

Al-Quds University

Deanship of Graduate Studies



**Nurses' Perceptions about the Role of Training and
Development Programs in Motivating and Enhancing
Job Satisfaction in Bethlehem Hospitals**

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M.Sc. Thesis

Jerusalem-Palestine

1447-2025

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Satisfaction in Bethlehem Hospitals**

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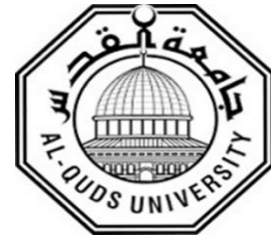
A Thesis is Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of nursing Management/ Faculty of Health Professions/
Al-Quds University.

Jerusalem-Palestine

1447/2025

Al-Quds University

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Thesis Approval

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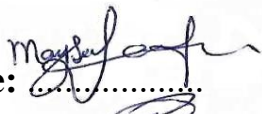
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Jerusalem- Palestine

1447/ 2025

DEDICATION

To the light of my life and the reason behind every success — To my father and mother, symbols of love, sacrifice, and endless support. You have planted in me the values of patience and determination; this achievement is a reflection of your guidance, encouragement, and unconditional love.


I also dedicate this thesis to everyone who believed in me and supported me throughout my academic journey — to my family, friends, and mentors, whose encouragement and faith in my abilities inspired me to pursue my goals and achieve my dreams.

Finally, I dedicate this work to my beloved homeland, Palestine, and to our steadfast people in Gaza, who embody resilience, faith, and dignity despite hardship. Your courage and endurance are a true source of inspiration for every dream nurtured with hope and perseverance

Samer Mohammad Ali Jebreen

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and that this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed.....

Name: Samer Mohammad Ali Jebreen

Date: 24-8-2025

Acknowledgmen

After praising and thanking Allah for this humble work, I am pleased to extend my sincere thanks and appreciation to the supervisor of this thesis,
Main Supervisor: Dr. Maysa AL Usta

for the dedicated effort exerted throughout the supervision period.

I also express my deep gratitude to AL-Quds University, which served as my second home during my master's degree journey.

My heartfelt thanks and gratitude go to the examination committee, for their valuable contributions.

Samer Mohammad Ali Jebreen

Abstract

Background: Training and development programs are essential for enhancing employees' knowledge, skills, and attitudes, ultimately improving organizational performance. Well-trained staff are vital for achieving institutional goals, particularly in healthcare settings where patient outcomes are closely linked to workforce competence. In hospitals, especially within nursing, training initiatives aim to strengthen professional growth, boost motivation, and improve job satisfaction. By investing in these programs, hospitals foster a supportive work environment that empowers nurses and enhances the quality of patient care, thereby contributing to the strategic objectives of the organization.

Purpose: This study aimed to explore and evaluate nurses' perceptions regarding the role of training and development programs in motivating them and enhancing their job satisfaction in hospitals located in Bethlehem. It further sought to provide evidence-based recommendations to guide institutional policies and practices regarding employee development.

Methodology: A cross-sectional descriptive research design was employed. Data were collected using a structured questionnaire comprising five sections. Section A examined participants' sociodemographic characteristics, section B assessed nurses' participation in training programs, sections C, and D assessed nurses' perceptions of the influence of training programs on their motivation and job satisfaction respectively. The measures were on a three-point Likert scale (Agree, Neutral, Disagree). The last section contained open-ended questions regarding the participants' perspectives about training programs. The English questionnaire was translated into Arabic and was distributed to 215 nurses working in four private and governmental hospitals in Bethlehem. Data were analyzed using SPSS version 27.

Main findings: Findings revealed that 70.2% of respondents agreed they had received effective training within their organizations, and most participants expressed positive perceptions toward training and development programs. Statistical analysis demonstrated a significant positive relationship between training initiatives and both nurses' motivation and job satisfaction. The analysis results also showed that nurses wanted to see specific training programs in Bethlehem hospitals, such as Advanced Cardiovascular Life Support (ACLS) and Basic Life Support (BLS), infection control training, ventilator management, and communication skills.

Conclusion and Recommendations: Training and development programs play a critical role in enhancing nurses' motivation and overall job satisfaction. Hospitals are encouraged to prioritize the design and implementation of tailored training initiatives that address the specific needs and aspirations of nursing staff. These findings provide evidence-based insights to guide hospital administrators and policymakers in improving workforce development strategies, ultimately contributing to better employee outcomes and enhanced patient care.

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Chapter One:

1.1 Background:

Training and development programs are essential for enhancing employees' knowledge, skills, and attitudes, ultimately improving organizational performance. Well-trained staff are vital for achieving institutional goals, particularly in healthcare settings where patient outcomes are closely linked to workforce competence. In every organization, the process of training involves several steps including: determining the needs of the organization and its employees, designing training according to the needs assessment, carrying out the plan, and assessing the training. Effective application of training and development programs leads to acquiring the best-performing employees in the workplace (Gebrehiwot & Elantheraiyan, 2023). Afsana et al. (2015) define training as the process of improving a person's exposure, skills, knowledge, and capacities.

Organizations and companies know how important it is to invest in employees as one of the most important sources in the modern competitive and dynamic business environment (Ananchenkova & Nikonova, 2023). Employee training and development programs are important in attracting and retaining talent in the organization through the enhancement of the skills of the workers, enabling them to create a learning ethos, and nurturing organizational development (Bilderback & Miller, 2023). Training programs do not only enhance performance and productivity of employees, but also influence positively on the job satisfaction of the employees.

Training and development programs in hospitals have multiple purposes to perform; for nursing staff, training and development programs are aimed at increasing employee satisfaction and motivation, by creating programs which would increase the skill, knowledge and competency levels of the personnel, thereby resulting in higher job satisfaction, higher engagement, and overall job performance improvement. In terms of patients, training and development programs guarantee the escalated quality of patient care and the satisfaction that ultimately leads to developing and achieving the strategic goals of the organization (Alolayyan et al. 2022).

.1.2 Introduction:

In the quickly changing business world of today, an organization's human resources are crucial to its success. According to Sullivan and Lee (2021), training and development programs are vital parts of contemporary organizational strategies because they improve employee performance, raise job satisfaction, help the company reach its objectives, and promote personal development.

Ahmed et al. (2013) define motivation by taking notice of the personal needs of the workers and by appertaining to seamless methods to satisfy such needs. Employers are supposed to collaborate with employees so that they are able to comprehend their needs as individuals and relate them to the needs of their organizations. One of the ways of enhancing job satisfaction and avoiding demotivation is by motivating the employees.

Kalli et al. (2023) state that job satisfaction of employees is a factor that is pegged on training and development programs. Frequent and relevant training delivered to employees may help organizations to prepare an employee to address the demands of their duties thus, increasing employee productivity and performance (Mamaqi, 2023).

The role of nurses in a hospital set up is crucial in ensuring an optimal service is delivered to patients. They not only serve as care delivery agents, but also as organizers, teachers and facilitators of needed knowledge to patients and families. The nursing profession has undergone substantial growth in its historical time in the context of making it even more competent and influential in the process of providing quality care (Alolayyan et al. 2022).

Training and development play the most important role in reducing the difference between the current performance of the employees and the skills that are needed to satisfy the demands of the organizations. There are several types of activities that form training and development programs, among which the primary aim is to enhance knowledge, skills, and competencies of employees, and as a result, the performance and productivity. Due to the complicated market environment that organizations continue facing, it is vital that they receive their skill development and professional growth on an ongoing basis in order to sustain a competitive edge (Lee & Wright, 2020). In addition, during training and development, organizations are required to use money which motivates employees, implies they are valued and respected, and, thus, raises job satisfaction (Habib et al. 2015).

The problems of healthcare workforce demands that hospitals as well as human resource managers look towards listening to their nurses, their needs and motivation and seek out new ways of addressing the issue as they develop their training and development plans. In fact, an alignment of the strategic objectives of an organization with the individual goals of employees should be established in order to achieve the real meaning of effective quality of care. Lack of sequential training and development themes leads to an employee that is disengaged with the organizational objective and a patient that has gone unfulfilled (Schoenbaum, 2013).

.1.3 Problem Statement:

Globally, the nursing profession is confronted with growing issues, including heavy workloads, a lack of people, quick technological improvements, and changing patient care requirements. These demands frequently result in burnout, low motivation, and job

discontent among nurses, which can eventually lower the standard of care provided (Aiken et al., 2021; Gómez-Urquiza et al., 2017). Continuous training and professional development programs have been identified as crucial tactics for addressing these issues, since they help nurses become more skilled, more confident, and more satisfied with their jobs overall (WHO, 2020; Labrague et al. 2021).

In developing regions, including the Middle East, nurses encounter similar challenges, often amplified by limited resources, inadequate staffing, and restricted opportunities for professional growth (Al-Maskari et al., 2020; Aboshaiqah, 2016). Within Palestine, the healthcare system is under continuous strain due to political, economic, and infrastructural limitations, which directly affect healthcare professionals, particularly nurses, who form the largest segment of the healthcare workforce (Khatib et al. 2021). Previous studies in Palestine indicate that nurses frequently report work-related stress, insufficient training opportunities, and dissatisfaction with professional development initiatives (Qabaja et al. 2020).

Understanding the aspects of staff motivation and satisfaction is critical for hospitals to optimize their resources and ensure a motivated and satisfied nursing workforce, ultimately leading to improved patient care outcomes and achieving the strategic goals of the organization. Therefore, a comprehensive investigation of the nurses' perceptions of training and development initiatives on nurse motivation and satisfaction is essential to inform evidence-based strategies and interventions within healthcare organizations, including Bethlehem hospitals. and the findings will offer valuable insights for hospital management to design effective programs that support their nursing workforce, ultimately improving healthcare outcomes.

.1.4 Research Significance:

Health care workers, especially nurses, have the longest contact with patients, leading to creating a special bond between nurses and patients. A nurse's motivation and job satisfaction are therefore essential for maintaining high standards of patient care (Lu et al., 2019).

Training and development programs that give nurses up-to-date information, clinical skills, and interpersonal abilities are among the best strategies to maintain motivation and build their capacity. These programs boost confidence, self-efficacy, and professional development in addition to technical proficiency (Jeong & Lee, 2020). According to (Alshammari et al., 2019), training opportunities help nurses feel appreciated and supported in their companies, which in turn leads to increased job satisfaction.

Studies have indicated that training has a direct impact on healthcare performance. Well-trained nurses can better meet the varied demands of their patients, adjust to the quick changes in technology, and enhance service results (WHO, 2020).

Despite the global recognition of training as a driver of motivation and satisfaction, little is known about how nurses in Bethlehem hospitals perceive the effectiveness of such programs regarding motivational impact, and contribution to job satisfaction. This context is particularly important, given the resource limitations and unique challenges in Palestinian healthcare settings (Awadallah & Radi, 2021).

This study will provide insights into how nurses in Bethlehem hospitals view training and development initiatives , and offer evidence for hospital administrators and policymakers to design tailored training strategies that foster motivation, job satisfaction, and ultimately higher patient-care quality.

.1.5 Main Aim:

This study aims to explore and evaluate nurses' perceptions regarding the role of training and development programs in motivating them and enhancing their job satisfaction in hospitals located in Bethlehem. It further sought to provide evidence-based recommendations to guide institutional policies and practices regarding employee development.

1.6 Specific Objectives:

1. Assessing nurses' participation in training and development programs.
2. Examining nurses' perceptions about the relationship between attending training and development programs, and motivation in Bethlehem hospitals.
3. Examining nurses' perceptions about the relationship between attending training and development programs, and general job satisfaction in Bethlehem hospitals.
4. To explore the influence of demographic characteristics on motivation and job satisfaction among nurses in Bethlehem hospitals.
5. Examining the relationship between training and development programs and job performance.
6. Assessing Bethlehem hospitals nurses' motivation to attend training programs.
7. To provide recommendations for improving training and development programs to better support nurses' motivation and job satisfaction.

