Nurses' Awareness Regarding Hospitals Accreditation Standards and Organizational Learning Culture

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Abstract:
Background: Awareness of hospital accreditation standard and its application is prerequisite to successful organizational learning culture. **Aim:** Determine nurse's awareness regarding hospital accreditation standards and assess organizational learning culture. **Design**: Descriptive design **Setting**: The research was carried out at South Egypt Cancer Institute in Assiut City. **Subject**: Includes (200) nurse, **Methods**: Three data collection tools: Personal data sheet, Hospital accreditation standards awareness questionnaire and Organizational learning culture questionnaire. **Results**: More than one third of nurses aware of hospital accreditation standard dimensions**,** but less than two third of nurses were not aware about hospital accreditation standard dimensions. Less than half of nurses had agreed that their organization had high organizational learning culture**,** meanwhile more than half of nurses had agreed that their organization had low organizational learning culture. **Conclusion** There are positive correlations between both awareness regarding hospitals accreditation standards and organizational learning culture dimensions. **Recommendations**: Developing strategies to support continuous learning to promote a strong organizational learning culture , and development opportunities to healthcare provider on a regular basis, further researches to test application of hospital accreditation standard and its effect on suitable or sustainable development goals (SDG)

Keywords: Hospital Accreditation Standards, Nurses Awareness & Organizational Learning Culture

Introduction:
Accreditation results for hospitals have evolved into a badge of distinction. Therefore, a good organizational learning culture will determine how to integrate the accrediting standard into everyday hospital operations and achieve the desired outcomes. Nursing staff and management were overworked as a result of the inclusion of several criteria created by the hospital organization during the reform process of the new hospital accreditation **(Yin, 2016).**

The nursing staffs are the most crucial human resources in hospitals, as well as one of the medical team's key assets and, more significantly, a key influence in ensuring that patients receive quality of care **(Dembe, et al., 2016).** Awareness of hospitals accreditation standards will have a positive impact on organizational learning culture **(Cousins, et. al. 2016).** Not only accreditation fosters the growth of organizational members but also fosters consensus on organizational operation (such as shared vision), reaffirms basic values and beliefs, and results in fundamental re-structuring of the organizations **(Reeve, & Peerbhoy, 2016)**.

As a result, it is crucial to assess the level of nursing staff knowledge and awareness of the significance of accreditation standards for nurses, who are the fundamental components of health and medical care. Their knowledge and awareness of these standards will help to improve the quality of the services provided and make it easier to receive an accreditation certificate. **(Diab, 2017).**

Hospitals accreditation is an integrated process that includes a number of steps by which the hospitals is evaluated to see if it meets a set of standards and principles that are designed to develop safety and quality through the health care providers. This evaluation is typically done by an independent, neutral, national organization that is not connected to the hospital **(Bossafi, & Ilan, 2019)**.

Accreditation is a widely accepted review procedure that is used to evaluate and enhance the caliber, effectiveness, and efficiency of healthcare organizations. Simply said, accreditation is predicated on the idea that abiding by evidence-based standards would raise the caliber of healthcare services delivered in an environment that is increasingly safe and sustainably **(Nicklin, 2015)**.

Individuals, teams, and the organization as a whole builds on the organizational learning culture **(Sinkula, et. al., 2016).** Organizational learning is the methodical integration of experience gained through the pursuit of new knowledge into the corporate culture (**Heijden, 2016**).

Organizational learning based on three factors which developed from the perspectives of market information processing as follows: 1) Commitment to

learning, 2) building a shared vision, and 3) open-mindedness. Personal mastery influences organizational performance directly and indirectly through organizational learning and innovation. It is clear that organizational learning is a collaborative process based on trust between hospital staff members and is made possible by individual growth, team development, and the creation of a common goal (**Alharbi, et, al., 2020**).

