

## The Relation between Nurses' Autonomy and their Perception of Professional Development

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### Abstract

**Background:** Nurses' autonomy refers to their ability to make independent decisions and take actions within their scope of practice without constant supervision. It is an essential aspect of professional development and plays a crucial role in shaping nurses' perception of their own growth and advancement in their careers. Nurses' perception of professional development is influenced by various factors, including their level of autonomy. Nurses who perceive professional development as a priority are more likely to actively seek out these opportunities and take ownership of their career progression. **Aim:** Assess the relation between nurses' autonomy and their perception of professional development. **Design:** A descriptive correlation design was utilized to conduct this study. **Setting:** Conducted in all Medical and Surgical Departments/ Units at Benha University Hospital. **Subjects:** Consisted of simple random sample of staff nurses, included 327 of them. **Tools:** Two tools were used to conduct this study; **I:** Nursing Autonomy Scale. **II:** Professional Development Questionnaire. **Results:** About half (49.2%) of the nurses had low autonomy level. While three fifths (60.6%) of the nurses had high perception level regarding development. **Conclusions:** There was a positive statistically significant correlation professional between nurses' autonomy and their perception regarding professional development. **Recommendations:** Recognize and reward autonomy through acknowledging nurses' achievements, providing opportunities for career advancement, and offering competitive compensation packages.

**Keywords:** Autonomy, Perception, Professional development.

### Introduction

Nurses are the backbone of a hospital system and play a critical role in patient care; they are the lifeline of hospitals. A nurse wears various hats in a single day, he/she is responsible for making a patient comfortable & ensuring the right medical care is provided at the on-ground level. They are the faces that a patient sees on a daily basis, who they can interact with and the main contribution towards the day-to-day medical operations with so many responsibilities. It's essential for nurses to always be up-to-date with the latest developments in their field because it's the morale & life of the patient which is at the risk (Shahbal et al., 2022).

Autonomy is considered as a very critical part of nurses' professional identity and an

origin of power during nurses' clinical practice. Although few researches concentrated on the roles of nurse managers, some researches demonstrated that nurse managers have necessary roles in impacting nurses' autonomy. One of the major responsibilities of nurse managers is to promote staff nurses' autonomy. Thus, they should possess the skills, abilities, and practices that preserve autonomy of staff nurses (Naseem et al., 2018).

Healthcare organizations that value and support nurses' autonomy are more likely to have better patient outcomes and higher levels of job satisfaction among their nursing staff. Nurses who have a high level of autonomy and engage in professional development are more likely to provide high-quality patient

care, have job satisfaction, and experience career advancement opportunities. Therefore, it is essential for healthcare organizations to support nurses' autonomy and provide opportunities for their professional development (**Al-Momani & Al-Rawashdeh, 2018**).

Nursing autonomy does not only refer to decisions making at the bedside about the care of an individual patient, but also on ward or unit level to decisions about what care the nursing staff delivers and what that care looks like. Therefore, nursing practice needs autonomy to become powerful and sound. If nurses do not recognize that they work in an autonomous and independent work climate, they will not have the capability to practice in a professional manner (**Levoy et al., 2020**).

Autonomy is an essential component of nursing practice, as it allows nurses to use their knowledge, skills, and judgment to provide safe and effective care to their patients. Nurses' autonomy refers to the ability of nurses to make independent decisions regarding patient care without the need for physician approval or supervision. Nurses' autonomy is supported by the nursing profession's code of ethics, which recognizes the importance of nurses' ability to make independent decisions in the best interest of their patients. However, the extent of nurses' autonomy may vary depending on the healthcare setting, the level of education and experience of the nurse, and the policies and procedures of the healthcare organization (**Taleghani, 2022**).

There are a lot of behaviors that can affect on the nurses' autonomy and their ability to make decisions such as improve communication, resolve conflict and improve relationship, enhance nurse's self-schedule of work, motivating staff nurses, establishing standard of care, provide a sense of direction,

establish trust and cooperation, show respect for individuals, and develop staff strength (**Sheta et al., 2021**).

