

Effect of Educational Program on Head Nurses Meaningful Recognition knowledge and Practice

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Abstract

Background: Meaningful recognition refers to the positive acknowledgment of an employee's existence, identity, rights, and achievements, serving as a crucial element for fostering self-confidence, self-respect, and self-esteem. **The study aimed:** To assess the effect of a meaningful recognition educational program on head nurses' knowledge and practice. **Design:** The study employed a quasi-experimental study design used with pretest, post-test evaluations. **Setting:** This study was conducted in medical, surgical departments and critical care units of two hospitals namely Elsayhel teaching hospital and Ahmed Maher teaching hospital. **Subject:** Consisted of all head nurses (70) who are the available during the time of data collection and supervised other staff, and worked in the setting described above. **Tools:** Two tools were used to collect data namely: Meaningful Recognition Knowledge Questionnaire and Meaningful Recognition Practice Checklist **Results:** Showed that the majority (92.9%) of head nurse had an adequate level of knowledge during the immediate post program phase compared to (55.7%) preprogram phase, additionally, the majority (87.1%) of head nurses exhibited satisfactory practice levels immediately post program phase compared to (58.6%) the preprogram phase. **Conclusion:** Immediately after the educational program, a statistically significant positive correlation was found between head nurses' knowledge and practice of meaningful recognition ($p < 0.01$). **Recommendations:** Ongoing educational and training programs on meaningful recognition are recommended for head nurses to enhance positive work outcomes. and establish guidelines about policy and work system for keeping meaningful recognition process among healthcare.

Keywords: Educational program, Head nurses, Knowledge, Meaningful recognition, Practice.

1. Introduction

In the current economic climate healthcare organization must find innovative ways to honor top performers also inspiring all employees to improve performance, all while preserving or enhancing job value cost-effectively. Understanding the value and significance of one's contribution to an organization's activities is a basic human need and essential for both professional and personal growth. Thus, head nurses' recognition is essential for their teams' success [9]

Recognition only has meaning when it is pertinent to the recipient and conveys sincere gratitude. Recognition is head nurse behaviors that recognize and express gratitude for nurses' accomplishments and performance. Recognition involves behaviors by head nurses that acknowledge and express gratitude for nurses' accomplishments and performance. Recognizing nurses is crucial for aligning their personal needs—both internal and external—with the goals and requirements of the workplace. Recognizing nurses is crucial for aligning their personal needs, both internal and external, with the goals and requirements of the workplace.. This is best achieved by striking a balance between non-monetary and monetary means. This balance is best achieved through a combination of non-monetary and monetary means [17].

Deliberately identifying specific behavior, describing their impact, and that impact is significant are all necessary for meaningful recognition. We often fall into the habit of simply saying 'thank you' for outstanding work. Over time, meaningful recognition becomes a standard in the workplace culture, promoting reflective nursing practice. Recognizing For nurses to grow both emotionally and professionally, they must understand

the significance of their responsibilities in relation to accomplishing organizational goals [15].

Self-reflective practice promotes continuous development and the ever-evolving purpose of nursing work. Reflective practice forms the foundation of meaningful recognition fostering self-evaluation, growth, and workplace empowerment. Furthermore, meaningful recognition is highly individualized and acknowledges the impact of specific behaviors on patients receiving nursing care. Recognizing one's actions and their effects on others is an essential part of meaningful recognition. Feedback must be pertinent to the acknowledged circumstance and commensurate with the individual's contribution. [1].

Meaningful recognition for job performance is one of the six requirements for a healthy workplace; it is critical that nurses believe their work has an impact and that a job well done gives them purpose. Meaningful acknowledgement is the process of recognizing nurses' acts and the effects they had on others while making sure the feedback is pertinent to the acknowledged circumstance and commensurate with the nurses' contributions. [12]. Moreover, [14] has pointed out that meaningful recognition includes the practices head nurses use to strengthen nurses' accomplishments.

The practices of meaningful recognition that broaden and enhance nurses' skills include private written comments, public acknowledgement, growth and development opportunities, and rewards. Public recognition: The head nurse praises the staff nurse's hard work in front of peers, senior administration, doctors, and other medical professionals. [14].

