

Leadership Training Program and Their Effect On Nursing Job Performance and Head Nurses Competency

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Abstract

Nurses in the healthcare industry must work efficiently in order to fulfill their duties and tasks. As a result, in order to maintain this efficiency, firms must undergo employee training. It has been demonstrated that training is an important instrument in developing nursing professionals' job-related abilities. While this topic has been studied in the past, the variables of performance and skills connected to training have not been properly investigated, particularly in the Saudi Arabian context. As a result, the study was carried out to ascertain the impacts of training on the performance and competences of nurses. A quantitative correlational research design was used in this study. A straightforward sampling procedure was adopted for the 350 nurses that took part in the study. The data was collected using a three-part training questionnaire, including the nurse competence scale and clinical nurse performance instrument, and was analyzed using descriptive statistics and Pearson's correlation. The study's findings revealed that nurses were quite satisfied with their training and development (3.641.06). The competency level of nurses was moderate (3.130.72), whereas work performance was good (3.801.00). A statistically significant and favorably significant link was discovered between training for both competencies ($r=0.88$, $p<0.01$) and nurse performance ($r=0.79$, $p<0.01$). As a result of these findings, it is critical for healthcare administrations to undertake additional activities such as educational training due to its benefits. Nurses can broaden their skills for professional advancement as nursing professionals by following the study's recommended framework.

Keywords: *Nurses, training, healthcare, job performance*

1. Introduction

1.1 Research Background

When competing in various industries, organizations face a number of problems. One of the organizations' tactics for keeping up with other organizations was to develop their personnel through training. The accomplishment of tasks and occupations in the healthcare industry was a result of the performance of the healthcare professional. In this regard, healthcare institutions needed to ensure that their personnel were capable of working efficiently and competitively in the business.

Organizations must therefore do work force training to preserve this efficiency. Many organizations have recently invested large sums of money in the training and development of healthcare workers. This is why, since the healthcare industry has adopted training as a strategy to provide high-quality outcomes in healthcare organizations, the importance of training has been steadily expanding.

Training was an important activity for the employees because it allowed them to develop job-related skills. These training sessions are related with increased employee performance and satisfaction (Latif, 2012). Training was seen as one of the most important approaches for a business to enhance the competencies of its personnel in order to assist them achieves the standard level of performance (Noe et al., 2010). Furthermore, corporations employed training as a way to assist employees in developing competence such as skills, knowledge, and attitude required for successful job performance. This type of action was carried out either in person or through web sites. Regardless of the style of training, the main

aspect in achieving successful and effective training is to prioritize learning over all else.

Leadership's influence in subordinates' professional growth had a significant impact on their overall performance. This functioned on the notion that if nurse leaders could effectively manage their subordinates, the nurses would be able to execute their jobs as well. Employees who participate in training programs can reap a variety of benefits on both an individual and corporate level. Individually, people would be able to develop the technical and soft skills necessary by their employment, which would boost their job satisfaction.

On contrary, the impact of training programs on an organizational scale resulted in improved employee performance and further beneficial changes in the organization (Jehanzeb & Bashir, 2013). In other terms, via the use of workforce training, the organization's efficacy in performing its duties and operations can be supplied in a quality condition.

1.2 Research Goal & Objectives

The purpose of this study was to determine the impact of nursing training programs on job performance and competency among nurses. This study specifically aims to achieve the following goals:

- To explain the extent of the nurses' competencies.
- To identify the nurses' job performance.
- To ascertain the association between nursing training programs and nurse job performance.
- To ascertain the relationship between the nursing training program and the nurses' competencies.

1.3 Research Hypothesis

The two hypotheses were developed accordance with the objectives:

H01: There was no significant association between nursing training programs and nurse work performance.

H02: There was no significant association between the training programs and the nurses' competence.

1.4 Research Significance

The study's findings could have an impact on the following:

A healthcare facility: Because the institution was in charge of multiple nursing departments, the findings of the study highlighting the significance of administering training programs for healthcare professionals may be useful to the administrators.

Nursing Procedures: The study was crucial in nursing practice, notably in the administration of staff nurses. The study's findings assisted head nurses in realizing the importance of training programs in improving the performance and capabilities of nursing professionals.

