

Effect of Educational Program about Continuous Professional Development for Nursing School Directors on their Teachers Achievement

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Abstract

Background: Continuing professional development is a lifelong process of active participation by nursing school's directors in learning activities that assist in developing and maintaining their continuing competence, enhancing professional practice and supporting teachers achievement. **The study aimed:** Was to assess the effect of educational program about continuous professional development for nursing school directors on their teacher achievement. **Design:** A quasi-experimental design. **Setting:** The study was conducted in all nursing schools at Kafr El-Shikh Governorate. **Subjects:** Consisted of two groups: First group nursing school directors (21) and second groups nursing school teachers (210). **Tools:** Four tools were used for data collection; (1) Continuous Professional Development Knowledge Questionnaire, (2) Continuous Professional Development Self-evaluation Report Questionnaire, (3) Continuous Professional Development Attitude Questionnaire (4) Nursing Teachers' Achievement Questionnaire. **Results:** Showed that low percent (19%, 23.8%, 19% respectively) of nursing school directors had adequate total level of knowledge, positive attitude, and high perception skill level regarding continuous professional development while, post- program this percent improved to majority (95.2%, 90.5%, 90.5%) of them had adequate level of knowledge positive attitude, and high perception skill level regarding continuous professional development respectively. pre-program low percent (27.1%) of nursing school teachers had good level of achievement. While, majority (87.2%) of them had good level of achievement post-program. **Conclusions:** A highly statistically significant positive correlation was found among nursing school directors and nursing school teachers (knowledge , perceptions, attitude & achievement) toward continuous professional development.at pre- and post-educational program **Recommendations:** Top management in nursing schools at Kafr El-Shikh Governorate need to use continuing education programs as a strategy to raise nursing school directors regarding continuous professional development especially its principles and skills, and nursing school teachers' achievement.

Keywords: Achievement, Continuous professional development, Educational program, Nursing school directors, Teachers

Introduction:

Nursing is a key component of the quality of healthcare services. Nurses are the frontier of the delivery of health care as work with patients every day. nursing education is a formal and planned educational activity taking place at a university, college or school through which nursing students are

facilitated, guided, assisted and given the means to learn the art and science of nursing with the ultimate goal of producing highly competent professional practitioners (Zoromba & El-Gazar, 2021).

The primary goals of nursing education: prepare nurses to meet diverse patient's'

needs; function as leaders; and advance science that benefits patients and the capacity of health professionals to deliver safe, quality patient care. At the same time, nursing education needs to be transformed in a number of ways by nursing teachers to prepare nursing graduates to work collaboratively and effectively with other health professionals in a complex and evolving health care system in a variety of settings (**Froneman et al., 2022**).

Nursing directors are responsible for leading nursing teachers, coordinating curriculum and program development, supervising instructional practices, overseeing continuing education opportunities, and ensuring that operational procedures and policies comply with state guidelines for accredited nursing programs. This is crucial for improving teachers' achievement, student satisfaction, and performance (**Merry et al., 2023**).

Continuing professional development (CPD) is defined by American Nurses Association (ANA,2011) as “a lifelong process of active participation by nurses in learning activities that assist in developing and maintaining their continuing competence, enhancing professional practice and supporting achievement of their professional goals”. Nurse’ CPD is fundamental to professionalism and lifelong learning and is considered as a vital factor for updating nurses’ knowledge and skills (**Yu et al., 2022**).

Continuous professional development enables nurses’ directors to update knowledge and skill relevant to current evidence-based continuously. It also provides an opportunity for nursing directors to promote their professionalism. There has been a range of events for CPD nurses, face-to-face instruction and online learning. Professional development is an integral

approach for improving the quality of schools, raising teacher quality, and enhancing student learning outcomes (**Dahri et al., 2022**).

Schools are considered achievement arenas both for students and teachers who pursue different personal goals for themselves. the achievement goal approach distinguishes different types of goals that can be pursued to varying degrees. This approach has been successfully used to describe the achievement motivation of primary, secondary, and higher education teachers. Achievement goal theory defined teachers' achievement as teacher strivings to attain certain work-related goals. (**Daumiller et al., 2023**).