Significance of the study

Upon reviewing the previous literature, the researchers found that there are eleven international studies published in professional articles and periodic, the oldest study entitled "The impact of application standards of accreditation on the performance of government hospitals" (**Muhammad, 2016**). The second entitled "The effect of applying international accreditation standards on the performance of workers in private sector hospitals"(**Razzaq, 2019**). The newest study done on "assessing the impact of healthcare accreditation from the perspective of professionals' in primary healthcare centers" (**Alaradi, 2020**). Moreover, there are no international or national studies dealing with nurse's hospital accreditation standards awareness and organizational learning culture. The researcher During working at South Egypt Cancer Institute, and observed that the health care providers don't have the sufficient awareness regarding to the accreditation standards. While Assiut University looks forward to be accredited all institutions and faculties. Therefore, the researchers have motive to conduct this study to determine the relationship between accreditation standards awareness and organizational learning culture.

Aims of the study

The present study was conducted with the aims to:

1. Determine nurse's awareness regarding hospital accreditation standards.
2. Assess learning organizational culture.
3. Determine the relationship between the nurse's awareness regarding hospital accreditation standards and organizational learning culture at South Egypt Cancer Institute in Assiut city.

Research questions to fulfill the aim of the current study, the following research questions are formulated:

Q1-: What is nurse's awareness of hospitals accreditation standards?

Q2-: What is organizational learning culture among nurses?

Q3-: Is there a relationship between nurses' awareness of hospitals accreditation standards and organizational learning culture?

Subjects and Methods

Study design: The present study was carried out using a descriptive study design.

Setting:

The present study was conducted at South Egypt Cancer Institute, with bed capacity (No=250). The institute consists of two buildings: without free building (151= beds) and private building (99= beds), South Egypt Cancer Institute in Assiut city serve 60,000 patients per year (9 department) according to the latest statistics in year 2022.

Subjects:

Convenient sample was used in the present study which includes all available nurses working at South Egypt Cancer Institute at the time of the study distributed as follow (180 staff nurses and 20 nurse managers) classified as follows (one nurse director, one assistant and 2 nurse managers each department

Data collection tool

The data needed for the study was collected using self-administered questionnaires, it comprised of three tools

1st tool: Personal Data Sheet: It was developed by the researcher and includes data about: participant name (optional), age, gender, educational qualification, years of experience, marital status, and previously attended any training courses about hospitals accreditation standards, and responses were yes or no.

2nd tool: Hospital Accreditation Standards Awareness Questionnaire: - It adopted from **Diab, (2011)** to investigate nurses awareness about hospital accreditation standards, It contains of (35 items) divided into five dimensions; Management and leadership (7items), Strategic planning for quality (6items), Human resources utilization (4 items), Quality management (6 items), and Accreditation processes and implementation (12 items).

The response for each item was measured using three – points Likert scale ranging from "disagree= 1" "uncertain=2" and "agree= 3" The scores were summed up and then converted into a percent score. If the participant obtain total score = 60% or higher was considered aware, if the participant obtain total score less than 60% was considered not aware.

3rd tool: Learning Organization Culture Questionnaire (DLOQ): It adopted from **Marsick & Watkins, (1997)** and updated by **Elhoseney et. al, (2020)** which designed to measure learning organization culture in organizations and intends to capture the employee's perception regarding the seven dimensions of learning organization culture in order to help the organization to get a clear picture on where they are versus where they need to be. The seven dimensions of learning organization culture covered by 21 items that includes three items for each

seven dimension namely ; create continuous learning opportunities, promote inquiry and dialogue, encourage collaboration and team learning, create system to capture and share learning, empower people toward a collective vision, connect the organization to its environment, provide strategic leadership for learning .

The nurse responses was measured by using three points Likert scale ranging from 1= disagree to 3 = agree. The dimensions of learning organizational culture questionnaire are covered by 21 items with a total score of 63 points. The participant responses were summed up and computed if the percent score of responses were ≥ 60% of the total score this mean high level of learning organization culture if the percent score of responses were < 60% of the total score this mean low level of learning organization culture.

Administrative design:
An official approval to carry out this study was obtained from the Dean of Faculty of Nursing - Assiut University, Dean of the South Egypt Cancer Institute, Nursing and Medical Director, and nurses work at South Egypt Cancer Institute participated in the study to be able to collect the necessary data.