Nurses: The study was especially relevant to the nurses because they were the primary focus of the research. The study's findings told them that training had a favorable impact and would assist them to advance professionally.

Nursing Investigation: The study's findings intended to gain from the field of nursing research in order to better understand the effects of training programs for healthcare professionals. Furthermore, the findings are being used as a resource for future research on related problems.

1.5 Research Definitions

Nurse: This phrase referred to the person in charge of providing direct hospital care to patients in this study.

Training: This word referred to the activity that a healthcare professional participated in to develop their skills and competences in this study.

Workplace performance: In this study, this phrase referred to the level of performance provided by a healthcare provider.

Competencies: This word related to healthcare workers' abilities, knowledge, and attitude.

2. Literature Review

2.1 Related Literature and Studies

Significant investment is required to improve the country's healthcare performance through training. The invested funds were distributed to the organization's training expenditures, such as budget allocations for training programs, wages paid to trainers, and additional facility, travel, and equipment charges. This substantial investment also increased the demand for scientific studies that investigated how workplace learning processes happened (Noe et al., 2014).

Aside from its high cost, a number of institutions carried out worker training since it boosted staff productivity. For example, a survey done in Brazil indicated that more than 40% of firms invest in workplace training (Mouro, 2009). The total expenditure on workplace training in the United States was more than 82.5 billion US dollars (Statista Research Department, 2020). Saudi organizations also spent heavily in human

resource development, with the expectation of a high return on investment (Almannie, 2015). This merely demonstrated that countries around the world make efforts to improve their personnel with the hope that the employees will perform admirably in return.

Nevertheless, not all training programs are successful in meeting their growth objectives. Previous research has found that not all of what is taught in training is utilized on the job (Almannie, 2015). Indeed, earlier research shown that a well-planned training program might lead to work training satisfaction, which influenced job performance (Huang, 2019). This meant that leadership training programs needed to be more comprehensive and well-designed in order to be applicable on the job. Although the training was designed to assist healthcare workers in obtaining competitive traits, the goal of improvement would not be fulfilled without a well-designed training program.

Several studies have focused on the impact of training programs on nurses' awareness of professional values. Abu Ela and others. (2019) A study that examined the professional values of nurses before and after the implementation of the workshop. The investigation was carried out in a fever hospital with the participation of 93 nurses. After training, it was discovered that nurses' understanding of all categories of professional values had changed dramatically. Furthermore, the study discovered that those who attended the program performed better in all areas than the other group. This indicates that there is a significant difference between the individuals who received the instructions and those who did not. With these encouraging results, the study suggested providing ongoing and regular

training not only for nurses but also for other healthcare workers and the formal institution itself.

A link between training and organizational success was discovered in a different study conducted in Pakistan. A self-structured questionnaire was employed in the study, which was filled out by selected health care professionals such as those allocated to housekeeping and nursing. According to the findings, the more the breadth of the training program, the greater the organization's effectiveness. Furthermore, as compared to cleaning, people in the nursing profession, specifically those who worked on the ward, scored higher in terms of the effectiveness of the organization and training program. As a result, the study recommended that more measures be employed in order to enhance the training schedule, particularly for businesses in third-world nations (Ali and Hussein, 2014).

The study of Wanigasingha et al. (2018) in Sri Lanka focused on the impact of training on the job performance of nurses. More than 60 nurses were selected as study participants and a weak but positive relationship between training and nurses' work performance was revealed. Subsequently, it was recommended that the structure and process of training implementation be re-examined to improve the job performance of nurses. In addition, nurses' performance can be assessed using general feedback to ensure that reinforcement is actually implemented.

Abd-Elhamid et al. (2016), on the other hand, concentrated on the impact of training on the performance of nurses in the Endoscopy unit in terms of infection control. A quasi-experimental research design was adopted in the study. It was subsequently discovered that there was a

considerable difference in infection control between the pre-post and pre-follow-up programs.

Rahimi et al. (2018) also investigated the effect of training on nurses' performance and productivity in neonatal intensive care units. The experimental investigation began with mid- and end-of-study quizzes for 25 participants. The training was found to drive nurse practitioners to maintain quality care and proficiency in the NICU.

