

Relation between Career Development and Organizational Effectiveness as Perceived by Nursing Faculty Teaching Staff

¹Nora Fawzy Abdellatif Mostafa, ²Howida Hassan El-sayed Mahfouz and ³Hanaa Samir Abd EL-Aziz El-Saiad

(1) Nursing Teacher at Desok Nursing Secondary School, (2) Assistant Professor of Nursing Administration, Faculty of Nursing-Benha University, Egypt and (3) Lecturer of Nursing Administration, Faculty of Nursing-Benha University, Egypt.

Abstract

Background: Career development in higher education is a strategy to improve the learning and teaching quality of researchers and educators as well as to develop the culture of lifelong learning. **Aim of the study:** This study was aimed to assess the relation between career development and organizational effectiveness as perceived by nursing faculty teaching staff. **Study design:** A descriptive correlational research design was used to achieve the aim of the study. **Research setting:** The study was conducted in all academic departments at Faculty of Nursing, Benha University. **Study subjects:** All available nursing faculty teaching staff (192) who working at Faculty of Nursing- Benha University. **Tools of data collection:** Two tools were utilized: **Tool I** Career Development Questionnaire and **Tool II** Organizational Effectiveness Questionnaire. **Result:** The most of the nursing faculty teaching staff had high level of career development and the majority of the nursing faculty teaching staff had high level of organizational effectiveness. **Conclusion:** There was high statistically significant positive correlation between total career development and total organizational effectiveness among the nursing faculty teaching staff. **Recommendations:** Follow up organizational effectiveness of the nursing faculty teaching staff to know the strengths and weaknesses and keep continues career development.

Keywords: Career Development - Nursing Faculty - Organizational Effectiveness - Teaching Staff

Introduction:

The world has changed, technology underpinning the teaching system developed significantly. Nursing teaching staff needs to develop their career to stay up to date with the latest developments, continuing to update their skills and competences to meet their students and community needs effectively and efficiently. Nursing faculty teaching staff is a career that is focused on collaborative relationships that promote the most effective outcomes for students who will work with patients (Harper et al., 2023).

Career development is a continuous and formalized effort by an organization that focuses on enhancing, enriching and empowering the organization's teaching staff capital to begin innovative activities to fulfill

both the nursing teaching staff and the organization's goals. It represents a progressive engagement with work to reach into well-being, life satisfaction, and identity. Several factors might influence nursing teaching staff to participate in career development activities (Hakvoort et al., 2022).

Career development is very importance to the nursing faculty teaching staff and the organization. This is so because there is interaction between the organization for which works and the development of the organization through the nursing faculty teaching staff career. Career development is among the top drivers for teaching staff retention and satisfaction in an organization. Development is an essential component of

Relation between Career Development and Organizational Effectiveness as Perceived by Nursing Faculty Teaching Staff

teaching career to provide evidence-based research, optimizing student learning, enhancing work environments and retaining experienced staff. The development of the capacity and capability of the organization's managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization (**Kareem, 2019**).

There are many factors that affect the nursing faculty teaching staff. Career development is not only referring to regulation but also on the ability of individuals and organizations the ability to develop career employees. The career development is affected by managerial organizational maturity, personal–personality maturity and network–social maturity. Support for nursing teaching staff career is important to encourage retention and feel more confident. In addition to the third dimension which stands for the organizational factors containing management support and the career development plans. Career management helps teaching staff in the selection of development activities that prepare them to meet their career goals. Moreover, career development affects nursing teaching staff's capacity for learning, enabling them to focus solely on tasks that they feel to be important in order to improve organizational learning and effectiveness. (**Shaw et al., 2023**).

Organizational effectiveness (OE) is the capacity of an organization to persist and advance in its business environment through the accomplishment of predetermined goals and objectives. Also, OE refers to the degree to which the organization as a social system achieves its goals given specific resources and methods without debilitating those resources and means or putting undue pressure on its members (**Fitzpatrick et al., 2023**).

Organizational effectiveness (OE) is one of the most important issues in most

organizations, including nursing teaching organizations. OE is the ability of an organization to achieve its goals or to cope with environmental conditions. In fact, the aim of establishing an organization is to achieve a series of goals through effective behaviors. There are six main models of organizational effectiveness namely the goal model, process model, system resource model, strategic constituency model, competing values model, abundance model, stakeholder model (**Harper et al., 2023**).

Organizational effectiveness affected by career development, because career development is an instrument which is beneficial for teaching staff retention (**Niati et al., 2021**). A good career development helps organizations to harvest from the internal pool of talent and enable the organization to match the skills and competencies of staff to organizational needs. It enables managers to make intelligent decisions as regards remuneration and succession planning, to recruit, keep and encourage the nursing faculty teaching staff, thereby leading to more committed and result-oriented pool of nursing faculty teaching staff (**Burhan et al., 2021**).

