

Effect of Educational Program about Motivation for Head Nurses on Staff Nurses Performance

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Abstract

Background, nursing motivation is a critical aspect at the workplace which improves the nurses' performance in the hospital; to maintain effectiveness and development, the head nurses need to adopt with clear and attainable motivational system in the health care sector. **The study aimed** to assess the effect of educational program about motivation for head nurses on staff nurses performance. **Setting** the study was conducted at Benha University Hospital in all critical care units. **The study sample** was composed of a convenient sample of 33 head nurses, and 52 staff nurses were chosen randomly. **Four different tools** were used in the present study for data collection, personal data questionnaire, motivation knowledge questionnaire, motivation skills observational checklist and nurses' performance observational checklist. **The result showed** that more than two thirds (72.7% & 63.6%) of head nurses had improved in the level of knowledge at post program and follow up study phases, and there was a highly statistically significant improvement in level of head nurses skills about motivation nearly two third (63.6%) of head nurses had adequate motivation skills at post program. Also there was a highly statistically significant improvement in level of staff nurses performance 92.3% of them had a competent performance level at post program phase. **The study concluded that** there was a highly positive statistical significant correlation between head nurses' motivation knowledge, skills and staff nurses' performance at post and follow up program phases. **The study recommended** In-service training and education programs must be conducted for refreshing and increasing knowledge and skills about the nurses' motivation art as well as to emphasize motivation skills of head nurses.

Key words: Motivation - Nurses performance - Educational program - Head nurses

Introduction:

The success of an organization depends on how well motivated its workers are as well as the extent to which the leaders are equipped with the skills and knowledge of motivation. Motivation is a factor which affects the job performance of nurses as well as the overall efficiency of an organization. It is therefore concerned with factors that influence nurses to

behave in a certain way to achieve goals (*Ogbogu, 2017*).

The hospital is effective to the degree which it achieves its goal so any organizational health to record any degree of meaningful success in the pursuit of its goal and aspirations .it must have the ability to create values (motivation) enough to compensate for the burden imposed upon employee. Motivation

represents the forces within nursing staff that affect direction, intensity, and persistence of voluntary behavior for nursing staff. In other words, motivation is an internal drive to satisfy an unsatisfied need and to achieve a certain goal (*Tarakci, Ates, Floyd, Ahn and Wooldridge, 2018*).

Motivation is one managerial function in which a nursing manager motivates the nursing staff to give their best to the hospital. It means to encourage nursing staff to take more interest and initiative in the work assigned. Hospitals prosper when the nurse are motivated through special efforts including provision of facilities and incentives. Motivation is actually inspiring and encouraging nursing staff to work more and contribute more to achieve hospital objectives. It is a psychological process of great significance (*Cook and Geldenhuys, 2018*).

Motivation and performance of the nurses are essential tools for the success of any hospitals. Nurses of the organization are the most central part so the need to influence and persuade them toward tasks fulfillment become necessary (*Mehrabi, Soltain, Jadidi, Alemzadeh., 2016*). Nursing performance fundamentally depend on many factors like performance appraisals, nurses motivation, nurses satisfaction, training and development, job security and organizational structure (*Subramony, Segers, Chadwick and Shyamsunder, 2018*).

Motivation seems to be one of the most important tools for increases nurses' performance and retaining nurses. Organizations that design motivation systems are not only meant to encourage nurses to perform in the most effective way but also to attract potential candidates. One of many ways to motivate nurses is by giving traditional rewards and monetary benefits, compensation incentives to reward good performance (*Kahungya, 2016*).

Nurses' motivation considered as a powerful tool for enhancing and directing nursing activities towards achieving work goals (*Buckley and Doyle, 2016*).

Significant of the study:

Most nurses need motivation to feel good about their jobs and perform optimally. Nurses who are motivated and excited about their jobs carry out their responsibilities to the best of their ability and production numbers increase as a result. Nurses' motivation has always been a central problem for leaders and nursing managers. Unmotivated nurses are likely to spend little or no effort in their jobs, avoid the workplace as much as possible and produce low quality work. On the other hand, nurses who feel motivated to work are likely to be persistent, creative and productive, turning out high quality work that nurses willingly undertake (*Ganta, 2014*).