A comparison research was undertaken in Saudi Arabia to assess the effectiveness of nurses working at two distinct health care levels. It was discovered that nearly half of the nurses thought they performed well at both the primary and secondary levels of care. The study also found that stress, the department where the nurses work, and shifts all had an impact on their performance (Al-Makhaita et al., 2014).

2.2 Gap of the Study

Various research have been undertaken in the past to understand completely how the effect of training would be on nursing practitioners, as evidenced by the literature review. The majority of the studies discovered focused on nurses and their impact on productivity and performance. As a result, a research deficit of a few studies that employed precisely the characteristics of nurses' training, competency, and performance in Saudi Arabia was identified. As a result, a new study was undertaken to provide further information and an update in the field of nursing research in order to better understand the relationship between the variables and the nurses.

2.3 Conceptual Framework

The variables found in the study were nurse training, work performance, and nurse skills. The framework's foundation was nurses from the hospital, which was the study's primary emphasis. There were two arrows branching out from the box of nurse training to see if there was a link between job performance and the competencies of healthcare professionals. Furthermore, the box at the top examined the findings and recommendations pointed out to the nurses in order to follow the study's final purpose, which was to produce recommendations for the nurses to better improve their performance and competences. This is shown in the figure (1):

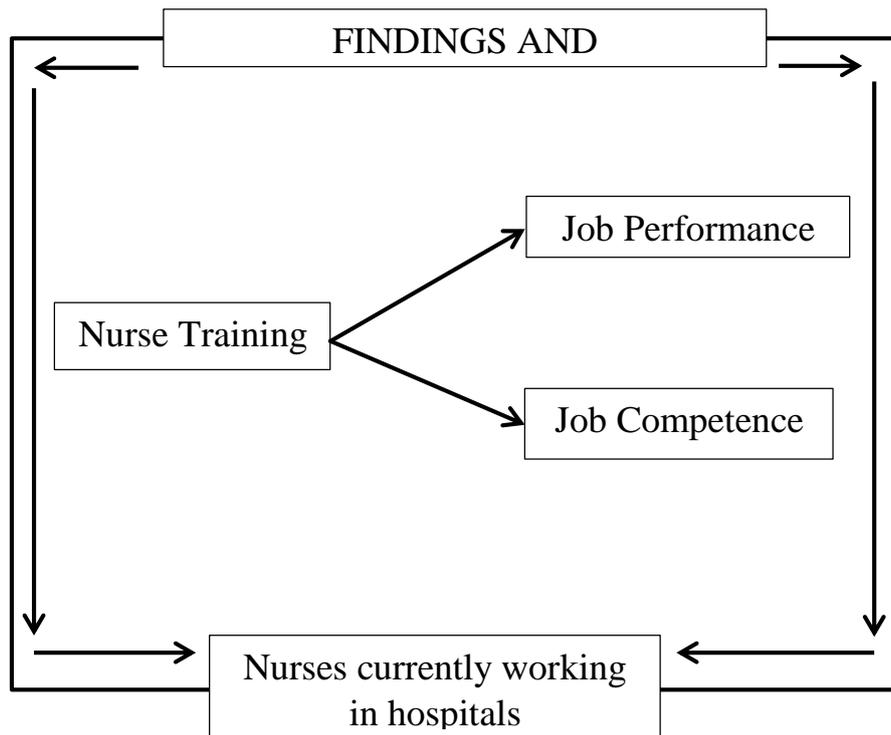


Figure (1): Conceptual Framework of the Study

2.4 Theoretical Framework

Carl Rogers' Theory of Experiential Learning was used as a foundation for the study (1969). According to the view, an individual's experience allowed them to mature and helped them improve their ability to learn as their knowledge grew. Because of his personal level of involvement, the individual was able to evaluate himself, allowing him to comprehend the impact of the learning on changes in his behavior and attitude. This idea applied to nurses since it was based on the assumption that training, as one of the learning experiences, would help them improve their performance and competencies. This may also apply to nurses, as it was anticipated that they would learn more if they had direct involvement and participation in the learning process, such as participation in intervention programs and training.

3. Research Methodology

3.1 Research Design

A quantitative correlational research design was used in the study. This study used quantitative methods since it assessed the effectiveness of the nurses' training, job performance, and competence. This study was similarly correlational in nature, since it sought to determine whether there was a link between nursing training and competences, as well as nurse performance.

