and  $0.70$ ;  $p \leq 0.01$ ), respectively.

The results of simple linear regression in table (Appendix F.9) showed that there was statistically significant effect of training programs on the job performance of nursing staff in the hospitals of West- Bank in Palestine as perceived by nurses themselves ( $R^2= 0.528$ ;  $p \leq 0.01$ ). Also, there were statistically significant effects of training programs on the domains of ability and desire of nursing staff ( $R^2= 0.454$ , and  $0.493$ ;  $p \leq 0.01$ ) respectively. These results mean that training programs explain (52.80%) of the total score of job performance, (45.40%) of the ability domain, and (49.30%) of the desire domain of nursing staff in the hospitals of West- Bank in Palestine as perceived by nurses themselves as illustrated in the figures (Appendix G.3,G.4, G.5).

## Chapter Four

### Discussion, Conclusion, and Recommendations

In this chapter, a discussion, conclusions, and recommendations will be presented.

#### 4.1 Discussion

The nursing profession is essential to the healthcare system, and patient care outcomes are directly impacted by the nursing staff's performance on the job. The dynamic nature of healthcare necessitates ongoing professional development via training programmes in order to guarantee that nursing staff members possess the requisite skills and knowledge. The purpose of this study to impact of training and its dimensions on the job performance in West Bank hospitals.

The outcomes were therefore discussed. Additionally, it was compared to earlier studies in order to generate a number of significant recommendations that would aid decision-makers.

According to the study's findings, nursing female made up 70.6% of the participants, while nursing mal made up 29.4%. An investigation conducted by Sendawula K., Kimuli, Bananuka, Muganga, & Wanasika (2018), corroborated this outcome. which meant that women made up 68% of them. This implies that hospitals are effectively employing a higher proportion of female than male. The primary causes of this are gender stereotypes and societal expectations that have an impact on professional decisions. Certain occupations, like nursing and healthcare, might be seen as more fitting with stereotyped roles that female are expected to play. Because of this, female might be overrepresented in various fields, which increases the likelihood that they will take part in research. Additionally, it was discovered that 33.1% of study participants were under 30 years old. This was in line with research Sendawula K., Kimuli, Juma, & Muganga (2018), that found 31% of participants to be in the 25–29 age bracket. A large proportion of young nursing professionals has been observed to participate in this type of research because they often prioritize their professional development and advancement by expanding their knowledge and skills and enhancing their overall

competence as health care providers. This study also revealed that 60.4% of respondents had a bachelor's degree in nursing, with government hospital employees providing the largest response rate at 58.8%. This outcome was in line with Ongori, Oluoch, & Adoyo (2019) which found that 65% of the sample had completed high school with a diploma. Additionally, the findings demonstrate that every responder has completed some kind of post-secondary education. The research topic is more pertinent to their professional progress, which explains why. They might understand how training directly relates to their professions and how it affects job performance.

They might be more motivated to pursue ongoing professional development. They might be more likely to take part in training-related research if it fits with their professional aspirations.

The results also indicated that there is a positive relationship between training and job performance of the nursing staff in West Bank hospitals in Palestine, as seen by the nurses themselves. The reason is that the hospital's senior management plays a decisive role in improving the effectiveness and job performance of the nursing staff. By providing direction and leadership to the nursing staff, through training and other supportive measures, they set clear goals and standards that drive the team to perform better. They also plan, implement and supervise training programs that increase clinical skills, communication and other competencies, by identifying training needs of nursing staff. A study by Bhatti, Soomro, & Shah (2023), refuted the findings of this study, but it also showed that there is no connection between learning or training and doing the two tasks. This is a result of senior administrations' apathy and lack of interest in training initiatives, which is indicative of the majority of Pakistani hospitals. On the same context, the findings of this study were also refuted by a study conducted by Rajan (2015), in India, which found that training had little effect on traits such as self-motivation, positive outlook, ability to multitask, and ability to apply acquired knowledge. From the topic at work. Appropriate suggestions have been made to improve the effectiveness of the training programmed. While the results of this study supported a study by Yoopetch, Nimsa, & Kongarchapatara (2021), he pointed out in his study that one of the things that affects employee performance is employee learning

and training .In addition, there is a strong positive relationship between employee performance and career advancement and development.This was also consistent with a study in Libya by Gadalla & Mukhtad (2021) where the findings showed that most participants (59.5%) went to training in order to consider their performance, and 75% connected training to improved performance at work.

## **Summary**

Continuing education offers possibilities for the acquisition of new knowledge, skills, and competences, which is crucial for the professional development of nursing personnel. It makes it possible for nursing to stay current with advancements in medical procedures and technology, improving their capacity to offer patients high-quality care.

Researcher identify and explore a number of elements that may affect how continuing education affects nursing staff members' job performance.

The significance of establishing precise outcome metrics to assess how continuing education affects job performance was also underlined during the session.

This study emphasized the significance of more investigation to expand our comprehension of the ways in which ongoing education influences the job performance of hospital nursing personnel. Future research has the potential to enrich evidence-based practices that optimize patient care delivery by resolving methodological obstacles, investigating contextual factors, and proposing efficacious techniques for boosting the effectiveness of continuous education.

## **4.2 Conclusion**

The study “Impact of long experience with continuous Education and impact on job performance among nursing staff in hospitals” highlights the importance of continuing professional development in the dynamic field of health care. By conducting a comprehensive analysis of current training programs, this study aims to impact of training and its dimensions on the job performance in West Bank hospitals. By providing a roadmap to improve and customize upcoming training initiatives by identifying important areas of knowledge and skills that training positively impacts,

decisions can be made on how best to support the professional development of nursing staff by stakeholders in the healthcare industry by knowing the relationship between participation in Training courses and improving job performance.

The investigation of possible obstacles and enablers in the execution of training initiatives also emphasizes the necessity of a comprehensive strategy for the planning and execution of training.

By addressing these issues, training outcomes can be improved and nurse practitioners are thus better prepared to deal with the complexities of modern health care. This study is important for reasons that go beyond academia.

Investigating potential barriers and enabling factors in implementing training initiatives emphasizes the necessity of a comprehensive strategy for planning and implementing training.

This study is important for reasons beyond academia. Patient care outcomes can be improved by hospital administrators, legislators, and educators through the use of data to improve the efficiency and applicability of training programs. Study insights can guide the creation of flexible and adaptable coaches who equip nursing professionals to deal with new difficulties as the healthcare sector evolves. This study recommended establishing a continuing education program that would greatly benefit in improving the level of performance of the health care provider (nursing) for patients and enhance the results to provide insightful information that can guide evidence-based choices that support the delivery of quality health care.