Written recognition, the head nurse provides written feedback to staff nurses regarding their performance

and achievement. As, outstanding care is acknowledged by with a letter given to staff nurse with a copy placed in the file. The head nurse encourages nurses to engage in growth and development by providing opportunities for participation and decision-making. For example, head nurses involve their staff in unit planning and consult with them on critical patient care and compensation. Rewarding exceptional performance can include granting release time to work on the unit or giving a paid day off to attend training sessions as a form of appreciation [2].

Meaningful recognition practices improve patient care quality, foster team cohesion and collaboration among nurses, increase job happiness, and strengthen dedication to the organization and profession.. Timely, informal, or formal appreciation of a nurse's behavior or effort is a potent motivator to increase performance and ensure that the behavior is replicated in the future when meaningful recognition is the conditional foundation[11].

Significance of the study

An effective incentive and recognition program can enhance teamwork, retain high-quality staff nurses, boost creativity and productivity, and reduce stress and absenteeism, while also improving head nurses' knowledge and practice. Depending on the organization's results, the program can develop evolve and expand. Organizations of all sizes are increasingly implementing some form of recognition component as part of their overall work metrics incorporating a recognition component into their overall work metrics.[7]. Meaningful recognition also requires self-awareness, it's not about the feedback giver, and it's but about the recipient. Head nurses offer recognition with the hope of being recognized[4].therefore, the present study was carried out: to assess the effect of a meaningful recognition educational program on head nurses' knowledge and practice

Aim of the Study

-Assess the effect of a meaningful recognition educational program on head nurses' knowledge and practice through:

-Assessing head nurses' knowledge and practice of meaningful recognition through study phases.

-Designing an educational program for head nurses on meaningful recognition.

-Implementing educational program for head nurses about meaningful recognition.

- Assessing the effect of a meaningful recognition educational program on head nurses' knowledge and practice throughout the study phases

Subjects and Method:

The study utilized a quasi-experimental design.

Setting: The research carried out at General Organization Teaching Hospitals& Institutes (Elsahel teaching hospital and Ahmed Maher teaching hospital)] Medical departments, surgical departments and Critical units].

2-Subject:

The study subjects included in study consisted of one group namely head nurses groups as following: consisted of all head nurses (70) who are the available during the time of data collection and working at the above mentioned setting, take supervision role and agree to participate in the study, distributed as the following: 26 head nurses at Elsahel Teaching Hospital. and 44 head nurses at Ahmed Maher Teaching Hospital

Tools: The following Tools employed to accomplish the study goal:

Tool (I): Meaningful Recognition Knowledge Questionnaire: Self-structured questionnaire, developed by the researcher based on[6]and modified by the researcher after review of related literatures[13]. It consisted to two parts:-

Part 1:-Include personal characteristics study subject included (age, sex, marital status, educational level, years of experiences, receiving previous training about meaningful recognition and number of training courses of meaningful recognition).

Part 2: Aimed to assess head nurses knowledge about meaningful recognition. It was included six dimensions divided into (50) different questions in the form of:-

1-choose the correct answer about (12), 2-all of this true except for one about (11).3-put (T) in front of true statement, and put (F) in front of false statement.

Scoring system: For answers in each question, scores were allocated as follow (1):- (1) for correct answer,(0) for incorrect answer. Total knowledge score was collected as follows;

-Adequate knowledge level $\geq 60\%$ of total knowledge score.

- In adequate knowledge level $< 60\%$ of total knowledge scores (Abu-Bakr, 2020).

Tool (II): Meaningful Recognition practice Checklist: It's observation check list. This tool was developed by (El-demerdash and Ghadery, 2018; & Willingham, 2018). And modified by the researcher after review of related to literatures (Rowland, 2018) aimed to achieve meaningful recognition practice at work pre and immediate post implement of educational program and were included five dimensions divided into (44) items. Divided to: Private verbal feedback (6), Public acknowledgement (10), Written acknowledgment (8), Opportunities for growth and participation (12), Compensation (8). aimed to assess the head nurses practice toward meaningful recognition.