1.7 Research Questions:

1. How does participation in training and development programs influence nurses' motivation in Bethlehem hospitals?
2. To what extent do training and development programs influence job satisfaction among nursing staff?
3. What are the demographic factors influencing motivation and job satisfaction among nurses in Bethlehem hospitals?
4. How do nursing staff perceive the effectiveness of the existing training and development initiatives in addressing their professional needs at Bethlehem hospitals?
5. What is the level of motivation among nurses in Bethlehem hospitals to participate in training and development programs?
6. What are the suggestions that might help in promoting effective training and development programs at Bethlehem hospitals in motivating nursing staff and improving overall employee satisfaction?

1.8 Hypothesis:

Hypothesis 1: Training and development programs significantly increase the motivation levels of nursing staff.

Hypothesis 2: Participation in structured training and development programs positively influences employee satisfaction among nursing professionals.

Hypothesis 3: There is a significant relationship between demographic factors and nurses' levels of motivation and job satisfaction at Bethlehem hospital.

1.9 Define the Research Terms:

Nurses

Nurses are certified healthcare providers that work in a variety of healthcare settings, promoting health, preventing disease, and aiding in recovery. They are essential in hospitals for maintaining patient safety and high-quality care (WHO, 2020).

Perceptions

Perceptions refer to the way individuals interpret and make sense of experiences, events, or stimuli in their environment (Robbins & Judge, 2019). In this study, it denotes how nurses subjectively view and evaluate the role and effectiveness of training and development programs .

Training and Development Programs

Training and development programs are structured activities designed to enhance employees' knowledge, skills, and competencies, enabling them to perform current tasks effectively and prepare for future responsibilities. In the nursing context, such programs include clinical skills training, continuous education, workshops, and professional development initiatives (Armstrong & Taylor, 2020).

Motivation

Motivation can be defined as the internal or external stimulation that propels, guides, and maintains behavior in the direction of a particular objective. Motivating factors for nurses can include opportunity for professional development, acknowledgment, equitable compensation, and encouraging work settings (Ryan & Deci, 2020).

Job Satisfaction

Job satisfaction refers to the positive emotional state resulting from the evaluation of one's job experience. For nurses, it encompasses feelings about workload, work environment, recognition, career development, and the quality of patient care (Spector, 2016).

Chapter Two:

literature Review

Introduction

Training and development programs are widely recognized as critical tools for enhancing employee performance, motivation, and job satisfaction across healthcare settings. In nursing, professional development is particularly essential due to the complexity of patient care, rapid advancements in medical knowledge, and the high-stress environment in hospitals. Nurses' perceptions of these programs significantly influence their engagement, willingness to participate in training, and subsequent effects on their job satisfaction and motivation (Alshammari, 2017; Blegen et al. 2017).

Previous studies are considered the nucleus of drawing up scientific frameworks for research. Reviewing previous research is essential to conducting scientific research (Creswell, 2014). In the Palestinian healthcare context, particularly in Bethlehem hospitals, where resources are often constrained, understanding the role of training and development in motivating nurses and enhancing their satisfaction is critical for hospital administrators and policymakers. This chapter aims to explore previous research on nurses' perceptions of training and development programs, their impact on motivation, and their role in job satisfaction.

Search Strategy

To ensure a comprehensive review, a systematic search strategy was employed to gather relevant literature on training and development, motivation, and job satisfaction among nurses. Multiple electronic databases were consulted, including PubMed, Scopus, ProQuest, and Google Scholar, to retrieve peer-reviewed journal articles, dissertations, and reports published between 2011 and 2024.

2.1 Training and Development:

Training and development are associated with any recognized training and support efforts of improvement to prepare and develop people (Hanaysha, 2016). (Yamoah , 2014) defines training as any teaching obligation that aims to grow on occupation related knowledge and skills. It is the learning process that is employed in assisting employees to gain working skills, knowledge and attitude (Terera & Ngirande, 2014). Development, on the other hand, is a process where employees are involved in improvement activities that enable them to realize advanced competence in individual progress (Agyei, 2014). The process involves systematical identifications that positively affect the knowledge and skills of individuals towards individual development on the current and future jobs (Nischithaa & Rao, 2014).

Related Domains:

- Content relevance: Training should align with nurses' job requirements and patient care needs.
- Accessibility: Availability of training opportunities for all staff.
- Support: Supervisor encouragement and organizational backing for participation.
- Delivery methods: Workshops, simulations, on-the-job training, and e-learning.
- Continuous professional development (CPD): Encouraging lifelong learning for nurses.

Key Factors:

- Availability of resources (time, funds, trainers).
- Organizational culture towards learning.
- Practical applicability of training.
- Accreditation and recognition of training outcomes.

The purpose of a study conducted by Wulnye, et al. (2018) was to investigate the effect of training and development on employee performance at Ghana Health Service, where the study found that training and development have positive impact on employees' performance. Where (89.37%) respondents responded that there is a positive relationship between training and development. As training increases, employee development also goes up and eventually employee performance improves. The employees concurred that they can use the knowledge and abilities they have gained to their workplace . Based on the results of the study, it was suggested that management ought to ensure that there are properly planned systematic and coordinated training and development programs within the organization and it was necessary that a sufficient budget should be allocated to fund the execution of the training and development programs.

Training and development were of great importance during pandemics. According to a study by Yulianti, (2021) about the influence of training, engagement, and motivation provided by the hospital as an organization on the performance of nurses in the COVID-19 pandemic in Tangerang. According to research, 65.3% of nurses who responded to the survey believed that proper employee training, engagement, and motivation at work had a major impact on nurses' performance. Training and development can help nurses adjust to the changing circumstances brought on by the COVID-19 pandemic. The study's findings gave policymakers and nursing human resource managers insight into how to support

front-line nurses and sustain the effectiveness of those nurses, particularly during this epidemic.

In Palestine, the study “Impact of long experience with continuous education and impact on job performance among nursing staff in hospitals of the West Bank-Palestine” Which was conducted by Zubaidat, (2024) highlights the importance of continuing professional development in the dynamic field of health care. where this study aims to impact of training and its dimensions on job performance in West Bank hospitals. The findings showed that the degree of job performance of nursing staff in the hospitals was high, as the mean of response was (3.80) out of (4). Also, the levels of the ability and desire domains of job performance were high, as the means of response were 4, (3.79, and 3.82) respectively. Additionally, the findings demonstrated a favorable and statistically significant correlation between the training and job performance of nursing staff 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. In light of the results of 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. The purpose of a study conducted by AbuShammala, et al. (2023) was to identify training effect on the performance of the medical staff and technicians and its role in developing the quality of health care in the Al-Shifa Medical Complex in the southern Palestinian governorates. The following findings were obtained: Medical staff training and health care quality have a statistically significant relationship at the level ($\alpha \leq 0.05$), and medical staff training has a statistically significant effect at the level ($\alpha \leq 0.05$) on improving health care quality. Additionally, the degree of training was high (59.8%), and the quality of health care was high (69.0%). Expanding programs and training courses that meet the needs of administrative empowerment and offering better opportunities to foster a work environment for employees' professional development were two of the study's most significant recommendations.

2.2 Motivating Nurses:

The term motivation can be said to be a psychological process, which creates a source of personal energy, stimulates behavior to act in a given manner, and also initiates and sustains these actions towards the achievement of the goals (Nugroho et al. 2020). The motivation of the staff in the organization is associated with the training and development programs that promote innovative work behavior, which is oriented to the sustainability of the organization and increases its competence with self-confidence (Deepa & Rajasekar, 2021; Turanli & Yolsal, 2020). Employee work-life balance could also be influenced, so training and research can influence the intrinsic motivatedness (Deery & Jago, 2015; Derfler et al. 2021; Rani & Desiana, 2019). The training and development significantly influence the motivation and commitment of staff as it provides the workers with what they need to know and professional development initiatives and work performance programs can both enhance them and motivate them (Isimoya et al. 2020). When there is proper teamwork, favorable working conditions, and good remuneration packages, more employees will perform and be motivated and have more job satisfaction (Dobre, 2013).

Related Domains:

-Intrinsic motivation: Personal satisfaction, professional pride, self-development, sense of purpose.

-Extrinsic motivation: Financial incentives, promotions, recognition, supportive work environment.

-Workplace factors: Leadership, teamwork, autonomy, communication.

-Psychological needs (Self-Determination Theory): Competence, autonomy, relatedness.

Key Factors:

-Rewards and recognition.

-Job security and career advancement.

-Training opportunities and skill utilization.

-Workload, stress levels, and organizational support.

In Athens, Conducted Kamariannaki, et al. (2017) a study aimed at explore the motivating factors for participation of nurses in continuing nursing education and their perceptions about the necessity for programs in continuing nursing education in three hospitals . The use of the Participation Reasons Scale on five dimensions; (a) professional improvement and development, (b) professional service, (c) collegial learning and interaction, (d) personal benefits and job security, and (e) professional commitment . has shown that the majority of the sample had positive perceptions and attitudes towards continuing nursing education programs that were based on real needs. The Participation Reasons Scale contained five factors (dimensions), and all of them were rated as the rather significant by the subjects in the following percentages: “Professional improvement and development” 98.9%, “professional service” 91.8%, “collegial learning and interaction” 82.6%, “personal benefits and job security” 91.0%, “professional commitment” 88.4%. What we can conclude on the basis of this is that Motives and the personal professional attitudes have a great influence on the involvement of nurses in continuing nursing education programs. It is regarded as crucial to develop educational programs according to real needs once exploring the basis of motivation. where Involvement in continuing nursing education program results in enhancing nursing care; it can lower costs, raise productivity, minimize accidents and mistakes, and reduce job stress.

In Kenya, Momanyi, et al. (2016) conducted a study on the value of motivational training among health workers. According to the findings, the majority of health workers (81.9%) had gotten some kind of training, and of those, (98.5%) percent said that on-the-job training was pertinent to their work and that it inspired them to perform better (99.0%) by linking skills to motivation. Thus, the study came to the conclusion that training and a motivated health workforce are related, and it suggested bolstering current training programs by making sure training is more frequent and involving health professionals in conversations about their career development opportunities.

As is in the study conducted by Rivai, et al. (2018) about know the role of work motivation as moderator in the relationship between training and job performance: a study in a regional hospital in West Sumatra Province. Where the finding is that training had a positive influence on the performance of the job. This was because majority of the nurses had already undergone the training and that work motivation was also determined as a direct influential determinant of job performance and the outcome also showed that training as an influence on job performance may vary according to the level of motivation of the employee.

In Palestine, Ayyash (2011) conducted a study about the relationship between nurses' motivation and their performance at European Gaza Hospital. According to the findings, the study participants' motivation level was 66.21%, and their average performance level as determined by the annual appraisal was 82.08%. The researcher thinks that hospital administration should focus more on increasing nurses' motivation to a higher level in order to enhance client care and performance. Participants ranked the in-service training as the most motivating factor (M = 8.12 out of 10) and the working hours schedule as the second-highest motivator (M = 7.00). The seventh rated element (M=4.87) was salary. Respect from others was the least motivating factor (M = 2.78). Training and development initiatives were the largest motivators for the nursing staff, according to the study's findings. One of the study's most significant recommendations was to promote enrollment in and accreditation of in-service training and education programs.