According to Benha University Hospital statistics in the year 2016-2017, 32% of staff nurses at critical care units took vacations. Also, noted high rate of absenteeism, increase incidence of sit-ins and strikes due to lack of support, salaries and incentives. The researcher conducted a preliminary study to assess the nurses' motivation by the nurse managers and strategies used to motivate nurses at critical care units; it revealed that no motivation strategies were applied to motivate nurses and nurses don't feel any motivation from their supervisors. So this study was conducted to assess effect of educational program about motivation for head nurses on staff nurses performance.

Aim of the study:

Assess the effect of educational program about motivation for head nurses on staff nurses performance through:

1-Assessing head nurses knowledge and skills regard motivation thorough program.

2-Assessing nurses performance thorough program.

3-Designing and implement motivation program for head nurses.

Subjects and methods:

Design: A quasi-experimental design was used in carrying out this study.

Setting: The present study was conducted at Benha University Hospital in the following Critical Care Units: Emergency ICU, Intensive Care Unit (ICU) and Adult Dialysis unit, Intermediate ICU, Coronary Care Unit (CCU), Chest ICU and Cardiac ICU, Pediatric ICU and Pediatric Dialysis unit, Hepatic ICU, Psychiatric and neurological ICU.

Subjects:

The subjects of this study consisted of two main groups; namely head nurses and staff nurses.

1- Head nurses group: A convenience sample was taken from the above mentioned setting it included all available head nurses 33 and distributed as following; one head nurses and two assistant in each unit of CCUs.

2- Nurses group: Representative simple random sample consisted of 25% of nurses who are working in critical care units. The total number of nurses who are working in all CCUs was 206 nurses at the study time, so the number of nurses included in the study was 52 chosen randomly.

Tool of data collection: Four tools were used for data collection

1-Personal data Questionnaire: It included data about study subjects as (age, gender, and marital status, level of education, department,

years of experience and training courses about motivation).

2-Motivation knowledge questionnaire:

Self administered questionnaire was developed by the researcher based on literature review (*Elwafy and ferchichi , 2013;Tabeel and Samour, 2014*), to assess head nurses knowledge regarding motivation at work.

Scoring System:

Each question was assigned a score of (one) for correct answer and (zero) for the wrong answer. total score was considered poor if percent score less than 60%, average if percent score 60%-75% and good if percent score more than 75% (*Elsayed, 2013*).

3-Motivation skills observational checklist:

It was developed by the researcher based on literature review (*Ganta, 2014;Tabeel and Samour, 2014; and Moustafa, 2017*). It consisted of 36 items divided into fifth main categories distributed as follows; Supervision pattern (10 items), Feedback (5 items), Relations within the work (6 items), Thanks and appreciation (6 items), and Training and development (9 items).

Scoring system:

Each item was assigned a score of (one) degree for "done" and (zero) for "not done". Therefore, the motivation skills total score was determined as the following:

- Adequate skills if the percent score more than 75 % and inadequate skills if the percent score less than 75 % (*Fathy., 2015*).

4-Nurses performance observational checklist:

It was developed by the researcher based on literature review (*Ali, (2012); Tesfaye, Abera, Balcha, Namera, & Belina, (2015) and Gab Allah, (2016)*), to assess nurses' actual performance. It consisted of 54 items divided into 10 main categories distributed as follows; attendance and punctuality (3 items), appearance (4 items), work habits (7 items), nursing care plan activities (9 items), financial planning (3 items), creativity (3 items), safety measure and patient safety (6 items), communication with patients (8 items), staff relations and communication (6 items) and documentation (5 items).

Scoring System:

Each item was assigned a score of (two) degree for "completely done" (one) degree for "incompletely done" and (zero) for "not done". The level of practice was determined as the following:

- Competent practice if the percent score more than 75% and incompetent practice if the percent score less than 75% (*Saleh., 2013*).

The operational design:

The operational design for this study includes; assessment phase, planning phase, implementation phase and evaluation phase.

A- Assessment phase:

- This phase started from October 2017 to July 2018 covering ten months included the following:
- Reviewing the available national and international related literature concerning the topic of the study was done using text books, articles, journal and thesis based on this review.