Achievement pertains to a set of behaviors and emotions linked to the pursuit of an internalized standard of excellence in performance. It ensures that nursing teachers devote all time and effort to achieve the predetermined objectives. Furthermore, achievement motivation is influenced by various factors, such as students' aspirations, interests, experiences, personal values, gender, and socioeconomic status. Nursing teachers recognize the motivating factors that encourage students to complete their nursing education programs and attain positive outcomes (**Al Frijat, 2020**).

Success and achievement in any work requires a positive attitude to do it. So understanding of the teachers ‘attitude can assist nurse teachers in evaluating the educational programs’ strengths and weakness. This understanding can enhance curriculum development towards a caring and holistic paradigm of nursing. Moreover, it will add to the body of knowledge of nursing education to enhance nursing teachers’ achievement (**Muhammdiah et al., 2022**).

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Significant of the study:

After the exposure of the country's revolutions, especially the revolutions in Egypt and notable development and change for the better, It happened in many areas, especially in health care and sustainable development in all over the world, Continued Professional Development is important to all healthcare personnel's through improve the health care delivery thus providing a quality care to the patients so, this study will be conducted study the effect of continues professional development for nursing director on nursing educator achievement.

Aim of the study:

This study aims to:

Assess the effect of educational program about continuous professional development for nursing school directors on their teachers' achievement.

Research Hypothesis:

An improvement in knowledge, perception and attitude of nursing school directors regarding continuous professional development after implementing the program and it will be having a positive influence on their teachers' achievement.

Subjects and Methods:

Research Design:

A quasi-experimental design was utilized to conduct this study.

Setting:

The current study was conducted in all nursing schools at Kafr EL-Shikh Governorate. The total number of it (21) schools. The schools consist of (9) nursing schools for boys, (12) nursing schools for girls.

Study subjects:

The subject of the present study included two groups:

All the available (21) nurse school directors who were working in the above-mentioned

study setting during the time of data collection.

2- Nursing school teachers' group:

All the available nursing teachers (210) who were working in the above mentioned study setting during the time of data collection

Tools of data collection:

Four tools will be used to collect data for this study.

I- Continuous Professional Development Knowledge Structured Questionnaire:

It included of two main parts:

Part (1): Consisted of nursing school directors' personal data including: (age, gender, level of education, years of experience, marital status, attending any training course about continuous professional development).

Part (2): A structured questionnaire developed by the researchers after review of the current related literature (**Crawford, 2009; AL Makkouk, 2020 & ELnagm, 2020**). Continuous professional development knowledge test developed by the researchers, in order to assess nursing school directors' knowledge about continuous professional development, included (58) question classified under six main axes (concept of continuous professional development (CPD), importance of CPD, factor affecting on CPD, effective of C PD, principle of CPD, and nurse director roles in CPD).

Scoring system:

The nursing school directors' answers were compared with a model key answer and scored as "one" for correct answers and "zero" for incorrect answers and cut off point done at 60%. In this respect the level of nursing school directors ' knowledge was categorized as the following; adequate knowledge' level $\geq 60\%$ that equals (35-58) and inadequate knowledge' level $< 60\%$ that equals (0-34).

II- Continuous Professional Development Self-Report Questionnaire:

This tool developed by researchers after review of related literature (Gavin 2004; Stevenson et al., 2016 & Ministry of Education, Youth and Sport 2019; ELnagm, 2020), to assess nursing school directors' perceptions regarding continuous professional development skills in their work settings throughout program phases. It consisted of (38) items divided under five domains namely; nursing school director role (10 items), job-embedded learning (6items), instructional focus (8 items), collaborative with others (8items), and ongoing learning (6items)

Scoring system:

The nursing school directors' responses were measured through a three-point Likert Scale as follows: agree was scored "2" points, un-certain was scored "1" point and disagree was scored "zero" point and cut point was done at 60 %. Accordingly, Nursing director self-reported perceptions were categorized as the following; high level $\geq 75\%$ that equals (57-76), moderate level 60% to less than 75% that equals (46<57) and low level < 60% that equals (0<45).