To increase nursing knowledge and abilities, health care officials should support and encourage nursing to engage in ongoing education. To support nursing in sharing professional tasks, organizational policies must be properly linked. Additional variables should be investigated in future studies.

Establish partnerships for ongoing professional development to enhance nursing job effectiveness.

### **4.3 limitation of the study**

Although the study "The Impact of Training Programmers on the job performance Among Nursing Staff in hospitals" offers insightful information, it is important to recognize some limitations that might have an impact on how the results are interpreted and applied generally:

- **Applicability in general** It might be difficult to extrapolate the results of this cross-sectional study to populations or environments other than the particular hospitals and nursing staff that took part in the study. The results' generalizability to a wider environment may be impacted by the diversity of nursing practices, organizational cultures, and healthcare systems.
- **Temporal Limitations:** Cross-sectional methodology limits the ability to show causal links between training programs and job performance over an extended period of time because it collects data only at a single moment in time. Studies with a longer time frame may be better suited to examine the long-term effects of training.
- **Self-Report Bias:** there is a chance for bias because training participation and work performance data are based solely on the self-reported information of nursing personnel. It's possible for participants to give socially acceptable answers, which could overestimate the benefits of training sessions or underestimate their difficulties.
- **Selection Bias:** it's possible that the study's sample isn't totally representative of all hospital nursing the results of the study may be impacted if particular nursing groups are overrepresented in particular hospitals or if they are more likely to take part in training programmers.
- **Limited Programmer Scope:** it's possible that the study did not include all of the training options offered to nursing professionals. The findings' applicability to other training treatments that were not taken into consideration in the study may be limited if they are restricted to a certain kind or subset of training.

#### **4.4 Recommendations**

Stress management, trauma-informed care, conflict resolution, and cultural sensitivity should be included in continuing education programs that are specifically created to fit the requirements and difficulties faced by hospital nursing staff.

In order to evaluate the long-term effects of continuing education on job performance, longitudinal studies must be conducted. Researchers can discover patterns, development opportunities, and elements that support long-term performance improvement by monitoring nursing professional development over time.

##### **4.4.1 Recommendations for policy makers**

Policymakers can enhance the job performance of nursing staff by putting various recommendations into practice, including making strategic investments in training programmers and supportive policies.

- Investing in extensive training initiatives by allocating funds to create and implement training initiatives that cover specific topics can have a significant impact on how well nursing staff perform on the job.
- Establish a mechanism for routinely evaluating the training needs of nursing staff in order to make sure that programmers continue to be in line with changing medical practice and healthcare requirements.
- Create specialized training programs in response to the various needs of nursing staff. Programs should be customized for varying career stages, specializations, and experience levels.
- In order to highlight the value of continued professional development, encourage nursing staff members to take advantage of ongoing training opportunities. Online classes, conferences, and workshops can all help with this.
- Establish mentorship programmers to supplement official training programmers. To promote knowledge transfer and skill development, pair up more seasoned nursing with those who are new to the field.

- Provide nursing staff with feedback channels so they can share their perspectives on how well training initiatives are working. Ask participants for feedback on a regular basis to find areas that need work and development.
- If nursing personnel actively participates in training programmes and shows gains in job performance, think about providing rewards. This could take the form of rewards, chances for professional growth, or cash incentives.
- Examine how to incorporate technology-based training techniques to improve nursing staff accessibility and adaptability. Virtual simulations, e-learning modules, and other interactive platforms can be examples of this.
- Encourage cooperation between hospitals and universities to guarantee that curricula reflect the most recent developments in academic research and evidence-based medicine.
- Further studies and researches to high light the impact training is highly recommended.

#### **4.4.2 Recommendations for Further studies**

- Longitudinal studies: Over an extended period of time, conduct longitudinal studies that monitor the performance and professional development of nursing staff. This will make it easier to comprehend how ongoing education affects work performance over time, taking into account elements like skill retention, career development, and flexibility in response to evolving healthcare practices.
- Conduct a comparative analysis of nursing staff members who have participated in continuous education programs and those who have not. This may entail evaluating a range of performance indicators, including patient outcomes, protocol adherence, leadership abilities, and general levels of satisfaction for both parties.
- Qualitative research: To obtain a deeper understanding of the subjective experiences of nursing staff on the impact of continuous education on their job performance, use qualitative research approaches such as focus groups and interviews. Rich data on the perceived advantages, difficulties, and potential areas for development in programs for continuous education can be obtained using this method.

- Investigation of particular training interventions: examine the impact of particular ongoing education initiatives on various facets of nursing staff members' job performance. This can entail assessing how particular training courses affect subjects like stress management, patient communication, critical thinking, and evidence-based practice.
- Contextual factors: examine how organizational culture, workload, resource availability, and leadership support play a role in moderating the association between nursing staff members' job performance and ongoing education. Comprehending these contextual factors is essential to creating successful ongoing education plans customized for certain healthcare environments.
- Standardized outcome measures, such as productivity, efficiency, error rates, and patient satisfaction scores, should be developed in order to evaluate the concrete impacts of ongoing education on work performance. The validity of research findings will be improved and meaningful comparisons between studies will be made easier with the use of precise outcome measures.

## **List of Abbreviations**

---

Abbreviation	Meaning
WHO	World health organization
MOH	Ministry of health
KPIs	Key performance indicator
LSD	least significant difference
CPD	Continuous Professional Development

---

## Reference

- Abushammala, E. A., Al Shobak, M., El Talla, S., & Hamdan, M. (2023). Training For the Performance of the Medical Staff and Its Role in Developing the Quality of Health Care in Palestine. *International Journal of Academic Management Science Research (IJAMSR)*, 1-12.
- Al-Ahmadi, H. (2009). Factors affecting performance of hospital nurses in Riyadh Region, Saudi Arabia. *International Journal of Health Care Quality Assurance*.
- Al-Makhaita, H. M., & Sabra, A. a. (2014). Job performance among nurses working in two different health care levels, Eastern Saudi Arabia: a comparative study. *International Journal of Medical Science and Public Health*, 832.
- Association, A. N. (2020). *ANA*. Retrieved from Continuing Education: <https://www.nursingworld.org/continuing-education>
- Aydogdu, A. L. (2022). Exploring the Transformational Leadership Style in the Field of. *World Academics Journal of management*, 16-21.
- Aziz, A. (2023). The role of continuous education and training in improving hospital nurse performance: case study of employee development program implementation. *JURNAL ILMU KESEHATAN*.
- Bhatti, M. K., Soomro, B. A., & Shah, N. (2023). Training characteristics and employees' performance among the nurses in Pakistan. *Journal of Economic and Administrative Sciences*.
- Dwikat, N. (2023, September). The effect of training on the job performance of nursing staff in hospitals. (O. Zubaidat, Interviewer)
- Elnaga, A., & Imran, A. (2013). The Effect of Training on Employee Performance. *European journal of business and management*.
- Gadalla, R. M., & Mukhtad, A. A. (2021). The Effect of Training Programs on the Performance of Healthcare Workers at Benghazi Medical Center (BMC). *Libyan Journal of Dentistry*, 16-24.