In addition career development is affected by organization' effectiveness involves responsibilities through a continuous acquisition of managerial, professional skills and experience to achieve organizational goals. Career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Also career development often used to close the gap between current performances and expected future performance of organizational effectiveness (**Springs, 2021**).

Significance of the study:

Today, major challenges in teaching organization found in determining methods to

improve nursing teaching staff knowledge and practices so effective organization must understand how to do career development for their staff (**Fitzpatrick et al., 2023**). Career development provides teaching staff with resources such as autonomy, participative decision-making, sharing information, feedback, learning opportunities and coaching. Career development influence psychological state of teaching staff which, they are motivated to realize their intrinsic motivation for growth, learning, development and general wellbeing and their extrinsic motivation to achieve work goals and then improve organizational effectiveness (**Jeffries, 2022**).

The study will be useful to the government and policy makers, as they will be able use it to the perceived relationship between career development process and organizational effectiveness, and comprehend how this relation relates to performance and growth. It will also enable the government to develop strategies that will enhance teaching effectiveness and efficiency. This study will contribute to research and practice, as it will serve as point of reference on the area of study, and other related topics to scholars and researcher.

Aim of the study:

This study aimed to assess relation between career development and organizational effectiveness as perceived by nursing faculty teaching staff.

Research Questions:

1. What are the levels of career development as perceived by nursing faculty teaching staff?
2. What are the levels of organizational effectiveness as perceived by nursing faculty teaching staff?
3. Is there a relation between career development and organizational effectiveness?

Subjects and Method:

Research design:

A descriptive correlational research design was used to achieve the aim of the study.

Research setting:

The present study was conducted in all academic departments at Faculty of Nursing, Benha University.

Research subjects:

Study subjects included all available nursing Faculty teaching staff (192) who were working at the previously mentioned study settings during the time of data collection.

Tools of data collection:

The data were collected by using two tools:

Tool (I): Career Development Questionnaire

A structured questionnaire was developed by researcher after reviewing previous literatures (**Hirschi et al., 2014, Whitaker, 2018, Niati et al., 2021 & Permana et al., 2021**). It aimed to assess career development as perceived by nursing faculty teaching staff. It was consisted of two parts as follows:

First part: Personal characteristics of the nursing faculty teaching staff such as; age, gender, marital status, academic degree level, academic department and years of experience.

Second part: It consisted of 32 items, categorized into four domains to assess the level of career development of the faculty of nursing teaching staff including; Job satisfaction, Faculty support systems, Faculty academic leaders' contributions in the career development, awareness of need and responsibility about career development.

Scoring system:

Each statement response was measured based on three point Likert scale that ranged from (3) agree, (2) neutral, (1) Disagree regarding career development. Scores of each dimension summed up and converted into percent scores. Possible range of scores was from 32 to 96. The level of career development was categorized as follows:

Relation between Career Development and Organizational Effectiveness as Perceived by Nursing Faculty Teaching Staff

- **High career development** → (>75%) (72-96 score)
- **Moderate career development** → (60% - 75%) (58-57 score)
- **Low career development** → < (60%) (1-57 score) (Niatiet al., 2021).

Tool (II): Organizational effectiveness questionnaire.

A structured questionnaire was developed by researcher after reviewing of the relevant literature (Jyothibabu et al., 2010, Dahmardeh & Nastiezaie, 2019 & Ali & Anwar, 2021) to assess organizational effectiveness as perceived by nursing faculty teaching staff. It was categorized into nine domains that consisted of 54 items including continuous learning, dialog and items for inquiry, team learning and collaboration, embedded systems, empowerment, system connection, strategic leadership, Faculty level learning and Faculty performance.

Scoring system:

Each statement response was measured based on three point Likert scale that ranged from (3) agree, (2) neutral, (1) Disagree regarding organizational effectiveness. Scores of each dimension summed up and converted into percent scores. Possible range of scores was from 54 to 162. The level of organizational effectiveness was categorized as follows:

- **High organizational effectiveness** → (>75%), (122-162 score)
- **Moderate organizational effectiveness** → (60% - 75%), (98-121 score)
- **Low organizational effectiveness** → < (60%) (1-97 score) (Ali et al., 2019).

Administrative Design:

An official permission was obtained from the Dean of Faculty of Nursing, Benha to conduct the study and seek their support. The researcher sent the link of the questionnaire sheet to the participated teaching staff to fill it.

Content validity:

These two tools were tested (face, content) through distribution of the tools to the Jury of nine experts on field were recruited to establish the content validity of the instrument. Jury consisted of two Professors of Nursing Administration, Faculty of Nursing, Tanta University, Two professors of Nursing Administration, Faculty of Nursing Menofia University and Five Assistant Professors of Nursing Administration Faculty of Nursing Benha University.