III- Continuous Professional Development Attitude Structured Questionnaire:

A structured questionnaire developed by researchers after review of related literature) AL Makkouk, 2020; Josef et al., 2020; Malmbo, et al., 2021), to assess the attitude of nursing school directors regarding continuous professional development in the work settings throughout program phases. It consists of (40 items) divided under three main dimension, updating activities (10 items), reflective activities (10 items), and collaborative activities (20 items)

Scoring system:

The nursing school directors' responses were measure through a three-point Likert Scale as follows: Agree was scored "2

points", Little agree was scored "1 point" and Disagree was scored "zero point" and cut point was done at 60 %. Accordingly, Nursing school director' attitude levels were categorized as the following; positive attitude $\geq 60\%$ that equals (48-80), negative attitude < 60% that equals (0-47).

IV- Nursing teachers' Achievement Structured Questionnaire:

It consisted of two parts:

Part (1): Nursing teachers ' personal data included age, gender, level of educational, years of experience and marital status.

Part (2): A questionnaire developed by the researchers after review of related literature (Elliot et al., 2011; Yerdelen, 2017; Karahan, 2018 & Ahmad, 2022), to assess nursing teachers' achievement in their work setting throughout program phases Included (32 items) divided under 4 main domains; personal development (8 items), teaching techniques (8items), effective planning (8 items), and performance of assigned duties (8 items)

Scoring system:

Nursing teachers responses were rated on a three-point Likert Scale as follows; done (2 point), incomplete done (1 point) and not done (0 point). Cut off point was done at 60%. Each nursing teacher had chosen only one best answer after reading carefully and understanding. According outcomes as reported by nursing teacher; level was categorized as the following; good level $\geq 75\%$ that equals (48-64), average level from 60 % to less than 75%that equals (47-39) and poor level < 60% that equals (0-38).

Validity of the tools:

The study tools were revised and ascertained by seven experts from different Nursing Faculties in the field of Nursing Administration; two Professors and one assistant Professor at Tanta University, two assistant Professors at Benha University and two Professors at Menofia University. The

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expert response was represented in four point 4= strongly relevant, 3= relevant, 2= little relevant, and 1= not relevant. The validity of the tools aimed to judge its clarity, comprehensiveness, relevance, simplicity and accuracy, based on their recommendation modifications were done based on their comments.

Reliability of tools:

Reliability of the tools was examined by using the Chronbach's Alpha Coefficient test to measure the internal consistency for all tools; nursing directors 'continuous professional development knowledge questionnaire was 0.91, nursing directors' self-report questionnaire was 0.89, nursing directors' attitude questionnaire was 0.94, and nursing teachers' achievement questionnaire was 0.92 that reflect accepted internal consistency of the tools.

Ethical considerations:

Before conducting the study, approval was obtained from Ethical and Research committee, Faculty of Nursing, Benha University. The researchers explained the nature and the aim of the study to the nursing school directors and nursing school teachers and informed them that participation in the study was voluntary. Oral consent was obtained from nursing school directors and nursing school teachers each in the study. Confidentiality of data obtained was protected by the allocation of a code number to questionnaire sheets. Nursing school directors and nursing school teachers were informed that the obtained data will be used for the research purpose only and have the right to withdraw from the study at any time with no consequences.

Field Work

The following phases were adopted to achieve the aim of the current study: assessment, planning, implementation, and

evaluation phases. These phases took six months; started from December 2022 to May 2023.

Phase I (Assessment):

This phase involved met with nursing directors and nursing teachers; the researchers went to the previously mentioned settings 5 days/ week from 9 am to 2 pm. In the beginning, the researchers introduces herself to the nursing school directors and gave a brief idea about the aim and activity of the program. Then, the researchers collected baseline data from subject using study tools. The average number collected was 2 nursing school directors and about 22 nursing teachers per day. The data collection process was carried out in December 2022.

Phase II (Planning phase)

Program construction is in a form of printed Arabic booklet to enhance nursing directors' knowledge regarding continuous professional development. Based on baseline data obtained from pre-test assessment and relevant literature review, the educational program was developed by the researchers and included the educational objectives, teaching methods used in this study were lecture, group discussion, brainstorm, and teaching aids used Presentation of information to facilitate the process of understanding, wall board, View photos. This phase was carried out in January 2023.

Phases III (Implementation phase)

The implementation phase was achieved through researchers distributed educational booklet to participants on the first day of program implementation. Daily feedback was given at the beginning of each session about the expectation and the end of each session about the session and activity given to the participant. The educational program had taken 9-12 hours for every nursing director distributed to six theoretical sessions; each session conducted through 1.30 - 2 hours per day and was implemented according to work

circumstances. These sessions were repeated with the same to every nursing school director. The educational program session took one day per week about 14 weeks from 9.00 a.m. to 1.00 p.m. The time of data collection from the beginning of February 2023 to the middle of April 2023.