Ethical considerations:
Research proposal was approved by Ethical Committee at Faculty of Nursing, no(257) Date 27/8/2020, Assiut University, there is no risk for study participants during application of the research, oral agreement was taken from the participants in the study, Study participants have the right to refuse or to participate and/or withdraw from the study without any rational at any time, confidentiality and anonymity of obtained data were assured, the study was followed common ethical principles in clinical research and study participants' privacy was considered during collection of data.

Operational design:
The study was conducted throughout four main phases: 1st preparatory phase, 2nd pilot study, 3rd Reliability. And 4th field Work.

Preparatory phase: This phase took about five months from beginning February to end June 2021. After reviewing of the available literatures concerning the topic of the study, then Arabic translation of the study tools was done to determine nurse's awareness regarding hospital accreditation standards and organizational learning culture among nurses.

Pilot study: Was carried out to ensure clarity, accessibility, and understandability of the study tools and to estimate time needed to fill the questionnaire form, also to detect any problems that may encounter during data collection phase. It applied on 10% from total nurses (n= 20) from 200. The researcher met with each nurse included in the pilot study and

introduced herself, explain the purpose of the study then ask the nurses for participation and to fill the questionnaire form, The researcher was present to respond to any asked question regarding the content, data collected were analyzed and necessary modification were done in the study tools, so participant included in the pilot study excluded from the total study sample

Reliability: Was done to measure internal consistency of the study tools using Cronbach's Alpha Coefficients test, it was **(α=0.99)** for all tools items.

Validity: Study tools were checked for face validity by experts' opinions (two professors and three assistant professors works at Nursing Administration Department Faculty of Nursing Assiut University) to test comprehension of each statement then content validity were measured using confirmatory factor analyses test to explore (importance, accountability and clearness) of the study tools, and its result more than 1.7 for all items of study tools so all the tools items were confirmed.

Field Work: After making necessary modifications in the study tools the actual data collection was started. The researcher was met with all participants in different shifts according to their schedules, which were obtained from the directors of the nursing administration department who responsible for making schedule for all nursing staff and then the researchers explain the purpose of the study and ask them for their participation. After taking oral agreement from them, the study tools were given to them to filling them out, through self-administer questionnaire., Each participant was took half an hour to fulfill the questionnaires form, the whole duration for data collection took about 5 months from July to November 2021.

Statistical design:
The data were tested for normality using the Anderson-Darling test and for homogeneity variances prior to further statistical analysis. Categorical variables were described by **number and percentage**, where continuous variables described by mean and standard deviation (**Mean, SD**). **Chi-square test** and fisher exact test used to compare between categorical variables where compare between continuous variables by **t-test** and **ANOVA TEST. P**erson Correlation was used to appear the Association between scores, Multivariate liner regression to determine the effect of nurses' awareness scale and organizational learning culture scale. **A two-tailed p < 0.05** was considered statistically significant all analyses were performed with the **IBM SPSS 20.0** software.

Results

Table (1): Distribution of Nurse's Personal Data at South Egypt Cancer Institute in Assiut City (n=200)

Personal Data	No	%
Age / years		
Less than 25 years	41	20.5
From 25<30 year	58	**29.0**
From 30<35 year	54	27.0
35 year and more	47	23.5
Mean±SD(range)	**31.95±6.80(21-50)**	
Gender		
Male	56	28.0
Female	144	**72.0**
Educational qualifications		
Diploma of Secondary School of Nursing	105	**52.5**
Diploma of Technical Institute of Nursing	75	37.5
Bachelor's degree in Nursing Science	20	10.0
Years of Experience		
Less than 5 years	41	20.5
From 5<10 years	58	**29.0**
Fom 10<15 years	54	27.0
15 years and more	47	23.5
Marital status		
Single	32	16.0
Married	164	**82.0**
Widow	4	2.0
Attending hospital accreditation standards training		
Yes	0	**0.00**
No	200	100

Table (2): Percentage Distribution and Mean score of Nurses' Awareness Regarding Hospital Accreditation Standard at South Egypt Cancer Institute in Assiut City (n=200).