Reliability of tools:

Internal consistency of interview questionnaire was assessed with the Cronbach's alpha coefficient. Cronbach's Alpha Coefficient of 0.00 indicates no reliability and a coefficient of 1.00 indicates perfect reliability. However, a reliability coefficient of 0.70 is acceptable.

Ethical considerations:

Before conducting the study, ethical approval was obtained from Ethical and Research Committee, Faculty of Nursing, Benha University. The nursing faculty teaching staff were informed about the purpose and benefits of the study, and they were informed that their participation is voluntary on that they have the right to share or refuse to participate in the study at any time without giving any reason. Informed consent was obtained from each participant of the study. In addition confidentiality and anonymity of the subjects were assured through coding of all data.

Pilot study:

A pilot study was carried out in November 2022. It was conducted on 10% of the total sample (19) teaching staff to ensure the clarity, feasibility, and objectivity of the content of the tool and to assess the time needed to fill the questionnaire. No modification was needed so the pilot was included in the study subjects.

Preparatory phase:

This phase started from July 2022 to October 2022, covering four months. In this phase the researcher reviewed the current available literature covering various aspects of the problem was done, using available books, articles, periodicals, and magazines to get acquainted with the research problem to develop the study tools of data collection. Finally, the tools were revised and modified then approved by the study supervisors.

Field Work

Data collection took about two month from beginning of December 2022 till the end of January 2022. The subjects were informed about the purpose, nature and the method of filling online questionnaire. The researcher sent the link of the questionnaire sheet to the participated teaching staff to fill it.

<https://docs.google.com/forms/d/e/1FAIpQLScFISIKisI94LjSib6Xqs8P5YU7voiXVOuqJjuaSZZWU-s93w/formResponse>

Statistical analysis:

After completion of data collection, the data were organized, analyzed and tabulated data entry and statistical analysis were done using Statistical Package for Social Sciences (SPSS ver. 25.0). Descriptive statistics were applied in the form of mean and standard deviation for quantitative variable and frequency, percentage for qualitative variable. Test of significance, Chi-square test, independent sample t- test and one way anova test were used to detect the relation between variables. In addition, correlation coefficient (r) test was used to estimate the closeness association between variables. The P-value is the probability that an observed difference is due to chance and not a true difference. A significant level value was considered when p-value <0. 05 and a highly significant level value was considered when p-value<0.001.

Results:

Table (1) demonstrates that, more than two fifths 40.6% of the nursing faculty teaching staff aged ≤ 40 years old with Mean SD 36.59 ± 8.22 , majority (99% & 91.7%) of them were female and married respectively. Also, more than one quarter's (28.6% & 25.5%) of them were demonstrator and work at Medical and Surgical Nursing Department. Furthermore, less than one third 32.3% of them had <10 years of experience.

Figure (1) illustrates that, highest percentage (82.8%) of the nursing faculty teaching staff had high level of career development, while less than one fifths (17.2%) of them had low level of career development.

Table (2) shows that, the highest mean score (40.78 ± 4.06) of nursing faculty teaching staff with the mean percentage (90.6%) was related to job satisfaction. While, the lowest mean score (12.90 ± 2.66) of nursing faculty teaching staff with the mean percentage (86.0%) was related to faculty support systems.

Figure (2) demonstrates that, the majority of the nursing faculty teaching staff (78.1%) had high level of organizational effectiveness, while less than one fifth 19.8% of them had moderate level and minority (2.1%) of them had low level of organizational effectiveness.

Table (3) indicates that, the highest means scores (16.55 ± 2.05) of the nursing faculties teaching staff and mean percentage is (91.9%) was related to faculty level learning. While, the lowest mean scores (14.30 ± 3.07) of the nursing faculties teaching staff and mean percentage is (79.4%) was related to system connection.

Table (4) indicates that, there was high statistically significant positive correlation between total career development and total organizational effectiveness among the nursing faculty teaching staff.

**Relation between Career Development and Organizational Effectiveness as Perceived by
Nursing Faculty Teaching Staff**

Table (1): Frequency distribution of nursing faculty teaching staff regarding their demographic data (n=192)

| Demographic data | No. | % |
|---|--------------------|------|
| Age | | |
| <30 | 58 | 30.2 |
| 30-<35 | 16 | 8.3 |
| 35-<40 | 40 | 20.9 |
| 40+ | 78 | 40.6 |
| Range | 25-61 | |
| Mean± SD | 36.59±8.22 | |
| Gender | | |
| Male | 2 | 1.0 |
| Female | 190 | 99.0 |
| Marital status | | |
| Married | 176 | 91.7 |
| Unmarried | 16 | 8.3 |
| Academic degree | | |
| Demonstrator | 55 | 28.6 |
| Assistant Lecturer | 25 | 13.1 |
| Lecturer | 51 | 26.6 |
| Assistant professor | 45 | 23.4 |
| Professor | 16 | 8.3 |
| Academic Department | | |
| Nursing Administration Department | 27 | 17.1 |
| Community Health Nursing Department | 30 | 15.6 |
| Psychiatry Nursing and Mental Health Nursing Department | 25 | 13.1 |
| Pediatric Nursing Department | 29 | 15.1 |
| Medical and Surgical Nursing Department | 49 | 25.5 |
| Obstetrics and Gynecological Nursing Department | 32 | 16.6 |
| Years of experience | | |
| <10 | 62 | 32.3 |
| 10-<15 | 24 | 12.5 |
| 15-<20 | 56 | 29.2 |
| 20+ | 50 | 26.0 |
| Range | 1-36 | |
| Mean ±SD | 13.52 ±7.77 | |