- Gopolang Gause, Mokgaola, I., & Rakhudu, M. (2022). Technology usage for teaching and learning in nursing education: An integrative review. *Curationis*, 1-9.
- Huda Mansoor Al-Makhaita, Sabra, A. a., & Hafez., A. (2014). Job performance among nurses working in two different health care levels, Eastern Saudi Arabia: a comparative study. *International Journal of Medical Science and Public Health*, 832.
- Karatepe, O. M., & Avci, T. (2019). Nurses' Perceptions of Job Embeddedness in Public Hospitals. *SAGE Open*.
- Khilukha, O. (2021). The Effect of Training on Employee Performance. *Scientific opinion: Economics and Management*, 1-6.
- Khilukha, O. (2023). THE EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE. *Scientific opinion Economics and Management*.
- Khuzam, D. (2020). *The Impact of training on employee's performance*. Retrieved from SVUpedia: [https://pedia.svuonline.org/pluginfile.php/2922/mod\\_label/intro](https://pedia.svuonline.org/pluginfile.php/2922/mod_label/intro)
- Ma, H., Zhang, S., Zhu, X., Huang, J., Cheng, Z., & Luo, Y. (2023). Continuing professional education experiences and expectations of nurses in Chinese military hospitals: A quantitative and qualitative study. *Nurse Education Today*.
- Meleis, A. I. (2012). *THEORETICAL NURSING Development and Progress*. Pennsylvania: Wolters Kluwer Health | Lippincott Williams & Wilkins.
- Middleton., F. (2019). The 4 Types of Validity in Research | Definitions & Examples. *scribber*.
- Mlambo, M., Silén, C., & McGrath, C. (2021). Lifelong learning and nurses' continuing professional development, a metasynthesis of the literature. *BMC Nursing*.
- MOH. (2024). *State of Palestine Ministry of Health*. Retrieved from MOH.ps: <https://site.moh.ps/index/index/Language/ar>

- Naseralallah, L. M., Hussain, T. A., Stewart, D., Alkhiyami, D., Abu Rasheed, H. M., & Al-Ismail, M. S. (2022). Learning needs assessments in continuing professional development: A scoping review. *Medical Teacher*, 203-211.
- Ongori, J. M., Muiruri, 2. W., & Vasco, K. D. (2021). THE INFLUENCE OF MOTIVATION ON THE PERFORMANCE OF NURSING OFFICERS IN DEVOLVED UNITS, A CASE OF NYERI COUNTY, KENYA. *Journal of Health, Medicine and Nursing*, 19-36.
- Ongori, J. M., Oluoch, M., & Adoyo, M. A. (2019). INFLUENCE OF TRAINING ON THE PERFORMANCE OF NURSING OFFICERS, IN NYERI COUNTY, KENYA. *Journal of Health, Medicine and Nursing*, 45- 56.
- Ortega, M. d., Cecagno, D., Llor, A. M., Siqueira, H. C., Montesinos, M. J., & Soler, L. M. (2015). Academic training of nursing professionals and its relevance to the workplace. *PMC*.
- Osei, S. A., Antwi, F. B., Peprah, W. K., & Nimako, B. P. (2019). Continuous Professional Development on Job Performance of Registered Nurses in Ghana. *ResearchGate*, 116-128.
- Osei, S. A., Antwi, F. B., Peprah, W. K., & Nimako, B. P. (2019). Continuous Professional Development on Job Performance of Registered Nurses in Ghana. *ISC*, 116-128.
- Rajan, D. (2015). Training Effectiveness:A Study among Nurses. *Parikalpana KIIT Journal of Management*.
- Saddique, F., Mushtaq, N., Asghar, M. J., Abbas, Z., & Nawaz, M. (2023). Creative Performance of Healthcare Professionals (Nurses) in Hospitals Lahore, Pakistan. *Traditional Journal of Law and Social Sciences*2023, 60.
- Sandall, H., & Mourão, L. (2023). Individual job performance: Propositionsfor a personalized measurement and acomprehensive diagnosis. *Revista de Administração Mackenzie*, 2023.

- Sendawula, K., Kimuli, S. N., Bananuka, J., Muganga, G. N., & Wanasika, I. (2018). Training, employee engagement and employee performance: Evidence from Uganda's health sector. *Cogent Business & Management*.
- Sendawula, K., Kimuli, S., Juma, B., & Muganga, G. N. (2018). Training, employee engagement and employee performance: Evidence from Uganda's health sector. *International Journal of Social Sciences Management and Entrepreneurship*.
- Sonnentag, S., Volmer, J., & Spychala, A. (2010). Job Performance. *Konstanzer Online-Publikations-System*, 427-477.
- TEAM, W. (2020, April 6). *State of the world's nursing 2020: investing in education, jobs and leadership*. Retrieved from WHO: <https://www.who.int/publications/i/item/9789240003279>
- Unit, H. E. (2024). *State of Palestine Ministry of Health*. Retrieved from moh.ps: <https://site.moh.ps/Index/Circle/CircleId/22/Language/ar>
- University, A. (2022, february 2). *Clinic vs. Hospital Settings: Differences in Nurse Roles*. Retrieved from ahu.edu: <https://www.ahu.edu/blog/clinic-vs-hospital>
- Wakefield, M. K., Williams, D. R., Menestrel, S. L., & Flaubert, J. L. (2021). The Role of Nurses in Improving Health Care Access and Quality. In M. K. Wakefield, D. R. Williams, S. L. Menestrel, & J. L. Flaubert, *The Future of*. Washington: National Academies of Sciences, Engineering, and Medicine; National Academy of Medicine; Committee on the Future of Nursing 2020–2030.
- Yolanda Smith. (2020). *News Medical life sciences*. Retrieved from Nursing-Healthcare-Profession: <https://www.news-medical.net/health/Nursing-Healthcare-Profession.aspx>
- Yoopetch, C., Nimsai, S., & chapatara, B. K. (2021). The Effects of Employee Learning, Knowledge, Benefits, and Satisfaction on Employee Performance and Career Growth in the Hospitality Industry. *Sustainability*.