Hospital Accreditation Standards Dimensions	Mean±SD	Nurses' Awareness of Hospital Accreditation Standards			
		Aware		Not aware	
		No	%	No	%
• Management and Leadership	11.65±3.78	76	38.0	124	62.0
• Strategic planning for Quality	10.38±3.63	84	42.0	116	58.0
• Human resources utilization	6.48±2.12	80	40.0	120	60.0
• Quality management	10.81±2.72	92	**46.0**	108	54.0
• Accreditation processes and implementation	26.53±6.46	45	22.5	155	**77.5**
Total	**65.85±13.31**	**79**	**39.5**	**121**	**60.5**

Table (3): Percentage Distribution and Mean score of Organizational Learning Culture Dimensions among Nurses at South Egypt Cancer Institute in Assiut City (n=200)

Organizational Learning Culture Dimensions	Mean±SD	Organizational Learning Culture			
		High		Low	
		No	%	No	%
• Continuous learning	4.9±1.99	44	22.0	156	78.0
• Promote inquiry and dialogue	6.26±1.76	100	**50.0**	100	50.0
• Encourage collaboration and team learning	5.7±2.05	88	44.0	112	56.0
• Capture and share learning	**6.54±1.61**	40	20.0	160	**80.0**
• Empower people toward a collective vision	5.8±2.32	88	44.0	112	56.0
• Connect the organization to its environment	6.16±1.99	92	46.0	108	54.0
• Provide strategic leadership for learning	5.78±1.67	100	**50.0**	100	50.0
Total	**41.14±11.12**	**92**	**46.0**	**108**	**54.0**

Table (4): Correlation Matrix between Accreditation Standards and Organizational Learning Culture Dimensions among Nurses at South Egypt Cancer Institute in Assiut city (200)

Hospital Accreditation Standard Dimensions / Organizational Learning Culture Dimensions		Manager and Leadership	Strategic planning for Quality	Human resources utilization	Quality management	Accreditation processes and implementation
Continuous learning	r	.617**	.529**	.392**	.379**	-.184-**
	P	0.000	0.000	0.000	0.000	0.009
Promote inquiry and dialogue	r	.265**	.489**	.473**	.404**	0.120
	P	0.000	0.000	0.000	0.000	0.091
Encourage collaboration and team learning	r	.172*	.618**	.551**	.564**	.254**
	P	0.001	0.000	0.000	0.000	0.000
Capture and share learning	r	0.038**	.158*	0.331**	.159*	.301**
	P	0.06	0.026	0.055	0.024	0.000
Empower people toward a collective vision	r	.319**	.591**	.652**	.526**	.226**
	P	0.000	0.000	0.000	0.000	0.001
Connect the organization to its environment	r	.257**	.470**	.477**	.439**	.165*
	P	0.000	0.000	0.000	0.000	0.020
Provide strategic leadership for learning	r	.526**	.608**	.489**	.555**	.314**
	P	0.000	0.000	0.000	0.000	0.000

* Correlation is significant at the 0.05 level   ** Correlation is significant at the 0.01 level

Table (5): Relationship between Nurses' Awareness Regarding Hospital Accreditation Standard Dimensions with their Personal Data at South Egypt Cancer Institute in Assiut city (n=200)

Personal Data	Nurses' Awareness of Hospital Accreditation Standards				P. value
	aware (n=79)		not aware (n=121)		
	No	%	No	%	
Age/ years Less than 25 year From 25<30 year from 30<35 year Sold and more35 year	29 9 25 16	36.7 11.4 31.6 20.3	12 49 29 31	9.9 40.5 24.0 25.6	0.188
Gender Male Female	2 77	2.5 **97.5**	54 67	44.6 55.4	0.564
Educational qualifications Diploma of Secondary School of Nursing Diploma of Technical Institute of Nursing Bachelor's degree in Nursing Science	46 29 4	58.2 36.7 5.1	59 46 16	48.8 38.0 13.2	0.183
Years of experience Less than 5 year From 5<10 years From 10<15 years From 15 years and more	25 14 12 28	31.6 17.7 15.2 35.4	16 44 42 19	13.2 36.4 34.7 15.7	0.653
Marital status Single Married Widow	15 64 0	19.0 **81.0** 0.0	17 100 4	14.0 **82.6** 3.3	0.187
Attending hospital accreditation standards training Attendance training about accreditation standards	0	0.00	200	**100**	0.754