Scoring system: Head nurse's responses were measured on two answers ranging from (1) for done to (0) for not done .the total practice scores were converted into levels of head nurses of meaningful recognition practice as follows; the participant who had a percent adequate staffing practice $\geq 60\%$ of total knowledge score. Inadequate staffing practice $< 60\%$ of total knowledge scores

Ethical considerations: The study was carried out with close respect to participant rights and ethical research standards: Assuring voluntary participation safeguard the respondent's rights. To that end, informed

consent obtained by outlining the study's purpose, methodology, potential benefits, data collection methods, anticipated results, and the respondent's right to withdraw from the research study at any moment if his rights are violated. Identity and secrecy: The responder guarantees that the information handled with the utmost confidentiality. In addition, the respondent's identity preserved because their names won't need to be mentioned. Scientific integrity: To maintain scientific integrity, the researcher employed intuiting and bucketing to prevent avoid bias .Anonymity and confidentiality: The respondent will be assuring that the data will be treated as strictly confidential; furthermore, the respondent anonymity will be maintained, as they will not require mentioning their names. Scientific honesty: To ensure scientific honesty, the researcher uses bucketing and intuiting to avoid bias.

Ethical approval was obtained from Scientific Research Ethical Committee in Faculty of Nursing, Benha University No.REGNA-P70 at date of 5/3/2025. Ethical approval was obtained from Scientific Research Ethical Committee form general organization for hospital &teaching (GOHTI) institutes under No.HAM00173 and date of 15/2/2023 At the interview with head nurses to collect data, they were informed about the purpose and benefits of the study and their participation is voluntary and they have the right to refuse to participate in the study without giving any reason.

Validity of the tools:

A jury of five experts in the field of nursing administration, including three professors from the Nursing Administration Faculty of Nursing at Damanhor University and two from the Nursing Administration Faculty of Nursing at Ain Shams University, were given these two tools to test for validity. Changes were made in response to their insightful feedback, including changing a few words to provide the best meaning for unclear phrases like "before jury" (the schedule for the second tool, the questionnaire to evaluate head nurses' meaningful recognition (done, not done, comment) and "after jury" (done, not done).

Reliability of the tools:

The reliability of tools was examined using Cronbach's test for internal consistency. The Meaningful Recognition Knowledge Questionnaire's alpha coefficient was 0.922, and the Meaningful Recognition Practice Checklist's (II) alpha coefficient was 0.861.

Pilot study

From the beginning to the end of January 2023, 10% of the subjects participated in a pilot study using the updated questionnaires. Since no changes were needed, seven head nurses were included to the main study participants. to determine the study's viability and the efficiency of the suggested data collection instruments. Furthermore.

Field work:

The data collection tools were prepared, built, and approved. Subsequently, the researcher began evaluating the head nurses preparedness to announce and promote their involvement in the study. Using the various data collecting available in the hospital during working hours, the information was gathered to evaluate the Meaningful Recognition Knowledge Questionnaire and Meaningful Recognition Practice Checklist prior to the execution of the training program. -At Elshahel teaching hospital and Ahmed Maher teaching hospital head nurses were agreed to attend the educational program.

Administrative design:

An official approval was obtained from the Dean of Faculty of Nursing and the Hospital Director of Elshahel Teaching Hospital and Ahmed Maher Teaching Hospital to obtain the approval and from all participants in the study setting through official letters sent to the heads of departments explaining the aim of the study. Assured complete confidentiality of the obtained information, and the study would not affect in any way the work or jeopardize patient care. The results of the study, along with the recommendations will be forwarded to the hospital administration for possible application, to obtain their permission and help in conducting and facilitating data collection.

Implementation phase:

In this phase the educational program was initiated in beginning to the May and end at July (2023).and continued for a period of three months. Program targets were head nurses working at At Elshahel teaching hospital and Ahmed Maher teaching hospital. It was aiming to prepare and develop an educational program of the Meaningful Recognition at work. Different instructional strategies, method of teaching, media and method of evaluation were selected to suit the learner's needs, and achieve the objectives and contents of the program. The teaching sessions were 12 hours distributed as the follows: 6 sessions, six day, each hospital. The duration of each session was two hours depending on workload and including periods of discussion according to their achievement, progress and feedback. The researcher divided the head nurses into four groups according to their departments/units, (2) groups ,were 26 each group content of 13 head nurses at Elshahel Teaching Hospital and the other (2) group was 44 each group content of 22 head nurses at Ahmed Maher Teaching Hospital.