3.2 Sample of the Study

3.2.1 Sampling Design

As a means of selecting respondents for the study, a convenient sampling method was chosen. This strategy allowed the researcher to gather individuals who were available to participate by the time the study's data collection phase began.

3.2.2 Sample Size

According to the MOH's 2020 report, the total number of nurses working in the Qassim region is 6,789 now. There are currently 24 hospitals in the region, including four in the private sector, one in other governmental sectors, and 19 in the MOH. There were 350 nurses invited to participate in the study from the overall population of nurses in the Qassim Region.

3.2.3 Inclusion Criteria

The researcher chose the respondents for the study based on inclusion criteria. This aided the researcher in identifying persons who were qualified to participate in the study. The following were the inclusion criteria:

- 1.** Professionally registered nursing.
- 2.** At least 6 months of experience as a nurse.
- 3.** Has already participated in training and other intervention programs.

3.2.4 Exclusion Criteria

Exclusion criteria were used to identify persons who were unable to participate because they were not the primary subject of the study. The researcher eliminated individuals who satisfied the following criteria

because the information gathered from them was insufficient for the current study:

- Nurses with no prior job experience.
- Newly hired nurse with less than six months' experience.

3.3 Research Instrument

To get the relevant information, the researcher used a self-survey questionnaire. The survey questionnaire is made up of data that participants must fill out. The first section comprises the respondents' demographic information, i.e. (gender, nationality, age, hospital, educational level, occupation and years of professional experience). The second component of the job satisfaction questionnaire designed by Latif (2012) focused on training satisfaction and staff development.

The questionnaire's main goal, as stated in the title, was to assess the satisfaction of the nursing staff with their work. The first questionnaire contains 35 items that describe the extent of employee satisfaction with training, and the second is about employee progress in many elements of job satisfaction. Participants scored each item on a 5-point Likert scale, from 1 to 5, with 1 being strongly disagree and 5 being strongly agree. The overall item score evaluated the importance of training, which included training satisfaction and characteristics of employee growth and work satisfaction. According to the tool's designers, the reliability coefficient for all sub-scales ranges between 0.866 and 0.943, indicating that the tool is suitable for measuring levels of satisfaction (Latif et al., 2013).

The tool comprised of 35 items that were used to assess the nurses' overall abilities. The respondents assessed each item on a 4-point scale based on how frequently they implemented the statement in their job, with 1 indicating a very low degree, 2 indicating a low degree, 3 indicating a high degree, and 4 indicating a very high degree. According to the author's item analysis, the tool has strong internal consistency, with Cronbach's alpha ranging from 0.79 to 0.91, indicating that the tool is satisfactory (Meretoja et al., 2004).

The Clinical Nurse Performance Tool created by Kahya and Oral was utilized in the study to assess nurse performance (2017). Nurse Work Performance was assessed on three aspects using a 4-Likert scale ranging from (Always=5) to (Seldom =1). It was made up of 18 statements about how the nurses performed their duties during the previous three months. All of the tool's items had high reliabilities ranging from 0.72 to 0.87, with a total average of 0.96.

3.4 Data Collection

The Ministry of Health approved this study (MOH H-04-Q-001). The researcher invited the subjects and provided the informed consent form after obtaining the relevant permission. The goal of this phase was to completely enlighten them and answer any queries that the participants had. When the possible participants agreed, the researcher provided them an internet link to complete. The researcher had set a deadline to ensure that the respondents had enough time to correctly complete the questionnaire. This was done to verify that the data gathered was qualified and that 100% of the replies were obtained. This procedure was continued until the required number of responses were obtained.

3.5 Data Analysis

For the responses of the participants, the researcher employed frequency count and percentage to assess the data. These were both descriptive statistics that allowed the researcher to describe how frequently and how many times the responses of the participants occurred in an item. The researcher used mean and standard deviation to assess the level of the nurses' job performance and skills. This aided the researcher in describing how well the nurses performed and how skilled they were in their job competencies. Inferential statistics, such as the Pearson's Correlation coefficient, were also utilized to describe the link between the variables in this study. Data was gathered using a Google form and processed using SPSS version 23.0. The variables were described using frequencies, percentages, means, and standard deviations. To test the research hypotheses, Pearson correlation was used. A p-value of 0.05 or less was judged statistically significant.