- Developing tools of knowledge questionnaire, motivation skills checklist and nurses' performance observation checklist.
- Translating tools of data collection to Arabic format was done.
- The tools were tested for validity (face, content), through distribution of the tools to a Panel of Experts consisted of five Experts in the field of Nursing Administration from different Faculties of Nursing in Egypt; one Assistant Professors of Nursing Administration from Cairo University and two Assistant Professors of Nursing Administration from Menoufia University and two Assistant Professors of Nursing Administration from Tanta University. Modifications were done in the light of their valuable comments such as modify some words to give the right meaning for the phrase which were not clear.
- Pilot study was conducted to assess tools clarity and applicability. It has also served in estimating the time needed for filling the different tools of data collection. It was done on 10% form the subject: (3) head nurses and (5) nurses and were included in the main study subject because there no modification is required. The time needed was ranged from 20-30 minutes for motivation knowledge questionnaire, 30- 40 minutes for motivation skills observational checklist and 30-45 minutes for nurses' performance observational checklist.
- The data was collected to assess head nurse knowledge, skill regarding motivation and assess nurses' performance before implementation of the educational program through using the different tools of data collection in the available hospital classroom, during their work hours. The questionnaire sheets were distributed to head nurses, the researcher presented all the time during filling the questionnaire sheets for any clarification as needed then the researcher checked each one to ensure its completeness. The researcher was

observing head nurses for their motivation skills of 3-4 head nurses per day and also staff nurses' performance 4-5 of them per day.

B- Planning phase:

This phase started from August to September 2018. An education program was developed based on determined needs and relevant review of literature. Different instructional strategies, method of teaching, media and method of evaluation were selected to suit the learner's needs and achieve the objectives and contents of the program. It was aimed to provide nursing with much experience as possible. The teaching sessions were achieved by using available resources, relevant contents and instructional strategies for each session. Different methods of teaching such as lecture, group discussion, and brain storming. Instructional media included, handout prepared by the researcher and distributed to all head nurses in the first day of the education program.

C-Implementation phase:

The educational program was initiated in October 2018 and continued for a period of three months. The educational program was consisted of (14) hours distributed as theoretical session 10 hours and practical session 4 hours, the program took about (7) sessions, the duration of each session was two hours (one and half hour theoretical and half hour practical) depending on workload and including periods of discussion according to their achievement, progress and feedback. The subjects divided to (3) group according to their departments each group was (11) head nurses. It started at 10.00 Am to 12.00 Pm, at the beginning of the each session an orientation to the education program. Feedback was given in the beginning of each session about

the previous one and at the ending of each session about the current session.

D- Evaluation Phase:

During this phase, the impact of the education program was evaluated. Immediate evaluation included, immediate post program implemented for all subjects using the same tools which were used before the program. Follow up after three months of program implementation, all the study tools were applied for head nurses and nurses to test the follow up gain in the head nurses knowledge, skills regarding motivation and change in level of nurses' performance.

Ethical considerations:

At the interview with head nurses, their assistants and nurses to collect data, they were informed about the purpose and benefits of the study and their participation is voluntary and they have the right to refuse to participate in the study without giving any reason. In addition, confidentiality and anonymity of the subjects were assured through coding of all data.

Administrative design:

An official approval was obtained from the Dean of Faculty of Nursing and the hospital director of Benha University Hospital through official letters explaining the aim of the study to request permission to conduct the study. Assured complete confidentiality of the obtained information, and the study would not affect in any way the work or jeopardize patient care, official permission for data collection and implementation of the program were obtained. Meetings were held between the researcher and head nurses. The aim of the study was discussed with them. The time for data collection and program implementation were also determined based on their views, to gain their approval and cooperation.

Statistical design:

Data were verified prior to computerized entry. The Statistical Package for Social Sciences (SPSS version 15.0) was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied (e.g., mean, standard deviation, frequency and percentages, Chi-square (χ^2). Test of

significance (paired (t) test, Pearson correlation coefficients were used for investigation of the relationships among scores. The P- value is the probability of error that indicate significance of results through observed difference. A significant level value was considered when $p < 0.05$. And a highly significant level value was considered when $p < 0.01$.