Yusuf, F., Shinta, M. R., & Fransisco, S. (2020). The Influence of Training on Employee Performance in PT. Pelni (Persero) Jakarta. *Journal of Reseacrh in Business, Economics, and Education*.

Yuxiu, P., Kunaviktikul, W., & Thungjaroenkul, P. (2019). Job Characteristics and Job Performance among Professional Nurses in the University Hospitals of People's Republic of China. *Chiang Mai University Journal of Natural Sciences*.

# Appendices

## AppendixA

### Faculty of Graduate studies approval

Below Pass

نموذج تحديد عنوان الأطروحة و المشرف

\*\*\* يجب توفر جميع الشروط التالية لتحديد عنوان الأطروحة و المشرف :

- أن يكون محقق الطالب أطروحة \*\* للشرط متعلق \*\*
- أن يتم الطالب 12 ساعة \*\* للشرط متعلق \*\* عند الفصول أقل أو يساوي 4 \*\*
- أن لا يكون الوجود الدراسي للطلاب "مفصول عن البرنامج" \*\* للشرط متعلق \*\*

12154523	رقم التسجيل / مصار الدراسة	اللقب معجزة محمد زيدان	اسم الطالب / اسم البرنامج
0.14	المحل الدراسي	33	عدد الساعات المتوقعة التي تجرت حتى الآن
0866308230	رقم الهاتف المحمول :	دائس شارع عمان	الموقع الدراسي :
		Khaloel.kha.85@gmail.com	عنوان الطالب / البريد الإلكتروني :
		العشاري	لغة الرسالة :
		أثر البرامج التدريبية على الأداء الوظيفي لموظفي التمريض في مستشفيات الضفة الغربية - فلسطين - دراسة مقطعية	عنوان الأطروحة باللغة العربية :
		The impact of training programs on the job performance of nursing staff among hospitals in the West Bank - Palestine - a cross-sectional study	عنوان الأطروحة باللغة الإنجليزية :
		000.12154523-1	المنطقة الإلكترونية من مفتاح الأطروحة :



رقم المشرف الأول : 5474	اسم المشرف الأول : معجزة محمد احمد زيدان
المشرف الثاني :	يعمل في جامعة النجاح

2023-09-16	التاريخ :	approved	ملاحظة المشرف /
2023-09-18	التاريخ :	لا مانع	ملاحظة المشرف /
2023-09-19	التاريخ :	موافق	ملاحظة رئيس القسم /
2023-09-26	التاريخ :	موافق / موافق / موافق / موافق	ملاحظة مدقق الدراسات : تم التمسك من قبل مجلس الكلية
2023-09-26	التاريخ :	موافق	ملاحظة عميد الدراسات العلمية :

#### قرار مجلس الكلية

	تم تغيير العنوان من قبل مجلس الكلية /
	عنوان الأطروحة باللغة العربية /
THE IMPACT OF TRAINING PROGRAMS ON THE JOB PERFORMANCE OF NURSING STAFF AMONG HOSPITALS IN THE WEST BANK - PALESTINE - A CROSS-SECTIONAL STUDY	عنوان الأطروحة باللغة الإنجليزية :

## AppendixB

### IRB approval

An-Najah National  
University  
Faculty of Medicine &  
Health Sciences  
Institutional Review Board



جامعة النجاح الوطنية  
كلية الطب وعلوم الصحة  
لجنة الممارسات البحث العلمي

Ref: Mas. Oct. 2023/46

#### IRB Approval Letter

**Title of Research:**

**The impact of training programs on the job performance of nursing staff among hospitals  
in the West Bank - Palestine - a cross-sectional study**

**Submitted by:**

Olfat Mahmoud Muhammad Zubaidat

**Supervisor:**

Asaad Muhammad Ahmed Al-Ramlawi

**Approved :**

11<sup>th</sup> October. 2023

Your Study Title "The impact of training programs on the job performance of nursing staff among hospitals in the West Bank - Palestine - a cross-sectional study" reviewed by An-Najah National University IRB committee and was approved on 11<sup>th</sup> Oct., 2023

Hasan Fitian, MD

IRB Committee Chairman



## AppendixC

### Task facility of the General Administration of Health Education and Scientific Research

State of Palestine  
Ministry of Health  
Education in Health and Scientific  
Research Unit



دولة فلسطين  
وزارة الصحة  
وحدة للتعليم الصحي  
والبحث العلمي

Ref.: .....  
Date:.....

الرقم: ٢٠٢/٥٥٨٥/١٦٤  
التاريخ: ٢٠٢١/١١/٢٥

عطوفة الوكيل المساعد لشؤون المستشفيات والطوارئ المحترم،،،

تعبية واحترام،،،

الموضوع: تسهيل مهمة بحث

يرجى تسهيل مهمة للطلبة: الفت محسود زييدات- ماجستير ادارة صحة عامة - جامعة النجاح،

لعمل بحث بعنوان:

"اثر البرامج التدريبية على الاداء الوظيفي لطالمة التمريض في مستشفيات الضفة الغربية- فلسطين"

حيث ستقوم الطلبة بجمع معلومات من خلال تعبئة استبانة من قبل طالمة التمريض (بعد اخذ موافقتهم)،

وتلك هي:

- مستشفى بيت جالا - مستشفى اريحا - مستشفى جنين

مع العلم أن مشرف الدراسة: د. أسعد رملوي.

على ان يتم الالتزام بالمحافظة على اخلاقيات البحث العلمي وسرية المعلومات، وعدم استخدام المعلومات الشخصية للمشاركين.