Phase IV (Evaluation phase):

After program implementation, the immediate posttest was carried out to assess knowledge, perceptions and attitude of nursing school directors regarding continuous professional development by using the same previous tools of pretest as well as collect nursing school teacher's outcomes. This helped to evaluate the effect of implemented program. This was done immediately after the program done this phase take about 2 weeks from the middle of April 2023.

Statistical analysis:

The collected data were verified, coded, tabulated and subjected to statistical analysis. Statistical analysis was performed by Statistical Package for Social Science (SPSS version 26.0); also, Microsoft Office Excel is used for data handling and graphical presentation. Descriptive statistics were applied in the form of mean and standard deviation for quantitative variables e.g., (P value, Chi square, paired (t) test and percentages). Paired (t) test to compare mean scores between the same samples at different study phases, and (χ^2) test was utilized to compare percentage between studied variables. A significant level value was considered when $p \leq 0.05$ and a highly significant level value was considered when $p \leq 0.001$.

Results:

Table (1): Shows personal data of the studied nursing school directors. It was cleared that approximately two-fifths (42.9%) of studied directors were in age group 41-50 years with a mean score of 43.76 ± 8.6 years. As regards the gender all

of them (100.0%) were females. Moreover, the educational qualifications of more than half of them (52.4%) were bachelor degree of nursing. In relation to years of experience, more than half (52.4%) of them had 10-15 years of experience with mean of 12.90 ± 5.53 years. Additionally, majority of them (90.5%) were married and less than three-quarters of them (71.4%) didn't attend a training course about continues professional development.

Table (2): Shows personal data of the studied nursing school teachers. It was revealed that more than half (50.5%) of teachers were in age group 25 – 30 years with a mean age of 29.41 ± 5.05 years. In relation to the gender, all of them (100.0%) were females. the educational qualifications of more than two thirds of them (70.5%) had Bachelor degree in nursing. As regards years of experience, more than three fifth (60.5%) of them had 5 – 10 years of experience with mean of 6.43 ± 3.40 years. Moreover, majority of them (96.2%) were married.

Figure (1): Displays at the pre-program, low percent (19.0%) of nursing school directors had adequate total level of knowledge regarding continuous professional development at while at the post program there was percent improved to majority (95.2%) of them had adequate level of knowledge regarding continuous professional.

Figure (2): Displays that, pre -educational program, more than one fifth (19.0%) of nursing school directors had high perception level of continuous professional development skills. But, most (90.5%) of them had high perception level of at post-- educational program.

Figure (3): Displays that about low percent (23.8%) of nursing school directors had positive attitude level about continuous professional development at pre-program. While, the majority (90.5%) of them had

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positive attitude at post- educational program.

Figure (4): Displays that, pre-educational program low percent (27.1%) of nursing school teachers had good level of achievement. more than three quarters (87.2%) of them had good achievement level of post- educational program.

Table (3): Reveals that, there was a highly statistical significant positive correlation among the different variables of nursing school directors (knowledge, perceptions, attitude and achievement) toward continuous professional development and nursing school teachers' achievement pre and post-program at $P \leq 0.001$.

Table (1) Frequency distribution of nursing school directors regarding their personal data (n=21).

Personal data	No	%
Age:		
30- 40	7	33.3
41≥50	9	42.9
>50	5	23.8
Mean ± SD	43.76±8.63	
Gender:		
Male	0	0.0
Female	21	100.0
Marital Status:		
Married	19	90.5
Unmarried	2	9.5
Years of experience:		
<10	6	28.6
10 – 15	11	52.4
>15	4	19.0
Mean ± SD = 12.90 ± 5.53		
Educational qualifications in nursing:		
Bachelor degree	11	52.4
Master degree	7	33.3
Doctorate degree	3	14.3
Attending a training course about continues professional development:		
Yes	6	28.6
No	15	71.4

Table (2): Frequency distribution of nursing teachers regarding their personal data (n=210).