Healthcare organizations that value and support nurses' autonomy are more likely to have better patient outcomes and higher levels of job satisfaction among their nursing staff. Nurses who have a high level of autonomy and engage in professional development are more likely to provide high-quality patient care, have job satisfaction, and experience career advancement opportunities. Therefore, it is essential for healthcare organizations to support nurses' autonomy and provide opportunities for their professional development (**Al-Momani & Al-Rawashdeh, 2018**).

In an environment of continuous change characterized by scientific and technological progress and increased demands and needs, professional development of nurses is the key to maintaining their skills and motivation to work as well as providing safe care to patients. professional development is the process of improving practice by continuing education and training. Staying current in nursing practice is a key component of professional development. Staying current in our profession can mean a lot of different things. It can mean career advancement, in which we seek promotions and positions that elevate our responsibilities. It can also involve attending continuing education opportunities that bring us up to date on the latest technology, techniques, and ways to practice (**King et al., 2021**).

Professional development for nurses is essential to keep up with the rapidly changing healthcare environment, new technologies, and evidence-based practices. It also helps nurses to advance their careers, increase job satisfaction, and improve patient outcomes. Professional development refers to the

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ongoing process of acquiring knowledge, skills, and competencies necessary to provide high-quality patient care. It involves continuing education, training, attending conferences, workshops, and seminars, participating in research projects, and obtaining certifications in their specialty areas to enhance the nurse's clinical expertise, leadership, and critical thinking skills (Mlambo et al., 2021).

Every professional nurse should be aware of the need to update and expand his or her knowledge and skills. Fundamental to this is the commitment to assess the learning needs, to search and find appropriate resources and to become self-directing in respect of the learning. Failure on the part of the professional nurse to accept this responsibility could result in inadequate delivery of nursing care and the neglect of training opportunities. Nurses are called upon to take responsibility of personal and professional development. They are required to pledge to lifelong learning of specific skills or broad enhanced career development by enrolling in formal or informal continuing education program me. Nurses' commitment to professional development enables them to deliver safe, effective, and quality health care (Ingwu et al., 2019).

Nurses autonomy and professional development are closely related. Autonomy refers to the ability of nurses to make decisions and take actions independently, based on their knowledge, skills, and experience. Professional development, on the other hand, refers to the ongoing process of acquiring new knowledge, skills, and competencies to enhance one's professional practice. When nurses have autonomy, they are more likely to take ownership of their professional development. They are empowered to seek out opportunities for

learning and growth, such as attending conferences, pursuing advanced degrees, or participating in research projects. Autonomy also allows nurses to take on leadership roles and advocate for their patients and the nursing profession (Huang et al., 2022).

### **Significance of the study**

In the recent years' nurse autonomy is highly demanding and essential to nursing practice. The dynamic and uncertain nature of healthcare environment requires nurses to be competent decision makers in order to respond to clients' needs. Changes in patient needs, medical technology, and financial resources create uncertainty in healthcare organizations and require redesign of its structure and its process of care. Thus, the promotion of nurses' autonomy should be considered an important task in hospital management (Magda, 2021).

Nursing professional development (NPD) play a critical role in preparing practitioners for current and future roles and helping individuals cope with an ever-changing healthcare environment. They facilitate the professional role development of nurses and other healthcare professionals, encouraging inter professional education and collaboration. It promotes the generation and dissemination of new knowledge and the use of evidence to influence nursing practice, guide clinical practice, and improve patient care (Barbara et al., 2021).

### **Aim of the study:**

#### **The study aims to:**

Assess the relation between nurses' autonomy and their perception of professional development.

#### **Research questions:**

1. What are the levels of nurses' autonomy?
2. What are the nurses' perception levels regarding their professional development?

3. Is there a relation between nurses' autonomy level and their personal data?
4. Is there a relation between nurses' perception level regarding professional development and their personal data?
5. Is there a relation between nurses' autonomy and their perception of professional development?

**Subject and Method:**

**Study Design:**

Descriptive correlational design was utilized to conduct this study.

**Study Setting:**

The study was conducted in medical and surgical departments at Benha University Hospital distributed as follows: Medical building consisted of (9) departments, (15) units and its bed capacity (467) and surgical building consisted of (6) departments, (10) units and its bed capacity (439).