2.3 Nurses' Job Satisfaction:

Employee satisfaction is also a crucial element in ensuring that one contributes to the realization of the emotional situation that an employee is in regarding the work and the working environment (Kerdngern & Thanitbenjasith, 2017). Employee satisfaction is a cause of the extent to which the need of each particular worker is met in the work (Jhajharia & Gupta, 2015). After having had their needs met, Kuo (2015) reveals that employees become exposed to the obligations of developing emotional commitment to the employer and being loyal to the policies of the employer. This implies that job satisfaction can positively influence employee loyalty since it boosts job commitment of the employees which in turn minimizes their turnover and overall performance. Employees who enjoy the work they do tend to stay longer in the organization, show interest in the work they perform and be beneficial to the success of the organization.

Related Domains:

- Work environment: Staffing levels, physical conditions, teamwork.
- Professional growth: Training, career development, promotion opportunities.
- Compensation and benefits: Salary, allowances, financial incentives.
- Psycho-social aspects: Autonomy, support from management, interpersonal relationships.

Key Factors:

- Organizational support and leadership style.
- Fairness in workload distribution.
- Balance between professional demands and personal life.
- Access to professional development programs.

According to a study by Van der Linde (2014) about job satisfaction of nursing auxiliaries pre - and post- training in South Africa. The findings showed that work satisfaction was 56% before the training program, 78% immediately following the training, and 90% two months later. Where According to the study's findings, putting in place training programs enhanced and maintained employees' job satisfaction.

In Indonesia, Suprpto, et al. (2023) study about human resource development and job satisfaction among nurses in X Makassar Hospital. According to the statistical test results, the human resource development component that most affects nurses' job satisfaction is

training. According to the study, nurses with enough training are 1.790 times more satisfied than those with inadequate training, as indicated by the responses of 107 respondents from the study sample, which amounted to 136 nurses . Training significantly affects nurses' level of satisfaction, according to this study. Nurses must maximize their skills and capabilities as healthcare providers in hospitals in order to improve nursing care standards.

Jha, et al. (2020) conducted a study about the effect of training and development on job satisfaction of nurses in public and private hospitals in India. According to the study, training and development have a higher effect on job satisfaction in public hospitals (0.468) than in private hospitals (0.216). It discovered that the training and development initiatives in the two kinds of hospitals differ significantly. The Madhya Pradesh government organizes training programs for public hospitals, and hospitals designate groups of nurses to participate in these programs. However, very few hospitals in the private sector prioritize training and development initiatives. They host seminars in-house every day, and some even host them once a month. Additionally, it was noted that both types of hospitals' training needs are not accurately identified. Few nurses found the training program helpful, and nurses in public hospitals are sent to attend it based on their availability. Consequently, the study suggested that training and development programs be regularly organized and that all nurses be given the chance to participate in them. Since nurses should be allocated to training programs based on their training needs rather than their availability, training needs should be appropriately identified.

In Palestine, Salameh, et al. (2023) Conducted a study on the evaluation of clinical competence and job satisfaction and their related factors among emergency nurses in Palestinian governmental and private hospitals. The total average clinical competence scores of nurses varied significantly across hospital types, according to the results of the one-way ANOVA. The average competency scores of nurses employed at private hospitals were higher (45.20 ± 7.40) than those of nurses employed at government hospitals (40.93 ± 10.82).As the analysis indicated that among the participants, only (19.4%) demonstrated a good level of clinical competence, with none reaching a very good level, and they are the ones who reported having job satisfaction by percentage (51.2%) . Consequently, the results of the study showed that the most significant predictor of clinical competency is job satisfaction. The study found that nurses with higher job satisfaction levels also had the highest mean clinical competency scores. In order to boost motivation, raise job satisfaction, and eventually raise clinical competency levels, the study advised hospitals to match nurses' job duties with their training and experience. The quality of care given will consequently improve, and the healthcare industry will see major advancements as a result. and this may be accomplished by giving nurses access to resources and simulation technologies, continual training, and incentives to keep improving their knowledge and abilities.

Conclusion:

The literature reviewed underscores the pivotal role that training and development programs play in motivating nursing professionals and enhancing overall employee satisfaction. The impact of training and development on job satisfaction and motivation has also been widely explored across sectors, consistently showing a positive relationship. However, studies have shown that there is a difference in job satisfaction and motivation between developed and developing countries, and there is also a difference in the implementation of training and development programs between the public and private sectors.

In contrast to earlier research carried out in more stable areas, the role that training and development programs play in motivating nurses and enhancing their job satisfaction has not been widely studied in Palestine, especially since we have been living in Palestine in wars for years and also because of the lack of budgets, Therefore, training and development programs may be affected by these constraints. However, in this study, we will explore the role that training and development programs play in motivating nurses and enhancing their job satisfaction in Bethlehem hospitals.

Chapter Three

Methodology

In this chapter, methods that have been used to answer the study questions are presented in detail. This reflects on study design, study setting, participants, used tool, study sample and the data analysis.

3.1 Study Design:

This quantitative study employed the descriptive-analytical cross-sectional design. A cross-sectional design refers to a research design that involves collecting data from a population or a sample at a single point in time. Cross-sectional studies can provide a snapshot of the prevalence or relationship of variables (Rubin & Babie, 2016).

Descriptive analytical design is an approach used in research and data analysis that focuses on both describing and analyzing data in a structured manner. It typically involves gathering and summarizing data to identify patterns, trends, or relationships. (Sharma 2017).

3.2 Study Population and Settings:

The study population consisted of staff and practical nurses in four private and government hospitals in the city of Bethlehem: (Arab Society Hospital, Holy Family Hospital, and Beit Jala Governmental Hospital (Al-Hussein), and Caritas Baby Hospital).

All nursing staff working in the four selected hospitals were eligible to participate in this study, excluding nurses who worked in these hospitals on a part-time contract, and who worked in more than one hospital.

Bethlehem, a historic city in the West Bank, Palestine, is home to several hospitals providing medical care to both locals and visitors. These hospitals vary in size and function,

and many are supported by international organizations or religious institutions. Key hospitals in Bethlehem include: Bethlehem Arab Society for Rehabilitation (BASR): A prominent hospital known for providing specialized care, particularly in rehabilitation, prosthetics, and orthopedics. It serves individuals with disabilities and offers a variety of health services, including surgery and physiotherapy. Holy Family Hospital: Run by the Order of the Holy Family, this hospital provides general medical services, with a focus on maternal and child healthcare. It is well regarded for its obstetrics and gynecology departments and supports the local community's healthcare needs. Beit Jala Government Hospital: Located just outside Bethlehem in the town of Beit Jala, this is a major public hospital that serves a broad range of patients. It offers emergency services, surgery, and inpatient care, with a special emphasis on providing services to Palestinians in the area. Caritas Baby Hospital: is a well-known pediatric hospital. It was founded in 1952 by Father Ernst, a Swiss priest, with the goal of providing medical care to children in need, regardless of their religion, nationality, or economic status. The hospital occupies a central position in the region and it provides quality healthcare services in an area with limited access to specialized care in treating children.

3.3 Sample Size:

Sample size was calculated by Raosoft® website (<http://www.raosoft.com/samplesize.html>).

A 95% confidence level and a $\pm 5\%$ margin of error were used to estimate the necessary sample size.

Based on the total number of nursing staff in the four hospitals, which is 485 nurses. The estimated minimal number needed to test the study hypotheses was 215 and the final sample size was 215 male and female nurses who were selected conveniently from the various departments in the four selected hospitals. The convenience sampling method was employed to include those nurses who are available and willing to participate during the data collection period.

3.4 Data Collection Tool:

The instrument in this study was questionnaires. A questionnaire is a research tool used to collect data from respondents through a series of written or printed questions. It is typically used in surveys or studies to gather information on a specific topic. The goal of a questionnaire is to obtain specific information in a standardized way to allow for analysis and interpretation (Creswell, 2014).

A questionnaire was created after an extensive review of the relevant literature. The questionnaire consisted of five sections, the (A) section included the socio-demographic information about the participants (gender, age, place residence, education level, marital status, years of work experience, job title, type the hospital). Section (B) included 14 statements about nurses perceptions of training and development programs. Section (C) included 9 statements about the influence of training and development programs on Motivation. Section (D) included 6 statements about the influence of training and development programs on job satisfaction. The final part (E) included 3 open-ended questions: 1- What types of training would you like to see more of in the future?. 2- What changes would you suggest to improve the effectiveness of training and development programs?. 3- In your opinion, what are the strengths and weaknesses of the current training and development programs in your hospital?. The responses in B+C+D section were measured using a three-point Likert scale (Agree, Neutral, Disagree). Using a three-

point Likert scale (Agree, Neutral, Disagree) can be justified based on several methodological and practical reasons: A three-point scale is easy for respondents to understand and use. It reduces confusion or fatigue that can arise with longer scales (e.g., five or seven points). Also with only three options, respondents are more likely to make a clear choice rather than oscillating between nuanced levels like “Strongly Agree” vs. “Agree.” And data from a three-point scale is easier to code, analyze, and interpret (Chartexpo, 2023).

The perception levels for each of the three main variables were categorized based on their respective score ranges. For **training and development programs** (score range: 12–36), perceptions were classified as low (12–19), moderate (20–27), and high (28–36). For **motivation** (score range: 9–27), low perception ranged from 9–14, moderate from 15–20, and high from 21–27. Similarly, **job satisfaction** (score range: 6–18) was divided into low (6–9), moderate (10–13), and high (14–18) perception categories.

3.5 Data Collection Procedures:

Approval was obtained from the Palestinian Ministry of Health and private hospitals, to conduct the study in Palestinian hospitals located in the city Bethlehem. Participating nurses were informed that all information collected would be used for scientific research purposes only. The questionnaire was then distributed to the nurses in the shift (A+B) with considering the standards for inclusion and exclusion, and they were then visited at a later time to collect it.

3.6 Validity:

The questionnaire was translated into Arabic language and back-translated by two independent translators and then reviewed by 3 experts holding PhD in nursing . They assessed the validity and phrasing of the questions. Based on their feedback, modifications were done accordingly.

3.7 Pilot Study:

A pilot study was conducted on 15 nurses before data collection. The participants included 8 nurses from Beit Jala Governmental Hospital , 4 from the Bethlehem Arab Society for Rehabilitation Hospital, and 3 from Holy Family Hospital. Ethical approval was obtained from the participating nurses as a preliminary test to identify suitability amendments in the questionnaire's wording, test the reliability of its items, and test the validity and suitability of the questionnaire. Participants were not included in the study.

3.8 Reliability:

The reliability analysis showed high internal consistency for all three scales used in the study. The training and development programs scale, consisting of 12 items, had a Cronbach’s Alpha of 0.90, indicating excellent reliability. The motivation scale, with 9 items, demonstrated strong reliability with an alpha of 0.85. The job satisfaction scale, composed of 6 items, also showed acceptable reliability with a Cronbach’s Alpha of 0.79. As shown in Table 3.1 .

Table 3.1 :

Correlation coefficients

Scores	No. of items	Cronbach's Alpha
Training and development programs	12	.90
Motivation	9	.85

Job satisfaction	6	.79
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3.9 Data Analysis :

The collected data was analyzed by the Statistical Package for Social Sciences (SPSS) Version (27). Data analysis of descriptive and inferential statistics was conducted. Regarding descriptive statistics, frequency, percentages, mean score and Standard Deviation (SD) were used to describe the study variables. Regarding inferential statistics, Mann Whitney U test and Kruskal Wallis H tests were conducted to assess the differences between variables. Non-parametric tests were conducted because the data is not normally distributed according to Kolmogorov-Smirnov test and Shapiro-Wilk test ($p > 0.05$).

3.10 Ethical Consideration:

The approval for data collection was obtained from at Al-Quds University Ethical committee and from the Palestinian Ministry of health (MOH) and private hospitals to conduct the study .The data collected anonymously, guaranteeing that no participant's information may be recognized, as the consent form makes explicit. Data confidentiality and privacy are ensured, and participation in the study is entirely voluntary. The information gathered will only be utilized for research.