Table (6): Relationship between Organizational Learning Culture Dimensions with Their Personal Data among Nurses at South Egypt Cancer Institute in Assiut city (n=200)

Personal Data	Organizational Learning Culture				P. value
	high level (n=92)		low level (n=108)		
	No	%	No	%	
Age\ group Less than 25 year From 25<30 year from 30<35 year Sold and more35 year	30 30 20 12	**32.6** **32.6** 21.7 13.0	11 28 34 35	10.2 25.9 31.5 32.4	0.188
Gender Male Female	16 76	17.4 **82.6**	40 68	37.0 **63.0**	0.163
Education qualification Diploma of Secondary School of Nursing Diploma of Technical Institute of Nursing Bachelor's degree in Nursing Science	54 34 4	58.7 37.0 4.3	51 41 16	47.2 38.0 14.8	0.057
Years of experience Less than 5 year From 5<10 years From 10<15 years From 15 years and more	38 22 0 32	41.3 23.9 0.0 34.8	3 36 54 15	2.8 33.3 50.0 13.9	0.187
Marital status Single Married Widow	16 76 0	17.4 **82.6** 0.0	16 88 4	14.8 **81.5** 3.7	0.164
Attending hospital accreditation standards training Attendance training about accreditation standards	0	0.00	200	**100**	0.754

Chi square test for qualitative data between the two groups   NS:- not significant

Table (7): Univariate and Multivariate Linear Regression of Nurses' Awareness about Hospital accreditation standards at South Egypt Cancer Institute in Assiut City (N=200)

Nurses 'Awareness of Hospital accreditation standards Dimensions	Univariate			Multivariate		
	Beta	T	Sig.	Beta	t	Sig.
Management and Leadership	0.375	5.692	0.000	-0.130	-1.747	0.082
Strategic planning for Quality	0.607	**10.747**	0.000	0.445	**4.878**	0.000
Human resources utilization	0.560	**9.520**	0.000	0.284	**4.376**	0.000
Quality management	0.529	8.772	0.000	0.137	1.748	0.082
Accreditation processes and implementation	0.156	**2.218**	0.028	0.080	**1.359**	0.176

*Dependent variable is Organizational Learning Culture   **statistically Significant Factor at P. value <0.01*

Table (8): Univariate and Multivariate Linear Regression Model of Organizational Learning Culture and Nurses Awareness about Hospital accreditation standards at South Egypt Cancer Institute in Assiut city (n=200)

Organizational Learning Culture Dimensions	Univariate			Multivariate		
	Beta	T	Sig.	Beta	t	Sig.
Continuous learning	0.351	5.281	0.000	0.035	0.429	0.669
Promote inquiry and dialogue	0.410	6.322	0.000	0.005	0.053	0.958
Encourage collaboration and team learning	0.529	**8.774**	0.000	0.377	3.359	0.001
Capture and share learning	0.235	**3.405**	0.001	-0.009	-0.104	0.917
Empower people toward a collective vision	0.557	**9.440**	0.000	0.037	0.191	0.849
Connect the organization to its environment	0.437	6.846	0.000	-0.686	-4.389	0.000
Provide strategic leadership for learning	0.654	**12.150**	0.000	0.929	**8.315**	0.000

*Dependent variable is Nurses' Awareness   **statistically Significant Factor at P. value ≤ 0.01*

Table (1): Illustrates that the majority of studies nurses were female, married, **(72.0%, and 82.0%)** respectively. Meanwhile all nurses not attending any training course about hospital accreditation standard **(100%).** **(29.0%)** of nurses aged from **25** to less than **30** years old and had years of experience from 5 to less than 10 years. More than half of nurses (52.5%) had Diploma of Secondary School of Nursing.