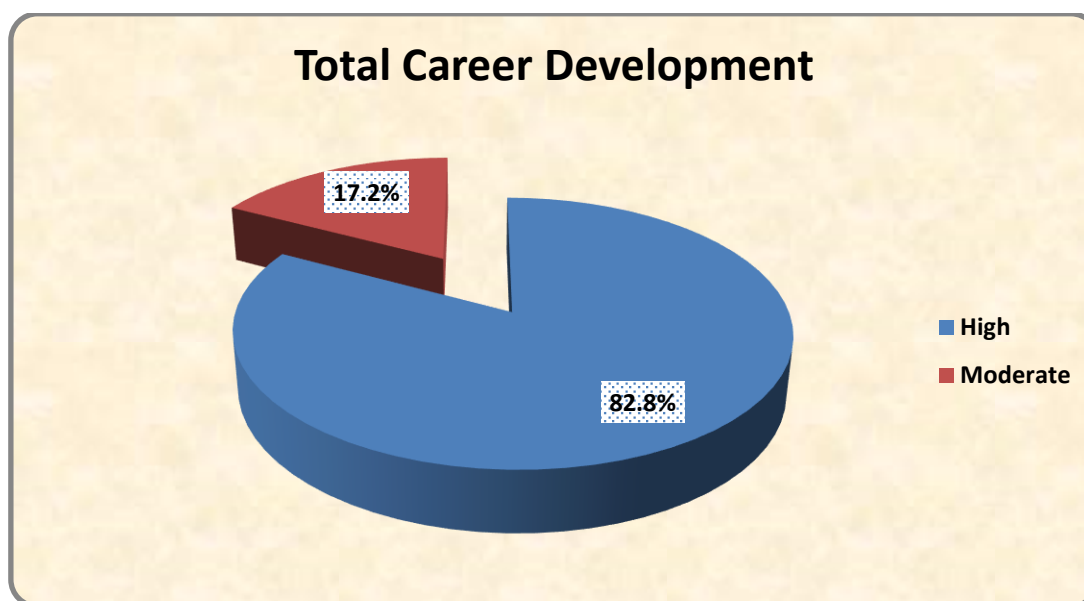


Figure (1): Percentage distribution of nursing faculty teaching staff regarding total career development

Table (2): Mean scores & mean percentage of total career development domains as perceived by nursing faculty teaching staff

| Domains | Total score | Minimum | Maximum | M ±SD | % | Ranking |
|---|-------------|-----------|-----------|--------------------|--------------|---------|
| Job satisfaction | 45 | 32 | 45 | 40.78±4.06 | 90.6 | 1 |
| Faculty support systems | 15 | 5 | 15 | 12.90±2.66 | 86.0 | 3 |
| Faculty academic leaders' contributions in the career development | 18 | 7 | 18 | 15.28±3.05 | 84.9 | 4 |
| Awareness of needs and responsibility about career development | 18 | 6 | 18 | 15.49±2.91 | 86.1 | 2 |
| Total Career development | 96 | 61 | 96 | 84.47±10.80 | 87.9% | |

Relation between Career Development and Organizational Effectiveness as Perceived by Nursing Faculty Teaching Staff