Chapter Four:

Results

Introduction:

The results chapter presents the findings of the study conducted among nurses to assess their perceptions toward training and development programs, nurses' motivation and job satisfaction. Descriptive statistics to describe study variables such as frequency, percentages, mean scores and inferential statistics such as Mann-Whitney U test and Kruskal Wallis H tests were used to assess the differences between demographic characteristics in terms of perceptions toward training and development programs, nurses' motivation and job satisfaction.

4.1 Demographic Characteristics of Participants:

The study sample included 215 nurses, of whom the majority were females (62.3%) and aged between 31–40 years (42.3%). Most participants resided in villages (47.4%), followed by cities (44.2%) and camps (8.4%). Regarding education, 74.4% of the participants held a bachelor's degree, while 15.8% had a diploma and 9.8% had higher education. Participating nurses were distributed across several hospitals, with the largest proportion working at Beit Jala Governmental Hospital (41.4%). Most nurses were married (72.1%) and had a work experience between 5–10 years (43.7%). The majority held the

position of staff nurse (74.4%). A significant number received in-service training (76.3%) with (70.2%) of those receiving it at their current workplace. As shown in Table 4.1.

Table 4.1
Demographic characteristics of nurses (n=215)

Variables		n	%
Sex	Male	81	37.7%
	Female	134	62.3%
Age group (Years)	20-30	85	39.5%
	31-40	91	42.3%
	41-50	26	12.2%
	>50	13	6.0%
Place of residence	City	95	44.2%
	Village	102	47.4%
	Camp	18	8.4%
Education level	Diploma	34	15.8%
	Bachelor's Degree	160	74.4%
	Higher education	21	9.8%
Hospital name	Caritas Baby Hospital	36	16.7%
	Holy Family Hospital	44	20.5%
	Beit Jala Governmental Hospital	89	41.4%
	Bethlehem Arab Society for Rehabilitation	46	21.4%
Marital status	Single	60	27.9%
	Married	155	72.1%
Years of work	< 5 years	44	20.5%
	5-10 years	94	43.7%
	11-15 years	31	14.4%
	> 15 years	46	21.4%
Job title	Practical nurse	35	16.3%
	Staff nurse	160	74.4%
	Head nurse	20	9.3%
Have you ever received an in-service training?	Yes	164	76.3%
	No	51	23.7%
If yes, it was in the organization you work in?	Yes	151	70.2%
	no	26	12.1%

4.2 Perception of Training and Development Programs:

This figure 4.1 illustrates the levels of perception toward training and development programs among the participants. As shown, a majority of respondents (64.7%) reported a good perception, indicating a generally positive view of such programs. Meanwhile, (27.9%) expressed a neutral perception, and only (7.4%) indicated a poor perception.

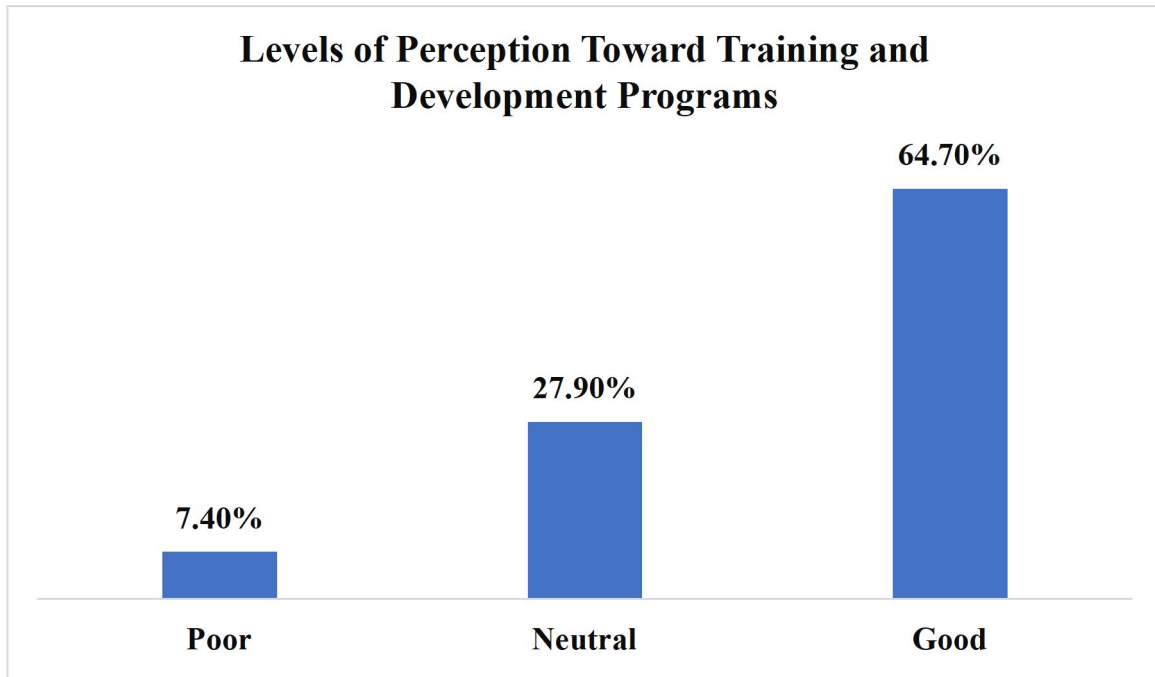


Figure 4.1. *Levels of Perception Toward Training and Development Programs*

The following table 4.2 presents the mean scores and standard deviations for each item measuring nurses' perception of training and development programs. The overall mean score was 2.39 (SD = 0.479), indicating a good perception among participants. Several items received particularly favorable evaluations, such as the contribution of training to skill development and future growth (M = 2.76, SD = 0.488) and the ability to confront work-related challenges (M = 2.64, SD = 0.610). Items related to training content relevance (M = 2.50) and supervisor support (M = 2.40) also reflected positive perceptions. However, certain aspects showed only neutral evaluations, such as the availability of training for all nurses (M = 2.16) and financial incentives provided (M = 2.13).

Table 4.2

Mean Score for Each Item Toward Perception of Training and Development Programs (n=215)

Item	Mean	SD	Status
1. The hospital provides sufficient training opportunities.	2.30	.688	Neutral
2. The hospital provides continuous training opportunities.	2.27	.739	Neutral
3. There are training opportunities available for all nurses in the hospital.	2.16	.734	Neutral
4. The hospital determines the needs and desired objectives before starting the training courses.	2.42	.699	Good
5. The training content is relevant to job requirements.	2.50	.662	Good
6. The training program help developing skills to gain new experiences and future development.	2.76	.488	Good
7. Training contributes to increasing production rate.	2.39	.631	Good
8. Training contributes to increasing the ability to confront problems that hinder your work.	2.64	.610	Good
9. I receive adequate support from supervisors to attend training.	2.40	.688	Good
10. The hospital provides financial incentives to encourage nurses to attend training and development programs.	2.13	.752	Neutral
11. The hospital provides moral incentives to encourage nurses to attend training and development programs.	2.33	.717	Good
12. There is a program to evaluate employee performance and assessing training outcomes.	2.38	.719	Good
Total Mean Score (12 items)	2.39	.479	Good

Mean score over 3 (Min=1. Max=3). Higher mean score means higher good perception scoring off points (1-1.66=poor, 1.67-2.32=neutral, 2.33-3=good)

4.3 Nurses' Perceived Levels of Motivation:

This figure 4.2 illustrates the level of perception of motivation among the study participants. A considerable majority (85.1%) reported a high level of motivation, indicating that most respondents feel positively motivated in their work environment. In contrast, (13.5%) expressed a moderate level of motivation, and only (1.4%) reported a low level of perception .

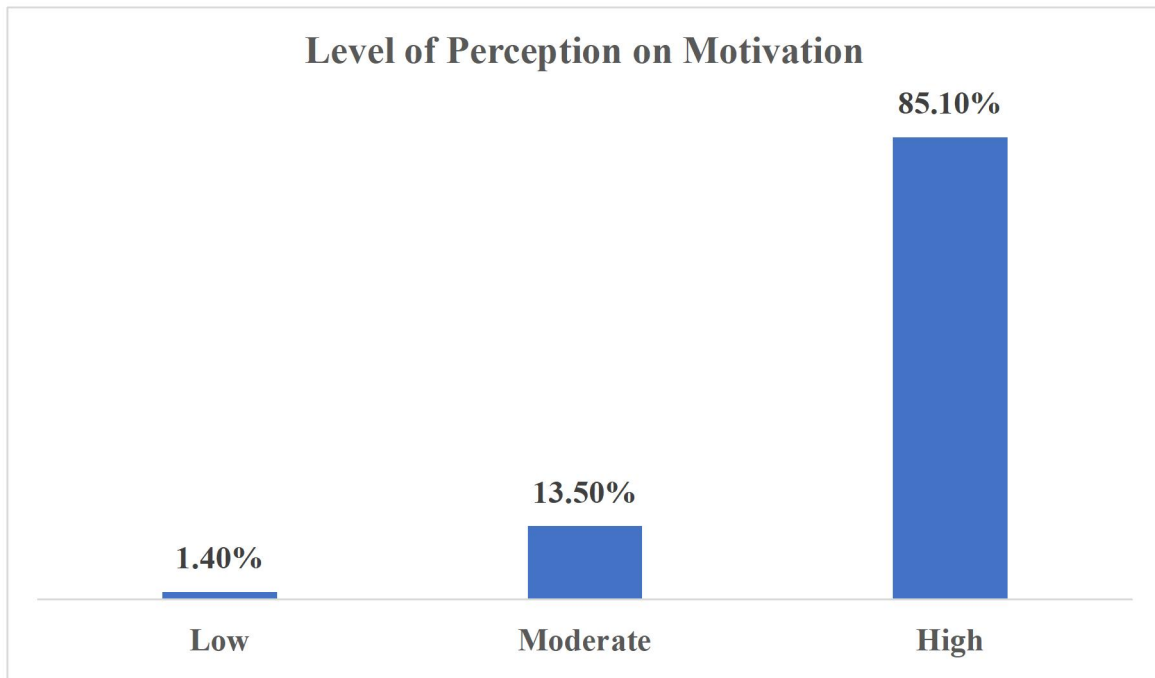


Figure 4.2. *Levels of Perception Toward Motivation*

Table 4.3 presents the mean scores and standard deviations for nine items evaluating nurses' perception of motivation related to training and development programs. The overall mean score of the measure was 2.68 (SD = 0.380), indicating a high level of motivation among participants. All individual items received high mean ratings, with the highest being for the statement "*Training and development programs improve the quality of care I provide to patients*" (M = 2.86, SD = 0.390), followed closely by "*Training helps nurses improve their work performance methods*" (M = 2.80, SD = 0.488) and "*Training helps me stay updated with the latest nursing practices*" (M = 2.78, SD = 0.490). Even the lowest-rated item, "*Training provides an opportunity to delegate authority and reduce supervision*", maintained a high perception score (M = 2.53, SD = 0.570).