3.6 Ethical Consideration

To verify that the study adhered to the ethical guideline for performing the study, the researcher applied for approval to the Ministry of Health (MOH). An informed consent form was obtained and distributed to the participants, which discussed the aim of the research, the responsibilities, advantages, and any damage that the participants would face during data collection. A quick question and answer session was held for participants to address any concerns they had about the questionnaire. The researcher made certain that the survey questionnaire did not request any information that would reveal the participants' identities. The confidentiality and anonymity principles were preserved, and the participants were guaranteed that they were handled with dignity.

4. Results & Discussion

4.1 Demographic Profile

A total of 350 nurses participated in the survey, with 252 (72.6 percent) males and 96 (27.3 percent) females, 335 (95.7 percent) Saudis, the majority of them were in their forties, with 194 (55.4 percent) in the 30-39 age group and 120 (34.3 percent) in the 40-49 age group. 237 (67.7%) were married, while 84 (24%) were single. 167 (47.7%) held a Bachelor of Science in Nursing (BSN), 98 (28%) possessed a Diploma in Nursing, and 85 (24.3%) earned Postgraduate Degrees in Nursing. 119 (34%) had more than 15 years of nursing experience, with the majority working at government hospitals in seven units/departments.

Table (1): Demographic factors (N=350)

Factor		N	%
Gender	Male	254	72.6
	Female	96	27.4
Nationality	Saudi	335	95.7
	Non-Saudi	15	4.3
Age	24-29	26	7.4
	30-39	194	55.4
	40-49	120	34.3
	50 or more	10	2.9
Marital statue	Single	84	24.0
	Married	237	67.7
	Separated	24	6.9
	Widow	5	1.4
Educational level	Diploma in Nursing	98	28.0
	Bachelor Science in Nursing (BSN)	167	47.7
	Postgraduate Degrees in Nursing	85	24.3
Are of work	Surgical Ward	51	14.6
	Outpatient Department	56	16.0
	Operating Room	49	14.0
	Nursing Administration	31	8.9
	Medical Ward	54	15.4

	Intensive Care Unit	47	13.4
	Emergency Department	62	17.7
Years of experience in nursing	1-5	53	15.1
	6-10	84	24.0
	11-15	94	26.9
	>15	119	34.0
Type of hospital	Government hospital	341	97.4
	Private hospital	9	2.6

4.2 Descriptive analysis

4.2.1 Training

Nurse training programs were evaluated using 35 statements on a 5-point scale ranging from (strongly agree=5) to (strongly disagree=1). The core of instruction was captured in statements. It described employee happiness with reference to training and growth in several aspects of job satisfaction.

4.2.2 Competency

Nurse competency was assessed across six aspects using a 4-Likert scale ranging from (To a very high degree=5) to (To a very low degree =1). Statements described the extent to which a nurse implemented the information in their profession. The results showed that the competency's mean score was high (3.130.72), and the dimensions were of a moderate level.

The highest mean score (3.200.77) was achieved by Documentation and administration of nursing care, followed by Value-based nursing care with a mean score (3.160.74), Care pedagogic with a mean score (3.130.77), Medical and technical care with a mean score (3.120.76), Nursing Care with a mean score (3.110.77), and Development, leadership,

and organization with a mean score (3.050.85). Nevertheless, the total mean gap across the dimensions was very limited.

4.2.3 Job Performance

Nurse Work Performance was assessed on three aspects using a 4-Likert scale ranging from (Always=5) to (Never =1). Statements about how the nurses performed their duties during the last three months. The mean score for job performance was high (3.801.00), followed by Counterproductive work behavior with a mean score of (4.041.12), Task performance with a mean score of (3.641.21), and Contextual performance with a low mean score but a high overall mean score (3.551.14).