It started at morning shift from 9 A.m. to 11 A.m. in morning shift at the Ahmed Maher hospital and from 12 Pm to 2 Pm at Elshahel hospital. The researcher met the head nurses, introduced herself, great them, the purpose of the study was explained by the researcher and oral consent was taken to participate in the study. The educational program was implemented and took about. At the beginning of each session an orientation to the training and its aims took place. Feedback was given at the beginning of each session about the previous one and at the end of each session about the current session

and program situations given to participants to write their suggestion for alternative solutions.

Statistical design:

Before being entered into the computer, the data was checked. Data analysis and tabulation were then conducted using the Statistical Package for Social Sciences (SPSS version 20.0). Quantitative data (frequency and percentages) were subjected to descriptive statistics. The (χ^2) test was used to compare the percentages of the variables under study. The mean scores before and after the program were compared using the paired (t) test. $P \leq 0.05$ was regarded as a significant level value, $p \leq 0.001$ as a highly significant level value, and $p > 0.05$ as a non-significant level value. The arithmetic mean is an average that characterizes the observation's central tendency. For quantitative variables, the standard deviation is a measure of how results vary from the mean. Phases F1 and F2 are pre- and post-program, respectively. The link between total scores was examined using the Pearson correlation (r) test.

3- Results

Table (1): Shows that, less than two third (61.4%) their aged ≥ 40 years old with Mean \pm SD (42.21 \pm 9.68), majority of head nurses (94.3%) are female, also majority of head nurses (84.3%) were married, more than half (55.8%) have Bachelor degree of nursing, while more than half of them (57.1%) had ≥ 20 years of experience with Mean \pm SD (20.87 \pm 10.36), as for their majority (85.7%) of head nurses not receiving previous training about meaningful recognition and while less than two third (60%) attain 2-3 and more times previous training course about meaningful recognition.

Figure (1): Illustrates that the program has an positive effect on improvement of knowledge level throughout immediately post program phases compared to pre-program, while majority of head nurses (92.9%)

had adequate knowledge level immediately post program phase compared to the pre- program (55.7%).

Table (2): Illustrates that there was highly statistical significant difference improvement of head nurses' total knowledge about meaningful recognition immediate post program phases, compared to the preprogram phase, the highest total mean and standard deviation scores of head nurses knowledge was (44.10 \pm 3.32) with mean percent (88.2%). While the highest mean and standard deviation scores related to knowledge of meaningful recognition dimensions was (14.18 \pm 1.46) with mean (88.6%) related to concept of meaningful recognition immediate post program compared to pre-program phase.

Figure (2): Illustrates that, the program had an positive effect on improvement of practice level throughout immediately post program phases compare with the pre- program, while majority of head nurses (87.1%) had satisfactory practice level during immediately post program phase compare to pre-program (41.4%).

Table (3): Illustrates that, there was highly statistical significant difference improvement of head nurses total practice about meaningful recognition immediate post program phases, compared with the preprogram phase, the highest total mean and standard deviation scores of head nurses knowledge was (35.85 \pm 4.61) with mean (81.5%). While the highest mean and standard deviation scores related to practice of meaningful recognition dimensions was (9.90 \pm 1.84) with mean (82.5%) related to Growth and development immediate post program compared to pre-program phase.

Table (4): Illustrates that, there was highly statistically significant positive correlation between total knowledge and total practices about meaningful recognition at immediate post educational program ($p < 0.001$).