Table 4.3*Mean score for each item toward perception on motivation (n=215)*

Item	Mean	SD	Status
1. Training and development programs increase my motivation at work.	2.72	.552	High
2. Training and development programs help me stay updated with the latest nursing practices.	2.78	.490	High
3. I feel more competent and confident after attending training and development programs.	2.65	.607	High
4. The training and development program helped in my personal growth.	2.62	.665	High
5. Attending a training and development program increase my chances of career advancement.	2.64	.624	High
6. I feel more valued by my organization after attending training and development programs.	2.54	.601	High
7. Training and development program improves the quality of care I provide to patients.	2.86	.390	High
8. Training and development program provide an opportunity to delegate authority and reduce supervision.	2.53	.570	High
9. Training and development help nurses improve their work performance methods.	2.80	.488	High
Total Mean Score (9 items)	2.68	.380	High

*Mean score over 3 (Min=1. Max=3). Higher mean score means higher impact on motivation
scoring of points (1-1.66=low, 1.67-2.32=moderate, 2.33-3=high)*

4.4 Level of Perception on Job Satisfaction:

Figure 4.3 illustrates the level of perception on job satisfaction among the participants. The vast majority (90.2%) reported a high level of job satisfaction, indicating a high level of job satisfaction. A smaller proportion (9.8%) reported a moderate level of satisfaction, while no participants (0%) were categorized as having a low level of job satisfaction.

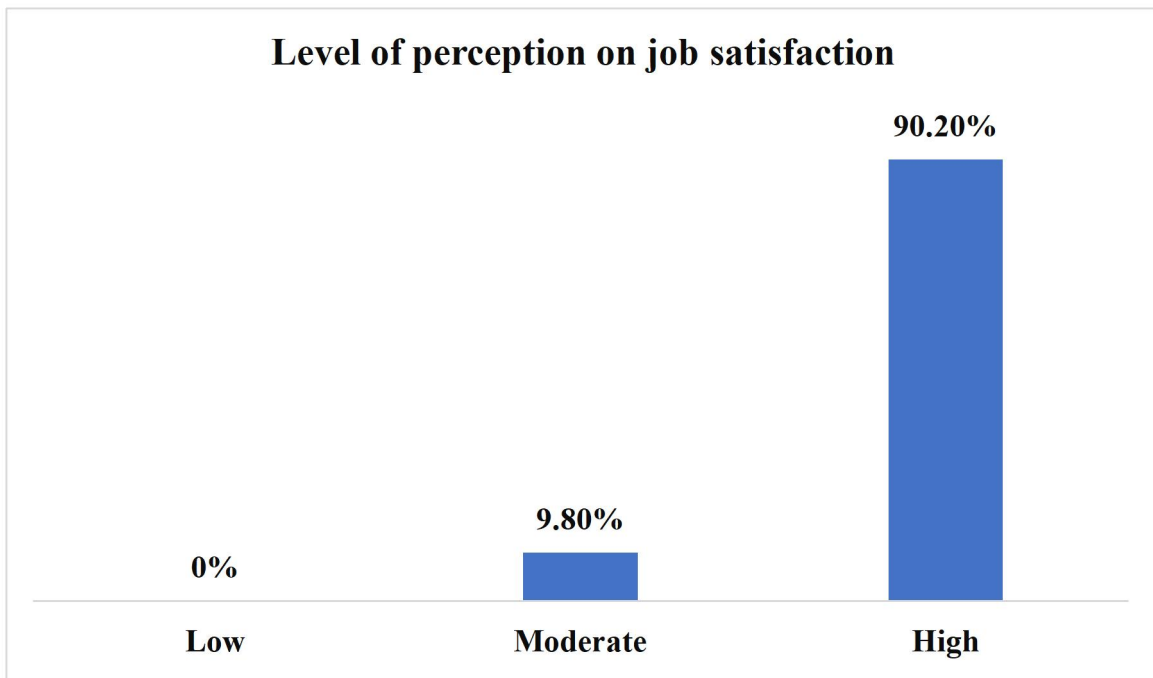


Figure 4.3. *Levels of Perception Toward Job Satisfaction*

Table 4.4 presents the mean scores and standard deviations for six items evaluating nurses' perception of job satisfaction in relation to training and development programs. The overall mean score was 2.69 (SD = 0.302), indicating a high level of job satisfaction among participants. All individual items were rated highly, with the highest mean reported for the item "I feel more satisfied with my job when I have access to training and development programs" (M = 2.84, SD = 0.366), followed by "Training has positively influenced my career growth" (M = 2.80, SD = 0.397). Other positively rated items included improved skills, better nurse-manager relationships, reduced stress, and enhanced job stability.

Table 4.4

Mean score for each item toward perception on job satisfaction (n=215)

Item	Mean	SD	Status
1. I feel more satisfied with my job when I have access to training and development programs.	2.84	.366	High
2. Training has positively influenced my career growth.	2.80	.397	High
3. Training and development programs increase the good relationship between nurses and managers.	2.68	.497	High
4. My job satisfaction increases when my skills are improved.	2.76	.507	High
5. Training programs and career growth reduce the stress of the employees.	2.54	.553	High
6. Training programs help with job stability and reduce turnover rates.	2.53	.562	High
Total Mean Score (9 items)	2.69	.302	High

Mean score over 3 (Min=1. Max=3). Higher mean score means higher impact on job satisfaction

scoring of points (1-1.66=low, 1.67-2.32=moderate, 2.33-3=high)

4.5 Nurses' Perception of Training and Development Programs in Relation to their Demographic Characteristics:

The Mann-Whitney U and Kruskal-Wallis H tests were used for this analysis. The analysis of differences in nurses' perception of training and development programs based on their demographic characteristics revealed several statistically significant findings. Female nurses demonstrated significantly higher perception scores toward of training and development programs than males ($p = .013$). Dunn's post hoc test indicated that nurses from cities showed higher perception levels compared to those from villages and camps ($p = .001$). The type of hospital was influential, as nurses working in private hospitals reported significantly higher perceptions than those in governmental hospitals ($p = .008$). Moreover, the type of hospital where the nurse worked showed a strong difference ($p = .001$) in perceptions, Dunn's post hoc test indicated that highest mean rank observed at Caritas Baby Hospital. Dunn's post hoc test indicated that years of work experience also significantly affected perception, with those having less than five years of experience reporting the highest scores ($p = .022$). Additionally, nurses who had received in-service training scored significantly higher than those who had not ($p = .001$). However, no statistically significant differences were found in perception based on age group, education level, marital status, or job title. As seen in Table 4.5.

Table 4.5

The Differences of perception of training and development programs based on demographic characteristics of nurses (n=215)

Variables		n	Mean Rank	Statistical Values	P-value
Sex	Male	81	94.52	U=4335	.013*
	Female	134	116.15		
Age group (Years)	20-30	85	110.09	H=2.516	.472
	31-40	91	104.59		
	41-50	26	101.42		
	>50	13	131.38		
Place of residence	City	95	126.76	H=17.682	.001*
	Village	102	89.72		
	Camp	18	112.58		
Education level	Diploma	34	125.24	H=3.226	.199
	Bachelor's Degree	160	105.30		
	Higher education	21	100.69		
Hospital name	Caritas Baby Hospital	36	184.35	H=71.242	.001*
	Holy Family Hospital	44	105.70		
	Beit Jala Governmental Hospital	89	95.07		
	Bethlehem Arab Society for Rehabilitation	46	75.46		
Marital status	Single	60	107.91	U=4644.5	.989
	Married	155	108.04		
Years of work	< 5 years	44	132.11	H=9.665	.022*
	5-10 years	94	100.13		
	11-15 years	31	94.65		
	> 15 years	46	110.02		
Job title	Practical nurse	35	122.79	H=4.309	.116
	Staff nurse	160	107.39		
	Head nurse	20	86.98		
Have you ever received an in-service training?	Yes	164	126.45	U=1156.5	.001*
	No	51	48.68		

Mann-Whitney U test and Kruskal Wallis H tests

**Sig at $p \leq 0.05$*

4.6 Nurses' Motivation in Relation to their Demographic Characteristics:

The analysis of differences in nurses' motivation mean scores according to their demographic characteristics revealed several statistically significant findings. Female nurses reported significantly higher motivation levels compared to male nurses ($p = .013$). Age group differences were also significant ($p = .001$), Dunn's post hoc test indicated that nurses aged over 50 having the highest mean rank, while those aged 41–50 had the lowest. Significant differences were observed across hospital names ($p = .001$), Dunn's post hoc test indicated that highest motivation reported among nurses at Caritas Baby Hospital. Additionally, nurses working in private hospitals showed significantly higher motivation than those in governmental settings ($p = .033$). Job title also had a significant impact ($p = .026$), Dunn's post hoc test indicated that head nurses reporting the highest motivation

levels. Furthermore, receiving in-service training was strongly associated with higher motivation ($p = .001$). However, no significant differences were found based on place of residence, marital status, years of work experience, or education level. Mann-Whitney U and Kruskal-Wallis H tests were used to assess these differences. As seen in Table 4.6.

Table 4.6

Differences between demographic characteristics of nurses in terms of impact on motivation mean scores (n=215)

Variables		n	Mean Rank	Statistical Values	P-value
Sex	Male	81	94.79	U=4357	.013*
	Female	134	115.99		
Age group (Years)	20-30	85	106.76	H=16.587	.001*
	31-40	91	114.06		
	41-50	26	70.69		
	>50	13	148.27		
Place of residence	City	95	110.81	H=.846	.655
	Village	102	104.17		
	Camp	18	114.89		
Education level	Diploma	34	86.97	H=5.743	.057
	Bachelor's Degree	160	110.43		
	Higher education	21	123.50		
Hospital name	Caritas Baby Hospital	36	149.17	H=23.336	.001*
	Holy Family Hospital	44	92.05		
	Beit Jala Governmental Hospital	89	96.44		
	Bethlehem Arab Society for Rehabilitation	46	113.41		
Marital status	Single	60	109.22	U=4577	.854
	Married	155	107.53		
Years of work	< 5 years	44	107.85	H=.016	.999
	5-10 years	94	108.52		
	11-15 years	31	107.89		
	> 15 years	46	107.15		
Job title	Practical nurse	35	86.10	H=7.265	.026*
	Staff nurse	160	110.13		
	Head nurse	20	129.32		
Have you ever received an in-service training?	Yes	164	115.54	U=2946	.001*
	No	51	83.76		

Mann-Whitney U test and Kruskal Wallis H tests

**Sig at $p \leq 0.05$*

4.7 Nurses' job satisfaction in Relation to their Demographic Characteristics:

The analysis revealed significant differences in job satisfaction scores among nurses based on several demographic characteristics. Female nurses reported significantly higher job satisfaction than their male counterparts ($p = .001$). Place of residence also showed a significant difference ($p = .006$), Dunn's post hoc test indicated that nurses

residing in cities having higher satisfaction than those in villages or camps. The hospital in which nurses worked was strongly associated with job satisfaction levels ($p = .001$), Dunn's post hoc test indicated that the highest scores observed at Caritas Baby Hospital and the lowest at Bethlehem Arab Society for Rehabilitation. Years of work experience also impacted job satisfaction significantly ($p = .016$), Dunn's post hoc test indicated that nurses having less than five years of experience reporting the highest satisfaction. Additionally, those who had received in-service training showed significantly greater job satisfaction compared to those who had not ($p = .001$). However, no significant differences were found based on age group, education level, marital status, job title, or type of hospital. The Mann-Whitney U and Kruskal-Wallis H tests were used to determine these associations. As seen in Table 4.7.

Table 4.7

Differences between demographic characteristics of nurses in terms of impact on job satisfaction mean scores (n=215)

Variables		n	Mean Rank	Statistical Values	P-value
Sex	Male	81	79.62	U=3128.5	.001*
	Female	134	125.15		
Age group (Years)	20-30	85	109.33	H=5.676	.128
	31-40	91	108.36		
	41-50	26	88.42		
	>50	13	135.92		
Place of residence	City	95	122.66	H=10.294	.006*
	Village	102	95.92		
	Camp	18	99.06		
Education level	Diploma	34	115.09	H=.635	.728
	Bachelor's Degree	160	106.25		
	Higher education	21	109.83		
Hospital name	Caritas Baby Hospital	36	137.68	H=27.671	.001*
	Holy Family Hospital	44	126.28		
	Beit Jala Governmental Hospital	89	104.17		
	Bethlehem Arab Society for Rehabilitation	46	74.68		
Marital status	Single	60	106.22	U=4543	.785
	Married	155	108.69		
Years of work	< 5 years	44	127.63	H=10.284	.016*
	5-10 years	94	94.57		
	11-15 years	31	117.00		
	> 15 years	46	110.60		
Job title	Practical nurse	35	105.10	H=.464	.793
	Staff nurse	160	107.61		
	Head nurse	20	116.18		
Have you ever received an in-service training?	Yes	164	116.30	U=2821.5	.001*
	No	51	81.32		

Mann-Whitney U test and Kruskal Wallis H tests

**Sig at $p \leq 0.05$*

4.8 Open-Ended Questions Result:

1-Types of training would you like to see more in the future?