Results:

Table 1: shows that more than one third (36.3%) of head nurse had age more than 35years. As far as their gender, the majority (90.9%) of them were female, three quarter (75.8%) of them were married. In relation to their education qualification more than half of them (57.6%) had bachelor of nursing and one third (33.3%) of them had more than five years of experience.

Figure (1): It is clear from this figure that, there was a highly statistically significant improvement in level of knowledge of the studied head nurses about motivation throughout post and follow up phases; minority (21.2%) of them had a good knowledge level at pre program phase while it increased to more than two thirds (72.7% & 63.6%) at post program and follow up study phases respectively.

Table (2) shows that there was highly statistical significant difference between pre program and immediate post program phase related to supervision pattern, feedback, relations within the work, training and development and there was highly statistical significant difference between pre program and follow-up program phase related to supervision pattern, relations within the work, training and development. The minority of (3.0%) of studied head nurses done related to thanks and appreciation that occur pre program and it was increased to (27.3%) that present in immediate post program while it was decreased to (12.1%) in the follow up of the program but still more than pre program phase.

Table (3): This table shows that nearly half (44.2%) of staff nurses had aged more than 35years. As far as their sex, the majority (86.5%) of them were female, more than three quarter (76.9%) of them were married. In relation to their education qualification more than half (57.7%) of them had nursing diploma and near to half (46.2%) of them have more than 15 year of experience.

Table (4): demonstrates that the majority (94.2%) of staff nurses have highly statistical significant improvement of staff nurses performance related to attendance and punctuality, staff relation at post program phase while it was decreased to (69.2%- 46.2%) in the follow up of the program but still more than pre program phase. Also there was a highly statistical significant improvement of staff nurses performance between pre program and immediate post program phases.

Table (5): shows that there was a highly positive statistical significant correlation between head nurses' motivation knowledge score and staff nurses' performance score at post program and there was a positive statistical significant correlation in follow up program phase between head nurses knowledge score and staff nurses' performance score.

Table (6): shows that there was a positive statistically significant correlation between head nurses' motivation skills score and staff nurses' performance score at post program and follow up program phases respectively.

Table (1): Frequency distribution of head nurses regarding their personal characteristics (n=33)

Personal characteristics	No	%
Age		
20 < 25 years	5	15.2
25 < 30 years	10	30.3
30 < 35 years	6	18.2
≥ 35 years	12	36.3
Gender		
Male	3	9.1
Female	30	90.9
Marital status		
Married	25	75.8
Not married	8	24.2
Educational qualification		
Nursing diploma	2	6.1
Associated degree in nursing	6	18.2
Bachelor of nursing	19	57.6
Master in nursing	6	18.2
Years of experience		
1 < 5 years	4	12.1
5 < 10 years	11	33.3
10 < 15 years	10	30.3
≥15 years	8	24.2

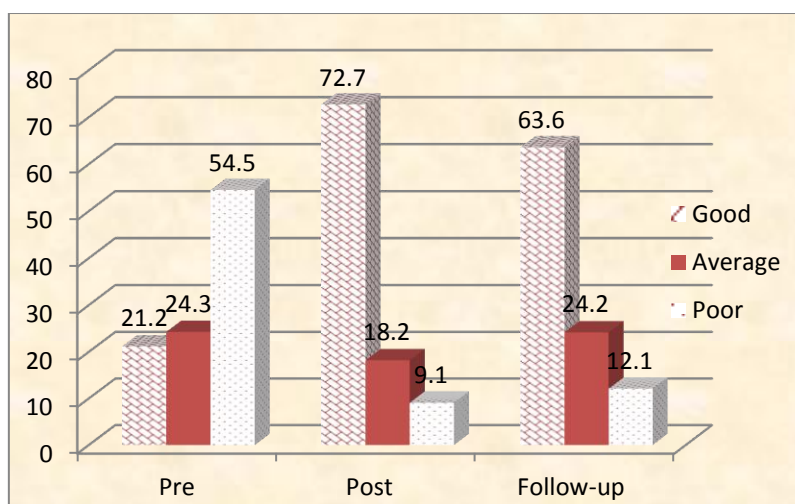


Figure (1): Motivation knowledge levels of the studied head nurses thorough program phases