**Subjects:**

It included simple random sample of nurses within inclusion criteria; available at the time of data collection having at least two years of experience and accept to participate in the study. Their total number was 327. Nurses were presented in the above-mentioned study setting.

**Tools of data collection:**

Data of the present study was collected by using the following two tools;

**Tool (I): Nursing Autonomy Scale:** It included two parts;

**Part I:** Personal data of nurses include age, gender, marital status, work department, educational qualification and years of experience, and attended previous training courses about autonomy.

**Part II: Nursing Autonomy Scale:** It was developed by **Blegan, (1993)** and adopted by the researchers to assess the autonomy levels among nurses. It included 43 items divided into two main dimensions; Patient care

decisions 23 items and Unit operation decisions 20 items.

**Scoring system:**

Nurses' responses were measured by Five points Likert Scale as follows; Nurses do not have authority and accountability = (1), Nurses exercise authority and accountability when asked = (2), Nurses shared authority and accountability with others = (3), Nurses consult with others and then take the decision = (4), Nurses have full authority and accountability = (5). The score of each dimension summed, and converted into percent score (**El-Adly, 2014**).

The nurses' autonomy levels were determined as the following;

- High level of nurses' autonomy if the total score is > 75 % equals more than 162 degrees.
- Moderate level of nurses' autonomy if the total score is from 60% to 75% equals from 129 to 162degrees.
- Low level of nurses' autonomy if the total score is < 60% equals less than 129 degrees.

**Tool (II): Professional Development**

**Questionnaire:** A structured questionnaire was modified by the researchers based on review of literature and similar studies as **Brekelmans, 2013, Poorchangizi, 2019, Rasheed, 2019 and Rawashdeh & Tamimi, 2020** to assess nurses' perception regarding professional development; it included 27 items divided into three dimensions as follows; Importance of professional development (14 items), Motivation for professional development (6 items) and Activities for professional development (7 items).

**Scoring system:**

Nurses' responses were measured by using 3-points Likert Scale as follows; Agree = (3), Uncertain = (2), Disagree = (1). The score of

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each dimension summed up and converted into percent score (**Polit and Beck, 2012**).

The total score was determining as the following:

- High level of nurses' perception of professional development if the total score is >75% equals more than 61 degrees.
- Moderate level of nurses' perception of professional development if the total score is from 60% to 75% equals from 49 to 61 degrees.
- Low level of nurses' perception of professional development if the total score is <60% equals less than 49 degrees.

### **Validity of tools:**

•The tools were presented by a panel of five experts on field of nursing administration at faculty of nursing as following, one Professor from Tanta University, one Professor from Menoufia University, one Professor from Ain Shams University, two Assistant Professors from Benha University. The period taken by the jury group took one month lasted from June 2022 to July 2022.

•Necessary modifications were done according to jury comments modification were related to grammatical language and rephrasing of some sentences.

### **Reliability of tools:**

It was measured using Cranach's Alpha and the value was (0.904) for nurses' autonomy scale and the value was (0.906) for professional development questionnaire.

### **Ethical considerations:**

Before conducting the study, the nurses were informed about the purpose and benefits of the study, and they were informed that their participation is voluntary and they have the right refuse to participate or withdraw from 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 data. An official written acceptance was obtained from Scientific Research Ethical Committee (SREC) to conduct this study.

### **Field work:**

- Data collection took about three months from beginning of September 2022 to end of November 2022.
- The researchers met staff nurses and explained the aim, the nature of the study, the method of filling questionnaires and this was done individually or through group meetings.
- The researchers distributed the questionnaire sheets to the participated staff nurses to fill it at presence of the researchers to clarify any ambiguity.
- The number of collected questionnaire sheets from staff nurses per day ranged from 15 to 17 sheets. It took from 15 to 20 minutes to complete the questionnaires sheet.
- Their suitable times in morning and afternoon shift hours.
- Data collected two days per week in (Sunday and Tuesday).