The most commonly requested were regular Advanced Cardiovascular Life Support (ACLS) and Basic Life Support (BLS) courses, selected by 16.3% of participants. This was followed by training in infection control (11.6%), mechanical ventilator management (9.3%), and communication skills (7%). However, (55.8%) were not responded to this question. As shown in Table 4.8.

Table 4.8

	n	%
Courses		
Regular ACLS and BLS courses	35	16.3%
Infection control	25	11.6%
Mechanical ventilator	20	9.3%
Communication	15	7%
Missing Data	120	55.8%

2-What changes would you suggest to improve the effectiveness of training and development programs?

1. Encourage motivation among all team members to engage in continuous education.
2. Implement regular and structured training programs for all nurses in the hospital.
3. Adapt the training environment to align with the specific subject matter being taught.
4. Include other hospital staff in relevant parts of the training to foster interdisciplinary collaboration.
5. Ensure that training providers have sufficient experience and the ability to deliver content effectively.

3-In your opinion, what are the strengths and weaknesses of the current training and development programs in your hospital?

Strengths

1. Provide adequate training to enhance the weakness point in nurses.
2. Using technology to help develop employee capabilities.
3. Motivating employees to take training course.

Weaknesses

1. Shortage of training and developmental programs.

2. There are not enough tools and equipment inside the hospital.
3. There is no continuous monitoring of healthcare providers needs.
4. In certain hospitals, training programs for nursing staff are not distributed equitably.

Chapter Five

Discussion

In the discussion chapter, an explanation of the results and clarifications on how they are related to the literature will be provided. The second section is concerned with providing meaningful final conclusions derived from the study findings. Then limitations of the study, and recommendations to decision-makers in hospitals regarding the development of training and development programs will be presented.

5.1.1 Descriptive Statistics:

According to the findings of this study have shown that the majority of the respondents are female nurses (62.3%). Furthermore, the majority of the respondents are in the age group between 31 and 40 years old (42.3%). Likewise, most respondents had a good educational level, with 74.4% of participants holding a bachelor's degree. The majority of the respondents have work experience between 5–10 years (43.7%). The majority held the position of staff nurse (74.4%). Regarding the training and development program, of the respondents, (70.2%) reported receiving on-the-job training at their place of employment. This outcome demonstrates the hospitals' concern for their staff and their provision of training to advance their knowledge and abilities.

5.1.2 Nurses' Perceptions Towards Training and Development Programs:

The majority of respondents (64.7%) reported a good perception toward training and development programs. The overall mean score was 2.39 (SD = 0.479), indicating a good perception among participants views of such programs. Several items received particularly favorable evaluations, such as the contribution of training to skill development and future

growth ($M = 2.76$, $SD = 0.488$) and the ability to confront work-related challenges ($M = 2.64$, $SD = 0.610$). This result revealed that the majority of participants believed continuing training is vital for advancing their nursing careers. It also emphasized that continuous training equips nurses with advanced knowledge and skills necessary to navigate the challenges of modern healthcare. This positive perception underscores the commitment of nurses to contribute meaningfully to healthcare by enhanced competencies. These findings align with the study conducted by Wulnye, et al (2018), where the study revealed that training and development have positive impact on employees' performance. Where (89.37%) respondents responded that there is a positive relationship between the training and development. As training increases, employee development also goes up and eventually employee performance improves, and also study by Yulianti (2021) 65.3% of nurses who responded to the survey believed that proper employee training, engagement, and motivation at work had a major impact on nurses' performance. Where training and development can help nurses adjust to the changing conditions.

Items related to training content relevance ($M = 2.50$) and supervisor support ($M = 2.40$) also reflected positive perceptions. This suggests that the training programs are considered meaningful and aligned with nurses' professional needs, while supervisory encouragement appears effective in motivating participation and engagement in development activities. Such positive perceptions align with the understanding that when training is perceived as relevant and supported by leadership, nurses are more likely to internalize and apply the acquired knowledge and skills, enhancing both competence and job satisfaction. These findings align with the study conducted by Chang (2023) found that satisfaction with supervisor leadership, including aspects like educational training, significantly correlates with overall job satisfaction among nurses. This supports the notion that supervisors who prioritize training and provide supportive leadership contribute to a more satisfied nursing workforce. Additionally, Alshammari (2023) highlighted that nursing training and technology integration enhance workforce competencies and job satisfaction, with self-efficacy and social support playing mediating roles. This underscores the importance of relevant training programs and supportive environments in fostering nurse satisfaction and competence.

However, the data also reveal areas of concern. Specifically, the availability of training for all nurses ($M = 2.16$) and the financial incentives associated with training ($M = 2.13$) were rated neutrally. This suggests that nurses may not feel sufficiently compensated for their involvement and perceive barriers to fair access to training opportunities. Scheduling restrictions, financial limitations, or giving preference to some staff groups over others are examples of structural or policy-related hurdles that could be reflected in neutral replies in these areas. Since access and incentives are key factors in promoting participation in ongoing professional development, closing these gaps is imperative to ensuring inclusion and boosting motivation.

5.1.3 Level of Perception in Relation to Motivation:

A considerable majority (85.1%) reported a high level of motivation. The overall mean score of the measure was 2.68 ($SD = 0.380$), indicating a high level of motivation among participants. All individual items received high mean ratings, with the highest being for the statement "Training and development programs improve the quality of care I provide to patients" ($M = 2.86$, $SD = 0.390$). This result revealed that nurses have a crucial role in improving the quality of care. Through employee development programs, nurses can acquire the skills and tools needed to take the lead in putting best practices in patient care. Not only do they carry out care, but they also plan and oversee it. This result is consistent

with the study conducted by Abu Shamala et al. (2023), which aimed to identify the impact of training on the performance of medical and technical staff and its role in developing the quality of healthcare. The following findings were obtained: Medical staff training and health care quality have a statistically significant relationship at the level ($\alpha \leq 0.05$), and medical staff training has a statistically significant effect at the level ($\alpha \leq 0.05$) on improving health care quality. Additionally, the degree of training was high (59.8%), and the quality of health care was high (69.0%).

Later, the phrase "Training helps nurses improve their work performance methods" also received a high rating ($M = 2.80$, $SD = 0.488$). This finding also showed that nurses play a significant part in care planning, monitoring, and reporting changes in patients' conditions. Programs for employee development help nurses become more adept at spotting changes that require quick treatment and communicating this knowledge to the medical team. This lowers the possibility of issues going unnoticed. Additionally, this curriculum educates nurses on how to choose and carry out effective treatments that can enhance patient care results. This points to a motivational aspect wherein nurses feel empowered and more confident in their roles when equipped with updated knowledge and techniques. This result is consistent with the study conducted by Rivai, et al. (2018) about know the role of work motivation as moderator in the relationship between training and job performance . Where the finding is that training had a positive influence on the performance of the job. This was because majority of the nurses had already undergone the training and that work motivation was also determined as a direct influential determinant of job performance and the outcome also showed that training as an influence on job performance may vary according to the level of motivation of the employee. Arguably, employing workers after training them requires the motivation of the workers to improve job performance of the nurses.

5.1.4 Level of Perception in Relation to Job Satisfaction:

For overall employee satisfaction in this study, (90.2%) of participants (an overwhelming majority) fell into Category 3. The overall mean score was 2.69 ($SD = 0.302$), indicating a high level of job satisfaction among participants. All individual items were rated highly, with the highest mean reported for the item "I feel more satisfied with my job when I have access to training and development programs" ($M = 2.84$, $SD = 0.366$), followed by "Training has positively influenced my career growth" ($M = 2.80$, $SD = 0.397$).

This finding demonstrated how important ongoing professional development is in determining employee satisfaction. The result also confirms that there are perceived long-term benefits of training beyond immediate skill enhancement. This implies that participants see training as an investment in their professional growth that advances both their personal and professional goals. Other items that were positively rated point to a holistic impact of training programs on various aspects of job satisfaction. These results imply that training initiatives not only equip staff with technical competencies but also contribute to a more supportive work environment. These results are consistent with the study by Van der Linde (2014) about job satisfaction of nursing auxiliaries pre- and post-training. The findings showed that work satisfaction was 56% before the training program, 78% immediately following the training, and 90% two months later. Where According to the study's findings, putting in place training programs enhanced and maintained employees' job satisfaction. And the results of the study Kamariannaki, et al. (2017) about at explore the motivating factors for participation of nurses in continuing nursing education and their perceptions about the necessity for programs in continuing nursing education. The use of the Participation Reasons Scale on five dimensions; (a) professional improvement and development, (b) professional service, (c) collegial learning and

interaction, (d) personal benefits and job security, and (e) professional commitment . has shown that the majority of the sample had positive perceptions and attitudes towards continuing nursing education programs that were based on real needs. The Participation Reasons Scale contained five factors (dimensions), and all of them were rated as the rather significant by the subjects in the following percentages: “Professional improvement and development” 98.9%, “professional service” 91.8%, “collegial learning and interaction” 82.6%, “personal benefits and job security” 91.0%, “professional commitment” 88.4%. What we can conclude on the basis of this is that Motives and the personal professional attitudes have a great influence on the involvement of nurses in continuing nursing education programs. It is regarded as crucial to develop educational programs according to real needs once exploring the basis of motivation. where Involvement in continuing nursing education program results in enhancing nursing care; it can lower costs, raise productivity, minimize accidents and mistakes, and reduce job stress.

5.1.5 Nurses’ Perception of Training and Development Programs in Relation to their Demographic Characteristics:

The analysis of differences in nurses’ perception of training and development programs based on their demographic characteristics revealed several statistically significant findings. Female nurses demonstrated significantly higher perception scores toward training and development programs than males ($p = .013$). This result indicates that gender plays a prominent role in shaping their perceptions of training and development. This suggests that women may value these opportunities more or benefit more from the current training programs. It further suggests that gender disparities may affect levels of satisfaction and involvement with professional development. Disparities in learning styles, incentives for career advancement, or work experiences that shape perceptions toward training are some potential factors.

Perceptions were also influenced by geographic location. Perception scores were significantly higher for city nurses than for those from villages and camps, according to the Dunn's post hoc test ($p = .001$). This suggests that this gap may be explained by urban nurses' greater access to resources, exposure to a wider range of training programs, or work in environments that prioritize ongoing professional growth. Furthermore, cultural traditions in rural and camp communities sometimes prioritize immediate job security over long-term professional development, which may reduce the perceived value of training programs.

The type of hospital where nurses worked significantly influenced their perceptions ($p = .008$). Nurses in private hospitals reported higher perception scores than those in governmental hospitals. Further, the Dunn’s post hoc test pinpointed Caritas Baby Hospital as having the highest mean rank ($p = .001$), indicating exceptionally positive perceptions of this institution. This could reflect differences in organizational culture within certain hospitals that may foster more effective or appealing training environments, investment in staff development, or management support for training initiatives in private versus public settings. This result contrasted greatly with the results of the study Jha, et al. (2020) about the effect of training and development on job satisfaction of nurses in public and private hospitals . According to the study, training and development have a higher effect on job satisfaction in public hospitals (0.468) than in private hospitals (0.216). It discovered that the training and development initiatives in the two kinds of hospitals differ significantly.