Personal data	No	%
Age:		
<25	38	18.1
25 – 30	106	50.5
>30	66	31.4
Mean ± SD	29.41±5.05	
Gender:		
Male	0	0.0
Female	210	100.0
Marital Status:		
Married	202	96.2
Unmarried	8	3.8
Years of experience:		
<5	55	26.2
5 – 10	127	60.5
>10	28	13.3
Mean ± SD = 6.43 ± 3.40		
Educational qualifications in nursing:		
Bachelor degree	148	70.5
Master degree	57	21.7
Doctorate degree	5	2.4

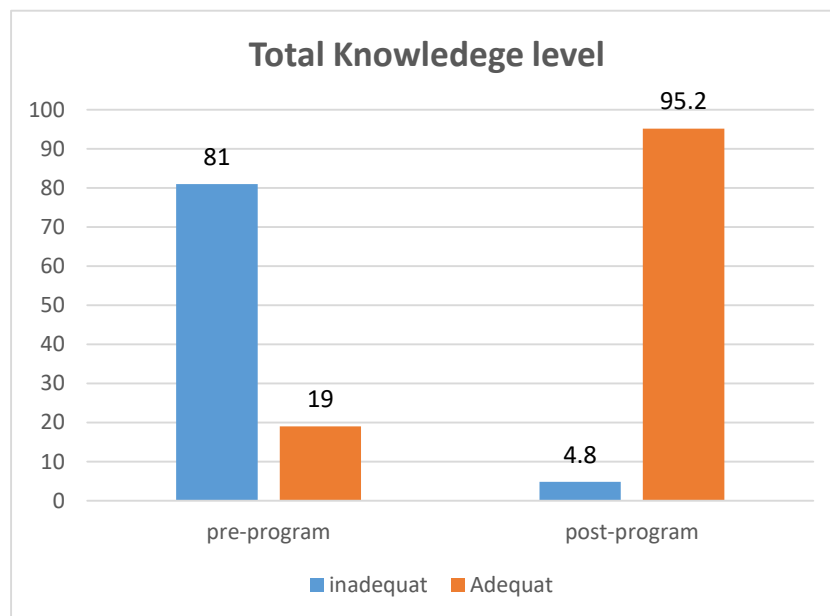


Figure (1): Percentage distribution of total level of nursing school directors knowledge regarding continuous professional development at pre, and post-program.

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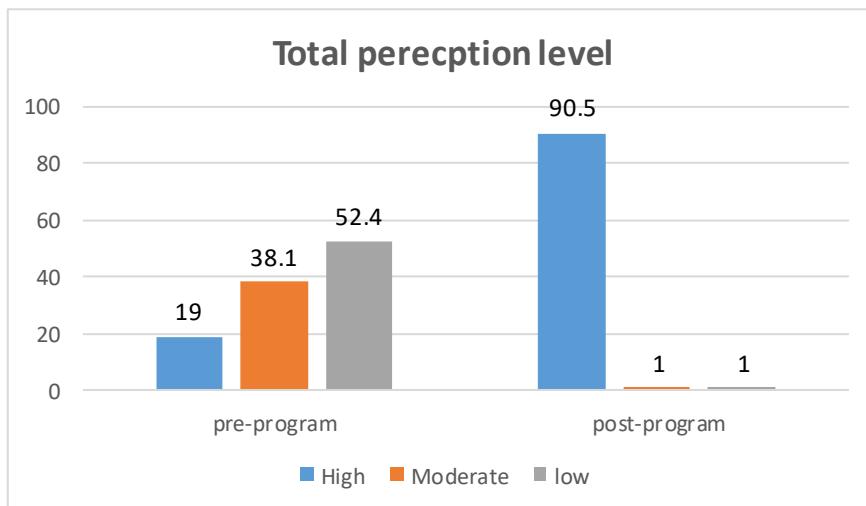


Figure (2): Percentage distribution of total perception levels of nursing school directors about continuous professional development skills at pre, and post-program.