على ان يتم تزويد الوزارة بملف PDF من نتائج البحث.  
مع الاحترام،،،

د. عبد الله القواسمي  
رئيس وحدة التعليم الصحي والبحث العلمي

لمسة: نائب الرئيس للشؤون الأكاديمية المحترم/ جامعة النجاح

## AppendixD

### Consent form (Arabic version)

#### مقدمة

أخي/ أختي المشارك/ة:

انا الباحث "الفت محمود محمد زبيدات " طالبة ماجستير ادارة الصحة العامة في جامعة النجاح الوطنية يسرني أن أدعوك/ي إلى المشاركة في بحثي بعنوان " أثر البرامج التدريبية على الأداء الوظيفي لطاقم التمريض في مستشفيات الضفة الغربية - فلسطين - دراسة مقطعية" ولك/ي كامل الحرية والإرادة في المشاركة في هذا البحث، ولك/ي الحق في أخذ الوقت الكافي للتفكير في المشاركة من عدمها، وسؤال الباحث اذا كان لديك/ي أي استفسار، والتحدث لأي شخص أو جهة عن هذا البحث مع العلم ان المشاركة طوعية وفي حال قمت/ي بالمشاركة، يحق لك الانسحاب في أي وقت.

كما يمكنك الاستفسار من الباحث عن أي جزء يتعلق في البحث الآن أو فيما بعد، وستجد/ين الوقت والإجابة الكافيتين.

رقم هاتف الباحث: 0566308230

البريد الالكتروني: Khaleel.kha.85@gmail.com

هذا ويضمن البحث سرية المعلومات المتعلقة بالمشاركة

## **AppendixE**

### **Tool**

#### **Demographic characteristics**

##### **1. Gender**

- Male
- Female

##### **2. Age**

- Less than 30 years
- 30- 39 years
- 40 years and above

##### **3. Educaional Level**

- Diploma
- Bachelor's
- Master's
- Ph.D

##### **4. Type of Hospital**

- Governmental hospital
- Non- Governmental hospital
- Privet Hospital

##### **5. Years of Experience**

- Less than 10 years
- 10 15 –years
- Above 15 years

**A questionnaire to measure the impact of training on the performance of nursing staff**

<b>variable</b>	<b>Domain</b>	<b>Statement</b>
Training	1-The impact of training courses on scientific information	The scientific content provided in scientific training courses is good and comprehensive
		Competent trainers are selected to implement training programs related to scientific information
		Trainers are able to use training techniques with high efficiency
		Different methods and methods are used to provide scientific training (lecture method, dialogue method, discussion method, role-playing method, and on-the-job training)
		Scientific training courses are evaluated after their completion
		The trainee's performance is evaluated while performing the work to ensure his mastery and acquisition of scientific information
	2- The effect of training courses on skills	The scientific content provided in training courses on nursing skills is good and comprehensive
		Competent trainers are selected to implement training programs related to nursing skills
		Nursing skills trainers are able to use training techniques very efficiently
		Different methods and methods are used to provide training on work skills (lecture method, dialogue and discussion method, role-playing method, and on-the-job training).
		Scientific training courses are evaluated after their completion
		The trainee's performance is evaluated while performing the work to ensure his mastery and acquisition of the skill
	3-The effect of On-the-job training	On-the-job training helps Consolidating scientific information
		On-the-job training helps Consolidating acquired skills

<b>variable</b>	<b>Domain</b>	<b>Statement</b>
Employee performance	1-The effect of Ability	Nurses have sufficient scientific knowledge to perform the work with high efficiency
		Nurses have good communication skills to interact with patients
		Nurses have the persuasion skills necessary to persuade patients regarding treatment plans and other matters
		Nurses are keen to exploit the available capabilities and resources to work efficiently and effectively
		After training, nurses have the ability to innovate new methods of work
		Nurses perform job tasks on time
	2- The effect of desire	The hospital's nursing staff has the desire and enthusiasm to get the job done
		Nursing have the ability to take initiative and innovation
		Nursing' relationship with their superiors is characterized by friendliness and harmony
		Nursing' relationship with their colleagues is good
		Nursing are committed to arriving and leaving the workplace on time
		Nursing who have been trained have a positive attitude towards work
		The feeling of working within a team increases after training

## Appendix F

### Tables

**Table F.1**

*One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to education level variable (n= 245)*

Domains of job performance	Education level	N	Mean± SD	F	P-value
Ability	Diploma	53	4.01± 0.57	4.82	0.009*
	Bachelor	148	3.76± 0.53		
	Higher studies	44	3.63± 0.92		
Desire	Diploma	53	4.13± 0.45	12.20	0.000*
	Bachelor	148	3.74± 0.50		
	Higher studies	44	3.70± 0.67		
The total score	Diploma	53	4.07± 0.47	8.76	0.000*
	Bachelor	148	3.75± 0.48		
	Higher studies	44	3.67± 0.76		

\* Significant differences at ( $p \leq 0.05$ ); Ns= no significant.

**Table F.2**

*LSD post hoc results for the differences in the job performance and its two domains of nursing staff in the hospitals of west- bank according to educational level variable*

The domains of job performance	Means	Educational level categories		
		Diploma	Bachelor	Higher studies
Ability	4.01	-	0.25*	0.38*
	3.76		-	0.13
	3.63			-
Desire	4.13	-	0.39*	0.43*
	3.74		-	0.04
	3.70			-
The total score	4.07	-	0.32*	0.40*
	3.75		-	0.08
	3.67			-

\* Significant differences at ( $p \leq 0.05$ ).

**Table F.3**

*One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to hospital type variable (n= 245)*

Domains of job performance	Hospital type	N	Mean± SD	F	P-value
Ability	Private	71	3.89± 0.66	2.24	0.109 Ns
	Governmental	144	3.78± 0.61		
	Non-governmental	30	3.61± 0.64		
Desire	Private	71	4.03± 0.57	8.30	0.000*
	Governmental	144	3.73± 0.52		
	Non-governmental	30	3.71± 0.49		
The total score	Private	71	3.97± 0.59	4.81	0.009*
	Governmental	144	3.75± 0.53		
	Non-governmental	30	3.66± 0.51		

\* Significant differences at ( $p \leq 0.05$ ); Ns= no significant.

**Table F.4**

*LSD post hoc results for the differences in the job performance the desire domain of nursing staff in the hospitals of west- bank according to hospital type variable*

The domains of job performance	Means	Hospital type categories		
		Private	Governmental	Non-governmental
Desire	4.03	-	0.30*	0.32*
	3.73		-	0.02
	3.71			-
The total score	3.97	-	0.22*	0.31*
	3.75		-	0.09
	3.66			-

\* Significant differences at ( $p \leq 0.05$ ).