Table (1): Frequency distribution of studied head nurses regarding their personal characteristics (n=70)

Personal characteristics	Total subjects n=70	
Age in years	Mean \pm SD Range	42.21 \pm 9.68 28-55
Sex	No	%
Female	66	94.3%
Male	4	5.7%
Marital status		
Married	59	84.3%
Unmarried	11	15.7%
Educational level		
Diploma degree in nursing	26	37.1%
Associated degree of nursing	1	1.4%
Bachelor degree of nursing	39	55.8%
Postgraduate studies	4	5.7 %
Years of experiences	Mean \pm SD Range	20.87 \pm 10.36 6-35
Receiving previous training about meaningful recognition		
yes	60	85.7%
No	10	14.3%
No. of training courses of meaningful recognition (n=10)		
1-2	4	40%
2-3 or more	6	60%

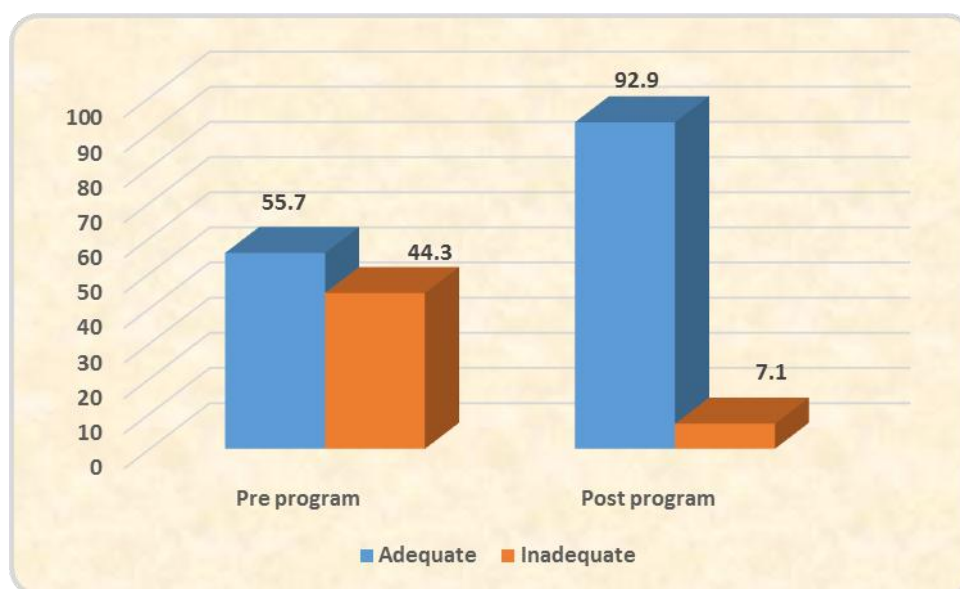
Fig. (1): Total knowledge levels about meaningful recognition among head nurses through the program phases.

Table (2): Total mean scores and mean percent of head nurses' knowledge of meaningful recognition through of educational program phases

Knowledge meaningful recognition dimensions	of Maximum Score	Pre- program phase		Immediatepost-programphase		paired t	P -value
		X±SD	Mean%	X±SD	Mean%		
Concept of meaningful recognition	16	8.98±2.51	56.1	14.18±1.46	88.6	14.74	0.000**
Written acknowledgment	9	5.44±2.36	60.4	8.34±0.93	92.7	9.25	0.000**
Public acknowledgment	7	4.16±1.29	59.4	5.77±0.85	82.4	8.30	0.000**
Private verbal feedback	5	2.86±1.33	57.2	4.10± 0.89	82.0	6.49	0.000**
Compensation	6	3.48±2.48	58.0	5.14±0.49	85.7	8.14	0.000**
Growth and development	7	4.31±1.29	61.6	6.57±0.67	93.9	13.79	0.000**
Total knowledge	50	31.83± 6.25	63.7	44.10±3.32	88.2	13.66	0.000**