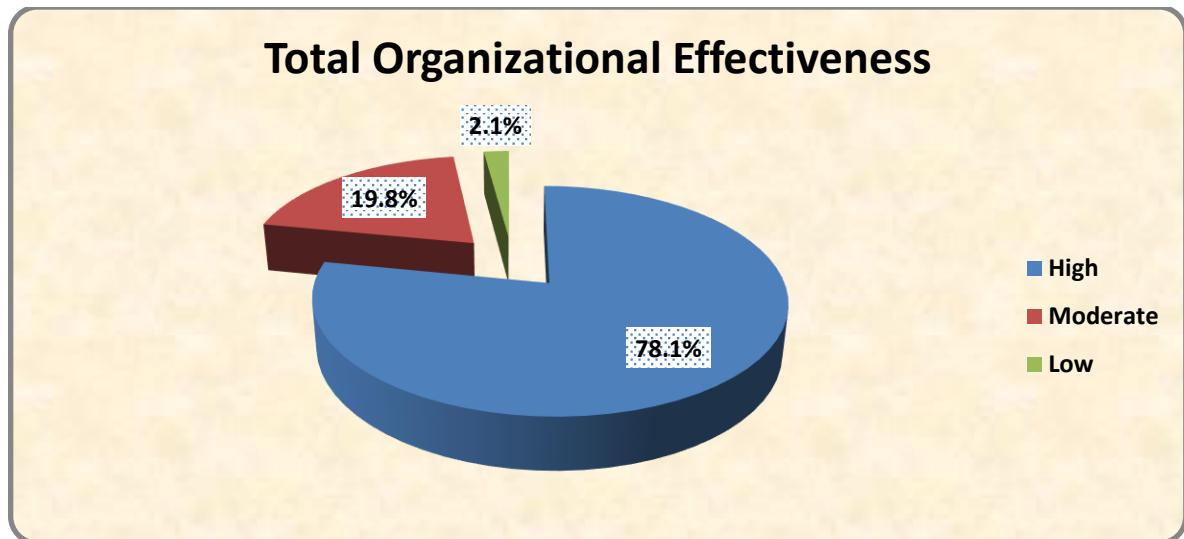


Figure (2): Total levels of organizational effectiveness as perceived by nursing faculty teaching staff .

Table (3): Mean score & mean percentage of total organizational effectiveness domains as perceived by nursing faculty teaching staff

| Domains | Total score | Minimum | Maximum | M ±SD | % | Ranking |
|---|-------------|-----------|------------|---------------------|--------------|---------|
| Continuous learning | 12 | 4 | 12 | 10.60±1.94 | 88.3 | 3 |
| Dialogue and inquiry | 18 | 10 | 18 | 15.50±2.77 | 86.1 | 5 |
| Team learning and collaboration | 24 | 9 | 24 | 20.05±4.52 | 83.5 | 8 |
| Embedded systems | 18 | 6 | 18 | 15.18±3.26 | 84.3 | 7 |
| Empowerment | 12 | 4 | 12 | 10.24±1.86 | 85.3 | 6 |
| System connection | 18 | 6 | 18 | 14.30±3.07 | 79.4 | 9 |
| Strategic leadership | 24 | 8 | 24 | 20.74±3.97 | 86.4 | 4 |
| Faculty level learning | 18 | 12 | 18 | 16.55±2.05 | 91.9 | 1 |
| Faculty performance | 18 | 12 | 18 | 16.44±2.16 | 91.3 | 2 |
| Total Organizational Effectiveness | 162 | 73 | 162 | 139.63±22.34 | 86.2% | |

Table (4) Correlation between total career development and total organizational effectiveness as perceived by the nursing faculty teaching staff

| Total Career development | Total Organizational Effectiveness | |
|--------------------------|------------------------------------|---------|
| | R | P-value |
| | 0.857 | 0.000** |

Discussion:

Career development is a continuous and formalized effort by an organization that focuses on enhancing, enriching and empowering the organization's human capital to begin innovative activities to fulfill both the nursing faculty teaching staff and the organization's goals. It represents a progressive engagement with work to reach into well-being, life satisfaction, and identity and organizational effectiveness (**Niati et al., 2021**).

Organizational effectiveness is the capacity of an organization to persist and advance in its business environment through the accomplishment of predetermined goals and objectives. Also, organizational effectiveness refers to the degree to which the organization as a social system achieves its goals given specific resources and methods without debilitating those resources and means or putting undue pressure on its members (**Tamunomiebi & Worgu, 2020**). Therefore, the current study aimed to assess relation between career development and organizational effectiveness as perceived by nursing faculty teaching staff.

The current study demonstrated that, more than two fifths of the nursing faculty teaching staff aged ≤ 40 years old, most of them were females and married. Also, more than one quarters of them were demonstrator and work at Medical and Surgical Nursing Department. Furthermore, less than one third of them had <10 years of experience. This may be might be due to faculty of nursing is nearly established and it was for females only and just recently accepted males beside, females studying diligently more than males, so, they always win the first places, and appointed inside the college.

This result is compatible with **Ali et al., (2019)**, who conducted study about "Managing organizational effectiveness through talent management and career

development: The mediating role of teaching staff engagement", and showed that less than half of studied participants holds a master degree. Majority of the respondents fall in the age bracket of 26 years to 35 years and had 6-10 years of experience in work. This result is inconsistent with **Hassan et al., (2017)**, who studied "Social capital and career advancement of female academic staff in Nigerian universities" and reported that, majority of them were lecturer.

The present study illustrated that, most of the nursing faculty teaching staff had high level of career development, while less than one fifths of them had low level of career development. This may be due the importance of career development among academic teaching staff beside the new teaching strategies that require high competences to deal with each other to ensure good learn.