Table (2): Shows the highest percentages of nurses aware of hospital accreditation standard dimension which named quality management (46.0 %). Meanwhile the highest percentage of nurses' not aware about hospital accreditation standard dimension named accreditation processes and implementation (77.5%), finally more than one third of nurses aware of hospital accreditation standard dimensions (**39.5%),** but less than two third of nurses were not aware about hospital accreditation standard dimensions **(60.5%) .**

Table (3): Reveals the half of studded nurses had high score of organizational learning culture dimension regarding Promote inquiry and dialogue and Provide strategic leadership for learning (50%), meanwhile the highest percentage of nurses had low score of organizational learning culture dimension regarding Capture and share learning (80.0%), finally less than half of nurses had agreed that their organization had high organizational learning culture **(46.0%),** meanwhile more than half of nurses had agreed that their organization had low organizational learning culture **(54.0%) .**

Table (4): Illustrates that there are positive correlation between all accreditation standard dimensions and organizational learning culture dimensions with statistical significance relation **(p. value ≤ 0.05).**

Table (5): There is no statistical significant difference between studied nurses personal data and their awareness of hospital accreditation standard P ≤ **0.05 .**

Table (6): The table reveals that there are no statistical significant difference between studied nurses' personal data and their organizational learning culture **P ≤ 0.05**

Table (7): Reveals that nurses organizational learning culture highest effect on Strategic planning for quality, followed by Human resources utilization, then Quality management and the lowest one in the ranking is Accreditation processes and implementation.

Table (8): Illustrates that nurse's awareness regarding hospital accreditation standard had highest effect on provide strategic leadership for learning, followed by empower people toward a collective vision, then encourage collaboration and team learning and capture and share learning is the last one ranking.

Discussion

Nurses' awareness regarding hospitals' accreditation standards and organizational learning culture is avital component for the delivery of high-quality patient care. Accreditation standards ensure that hospitals meet specific quality and safety requirements, while organizational learning culture promotes continuous improvement and innovation between health care providers. Overall, enhancing nurses' awareness of hospital accreditation standards and organizational learning culture can lead to improved patient outcomes and more engaged and satisfied nursing personnel **(Oglesbyet al., 2021).**

The present study was conducted with the aims to determine nurse's awareness regarding hospital accreditation standards, assess nurses learning organizational culture, and determine the relationship between the organizational learning culture and nurse's awareness hospital accreditation standards at South Egypt Cancer Institute in Assiut city.

The present study confirmed that the highest percentage of studied nurses were, females, married, aged from twenty-five to less than thirsty years old, had from five to ten years of experience and more than half of studied nurses had diploma of secondary school of nursing.

In relation to attending any previous hospital accreditation standards training courses, it observed that all nurses did not attending any training programs The present study found that the highest percentage of nurses were aware of hospital accreditation standard dimension which named quality management. Meanwhile the highest percentage of nurses' not aware about hospital accreditation standard dimension named accreditation processes and implementation, finally more than one third of nurses aware and less than two thirds of nurses not aware about hospital accreditation standard dimensions.

From the researchers point of view that is why more than two third of them not aware about the hospital accreditation standard dimensions because the hospital suffer from lack of close supervision from nurses managers to enforce nurses to be aware about accreditation standard dimensions, absent of hand outs, booklet about accreditation standards as well as poster containing written standards and finally lack of training courses about hospital accreditation standards all of the above causes contributes to lack of nurses awareness.

This result goes in the same line with study done be **Braithwaite et al., (2018) & Shaw et al., (2019)** who found that the highest percentage of nurses not aware about hospital accreditation standard dimension named accreditation processes and implementation. However, **Wong et al., (2019)** explained that the lowest percentage of nurses aware

about the hospital accreditation standard dimension named accreditation processes and implementation.

In the other hand, result of study done by **Freire et al., (2019)** was inconsistent with the present study finding who found that the low percentage of nurses not aware of the hospital accreditation standard dimension named accreditation processes and implementation, also study done by **Pronovost et al., (2020)** was contradict with the present study finding as they reported that the highest percentage of nurses were aware about hospital accreditation standard dimension named accreditation processes and implementation .

The present study revealed that the highest percentage of nurses had low score of organizational learning culture dimension named capture and share learning, meanwhile nurses achieve high score of organizational learning culture dimension which called promote inquiry and dialogue and provide strategic leadership for learning**,** finally less than half of nurses had agreed that their organization had high learning culture**,** meanwhile more than half nurses had agreed that their organization had low learning culture.