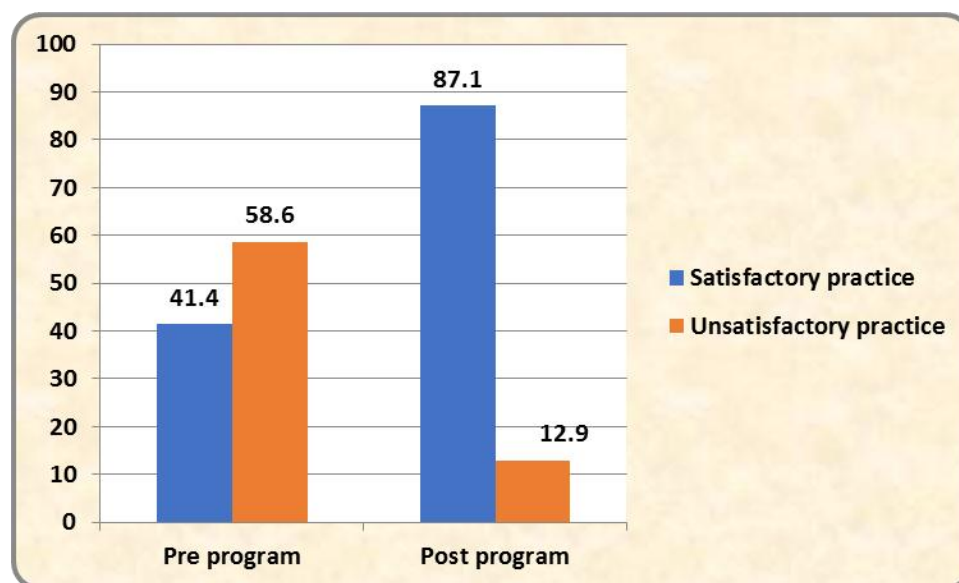
A highly statistical significant difference $P \leq 0.001$ **Fig. (2):** Total practice levels about meaningful recognition among head nurses through the program phases.

Table (3): Total mean and standard deviation score of head nurses' practice about meaningful recognition through the educational program phases

Head nurses' practice dimensions of meaningful recognition	Max. Score	Pre-program phase		Immediate post program phase		paired t	P value
		X±SD	Mean%	X±SD	Mean%		
Written acknowledgment	8	4.35±2.20	54.4	6.12±1.87	76.5	5.20	0.000**
Public acknowledgment	10	5.68±2.69	56.8	8.38±1.34	83.8	7.20	0.0000**
Private verbal feedback	6	3.71±1.30	61.8	5.02±0.94	83.7	4.49	0.000**
Compensation	8	4.07±1.74	50.9	6.41±1.42	80.1	8.12	0.000**
Growth and development	12	6.31±3.24	52.6	9.90±1.84	82.5	8.45	0.000**
Total	44	24.14±5.43	54.9	35.85±4.61	81.5	13.65	0.000**

Table (4): Correlation between head nurses' knowledge and total practice of meaningful recognition thorough of educational program phases

Study Variables		Total knowledge pre program	Total knowledge immediate post program	Total practice pre program	Total practice immediate post program
program phases					
Total knowledge pre program	r		0.204	0.312	0.270
	p-value		0.124	0.017	0.040
Total knowledge immediate post program	r	0.204		0.315	0.421
	p-value	0.124		0.016	0.001**
Total practice pre program	r	0.312	0.315		0.274
	p-value	0.017	0.016		0.038
Total practice immediate post program	r	0.270	0.421	0.274	
	p-value	0.040	0.001**	0.038	

A highly statistical significant difference $P \leq 0.001$

4-Discussion

Nursing is an essential part of healthcare organizations, and head nurses play a key role in assisting staff nurses to accomplish their work effectively and with high quality. The role of head nurses in meaningful recognition is crucial, as it motivates nurses to perform their work, increases job satisfaction, and reduces absenteeism, thereby fostering high levels of commitment and efficiency[8]. To create a healthy work environment, head nurses should acknowledge staff nurses for their good performance, set goals for the unit, and involve them in planning. A healthy work environment in which well-done work is appreciated and recognized contributes to better patient outcomes and staff nurse satisfaction. The

benefits of rewards and recognition are numerous, ranging from increased productivity and better engagement to a tension-free and calm work environment[10]