Table (2): Percentage distribution of head nurses total motivational skills items thorough the program phases (n=33)

Total motivation skills items	Pre Program				Post Program				Follow up				X ² 1	P-value	X ² 2	p-value	X ² 3	p-value
	Done		Not done		Done		Not done		Done		Not done							
	No	%	No	%	No	%	No	%	No	%	No	%						
Supervision pattern	10	30.3	23	69.7	29	87.9	4	12.1	28	84.8	5	15.2	22.6	<0.001**	0.12	0.72	20.0	<0.001**
Feedback	4	12.1	29	87.9	25	75.8	8	24.2	13	39.4	20	60.6	27.1	<0.001**	8.93	0.003*	6.41	0.011*
Relations within the work	4	12.1	29	87.9	27	81.8	6	18.2	22	66.7	11	33.3	32.1	<0.001**	1.98	0.15	20.5	<0.001**
Thanks and appreciation	1	3.0	32	97.0	9	27.3	24	72.7	4	12.1	29	87.9	7.54	0.006*	2.39	0.122	1.94	0.16
Training and development	6	18.2	27	81.8	30	90.9	3	9.1	25	75.8	8	24.2	35.2	<0.001**	2.72	0.09	21.9	<0.001**
Total	2	6.1	31	93.9	21	63.6	12	36.4	10	30.3	23	69.7	24.0	<0.001**	7.36	0.007*	6.51	0.011*

Table (3): Distribution of staff nurses according to their personal characteristics (n=52)

Personal characteristics	No	%
Age		
20 < 25 years	7	13.5
25 < 30 years	14	26.9
30 < 35 years	8	15.4
35 years and more	23	44.2
Sex		
Male	7	13.5
Female	45	86.5
Marital status		
Married	40	76.9
Not married	12	23.1
Education		
Nursing diploma	30	57.7
Associated degree in nursing	10	19.2
Bachelor of nursing	8	15.4
Master in nursing	4	7.7
Experience		
1 < 5 years	16	30.8
5 < 10 years	5	9.6
10 < 15 years	7	13.5
15 years and more	24	46.2

Table (4): Percentage distribution of total staff nurses performance items thorough the program phases (n=52)

Total staff nurses performance items	Pre Program				Post Program				Follow up				X ² 1	p-value	X ² 2	p-value	X ² 3	p-value
	Done		Not done		Done		Not done		Done		Not done							
	No	%	No	%	No	%	No	%	No	%	No	%						
Attendance and Punctuality	25	48.1	27	51.9	49	94.2	3	5.8	36	69.2	16	30.8	26.9	<0.001**	10.8	<0.001**	4.79	0.02*
Appearance	5	9.6	47	90.4	34	65.4	18	34.6	14	26.9	38	73.1	34.5	<0.001**	15.4	<0.001**	5.21	0.02*
Work habits	11	21.2	41	78.8	45	86.5	7	13.5	28	53.8	24	46.2	44.7	<0.001**	13.2	<0.001**	11.8	<0.001**
Nursing care plan	9	17.3	43	82.7	45	86.5	7	13.5	25	48.1	27	51.9	49.9	<0.001**	17.4	<0.001**	11.1	<0.001**
Financial planning	13	25.0	39	75.0	45	86.5	7	13.5	22	42.3	30	57.7	39.9	<0.001**	22.1	<0.001**	3.48	0.06
Creativity	2	3.8	50	96.2	15	28.8	37	71.2	16	30.8	36	69.2	11.8	<0.001**	0.04	0.83	13.1	<0.001**
Safety measure and patient safety	3	5.8	49	94.2	41	78.8	11	21.2	25	48.1	27	51.9	56.8	<0.001**	10.6	<0.001**	23.6	<0.001**
Communication	18	34.6	34	65.4	48	92.3	4	7.7	42	80.8	10	19.2	37.3	<0.001**	2.97	0.085	22.6	<0.001**
Staff relation	12	23.1	40	76.9	49	94.2	3	5.8	24	46.2	28	53.8	54.2	<0.001**	28.7	<0.001**	6.11	0.01*
Documentation	8	15.4	44	84.6	47	90.4	5	9.6	26	50.0	26	50.0	58.6	<0.001**	20.2	<0.001**	14.1	<0.001**
Total	4	7.7	48	92.3	48	92.3	4	7.7	23	44.2	29	55.8	74.4	<0.001**	27.7	<0.001**	18.0	<0.001**