This result is in the same line with **Roslan et al., (2022)**, who conducted a study about "Analysis of Employee Perception on Career Development among Support Staff in Private University in Malaysia", and found that, all staff had a positive perception tendency towards career development at work. While, this result is incompatible with **Erasmus, (2020)**, who studied "Perceptions of Administrative Staff on Career Advancement Realities at a South African University", and showed that the most of university staff had low level of career development. In addition this result disagreed with **Mohammed et al., (2020)**, who conducted study about "Factors Influencing Career Development among Nursing Staff at Port-Said Governmental Hospitals", and revealed that most of nursing staff had low level of career development.

Regarding faculty career development domains the current study showed that, the highest mean score of nursing faculty teaching staff was related to job satisfaction.

Relation between Career Development and Organizational Effectiveness as Perceived by Nursing Faculty Teaching Staff

While, the lowest mean score of nursing faculty teaching staff was related to faculty support systems. This might be due to job satisfaction work as a motivator for teaching staff to develop competences and professional performance.

This result is supported by **Lee & Lee (2018)**, who conducted a study about "A multilevel analysis of individual and organizational factors that influence the relationship between career development and job-performance improvement in USA", and revealed that job satisfaction was significant factor that affect career development. While result disagreed with **Mohammed et al., (2020)**, who revealed that the highest mean scores were related to faculty support system followed by personal factors which contain job satisfaction.

The present study demonstrated that, the majority of the nursing faculty teaching staff had high level of organizational effectiveness, while less than one fifth of them had moderate level and minority of them had low level of organizational effectiveness. This could be due to academic staff have freedom and are supported by their collage to develop skills therefore; performance improved continuously and became more effective.

This result is in agreement with **Kassem & Ahmed, (2021)** who reported that more than half of study subject conveyed a high level of organizational effectiveness. Also, this result is supported by **Yassin & Obeidat, (2020)** who conducted study about "The impact of talent management on organizational effectiveness in Ghana", and revealed that majority of study subject had a positive attitude towards organizational effectiveness. On other hand, this result is inconsistent with **Abdel-Azeem et al., (2023)**, who studied "Talent Management, the Pathway to Self-Efficacy and Organizational Effectiveness", and demonstrated that, the

minority of studied study subject perceived low level of organizational effectiveness.

The current study indicated that, the highest means score and percentage of the nursing faculties teaching staff was related to faculty level learning. While, the lowest mean scores of the nursing faculty teaching staff was related to system connection. This might be due to the level of learning distinguishes individuals between each other and is indicator for their experience and performance. Also the faculty had clear vision and mission that are known to all staff beside the opportunities that the collage offers to encourage his staff to develop their competencies.

This result come in accordance with **Landis et al., (2022)** who studied "National study of nursing faculty and administrators' perceptions of professional identity in nursing in the USA" and reported that the highest means scores of the teaching staff was related to faculty level learning.

This result disagrees with **Tabatabaei & Ghorbi, (2014)**, who studied "A survey on impact of dimensions of learning organization on employees' performance in Iran", and revealed that the lowest mean score was for learning link system. Also, this result disagrees with **Hussein et al., (2016)**, who studied "Learning organization culture, organizational performance and organizational innovativeness in a public institution of higher education in Malaysia", and revealed that the highest mean score was for system connection and the lowest mean score was for team learning. Also, this result is different with **Gheorghe et al., (2018)** who conducted study entitled "Investigating the dimensions of learning organizations questionnaire DLOQ in Romania", and revealed that the highest mean score was for system connection and lowest mean score was for embedded system.

Concerning correlation between total career development and total organizational effectiveness among the nursing faculty teaching staff the current study indicated that, there was high statistically significant positive correlation between total career development and total organizational effectiveness among the nursing faculty teaching staff. This could be due to career development improves academic skills, knowledge, competences and performance which reflect positively on organizational effectiveness.

This result is supported by **Ali et al., (2019)**, who revealed that there was high statistically significant correlation between career development and organizational effectiveness. Also, this result is in the same line with **Victoria et al., (2018)**, who studied "Career development and organizational success of government parastatals in Rivers State", and reported that there is a positive relationship between the dimensions of Career Development "Career Identification, Career Planning Career Commitment" and the measures of Organizational Success "Effectiveness and Efficiency".

In contrary, the finding of the present study disagrees with **Leitão et al., (2019)** who studied "Quality of work life and organizational performance: Workers' feelings of contributing, or not, to the organization's productivity" and reported that there was negative correlation between total career development and total organizational effectiveness among teaching staff.

Conclusion:

Based on findings of the study, it can be concluded that, most of the nursing faculty teaching staff had high level of career development, the majority of the nursing faculty teaching staff had high level of organizational effectiveness and there was highly statistically significant positive correlation between total career development and total organizational effectiveness as

perceived by the nursing faculty teaching staff.