From researcher points of view more than half of nurses reported that their organization had low learning culture because of they not benefited from the continuing education of nursing and medical staff also, their organization not provide them with in-service education programs which enable them to become up-to-date with the advanced information, management of recent disease which appears in the last decades meanwhile less than half of nurses which reported that their organization had high learning culture because the organization enable them to begin post graduate education either master of diploma degree.

Finding of the present study agreed with **Kanchana & Jayathilaka, (2023)** agreed with the present study finding as who found that the highest percentage of nurses reported that their organization members don't capture and share learning. Meanwhile study done by **Shuaib & He, (2023)** inconsistent with the present study finding as they reported that the highest percentage of health care team reported that their organization capture and sharing learning through different media and methods

The present study found that there were significant positive relation between all dimensions of organizational learning culture and accreditation standard dimensions, **Lalani et al., (2020)** agreed with the present study finding as they found that many healthcare organizations have a strong organizational learning culture which promote continuous learning, encourage collaboration, capture and share learning, and provide strategic leadership for learning, which in returned affect the accreditation standards awareness.

Also, **Martinez-Strengel, et al., (2021)** found that there were a significant relation between organizational learning culture dimensions in promoting effective healthcare management and accreditation standard awareness.

This result also goes in the same line with study done by **Babakkor, & Kattan, (2022)** as they found a significant positive relation between learning organizational culture dimensions and awareness of accreditation standard dimensions for studied nurses. Also this result contradict study done by **Touati et al,. (2019)** who found no relation between nurses' awareness of hospital accreditation standard and organizational learning culture. This result was in consistent with **studies** done by **Hendri, (2019)** and **Hassen et al., (2021)** as they found that there were no significant relation between organizational learning culture dimensions in promoting effective healthcare management and accreditation standard awareness.

The present study found that there were no statistical significant difference between studied nurse's personal data and their awareness regarding hospital accreditation standards. Additionally, **Pronovost et al., (2020)** agreed with the present study as they found that there's no statistical significant difference between nurses' personal data and their awareness regarding hospital accreditation standards. **Bell et al., (2020)** also found that nurses personal data may not have significant statistical impact on nurses' awareness of accreditation standards, it is important to consider other factors that can promote awareness and ensure that healthcare professionals are providing care that meets established standards for quality and safety. This result was in consistent with study done by **Goghari et al., (2020)** who found that nurses personal data may have a statistical significant impact on nurses awareness of accreditation standards.

The present study found that there was no statistical significant difference between studied nurses' personal data and their organizational learning culture. This result congruent with study done by **Argote et al., (2020)** who found that age, gender, level of education is not necessarily a reliable indicator of experience or knowledge, while older nurses may have more years of experience, but younger nurses may have had more recent training and education in emerging best practices and technologies.

Also, **Jia et al., (2021)** who found that it is important to consider a range of factors beyond age, level of education when studying the relationship between nurses' personal data and their organizational learning culture. This result also in consistent with **Chou, (2023)** who found statistical significant difference between studied nurses' personal data and their organizational learning culture.

Conclusion:

More than one third of nurses aware of hospital accreditation standard dimensions, but less than two thirds of nurses not aware about hospital accreditation standard dimensions., Less than half of nurses had agreed that their organization had high organizational learning culture, meanwhile more half of nurses had agreed that their organization had low organizational learning culture., There is positive correlation between all accreditation standard and organizational learning culture dimensions with statistical significance relation. and No statistically significant difference between studied nurses' personal data and their awareness regarding hospital accreditation standard dimensions and their organizational learning culture

Recommendations:

Which have been drawn based on study result

- Developing strategies to promote nurses' awareness regarding hospital accreditation standard and support continuous learning, knowledge sharing, and improvement among staff to promote a strong organizational learning culture.
- Provide training and development opportunities to healthcare provider on a regular basis regarding hospital accreditation standards.
- Guide nurses during application of hospital accreditation standards.
- Further researches to test application of hospital accreditation standard and its effect on suitable development goals (SDG).

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