**Table F.5**

*One way ANOVA results for the differences in the job performance of nursing staff in the hospitals of west- bank in Palestine according to experience variable (n= 245)*

Domains of job performance	Experience	N	Mean± SD	F	P-value
Ability	Less than 10 years	113	3.80± 0.55	0.05	0.957 Ns
	10- 15 years	73	3.77± 0.67		
	Above 15 years	59	3.79± 74		
Desire	Less than 10 years	113	3.77± 0.52	0.78	0.461 Ns
	10- 15 years	73	3.87± 0.55		
	Above 15 years	59	3.85± 0.58		
The total score	Less than 10 years	113	3.78± 0.51	0.14	0.867 Ns
	10- 15 years	73	3.82± 0.58		
	Above 15 years	59	3.82± 0.63		

\* Significant differences at ( $p \leq 0.05$ ); Ns= no significant.

**Table F.6**

*5- point Likert scale*

Likert scale	interval	Difference	Description
1	(1.80 and below)	0.8	Very low level
2	(1.81 - 2.60)	0.8	Low level
3	(2.61- 3.40)	0.8	Moderate level
4	(3.41- 4.20)	0.8	High level
5	(4.21 and above)	0.8	Very high level

**Table F.7**

*Means, standard deviations, and percentages for the level of job performance of nursing staff in the hospitals of west- bank in Palestine (n= 245)*

N	Statements	Mean* ± SD	%	Level
1	Nurses have sufficient scientific knowledge to perform the work with high efficiency	3.86± 0.82	77.2	High
2	Nurses have good communication skills to interact with patients	3.85± 0.75	77	High
3	Nurses have the persuasion skills necessary to persuade patients regarding treatment plans and other matters	3.73± 0.77	74.6	High
4	Nurses are keen to exploit the available capabilities and resources to work efficiently and effectively	3.82±0.70	76.4	High
5	After training, nurses have the ability to innovate new methods of work	3.69±0.82	73.8	High
6	Nurses perform job tasks on time	3.78±0.79	75.6	High
	Domain of ability	3.79± 0.63	75.8	High
7	The hospital's nursing staff has the desire and enthusiasm to get the job done	3.75±0.79	75	High
8	Nursing has the ability to take initiative and innovation	3.69±0.83	73.8	High
9	Nursing' relationship with their superiors is characterized by friendliness and harmony	3.68±0.98	73.8	High
10	Nursing' relationship with their colleagues is good	3.91±0.69	78.2	High
11	Nursing is committed to arriving and leaving the workplace on time	3.87±0.82	77.4	High
12	Nursing who has been trained have a positive attitude towards work	3.90±0.59	78	High
13	The feeling of working within a team increases after training	3.90±0.61	78	High
Domain of desire		3.82± 0.55	76.4	High
Total score of job performance		3.80± 0.56	76	High

\* Maximum response is (5) points, SD= standard deviation, and % percentage of response.

**Table F.8**

*The relationship between training and job performance of job performance of nursing staff in the hospitals of west- bank in Palestine (n= 245)*

Variables	Domains of job performance		
	Ability	Desire	Total score
Training	0.67**	0.70**	0.73**

\*\* Significant correlation at ( $p \leq 0.01$ ).

**Table F.9**

*Summary of simple regression results for determining the effect of training on the job performance and its domains of nursing staff in the hospitals of west- bank (n= 245)*

Models		Unstandardized		Beta	T-value	P-value	R <sup>2</sup>
		Coefficients					
		B	Std. error				
The impact of training on ability domain	Constant	0.93	0.20		4.57	0.000*	0.454
	Training	0.75	0.05	0.67	14.22	0.000*	
The impact of training on desire domain	Constant	1.25	0.17		7.40	0.000*	0.493
	Training	0.67	0.04	0.70	15.37	0.000*	
The impact of training on job performance	Constant	1.10	0.16		6.65	0.000*	0.528
	Training	0.70	0.04	0.73	16.49	0.000*	

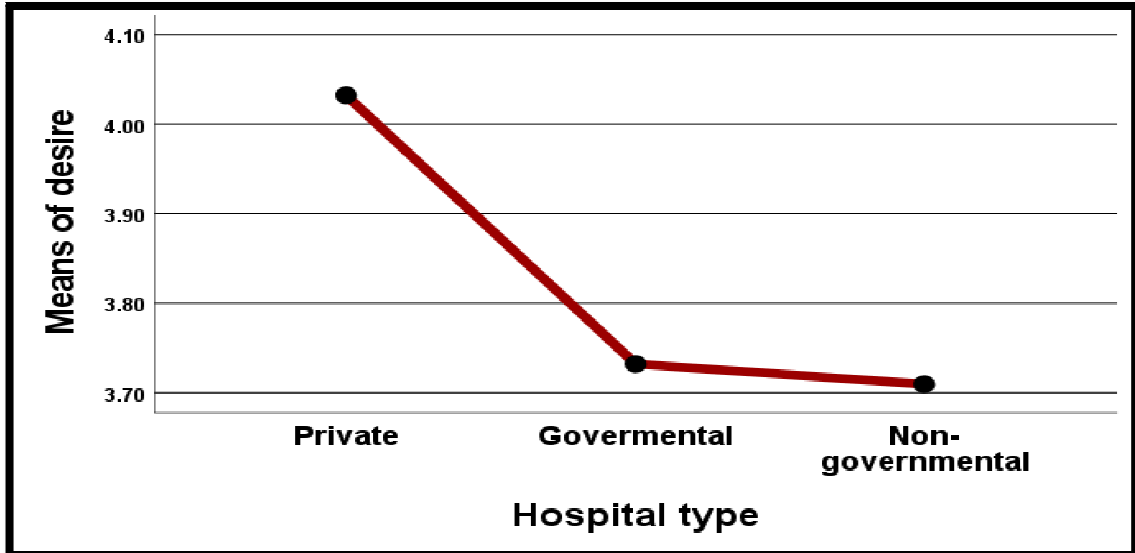
\* Significant level at ( $p \leq 0.05$ ).