Recommendations:

At Faculty Administration level:

- 1- Follow up organizational effectiveness of the nursing faculty teaching staff to know the strengths and weaknesses and keep continues career development.

At Faculty Teaching Staff level:

- 1- Sharing policies and plans for enhancing career development and increasing organizational effectiveness of the nursing faculty teaching staff.
- 2- Introducing of career development plans in the curriculum of the nursing faculty to help teaching staff understand how career planning developing the profession.
- 3- Conducting workshops and training programs to enhance career development of the nursing faculty teaching staff, in order to achieve high level of organizational effectiveness of them.

At further researcher level:

1. Future research should focus on factors affecting career development and organizational effectiveness among the nursing faculty teaching staff.
2. Future research can assess effect of career development on organizational performance.

References:

- Abdel-Azeem, A., Zaki, A., Khaled, A., and Hasanin G. A. (2023).** Talent Management: The Pathway to Staff Nurses' Self-Efficacy and Organizational Effectiveness. *Egyptian Journal of Nursing and Health Sciences*, 4(1), 90-116.
- Ali, B., and Anwar, G. (2021).** Strategic leadership effectiveness and its influence on organizational effectiveness. *International Journal of Electrical, Electronics and Computers*, 52(1); 54-72.
- Ali, Z., Bashir, M., and Mehreen, A. (2019).** Managing organizational effectiveness through talent management and career

**Relation between Career Development and Organizational Effectiveness as Perceived by
Nursing Faculty Teaching Staff**

development: The mediating role of employee engagement. *Journal of Management Sciences*, 6(1), 62-78.

Burhan I. N., Jabbar O., B., Gardi, B., Abdalla H. P., Sorguli, S., Mahmood A. H. and Anwar, G. (2021). The Role of Training and Development on Organizational effectiveness, 178(5); 76-92

Dahmardeh, M., and Nastiezaie, N. (2019). The impact of organizational trust on organizational commitment through the mediating variable of organizational participation. *Public Management Researches*, 12(44), 155-180.

Erasmus, B. (2020). Perceptions of administrative staff on career advancement realities at a South African University. *Management Journal of Contemporary Management Issues*, 25(1), 69-88.

Fitzpatrick, J., Bianchi, L., Hayes, N., Silva, T., and Harris, R. (2023). Professional development and career planning for nurses working in care homes for older people: A scoping review. *International Journal of Older People Nursing*, 22(1); 235-242 .

Gheorghe, C., Purcărea, V., Gheorghe, I., and Popa-Velea, O. (2018). Investigating the dimensions of learning organizations questionnaire (DLOQ) in a Romanian private ophthalmology organization. *Romanian Journal of Ophthalmology*, 62(4), 288–295.

Hakvoort, L., Dikken, J., Cramer-Kruit, J., Molendijk N. K., Schaaf, M., and Schuurmans, M. (2022). Factors that influence continuing professional development over a nursing career: A scoping review. *Nurse Education in Practice*, 103481.

Harper, M., Brunt, B., and Holtschneider, M. (2023). Advanced Certification in Nursing Professional Development: An Idea Whose Time Has Come. *Journal for Nurses in Professional Development*, 39(4), 201-206.

Hassan, A., Baharom, M., and Abdul Mutalib, R. (2017). Social capital and career advancement of female academic staff in Nigerian universities. *Journal of Management Development*, 36(4), 525-541.

Hirschi, A., Freund, P. A. and Herrmann, A. (2014). The career engagement scale: Development and validation of a measure of proactive career behaviors. *Journal of Career Assessment*, 22(4), 575-594.

Hussein, N., Omar, S., Noordin, F., and Ishak, N. (2016). Learning organization culture, organizational performance and organizational innovativeness in a public institution of higher education in Malaysia: A preliminary study. *Procedia Economics and Finance*, 37, 512-519.

Jeffries, P. (2022). Clinical simulations in nursing education: Advanced concepts, trends, and opportunities. *Lippincott Williams and Wilkins*. 50(1); 578-584.

Jyothibabu, C. D., Farooq, A. and Pradhan, B. B. (2010). An integrated scale for measuring an organizational learning system. *The Learning Organization. (COES and RJ-JSS)*, 9(2), 535-572.

Kareem, M. (2019). The Impact of Human Resource Development on Organizational Effectiveness: An Empirical Study. *Management Dynamics in the Knowledge Economy*, 7(1), 29-50.

Kassem, A. and Ahmed, M. (2021). Relation between head nurses' talent management and their emotional intelligence with organizational effectiveness. *Tanta Scientific Nursing Journal*, 23(4), 158-163.

Landis, T., Godfrey, N., Barbosa-Leiker, C., Clark, C., Brewington, J., Joseph, M. L. and Weybrew, K. A. (2022). National study of nursing faculty and administrators' perceptions of professional identity in nursing. *Nurse Educator*, 47(1), 13-18.