4.3 Summary of Findings

350 nurses took part in the survey, with 252 (72.6 percent) being male and 96 (27.3 percent) being female. The majority of the participants were Saudis, the most common age range was between 30 and 39 years old, the majority were married, had a Bachelor's degree in nursing as their highest degree, most came from the emergency department and worked in a government hospital, and the majority had more than 15 years of experience in the field of nursing. In addition, the training's mean score was high (3.641.06). Furthermore, the mean competency score was modest (3.130.72). Furthermore, the mean score for job performance was high (3.801.00). Furthermore, there was a statistically significant and positive link between the nursing training programs and the total score of skills of the nurses ($r=0.88$, $p0.01$). Finally, there was a statistically and positively significant association between nursing training programs and the total score of nurses' job performance ($r=0.79$, $p0.01$).

4.4 Discussion

The study sought to ascertain the effects of nurse training programs on nurses' job performance and competency. The study included 350 nurses, and the results revealed that the bulk of the participants were male, accounting for 72.6 percent of the sample population. The majority (55.4 percent) of the participants were Saudi nationals, and the majority (95.7 percent) were between the ages of 30 and 39. The majority of participants (67.7 percent of the sample population) were married, and the majority of them (47.7 percent) held Bachelor's degrees as their highest educational level. In terms of job area, the majority of the nurses who participated in this survey (17.7 percent) worked in the emergency department, followed by the outpatient department (16 percent) of the overall population. The bulk of the nurses (34%) have more than 15 years of nursing experience, and the majority came from government hospitals (97.4 percent).

The current study's findings also revealed that the nurses were quite satisfied and agreed that training was critical to their professional development (3.641.06). Organizations in the health care sector undertook training for a variety of reasons, including the fact that improvement was shown after a person underwent training (Brown et al., 2017). This finding was consistent with a study conducted in Spain, which found that nursing professionals required further training in order to carry out their professional duties (Ortega et al., 2015).

Furthermore, the majority of individuals who participated in this study (55.4 percent) are between the ages of 30 and 39, which supports a recent study finding that mid-to-late-career nurses value continued learning such as training in terms of maintaining excellent care and competencies

(Price and Reichert, 2017). Although there was no set age that defined which age group mid-to-late-career nurses belonged to, nurses in this age group were more mature and experienced enough to recognize the importance of training in their field of work.

This is most likely the primary reason why nurses view training as an investment in their knowledge. It enabled them to grow in every professional aspect while continuing to provide patient care. In reality, past research has shown that training improves the efficiency and quality of service provided by nursing experts, as well as the nurses' vocational dedication (Bowie et al, 2013; Goldfarb et al., 2020). This professional advantage and benefit is most likely why nurses recognized the importance of conducting and attending training at work. Furthermore, the current study's findings demonstrated that the nurses in this study were all quite satisfied with their training and professional development.

As a result, nurses were more driven to execute their jobs since they were more skilled enough to finish the assignment. This finding validated a previous study that found training to be related to job satisfaction (Price and Reichert, 2017). In reality, the majority of the participants in this study stated that they wished to stay at their current job for a longer period of time. This encouraging outcome could be attributable to the successful transfer of knowledge from training to practical work. It was probable that the abilities they learned throughout their training were successfully converted into actions.

This could be why the majority of participants claimed that they were able to apply all of the relevant skills they had learnt throughout the training in their work, assisting them in carrying out their obligations.

Technically, nurses were obliged to enhance their skills due to the fact that health services entailed a variety of complex operations. Training is essential for nurses to be able to manage patients, provide quality service, and assess patients' health. As a result, it was proposed that nursing administration perform relevant training in order for nurses to reap the benefits.

In the current investigation, it was discovered that the total mean score of the nurses' competency was moderate (3.130.72). Nursing competencies were defined as the knowledge, values, attitude, and skill that had to be linked in a complex way in order to accomplish nursing duties and responsibilities (Fukada, 2017). This stated that participants were competent enough to complete the task efficiently because they could demonstrate complicated competencies to complete their task. This finding was discovered among Iranian nurses and was slightly greater than professional competency (2.820.53). (Karami et al., 2017).

Furthermore, according to the results (3.200.77), the nurses in the current study were reasonably competent in terms of documentation and administration of nursing care. Nurses indicated that they structured documentation and data in a safe and efficient manner, and that they documented in accordance with current legislation. They also revealed that they are constantly working on their professional development. This was most likely the main reason nurses were competent at handling patients' data in a safe manner because they had most likely attended multiple training sessions on the subject in the past.