X² 1 between pre and post program

X² 2 between post and follow-up program

* A statistical significant difference P ≤ 0.05, ** A highly statistical significant difference P ≤ 0.001

X² 3 between pre and follow-up program

Table (5): Correlation between studied head nurses motivation knowledge score and staff nurses' performance score through the program phases

Head nurses motivation knowledge score	Staff nurses' performance score					
	Pre program		Post program		Follow up	
	r	p-value	r	p-value	r	p-value
	0.09	0.61	0.42	0.001**	0.36	0.042*

* Correlation is significant at ≤ 0.05 ** Correlation is highly significant at ≤ 0.01

Table (6): Correlation coefficient between studied head nurses motivation skills score and staff nurses' performance score through different three phases of the educational program

Head nurses motivation skills score	Staff nurses performance score					
	Pre program		Post program		Follow up	
	R	p-value	r	p-value	r	p-value
	0.28	0.19	0.52	0.004*	0.41	0.012*

* Correlation is significant at ≤ 0.05

Discussion

The finding of present study showed that there was a statistical significant difference improvement of head nurses knowledge about work motivation items between pre and post program phase and between pre program and follow up program phase. From the researcher point of view may be due to utilizing of teaching approaches that can facilitate the interactions and collaboration in the learning process. In addition, the several cycles of repetition had created a truly dynamic interactive educational sessions. Also the educational program has an effect on improving of head nurses' knowledge regard motivation.

This finding was agreed with *Kahungya, (2016)* who studied "effects of motivation on employees' performance a case of vice president's office in dares salaam" and reported

that the majority of employee had good motivation knowledge.

Also these finding was consistent with *Rashad, (2012)*, who conduct study about "the effect of leadership training program on head nurses' job performance " and reported that, the total knowledge of head nurses' highly statistically significant difference with gain good knowledge immediately post program and after three months, as compared to preprogram. Moreover *Odukah, (2016)*, who studied "factors influencing staff motivation among employees", reported that there was highly significant improvement in knowledge level of employees.

Concerning head nurses motivation skills thorough program phases the finding of present study showed that there was highly statistical significant difference between pre program and immediate post program phases and between pre program and follow up phases

related to supervision pattern, feedback, relations within the work, training and development.

From researcher point of view nurses motivated through proper leadership and supervision pattern, developing and implementing nurses training programs is a necessary strategy to motivate nurses. In addition, a good communication between the head nurses and the nurses can increase work motivation and decrease the degree of ambiguity. Appreciate nurses for their work and involved nurses in decision making will lead to better productivity and performance.

In the same line the result was supported with *Puranik and Choudhar, (2014)* conducted study about "employee performance appraisal in health care". And reported that training and development of existing staff, good relations within the work are motivating and maintaining a quality workforce by adequately and properly rewarding their performance.

The finding was disagreed with *Waiyaki, (2017)*, who conducted study about "effect of motivation on employee performance", reported that employees were not regularly trained to acquire key skills and knowledge towards their work. Additionally, were not provided a mentor to help guide them in achieving their goals. The manager didn't use training and development to motivate employees.

The result of present study demonstrated that the majority of staff nurses had highly statistical significant improvement of staff nurses performance related to attendance and punctuality, staff relation at post program phase. Also there was a highly statistical significant improvement of staff

nurses performance between pre program and immediate post program phases.

From the researcher point of view nurses' performance level is the cornerstone for better productivity of health care organizations. Improvement of nurses' performance lead to increase hospital productivity and a reason for good hospitalized patient health outcomes.

The results were consistent with *Al-Makhaita., Sabra and Hafez , (2014)* revealed that performance is subdivided into six different subscales which are leadership, critical care, communication, teaching, planning and personal development. Also this result was similar to *Kahungya, (2016)* reported that there was a highly statistical significant related to nurses performance which include variables like objective, efficiency, punctuality, nurses attendance, responsibility accomplishment, quality of work, loyalty and nurses competency and innovative.