Lee, Y. and Lee, J. (2018). A multilevel analysis of individual and organizational

factors that influence the relationship between career development and job-performance improvement. *European Journal of Training and Development*, 42(5–6), 286–304. <https://doi.org/10.1108/EJTD-11-2017-0097>.

Leitão, J., Pereira, D. and Gonçalves, Â. (2019). Quality of work life and organizational performance: Workers' feelings of contributing, or not, to the organization's productivity. *International Journal of Environmental Research and Public Health*, 16(20), 3803.

Mohammed, R., Abdel Wahab, E. and El-Sayed, R. (2020). Factors Influencing Career Development among Nursing Staff at Port-Said Governmental Hospitals. *Port Said Scientific Journal of Nursing*, 7(1), 191-211.

Niati, D., Siregar, Z. and Prayoga, Y. (2021). The effect of training on work performance and career development: the role of motivation as intervening variable. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 2385-2393.

Permana, A., Aima, M., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A. & Endri, E. (2021). The effect of compensation and career development on lecturer job satisfaction. *Accounting*, 7(6), 1287-1292.

Roslan, M., Abd Razak, M., Abdullah, K. and Ishak, N. (2022). Analysis of Employee Perception on Career Development among support staff in private university. *Global Academic Journal of Economics and Business*, 4(6), 172-175.

Shaw, D., Steiner, P. and Bradley, K. (2023). From Chaos to Control: One-Page Tip Sheet, a Nursing Professional Development Specialist's Essential Tool for Just-in-Time Education. *The Journal of Continuing Education in Nursing*, 54(1), 11-14.

Springs, D. (2021). An Exploratory Content Analysis of Human Resources Management in Healthcare Organizations *Handbook of Research on Multidisciplinary Perspectives*

on Managerial and Leadership Psychology. *IGI Global*, 96(3), 80-90.

Tabatabaei, S. and Ghorbi, M. (2014). A survey on impact of dimensions of learning organization on employees' performance; (Case Study: Economic Department of Iran Khodro Company). *Kuwait Chapter of the Arabian Journal of Business and Management Review*, 3(9), 66.

Tamunomiebi, M. and Worgu, V. (2020). Talent management and organizational effectiveness. *Journal of Contemporary Research in Social Sciences*, 2(2), 35-45.

Victoria, O., Umoh, G. and Amah, D. (2018). Career development and organizational success of government parastatals in Rivers State. *Career Development*, 4(4), 294-319.

Whitaker, S. (2018). Career Development Assessment. *IJHS*, 52(3); 54-72.

Yassin, H. and Obeidat, B. (2020). The impact of talent management on organizational effectiveness in Healthcare Sector. *Journal of Social Sciences (COES and RJ-JSS)*, 9(2), 535-572.

العلاقة بين التطوير المهني والفاعلية المؤسسية كما يدركها هيئة التدريس بكلية التمريض

نورا فوزي عبد اللطيف مصطفى - هويدا حسن السيد محفوظ - هناء سمير عبد العزيز الصياد

التطوير المهني في التعليم العالي هو استراتيجية لتحسين جودة التعلم والتدريس للباحثين والمعلمين وكذلك لتطوير ثقافة التعلم مدى الحياة. **الهدف من الدراسة:** هدفت هذه الدراسة إلى تقييم العلاقة بين التطوير المهني والفاعلية المؤسسية من وجهة نظر أعضاء هيئة التدريس في كلية التمريض. **تصميم الدراسة:** تم استخدام تصميم البحث الارتباطي الوصفي لتحقيق هدف الدراسة. **مكان البحث:** أجريت الدراسة في جميع الأقسام الأكاديمية بكلية التمريض / جامعة بنها. **عينة البحث:** تكونت العينة من جميع أعضاء هيئة التدريس بكلية التمريض (192) العاملين بكلية التمريض - جامعة بنها. **أدوات جمع البيانات:** تم استخدام أداتين لجمع البيانات: **الأداة الأولى:** استبيان التطوير الوظيفي و **الأداة الثانية:** استبيان الفاعلية المؤسسية. **النتائج:** معظم أعضاء هيئة التدريس في كلية التمريض لديهم مستوى عالٍ من التطوير المهني، كما أن غالبية أعضاء هيئة التدريس في كلية التمريض لديهم مستوى عالٍ من الفاعلية المؤسسية. **الاستنتاج:** توجد علاقة ارتباطية موجبة ذات دلالة إحصائية عالية بين التطوير المهني الإجمالي والفاعلية المؤسسية الكلية لدى أعضاء هيئة التدريس في كلية التمريض. **التوصيات:** متابعة الفاعلية المؤسسية لأعضاء هيئة التدريس بكلية التمريض لمعرفة نقاط القوة والضعف والاستمرار في التطوير المهني.