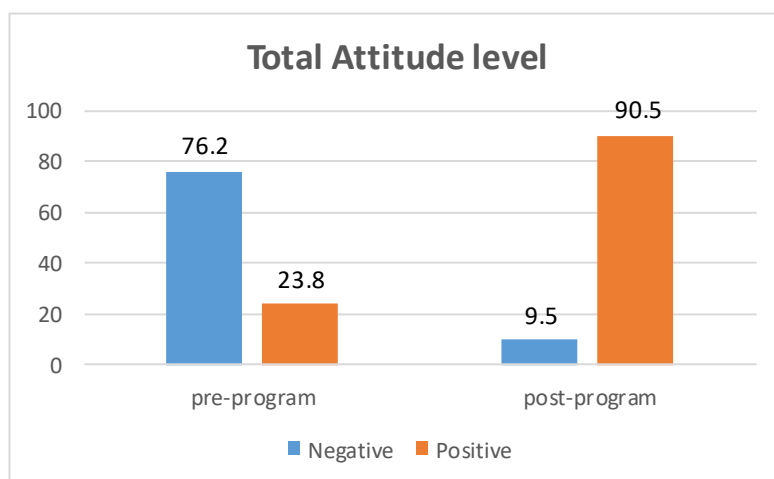


Figure (3): percentage distribution of total attitude levels of nursing school directors regarding continuous professional development pre- and post- program.

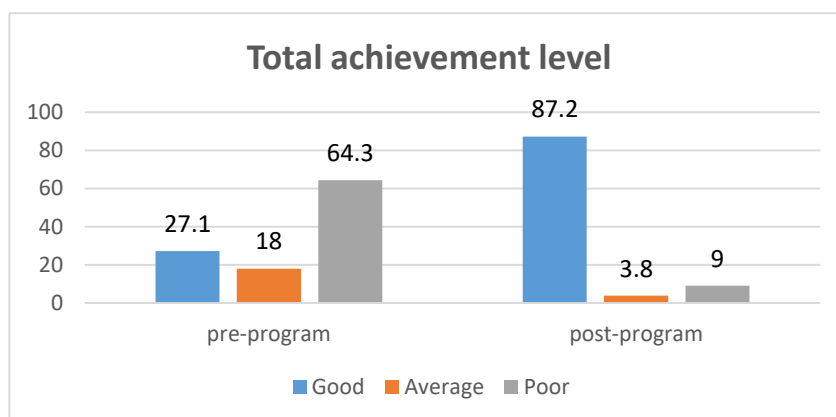


Figure (4): Total levels of nursing school teachers' achievement at pre and post- program.

Table (3): Correlations matrix among nursing school directors’ knowledge attitude and perception continuous professional development and nursing school teachers’ achievement

Variable	Time of assessment	Nursing school directors						nursing school teachers	
		Knowledge		Perception		Attitudes		Achievement	
		r	P value	r	P value	r	P value	R	P value
Nursing school directors’ knowledge about continuous professional development	Pre-program	1	----	0.422	0.000* *	0.539	0.000**	0.457	0.000* *
Nursing school directors’ perception continuous professional development skills		0.422	0.000**	1	----	0.513	0.000* *	0.355	0.000**
Nursing school directors’ attitude about continuous professional development		0.539	0.000**	0.513	0.000**	1	----	0.547	0.000**
Nursing school teachers’ achievement		0.457	0.000* *	0.355	0.000**	0.547	0.000**	1	----
-Nursing school directors’ knowledge about continuous professional development	Post program	1	--	0.653	0.000* *	0.542	0.000**	0.637	0.000**
-Nursing school directors’ perception about continuous professional development skills		0.653	0.000* *	1	----	0.548	0.000* *	0.335	0.001
-Nursing school directors’ attitude about continuous professional development		0.542	0.000**	0.548	0.000* *	1	----	0.370	0.000**
-Nursing school teachers’ achievement		0.637	0.000**	0.335	0.001	0.370	0.000* *	1	----

Discussion:

Regarding continuous professional development at pre-program and immediate post-program, the current study showed that slightly less than two fifths and majority of nursing school directors had adequate knowledge regarding continuous professional development at pre-program and immediate post-program phases respectively. While, the current study revealed that about three fifths and minority of nursing school directors had inadequate knowledge regarding continuous professional development at pre-program and immediate post-program phases.

From researchers point of view inadequacy nursing teacher's knowledge about Professional development was related to college and university programs that inadequate training of nursing teachers about professional development. So, this improvement was related to utilize of professional development program. Increasing knowledge acquired by nursing teachers could be explained by the fact that learning was not a passive experience and courses created an interactive environment. which indicated that the program had a positive effect on improvement of nursing directors and

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teachers' knowledge level about professional development throughout program. These findings were in the same line with **Hassan et al. (2021)** who revealed that; Majority of studied subjects had adequate level of knowledge and post program, compared with pre-program phase.