The interesting conclusion of the study was that the nurses' level of job performance was high (3.801.00). This suggested that the nurses in this

study were able to do an excellent job. In fact, the study found that the nurses performed at a high level in terms of task performance (3.641.21). According to the participants, they were able to complete their tasks efficiently because they planned out how they would work for the rest of the day and managed their time effectively. One of the most logical explanations for nurses' ability to do so was that they had previously been trained to perform efficiently even under duress.

This was owing to the fact that the majority of participants also stated that they work to keep their abilities up to date, timely, and relevant to their profession. This could imply that in order to keep their abilities up to date, they may have attended training in the past in order to enhance and upgrade their talents. It has already been demonstrated that if the nurses' abilities are strengthened, they have the best chance of doing well at work (Tesfaye et al., 2015). The level of performance of the nurses in this study was slightly greater than the level of performance (2.640.66) of Bangladeshi nurses (Islam et al., 2019).

The recent survey also found that the vast majority of participants (95.7 percent of the sample group) were Saudis. Similarly, in the study conducted in Eastern Saudi Arabia, the majority of the participants were Saudi nationals, and primary health care nurses allegedly performed better (Al-Makhaita et al., 2014). The logical interpretation of these results implies that Saudi National nurses were extremely capable of performing nursing tasks. This is most likely due to a combination of variables such as decent working circumstances, positive comments, motivation, and previous training.

5. Conclusion & Recommendations

Nurses experienced difficulty in performing their duties. This is why it was critical for them to attend training in order to improve. In this study, it was demonstrated that training had a strong association with nurses' performance and competence. Furthermore, the nurses found training to be crucial in their work, and their competency was moderate, with a high degree of job performance. If nurses in the health care sector could attend any training that may help them gain relevant abilities, they would be able to improve their performance and keep competencies that would be useful in their profession.

Recommendations

There was a need to conduct professional training since it was important in influencing the performance and competencies of nurses. As a result, the framework outlined below will assist not just nurses but also nurse managers in developing their competencies and performance.

Table (2): Recommended Framework to supplement and maintain staff competence and performance

Target Individuals	Planned Activities	Description of Activities	Time	In-charge
Staff nurses	-Capacity Building Seminar -Workshop	-Capacity building seminar should be administered to the nurses to teach new skills that were relevant at work and how the nurses would be able to apply it in the field. The in-charge may provide activities after the seminar to help them in translating what the nurses would learn into action. -workshop on the new relevant skill and practice in	-Every 6 months	-Nurse managers -administrator

	-booster training	<p>a repetitive manner. The purpose of the activity was to develop the efficiency and the mastery of the nurses.</p> <p>-booster training for the current skills and competencies that the nurses have. This would be conducted to reinforce the relevant skills and competencies that the nurses possess. Supplemental activities should be administered to them. This activity would serve as a refresher program for the skills and competencies that were observed to be deteriorating.</p>		
Nurse managers	<p>-Leadership training</p> <p>-Consistent monitoring in clinical competence and performance of the nurse</p> <p>-Seminar/ Training</p> <p>- Mentorship activity</p>	<p>-training to reinforce the most effective type of management technique that could foster development in clinical competence and performance.</p> <p>- Annual evaluation of the clinical performance and competence may be conducted to ascertain that the nurses still render quality and efficient service to the patients.</p> <p>- Training can be conducted for the nurse managers to inform them about the new ways and effective techniques in increasing the competencies and performance of the nurses. This activity may include suggested activities or reinforcement that they can do in their respective hospital such as rewards, praises, ways on how to</p>	<p>-every 6 months</p> <p>-annual</p> <p>- annual</p> <p>- every 6 months</p>	<p>-Chief nurses -supervisor</p>

	<p>-Annual Survey</p>	<p>improve the work condition especially the environment, and additional training meant for the professional growth of the nurses.</p> <p>- This activity pertained to the nurse managers who could provide support and advice to the nurses in developing their competencies and performance. This may be helpful to the novice nurses who were currently struggling in increasing their performance and in maintaining their competencies at work.</p> <p>-This activity may be done by the nurse managers or the administration in an annual basis. This may include questions regarding the weak areas where the nurses need to improve the most. This could provide a great data when it comes to creating possible solutions that could address the needs of the nurses.</p>	<p>-annual</p>	
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