## Appendix G

### Figures

**FigureG.1**

*The means of response on the desire domain of nursing staff according to hospital type variable*



**Figure G.2**

*The means of response on the total score of job performance of nursing staff according to hospital type variable*

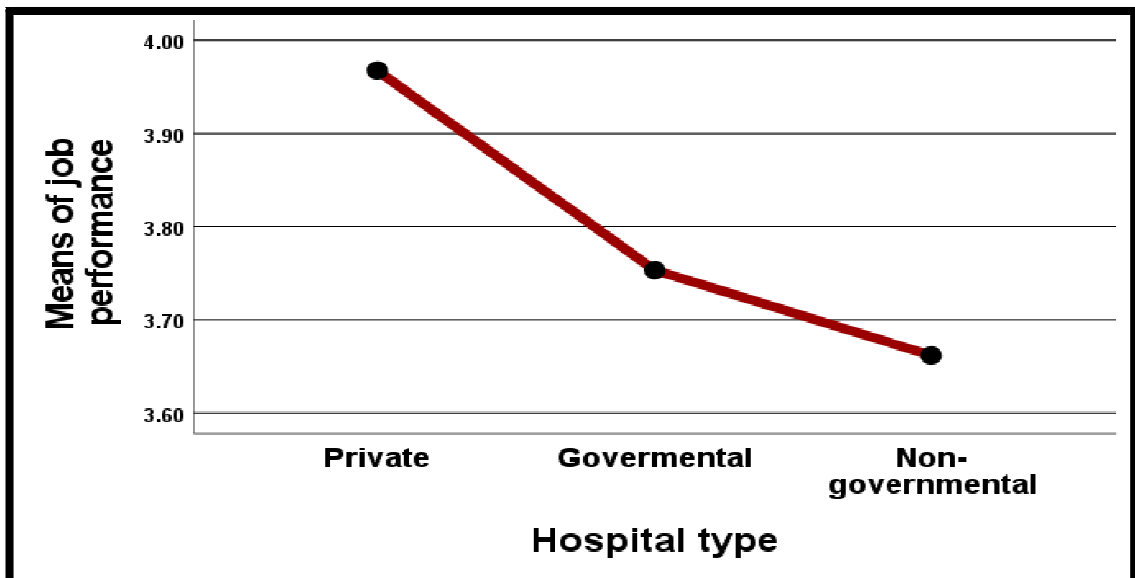


Figure G.3

*The impact of training programs on the domain of ability of nursing staff*

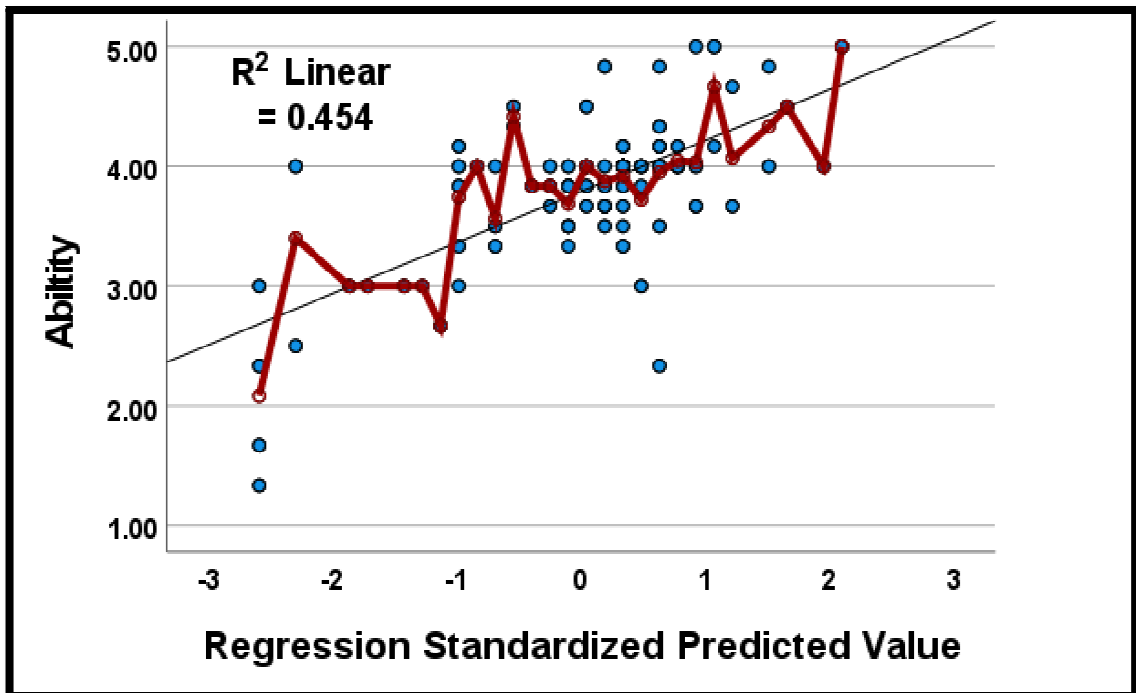
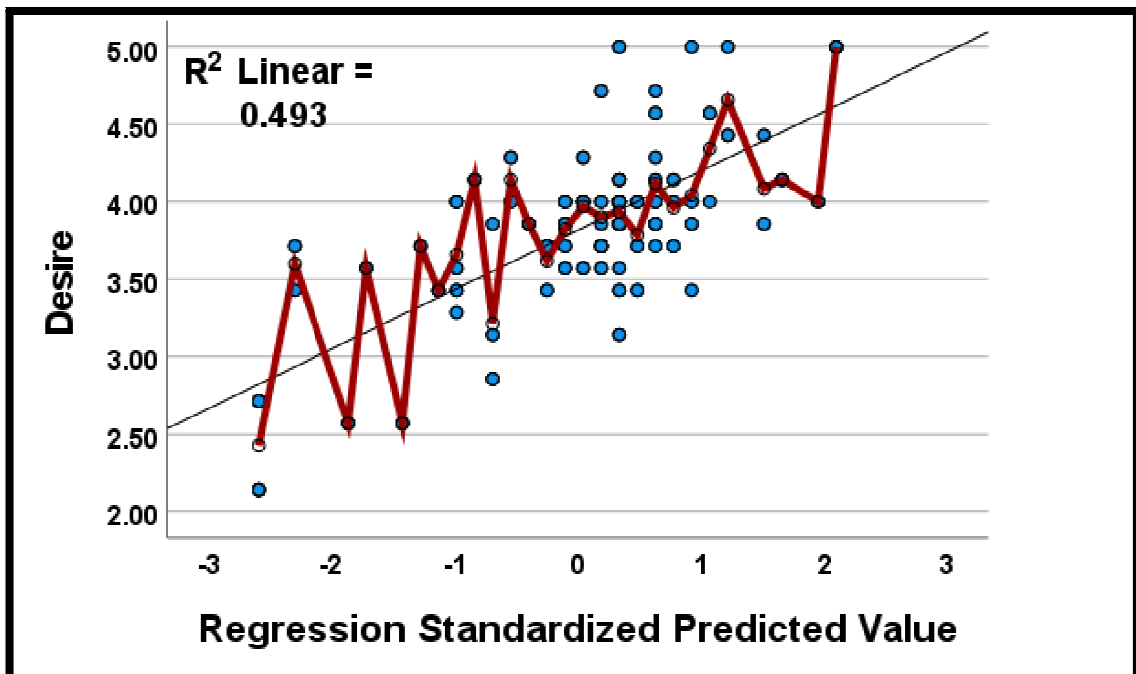