Years of work experience also played a significant role. Perception scores were highest among nurses with fewer than five years of experience ($p = .022$). This could mean that training programs are more geared toward new staff or that newer nurses are more excited or hopeful about training and development chances. This finding aligns with prior research indicating that early-career nurses often exhibit higher engagement and optimism toward training programs (Smith & Jones, 2019; Alshammari et al. 2021).

Furthermore, nurses who had received in-service training scored significantly higher on perception measures than those who had not ($p = .001$). This finding underscores the importance of ongoing professional development and suggests that direct participation in training positively influences nurses' attitudes toward of training and development programs.

5.1.6 Nurses' Motivation in Relation to their Demographic Characteristics:

The analysis of differences in nurses' motivation mean scores according to their demographic characteristics revealed several statistically significant findings. According to the analysis, female nurses reported significantly higher motivation levels than male nurses ($p = .013$). This finding raises the possibility that different social roles, expectations, or coping strategies within the nursing profession may contribute to the higher levels of intrinsic motivation or job satisfaction experienced by female nurses.

Motivation was significantly influenced by age ($p = .001$), with nurses over 50 having the highest levels of motivation, and those between 41 and 50 reporting the lowest levels. Older nurses (over 50) often possess extensive clinical experience and institutional knowledge, which can make them more appreciative of training and development opportunities. For them, such programs may not only serve as professional refreshers but also as recognition of their long service, reinforcing their value within the healthcare system. On the other hand, nurses aged 50–41, who are typically in mid-career stages, may experience heavier family responsibilities and professional pressures. This group often balances demanding workloads with personal obligations, which may reduce their enthusiasm toward training initiatives, especially if such programs are perceived as time-consuming or not directly aligned with their immediate career goals. Additionally, some in this age group may feel that training opportunities are more tailored toward younger or newly graduated nurses, or alternatively toward older staff nearing retirement, leading to lower perception scores.

There were notable variations among hospital names as well ($p = .001$), with nurses at Caritas Baby Hospital expressing the highest levels of motivation. Furthermore, nurses in government hospitals were less motivated than those in private hospitals ($p = .033$). These results suggest that managerial style, institutional culture, organizational environment, and resources all have a significant impact on motivation. Private hospitals may offer better working conditions, lower nurse-to-patient ratios, incentives, or professional development opportunities, which enhance motivation. Caritas Baby Hospital might have specific supportive practices or a positive work climate contributing to higher motivation.

Job title significantly influenced motivation ($p = .026$), with head nurses exhibiting the highest motivation levels. This might be due to head nurse positions coming with more autonomy and leadership responsibilities, as well as increased responsibility and recognition that enhance motivation and job satisfaction or they may receive training or have training opportunities more than other nurses. This realization highlights the motivational benefits of leadership chances and career progression in nursing.

Higher motivation also was significantly correlated with receiving in-service training ($p = .001$). Nurses' confidence, abilities, and engagement with their work are probably increased by continuous professional development, which emphasizes the need for funding continuing training initiatives. This result was very similar to the results of the study Ayash. (2011) about the relationship between nurses' motivation and their performance at European Gaza Hospital. According to the findings, the study participants' motivation level was 66.21%, and their average performance level as determined by the annual appraisal was 82.08%. Participants ranked the in-service training as the most motivating factor ($M = 8.12$ out of 10) Training and development initiatives were the largest motivators for the nursing staff, according to the study's findings. One of the study's most significant recommendations was to promote enrollment in and accreditation of in-service training and education programs. And the results of the study Momanyi, et al. (2016) about the value of motivational training among health workers. According to the findings, the majority of health workers (81.9%) had gotten some kind of training, and of those, (98.5%) said that on-the-job training was pertinent to their work and that it inspired them to perform better (99.0%) by linking skills to motivation. Thus, the study came to the conclusion that training and a motivated health workforce are related, and it suggested bolstering current training programs by making sure training is more frequent and involving health professionals in conversations about their career development opportunities.

5.1.7 Nurses' job satisfaction in Relation to their Demographic Characteristics:

The analysis revealed significant differences in job satisfaction scores among nurses based on several demographic characteristics. According to the statistics, female nurses expressed a considerably higher level of job satisfaction than male nurses ($p = .001$). This discrepancy may be the result of different social support systems, coping strategies, or expectations at work for different genders. Higher satisfaction levels may also result from female nurses finding greater fulfillment in care giving roles or having more positive interpersonal interactions. Research indicates that women generally have more robust social support networks and are more likely to seek emotional support during stressful situations. This tendency is associated with better mental health outcomes and higher job satisfaction. In contrast, male nurses often face gender-related work barriers, such as gender role conflict, which can lead to lower levels of social support and job satisfaction (Kaileh et al. 2022).

Place of residence significantly affected job satisfaction also ($p = .006$), with nurses living in cities reporting higher satisfaction than those in villages or camps. Urban environments frequently offer easier access to resources, chances for professional growth, and social amenities, all of which may improve nurses' job satisfaction and work-life balance. On the other hand, nurses from villages or camps may face multiple challenges that could lower their job satisfaction. Cultural and structural barriers, such as limited access to training, fewer healthcare resources, and longer commuting distances, can create feelings of isolation or inequality. In many rural and camp communities, traditional roles and expectations may also restrict professional growth opportunities for women, who make up the majority of the nursing workforce. These factors can collectively influence perceptions of fairness and motivation, leading to lower satisfaction compared to their city counterparts.

Job satisfaction was significantly correlated with the hospital where nurses worked ($p = .001$). According to Dunn's post hoc analysis, nurses at Bethlehem Arab Society for Rehabilitation had the lowest satisfaction levels, while those at Caritas Baby Hospital had the best. This discrepancy may result from variations in company culture, workload, work

environment, available resources, or hospital management techniques. Job satisfaction is typically better in hospitals with supportive leadership, sufficient staffing, and opportunity for professional development.

Years of experience also played a significant role ($p = .016$), with nurses having less than five years of experience reporting the highest job satisfaction. This result may be explained by several factors. Early-career nurses often begin their professional journey with enthusiasm, motivation, and optimism, which can contribute positively to their job satisfaction. They may also perceive more opportunities for growth, skill development, and career advancement within the hospital system. In addition, newer nurses are often more adaptable to workplace demands and may have fewer personal or professional responsibilities that could otherwise influence their satisfaction negatively. Conversely, nurses with longer years of service may experience work fatigue, burnout, or unmet career expectations, which can lower their job satisfaction over time. Cultural and organizational factors in the Palestinian context may also play a role. For example, in local hospitals, career advancement opportunities, training, and incentives may be limited, which could contribute to a decline in satisfaction among senior nurses who feel undervalued.

Nurses who received in-service training exhibited significantly greater job satisfaction than those who did not ($p = .001$). Ongoing professional growth probably improves nurses' abilities, self-assurance, and sense of competence, contributing to higher satisfaction. This emphasizes how important it is to fund continuing training initiatives in order to raise nurse performance and engagement. This result is consistent with a study Suprpto, et al. (2023) about human resource development and job satisfaction among nurses. According to the statistical test results, the human resource development component that most affects nurses' job satisfaction is training. According to the study, nurses with enough training are 1.790 times more satisfied than those with inadequate training, as indicated by the responses of 107 respondents from the study sample, which amounted to 136 nurses.

5.1.8 Open-Ended Questions

-Types of training would you like to see more of in the future

According to the survey result the nurses expressed clear preferences for specific types of training they would like to see more of in the future. The most commonly requested training was regular Advanced Cardiovascular Life Support (ACLS) and Basic Life Support (BLS) courses, selected by 16.2% of participants. This reflects the essential role of emergency response skills in nursing practice, where the ability to manage life-threatening conditions such as cardiac arrest is critical. Regular refreshers in ACLS and BLS not only ensure nurses' competence but also enhance confidence in handling high-pressure clinical situations, directly contributing to patient safety and quality of care. In Palestine, a study by Abuejheisheh et al. (2024) revealed a significant decline in BLS knowledge among nurses over a two-year period, with mean scores dropping from 92.09 in 2020 to 65.48 in 2022. This underscores the importance of frequent training sessions to prevent knowledge erosion and ensure high-quality patient care.

A significant request after this was for infection control training (11.6%). This focus might result from increased awareness of infection prevention in hospital environments, especially in the wake of pandemics like COVID-19 that have affected the entire world. By lowering hospital-acquired infections, infection control procedures can be strengthened, increasing patient outcomes and organizational effectiveness.

Mechanical ventilator management was another area that was emphasized (9.3%), highlighting the significance of critical care competencies for nurses. This is particularly important in intensive care units where ventilators are frequently used, and nurses frequently have a major role in keeping an eye on and modifying ventilator settings under the supervision of doctors.

It's interesting to note that training in communication skills (6.9%) was also found, indicating the understanding that technical proficiency is not enough to provide treatment. Improved cooperation, fewer medical errors, and higher patient satisfaction are all results of effective communication between nurses, patients, and multidisciplinary teams.

All things considered, these choices imply that nurses understand the interpersonal as well as the technical aspects of their jobs. While life-saving measures continue to be of utmost importance, the necessity of comprehensive skills, including as communication and infection control, to deliver safe and efficient treatment is also becoming increasingly apparent.

-What changes would you suggest to improve the effectiveness of training and development programs

Several respondents offered constructive feedback aimed at enhancing the overall impact of current training initiatives.

-Motivation and Engagement: The necessity for formal training programs and ongoing education for nurses is becoming more and more important in Palestine because of the healthcare system's dynamic problems, the lack of resources, and the requirement to maintain good patient care standards. Enhancing professional competence and job happiness requires motivating all team members to pursue lifelong learning. Considering the cultural emphasis on education and career advancement, encouraging an attitude of lifelong learning might help nurses feel more competent, self-assured, and appreciated in their positions.

-Consistency and Structure: Consistency in knowledge and skill development is ensured in Palestinian hospitals through the implementation of regular and structured training programs. Because medical technology and patient care standards are always evolving, these programs help nurses stay current with international best practices. Equal chances for all nurses are another benefit of structured education, which lessens the gaps between nurses working in urban hospitals and those in more resource-constrained places like villages and camps.

-Relevance and Environment: In Palestine, it's also critical to modify the training setting to correspond with the curriculum. Clinical simulations for advanced life support or ventilator management, for example, can need realistic, hands-on environments, while workshops and seminars can be an efficient way to teach subjects like infection control or communication techniques. This flexibility guarantees that instruction is applicable and useful.

-Interdisciplinary Involvement: A crucial component of healthcare delivery, where resources are frequently limited, is interdisciplinary collaboration, which can be strengthened by involving other hospital employees in pertinent training components. Hospitals may create a more unified healthcare environment that improves patient outcomes and lowers workplace stress by encouraging collaboration among nurses, doctors, technicians, and administrative personnel.

-Quality of Instruction: Lastly, it's critical to make sure that training providers has the necessary knowledge and skills to effectively present information. This could entail working with academic institutions, global organizations, or seasoned local experts who can contribute both theoretical and practical knowledge in the Palestinian context. Nurses' trust and participation are increased when training is provided by qualified and trustworthy individuals, which boosts the learning process's impact.

-In your opinion, what are the strengths and weaknesses of the current training and development programs in your hospital

Participants identified several strengths in their current training systems: Targeted training to address nurses' weaknesses, which helps in closing skill gaps and improving overall competence. Use of technology to facilitate employee development, such as e-learning platforms or simulation tools, enhances accessibility and engagement. Motivation of employees to participate in training courses, indicating a positive attitude toward professional growth within the workforce.