Distribution of head nurses' Knowledge meaningful recognition through of educational program phases there was highly statistical significant difference improvement of head nurses total knowledge about meaningful recognition immediate post program phases, compared with the preprogram phase was mean and standard deviation scores of total head nurses knowledge with mean, while mean and the highest \pm SD with mean related to concept of meaningful recognition immediate post program which indicated that the program had an positive effect on improvement of head nurses knowledge about

meaningful recognition after program implementation standard deviation scores of total head nurses knowledge compared with The highest total mean and standard deviation scores of total head nurses knowledge throughout immediate post program with mean. Additional to, this result may be attributed inadequate knowledge and practice for implementation, as well as lack of awareness about meaningful recognition[3]. So, the majority of head nurses had moderate level satisfaction of meaningful recognition practice as total with total with moderate mean percent. These results reflect that head nurses are in need for education program to increase knowledge and practice for implementation meaningful recognition[6]. mentioned that head nurses must be knowledgeable about different types of recognition behavior and must be concerned to staff nurses needs to incorporate these behaviors in their management role.

Also the result revealed that, there is highly statistically significant difference throughout program phases related to all items. While the majority of head nurses reported correct answer related to items "Meaningful is a process of rewarding nurses for their distinguished performance at work, Positive feedback can motivate nurses to provide service with a high level of quality, Managers can provide meaningful to nurses as an individual or as a team" immediate post program compared to preprogram phase. Results indicate Revealed that, there is highly statistically significant difference between pre and immediate program related to all items. While the majority of head nurses had correct answer about "written acknowledgment presented in the form of putting a copy of evaluation in nurse's profile. Sending congratulation in happy occasions".

Concerning knowledge related knowledge of written acknowledgement, there was statistically significant difference in head nurses' knowledge regarding written acknowledgement dimension thorough the program phases. From the investigator's point of view, the result may be due to head nurses facing time pressure to attend workshops due to various deadlines and work priorities which may find that the investment of time necessary for coaching is not possible[16]

The present study shows through program phases. There is highly statistically significant difference between pre and immediate program related to all items. While the majority of head nurses had correct answer about item "written acknowledgment lead to increase nurses' satisfaction, enhancing the performance of nurses" and also for item "It is an essential point to involve your team in setting goals and unit planning".

The finding of the present study is similar to [5], whose study pointed that there was a highly statistically significant improvement in head nurses' knowledge scores regarding concept of meaningful recognition at immediate post program than pre-program. The majority of head nurses had adequate level of their total knowledge regarding concept of meaningful recognition after program the educational program compared to pre-educational program.

The highly statistical significant difference that there was, at improved at immediate post educational program to high mean score with mean percent more than seventh .Mean

scores of head nurses' practice of meaningful recognition dimensions total practice had been improved, compare total preprogram educational program were low with mean percent more than fifth

5-Conclusion

Based on findings of the present study it was concluding that: In the light of the present study finding, it was concluded that, educational program had a positive effective for improving meaningful recognition knowledge and practice levels among head nurses. There was statistically significant positive correlation was found between head nurses' knowledge and their practice of meaningful recognition pre and immediate post educational program.

6-Recommendations

For nursing management:

- 1-Hospitals must create procedures and policies that encourage the health care team to engage in meaningful acknowledgement.
- 2- Establish an appropriate setting where head nurses can practice the meaningful recognition process and its subscales, which improve productive job results.
- 3-Evaluate head nurses' performance on a regular basis, both formally and informally, to determine their strengths and weaknesses so that they may improve their understanding of the meaningful recognition process.
- 4-It is crucial that head nurses participate in in-service training on the promotion process and appropriate appreciation.

Education level

- 1-Encourage nursing educators place a strong emphasis on the process of meaningful recognition, which is demonstrated in their interactions with students .
- 2- Head nurses should take refresher courses to learn more about the meaningful recognition process and its subscales .

-For additional study:

- 1-To obtain general results, it is strongly advised that the study be replicated on a long probability sample
- 2-Develop workplace strong about meaningful recognition management application to increase patient's satisfaction.
- 3-Assessing factors that hinder and facilities of implementing meaningful recognition at health care setting.
- 4- Study on newly graduate head nurses, perceptions, knowledge and skills on meaningful recognition.
- 5-Conduct a study to applied motivational tool to increase head nurses' productivity at organization.

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