Moreover the result was agreed with *Gab Allah, (2016)* who conduct study about "staff performance appraisal system and its relation to their job satisfaction and empowerment", revealed that there was highly statistical significant improvement related to nurses' performance.

The result of present study revealed that there was a highly positive statistical significant correlation between head nurses' motivation knowledge and staff nurses' performance.

From the researcher point of view motivation has a significant importance on the performance of nurses and is a helpful instrument in the hands of management in exciting the workforce. Motivation increases the willingness of the nurses to work, thus increasing effectiveness of the organization,

this comprise best utilization of resources, basis of cooperation, better image and increase productivity

The findings were supported by *Aly and El-Shanawany, (2016)* conducted study about "the influence of performance appraisal satisfaction on nurses' motivation and their work outcomes in critical care" and revealed that manager motivation knowledge had a greater positive effect on nurses' work performance and their productivity. If there was increasing motivation among nurses, this would stimulate an increase of nurses' performance and productivity.

Also this result was similar to *Ojokuku, (2013)* who founded a link between motivation and performance thus; nurses would perform better when highly motivated so motivation was an important element to nurses performance and productivity. Moreover *Tesfaye, Abera, Balcha, Namera, and Belina,S.(2015)* reported that the majority of respondents rated satisfactory knowledge and skill.

These results were disagreed with *Tabeel, and Samour, (2014)* revealed that there no statistically significant differences correlation between motivation knowledge and nurses' performance in Gaza Strip hospitals.

Finding of present study showed that there was a positive statistically significant correlation between head nurses' motivation skills and staff nurses' performance at post program and follow up program phases.

From the researcher point of view motivated and skilled health care providers are cornerstone for better performance of health care organizations, nurses who are motivated able to do tasks well, and enhance skills, improve the standards of practice, a higher level of work satisfaction, increased

productivity and effective patient outcomes. Also the educational program had greater positive effect on improving head nurses' skills that lead to improve the staff nurses performance, these findings supported the hypotheses of the present study.

These finding were similar to *Ayyash and Aljeesh, (2011)* reported that there were statistically significant between all dimensions of nurses performance and the total score of motivation. Moreover, *Mbogo, (2013)* who conducted study about "impact of motivation on employees performance in public services in Tanzania in Ilala Municipality in Dares Salaam", presented that there were positive relationship between motivation and employees performance. Also *Albeit, (2015)* conducted the study about "the role of motivation on employee performance at Victoria in Kenya" and concluded that there positive relationship between motivation and staff performance.

Additionally these findings were supported with *Aly and El-Shanawany, (2016)* concluded that nurses' motivation had a high significant positive correlation with nurses' performance. Also *Kahungya, (2016)*, and revealed that there were strong positive relationships between motivation and nurses performance which indicates that the increase in motivation will lead in increase of nurses performance.

The result was disagreed with *Mohamed, (2013)* conducted study about "the influence of motivation on job performance in Kongwa District Council" and concluded that there were no significant relationship between motivation and job performance.

Conclusion

The present study concluded that there was a highly statistically significant improvement

in knowledge, skills levels of the head nurses about motivation and there was a highly statistically significant improvement in staff nurses performance level throughout post and follow up program than preprogram phase. There was a highly positive statistical significant correlation between head nurses' motivation knowledge score and staff nurses' performance score at post program. Also there was a positive statistically significant correlation between head nurses' motivation skills and staff nurses' performance at post program and follow up program phases.

Recommendations

In the light of the findings obtained from the present study following recommendations are proposed:

1- Hospital management should conduct annual assessment of the nurses level of motivation that consider the key issue to improve nurses performance and achieve hospital goals.

2-In-service training and education programs must be conducted for refreshing and increasing knowledge and skills about the nurses' motivation art as well as to emphasize motivation skills of head nurses.

3- Holding workshops with staff to discuss the strategies of motivating staff nurses.

4-Reapplication of the study on a larger probability sample and different settings is highly recommended to achieve generalizable results.

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