However, significant weaknesses were also noted: Shortage of training and developmental programs, suggesting that the current offerings may be insufficient to meet staff needs. Lack of adequate tools and equipment in the hospital, which can hinder practical training and skill application. Absence of continuous monitoring of healthcare providers' needs, leading to potential mismatches between training content and actual requirements. Inequitable distribution of training programs in some hospitals, which can create disparities in staff development opportunities.

The feedback highlights a clear demand for more frequent and diverse training programs, especially in ACLS/BLS, infection control, ventilator management, and communication. To improve training effectiveness, hospitals should focus on motivation, structured scheduling, environment adaptation, interdisciplinary inclusion, and qualified trainers. Addressing weaknesses such as program shortages, resource limitations, and needs assessment gaps will be critical to enhancing the overall quality and equity of training initiatives. Ultimately, these improvements will contribute to better patient outcomes and a more competent healthcare workforce.

5.2 Conclusion:

Nurses' Perceptions about the role of training and development programs in motivating and enhancing job satisfaction in Bethlehem hospitals was examined in this study. In actuality, of all staff members, nurses have the most direct patient interaction. Motivating this workforce will surely have a positive influence on the bottom line of healthcare organizations (Dalal et al.2022) . Training and development are essential for enhancing employee performance by promoting innovative work practices that enable staff to handle non-routine tasks efficiently and creatively. As a result, organizations that invest in training not only build a skilled workforce but also strengthen their foundation for long-term success and global competitiveness.

In general, this study successfully examined the perceptions of the employees and found that employees have high motivation and satisfaction rates and have received training programs. The outcome of this work is significant, as many organizations can benefit from this study, change their ideas on training, or enhance their existing training initiatives. Furthermore, this study can be used as evidence for the beneficial impact of training on job satisfaction and motivation. Based on the empirical existing literature and findings of the current research findings, it can be concluded that training and development is one of the

best human resource management practices that simultaneously helps increase employee motivation and satisfaction .Conclusively, it can be stated that more of the training and development will lead to higher employee motivation and satisfaction.

5.3 Research Limitations :

The research was limited to hospitals in the city of Bethlehem in the southern West Bank only, and therefore the results cannot be generalized to the rest of the hospitals in Palestine. If the same research is conducted in other regions , with an increased in sample size may be the results will be deviated. Another limitation regarding the design used in the study cross-sectional designs capture data at a single point in time, which allows for the identification of associations but not causal relationships between variables, because data are collected only once, changes over time (e.g., trends in perceptions or satisfaction) cannot be observed.

5.4 Recommendations:

After analyzing the results, the study reached a number of recommendations to decision makers :

- 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.
- To underscore the importance of continued professional development, encourage nursing staff all members to take advantage and Participation of ongoing training opportunities.
- 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.
- Based on the findings of the study, it is recommended that the Ministry of health enhance training and professional development initiatives within government hospitals.

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Appendix A : Letter of approval Research Ethics Subcommittee of Faculty of Health Professions

Feb. 11, 2025

Ref. No.: RESC/2025-15

Dear Applicants, **(Dr. Maysa Al Usta, Mr. Samer Jebreen)**

Program: **MSc Nursing Department**

The Research Ethics subcommittee of the Faculty of Health Professions has recently reviewed your proposal entitled **(Nurses' Perceptions about the Role of Training and Development Programs in Motivating and Enhancing Job Satisfaction in Bethlehem Hospitals)** submitted by **(Dr. Maysa Al Usta)**. Your proposal is deemed to meet the requirements of research ethics at Al-Quds University, but further assessment is required by the Central Research Ethics Committee of Al-Quds University. We wish you all best for the conduct of the project.

Hussein ALMasri, PhD
Associate Professor of Medical Imaging
Research Ethics Subcommittee Chair
Faculty of Health Professions

Hussein ALMasri

CC: File

CC: Committee members

Appendix B : Questionnaire in its final form – English



جامعة القدس

كلية الدراسات العليا

ماجستير إدارة التمريض

حضرة الممرضة المحترمة/ة:

تحية طيبة وبعد،

يقوم الباحث بإجراء دراسة بعنوان (تصورات الممرض حول دور برامج التدريب والتطوير في تحفيز وتعزيز الرضا الوظيفي في مستشفيات بيت لحم) ، يرجى من حضرتكم التعاون في استكمال البيانات من خلال الإجابة عن جميع فقرات الاستبانة، بوضع إشارة (√) تحت درجة التقدير التي تراها مناسبة، علماً أن المشاركة اختيارية ، وان جميع إجاباتك ستستخدم لأغراض البحث العلمي فقط.

- للأستفسار عن اي ملاحظة يرجى التواصل مع الرقم: 0593932452

وشكرا لكم على حسن تعاونكم

الباحث: سامر جبرين

اشراف الدكتورة: ميسا الاسطا

Section A: Socio-Demographic data

1. Gender :

a. Male ()

b. Female ()

2. Age :

- a. from 20-30 ()
- b. 31-40 ()
- c. 41-50 ()
- d. 51 and over ()

3. Place of Residence :

- a. City ()
- b. Village ()
- c. Camp ()

4. Educational level :

- a. Diploma ()
- b. Bachelor's degree ()
- c. Master Degree ()

5. Marital status :

- a. single ()
- b. Married ()
- c. divorced ()
- d. widowed ()

6. Years of work experience :

- a. Less than 5 years ()
- b. 5-10 years ()
- c. 11-15 years ()
- d. More than 15 years ()

7. Job title :

- a. Practical nurse ()
- b. Staff nurse ()
- c. Head nurse ()

8. The hospital you work in is :

- a. governmental ()
- b. private ()

Section B: Perceptions of Training and Development Programs

The number		Agree	Neutral	Disagree
1.	Have you ever received an in-service training.			
2,	If yes, was it in the organization you work in.			
3.	The hospital provides sufficient training opportunities.			
4.	The hospital provides continuous training opportunities.			
5.	There are training opportunities available for all nurses in the hospital.			
6.	The hospital determines the needs and desired objectives before starting the training courses.			
7.	The training content is relevant to job requirements.			
8.	The training program help developing skills to gain new experiences and future development.			

9.	Training contribute to increasing production rate.			
10.	Training contribute to increasing the ability to confront problems that hinder your work.			
11.	I receive adequate support from supervisors to attend training.			
12.	The hospital provides financial incentives to encourage nurses to attend training and development programs.			
13.	The hospital provides moral incentives to encourage nurses to attend training and development programs.			
14.	There is a program to evaluate employee performance and assessing training outcomes.			

Section C: Impact on Motivation

The number		Agree	Neutral	Disagree
15.	Training and development programs increase my motivation at work.			
16.	Training and development programs help me stay updated with the latest nursing practices.			
17.	I feel more competent and confident after attending training and development programs.			
18.	The training and development program helped in my personal growth.			
19.	Attending a training and development program increase my chances of career advancement.			
20.	I feel more valued by my organization after attending training and development programs.			
21.	Training and development program improves the quality of care I provide to patients.			

22.	Training and development program provide an opportunity to delegate authority and reduce supervision.			
23.	Training and development help nurses improve their work performance methods.			

Section D: Impact on Job Satisfaction

The number		Agree	Neutral	Disagree
24.	I feel more satisfied with my job when I have access to training and development programs.			
25.	Training has positively influenced my career growth.			
26.	Training and development programs increase the good relationship between nurses and managers.			
27.	My job satisfaction increases when my skills are improved.			
28.	Training programs and career growth reduce the stress of the employees.			
29.	Training programs help with job stability and reduce turnover rates.			

Section E: Open-Ended Questions

What types of training would you like to see more of in the future?

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What changes would you suggest to improve the effectiveness of training and development programs?

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In your opinion, what are the strengths and weaknesses of the current training and development programs in your hospital?

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Other notes :

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تصورات التمريض حول دور برامج التدريب والتطوير في تحفيز وتعزيز الرضا الوظيفي في مستشفيات بيت لحم

سامر محمد علي جبرين

المشرف: د. ميساء الأسطى

ملخص

الخلفية: تُعدّ برامج التدريب والتطوير أساسيةً لتعزيز معارف الموظفين ومهاراتهم ومواقفهم، مما يُحسّن في نهاية المطاف أداء المؤسسة. يُعدّ الموظفون المُدرّبون تدريبًا جيدًا أمرًا بالغ الأهمية لتحقيق أهداف المؤسسة، لا سيما في بيئات الرعاية الصحية حيث ترتبط نتائج المرضى ارتباطًا وثيقًا بكفاءة القوى العاملة. في المستشفيات، وخاصةً في مجال التمريض، تهدف مبادرات التدريب إلى تعزيز النمو المهني، وزيادة الحافز، وتحسين الرضا الوظيفي. ومن خلال الاستثمار في هذه البرامج، تُهيئ المستشفيات بيئة عمل داعمة تُمكن الممرضين وتُحسّن جودة رعاية المرضى، مما يُسهم في تحقيق الأهداف الاستراتيجية للمؤسسة.

الهدف: تهدف هذه الدراسة إلى استكشاف وتقييم تصورات الممرضين حول دور برامج التدريب والتطوير في تحفيزهم وتعزيز رضاهم الوظيفي في مستشفيات بيت لحم. كما سعت إلى تقديم توصيات مبنية على الأدلة لتوجيه السياسات والممارسات المؤسسية المتعلقة بتطوير الموظفين.

المنهجية: استُخدم تصميم بحث وصفي مقطعي. جُمعت البيانات باستخدام استبيان مُهيكل مُكوّن من خمسة أقسام: القسم (أ) الذي فحص الخصائص الاجتماعية والديموغرافية للمشاركين، والقسم (ب) الذي قيّم مشاركة الممرضين في برامج التدريب، والقسمان (ج) و(د) الذي قيّم تصورات الممرضين لتأثير برامج التدريب على دوافعهم ورضاهم الوظيفي على التوالي. كانت المقاييس على مقياس ليكرت ثلاثي النقاط (موافق، محايد، غير موافق). تضمن القسم الأخير أسئلة مفتوحة حول آراء المشاركين

حول برامج التدريب. تُرجم الاستبيان الإنجليزي إلى العربية ووُزِعَ على 215 ممرضة وممرضًا يعملون في أربعة مستشفيات خاصة وحكومية في بيت لحم.

النتائج الرئيسية: كشفت النتائج أن 70.2% من المشاركين وافقوا على تلقيهم تدريبًا فعالًا داخل مؤسساتهم، وأعرب معظمهم عن انطباعات إيجابية تجاه برامج التدريب والتطوير. كما أظهر التحليل الإحصائي وجود علاقة إيجابية مهمة بين مبادرات التدريب وتحفيز الممرضين ورضاهم الوظيفي. وأظهرت نتائج التحليل أيضًا أن الممرضين يرغبوا في رؤية برامج تدريبية محددة في مستشفيات بيت لحم، مثل دعم الحياة القلبية الوعائية المتقدم ودعم الحياة الأساسي، وتدريب مكافحة العدوى، وإدارة أجهزة التنفس الصناعي، ومهارات التواصل.

الخلاصة والتوصيات: تلعب برامج التدريب والتطوير دورًا حاسمًا في تعزيز دافعية الممرضين ورضاهم الوظيفي بشكل عام. ونشجع المستشفيات على إعطاء الأولوية لتصميم وتنفيذ مبادرات تدريبية مُصممة خصيصًا لتلبية احتياجات وتطلعات الكادر التمريضي. وتوفر هذه النتائج رؤى قائمة على الأدلة تُرشد مديري المستشفيات وواضعي السياسات إلى تحسين استراتيجيات تطوير القوى العاملة، مما يُسهم في نهاية المطاف في تحسين نتائج الموظفين وتحسين رعاية المرضى.