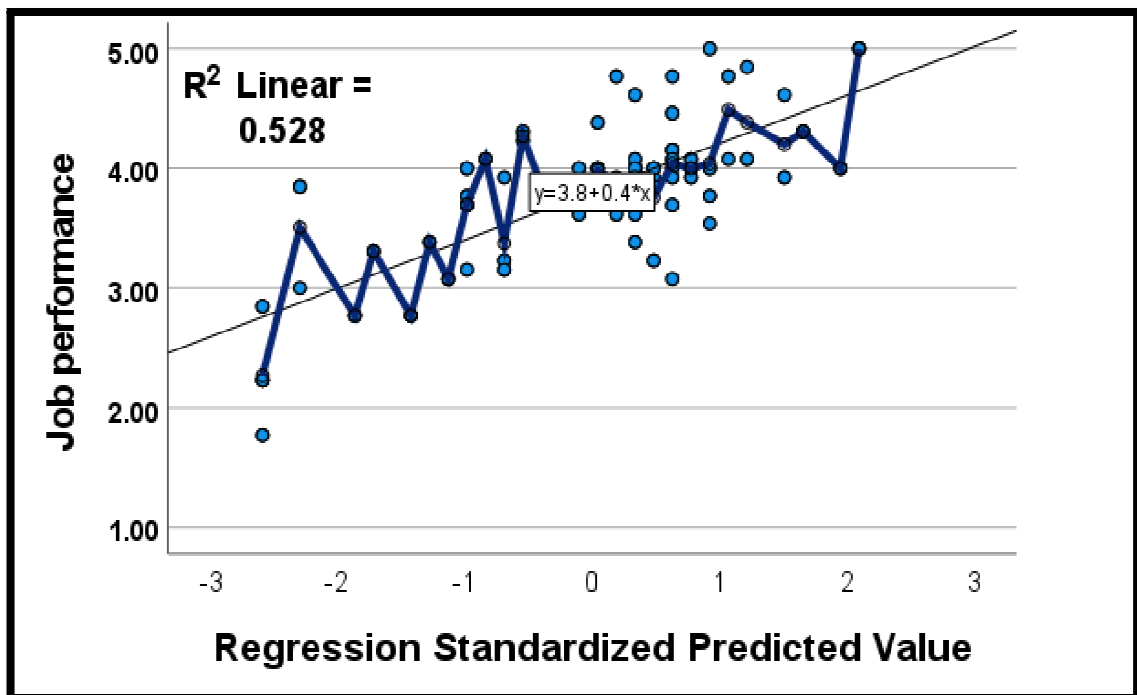
Figure G.4

*The impact of training programs on the domain of desire of nursing staff*



**Figure G.5**

*The impact of training programs on the total score of job performance of nursing staff*





جامعة النجاح الوطنية  
كلية الدراسات العليا

الخبرة الطويلة مع التعليم المستمر وأثرها على الأداء الوظيفي لدى طاقم  
التمريض في مستشفيات الضفة الغربية - فلسطين - دراسة مقطعية

إعداد

الفت محمود محمد زبيدات

إشراف

د. أسعد الرملاوي

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في إدارة الصحة العامة،  
من كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

# الخبرة الطويلة مع التعليم المستمر وأثرها على الأداء الوظيفي لدى طاقم التمريض في مستشفيات الضفة الغربية - فلسطين - دراسة مقطعية

إعداد

الفت محمود محمد زبيدات

إشراف

د. أسعد الرملاوي

## الملخص

يلعب طاقم التمريض دورًا حاسمًا في الحفاظ على توفير رعاية عالية الجودة للمرضى في مشهد الرعاية الصحية المتغير باستمرار. هناك نهج استراتيجي لتزويد طاقم التمريض بالمعلومات والمهارات والكفاءات اللازمة لتلبية الاحتياجات المتغيرة لقطاع الرعاية الصحية من خلال تدريب المبرمجين. هدفت الدراسة إلى التعرف على أثر التدريب وأبعاده على الأداء الوظيفي في مستشفيات الضفة الغربية-فلسطين

تم استخدام تصميم بحث مقطعي في الدراسة الحالية على 245 ممرضًا مشاركًا يعملون في المستشفيات وتم تعيينهم بشكل ملائم؛ تم جمع البيانات باستخدام الاستبيان. بينما تم استخدام أسلوب العينة العشوائية لاختيار موقع الدراسة.

أشارت النتائج إلى أن مستوى الأداء الوظيفي لطاقم التمريض في المستشفيات كان مرتفعًا، حيث بلغ متوسط الاستجابة (3.80). كما أن مستوى القدرة والرغبة في الأداء الوظيفي كان مرتفعًا، حيث بلغ متوسط الاستجابة (3.79، 3.82) على التوالي. وأشارت النتائج إلى وجود علاقة ذات دلالة إحصائية وإيجابية بين التدريب والأداء الوظيفي لطاقم التمريض في المستشفيات ( $r= 0.73$ ;  $p\leq 0.01$ ). كما أن التدريب ارتبط بشكل إيجابي ومعنوي مع مجالات القدرة والرغبة في الأداء الوظيفي لطاقم التمريض ( $r= 0.67$ ، و  $0.70$ ؛  $p\leq 0.01$ )، على التوالي.

وفي ضوء نتائج هذه الدراسة فيما يتعلق بوجود أثر للتعليم المستمر على الأداء التمريضي أوصت الدراسة بإنشاء برنامج للتعليم المستمر من شأنه أن يفيد بشكل كبير في تحسين مستوى أداء مقدم الرعاية الصحية

(التمريض) للمرضى والمرضى. تعزيز النتائج لتوفير معلومات ثابتة يمكن أن توجه الخيارات القائمة على الأدلة التي تدعم تقديم الرعاية الصحية الجيدة.

**الكلمات المفتاحية** الأداء الوظيفي؛ التدريب؛ طاقم التمريض؛ المستشفيات؛ فلسطين.