Regarding professional development, additionally, this result was supported by **Fabriz et al. (2020)** who conducted study in Egypt at German University about "How a professional development program for teachers impacts their teaching-related self-efficacy, self-concept, and subjective knowledge" and showed increasing the teacher's knowledge level thorough post and follow up program phases. Moreover, this finding was agreed with **El Ali et al. (2023)** who conducted a study in Australia, about "Partnership: A just-in-time to support continuing professional development during a pandemic" and there were improvements in nurses' knowledge and confidence after undertaking the program.

About continuous professional development skills, the current study showed that; More than one fifth and majority of nursing school directors had high level of perception about continuous professional development skills at pre-program and post-program phases respectively. From the researchers point of view, this finding may be related to the effect of continuous professional development program. A possible explanation for their positive perception may be due to personal reflection on their abilities with obvious knowledge.

This finding was collaborated with **El Nagm (2020)** who reported in a study in United Arab Emirates, about "Strategies to enhance continuing professional development program for registered nurses in United Arab Emirates" that three quarters of studied nursing teachers had good level of perception regarding

professional development domains at post-program phase compared with pre-program phase. Also, these findings were in the same line with **Mohammed et al. (2022)**, who revealed that: nurses have a high level of perception upon factors influencing their participation in CPD activities. Additionally, this finding was agreed with **Zaitoun et al. (2023)**, who showed that the nurse's perception of mandatory continuing education for professionals are high.

Moreover, the findings of this study were agreed with **Talley & Collins-McNeil (2019)** who conducted a study about "The continuing quest for parity: Nursing students' perspectives on nursing and nursing education" and revealed that nurse educators had positive perception about the relevance of continuing education for professional development.

On the other hand, these findings were contradicted with **Yu X et al. (2022)** who conducted in a study about "Nurses' perceptions of continuing professional development: A qualitative study" and revealed that, there is a largely positive perception of CPD. From researchers point of view the professional development program can foster improvements in teaching skills. So, foundations and agencies spend large sums on the design and implementation of PD programs to enhance Teachers performance and achievements.

These findings were agreed with **Andić (2020)** who carried out a study in Republic of Croatia, about "Continuing professional development of teachers in Education for Sustainable Development—case study of the Republic of Croatia" and indicated that, an average high level of achievement competences was obtained regarding continuous professional development. Moreover, this finding was agreed with **Hassan et al. (2021)** who conducted a study in Minia city, about

“Educational program about professional development for nursing teachers and its effect on their students' satisfaction” and showed that, three quarters of studied nursing teachers had good level of performance and achievements regarding professional development domains at post-program phase. Also there was significant difference improvement of nursing teachers' achievements throughout post program and follow up phase compared with preprogram phase.

The current study elaborated that total attitude levels, mean score and percent of nursing school directors of continuous professional development domains were improved significantly post educational program than pre-educational program. The majority nursing school directors had positive level post educational program. The highest total mean percent of nursing school directors 'attitude at post educational program was given to reflective activities domain followed by collaborative activities domain and updating activities domains. This means that the improvement in level of knowledge of continuous professional development leads to the improvement in level of its skill and attitude of continuous professional development post program.

This finding concerning distribution of nursing school directors regarding their attitude related to activities at Pre- and Post-intervention phases, this finding was agreed with **Abakah (2023)** who found that informal and self-initiated learning activities significantly impact teachers' development due to their active and self-directedness. This finding was contrasted with **Ingwu et al. (2019)** who conducted in Nigeria that nurses reported staff shortage and lack of time due to heavy workload is consider barriers. So, they have negative attitude.

The current study revealed that, there was a highly statistically significant positive correlation among the different variables of nursing school directors and teachers (knowledge, perceptions, attitude and achievement) toward continuous professional development at: pre-program phase and immediate post-program phases ($P \leq 001$). From researchers point of view, a positive statistically significant correlation between total knowledge score and perceptions, attitude and achievement of studied nursing teachers through program phases. As a results of involvement of nursing teachers in professional development program this, positively impacted their ability to address teaching problems and they could transfer their new knowledge to their work. The effectiveness of the teachers' professional knowledge increased and consequently, their teaching performance level also improved.

The current study was consistent with **Hassan et al. (2021)** who revealed that, there was a positive statistically significant correlation between total knowledge score and total performance, and achievement of studied nursing teachers through program phases. On contrary, this result was contradicted with **Depaepe and König, (2018)** who conducted a study about “General pedagogical knowledge, self-efficacy and instructional performance: Disentangling their relationship in-service teacher education” and stated that the correlation between the teachers' scores of knowledge and performance was not statistically significant

Conclusion:

Levels, mean scores and percent of nursing school directors' total knowledge, perception skills and attitudes in concept of continuous professional development, importance, factors affecting, effective continuous professional development, principles and nurse director role in continuous professional development, were

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improved significantly post educational program than pre-educational program. There was highly statistically significant improvement in total levels, mean scores and percent of nursing teachers' achievement domains: personal development, teaching techniques, effective planning, and performance of assigned duties post-program than pre-educational program. There was a highly statistically significant positive correlation among the different variables of nursing school directors' knowledge, perceptions, attitude regarding continuous professional development and nursing school teachers' achievement pre- and post-program.

Recommendations:

For nursing administrators:

- Using continuing education programs as a strategy to raise nursing school directors regarding continuous professional development especially its principles and skills, and nursing school teachers' achievement.
- Continuous assessment for nursing school directors to recognize professional development needs.

For nursing education:

- Add in nursing curriculum the new methods and strategies for professional education development.
- Continuing education programs must be initiated to nurses' teachers to be acquainted with the principles and skills needed to apply for professional education.

Further studies:

- Replication of the study on a larger probability sample is highly recommended to achieve generalized results.
- Conducting a study about factors affecting nursing teachers regarding professional development.

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تأثير برنامج تعليمي حول التطوير المهني المستمر لمديري مدارس التمريض على إنجاز مدرسيهم

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التطوير المهني المستمر هو عملية مشاركة نشطة مدى الحياة من قبل مديري مدارس التمريض في أنشطة التعلم التي تساعد في التطوير والحفاظ على كفاءتهم المستمرة، وتعزيز الممارسة المهنية ودعم إنجاز المدرسين. هدفت الدراسة إلى تقييم تأثير البرنامج التعليمي حول التطوير المهني المستمر لمديري مدارس التمريض على إنجاز مدرسيهم. تم استخدام تصميم شبه تجريبي لاجراء هذه الدراسة. أجريت الدراسة في جميع مدارس التمريض بمحافظة كفر الشيخ. وتكونت من مجموعتين: المجموعة الأولى مديري مدارس التمريض (21) والمجموعة الثانية مدرسي مدارس التمريض (210). وقد أظهرت النتائج قبل البرنامج أن نسبة منخفضة (19%، 23.8%، 19% على التوالي) من مديري مدارس التمريض لديهم مستوى إجمالي كافٍ من المعرفة والموقف الإيجابي ومستوى عالٍ من مهارة الإدراك فيما يتعلق بالتطوير المهني المستمر، بينما تحسنت هذه النسبة بعد البرنامج إلى الأغلبية (95.2%، 90.5%، 90.5%) منهم لديهم مستوى كافٍ من المعرفة والموقف الإيجابي ومستوى عالٍ من مهارة الإدراك فيما يتعلق بالتطوير المهني المستمر على التوالي، وكان لدى نسبة منخفضة (27.1%) من مدرسي مدارس التمريض مستوى جيد من الإنجاز قبل البرنامج. بينما كان لدى الأغلبية (87.2%) منهم مستوى جيد من الإنجاز بعد البرنامج. وخلصت الدراسة إلى وجود علاقة ايجابية ذات دلالة إحصائية عالية بين مديري مدارس التمريض ومعلمي مدارس التمريض تجاه التطوير المهني المستمر قبل وبعد البرنامج التعليمي. وأوصت الدراسة بضرورة قيام الإدارة العليا في مدارس التمريض بمحافظة كفر الشيخ باستخدام برامج التعليم المستمر كاستراتيجية لرفع مستوى مديري مدارس التمريض فيما يتعلق بالتطوير المهني المستمر وخاصة مبادئها ومهاراتها وإنجاز مدرسيهم .