### **Statistical analysis:**

- Data were collected, tabulated, statistically using analyzed using an IBM personal computer with statistical package of social science (SPSS) version 25 where the following statistics were applied
- Descriptive statistics: in which quantitative data were present in the form of mean, standard deviation (SD), frequency, and percentage distribution.
- Analytical statistics: used to find out possible association between studied variables. The used tests of significance included; Chi-square ( $\chi^2$ ) test was used to detect the relation between two qualitative variables. In addition, correlation coefficient

(r) test was used to estimate the closeness association between variables.

- A significance level value was considered when  $p\text{-value} \leq 0.05$  and a highly significance level was considered when  $p\text{-value} \leq 0.001$ , while  $p\text{-value} > 0.05$  indicated non-significance results.

**Results:**

**Table (1):** Shows that about half of nurses (48.3%) were aged between 30-< 40years, with  $\bar{\chi} \pm SD (29.80 \pm 0.69)$ . Also, most of them (89.0%&88.4%) were female and married respectively. Regarding their educational qualifications, three fifth of them (60.9%) had Bachelor of Nursing Science. Concerning years of experience, three fifth of them (63.9%) had 5-<10 years, with  $\bar{\chi} \pm SD (6.26 \pm 3.12)$ . Moreover, three fifth of them (61.8%) had not attended previous training courses about autonomy

**Figure (1):** Shows that, about half of nurses (49.2%) had low autonomy level .

**Figure (2):** Shows that three fifth of nurses (60.6%) had high perception level regarding professional development.

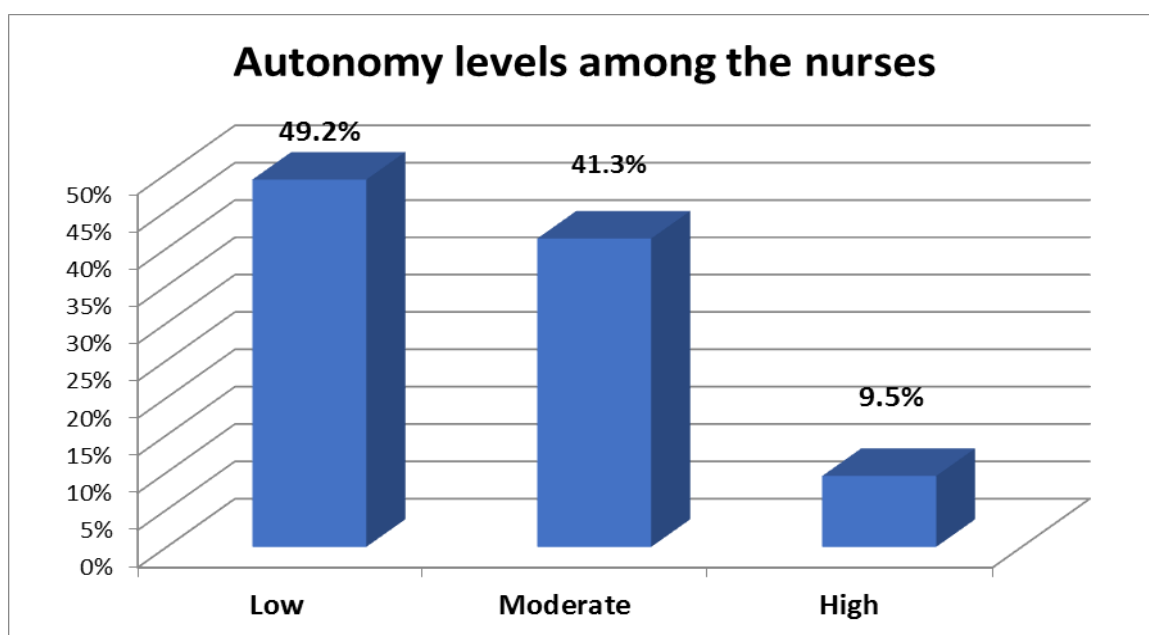
**Table (2):** Displays that there were highly statistically significant relation between total nurses' autonomy level with all items of personal data with p-value (0.001) except marital status.

**Table (3):** Displays that there was highly statistically significant relation between total nurses' perception level regarding professional development and their age, gender, educational qualifications, years of experience and attended previous training courses about autonomy with p-value (0.001). While, there was no statistically significant relation with their marital status and their working departments with p-value (0.726).

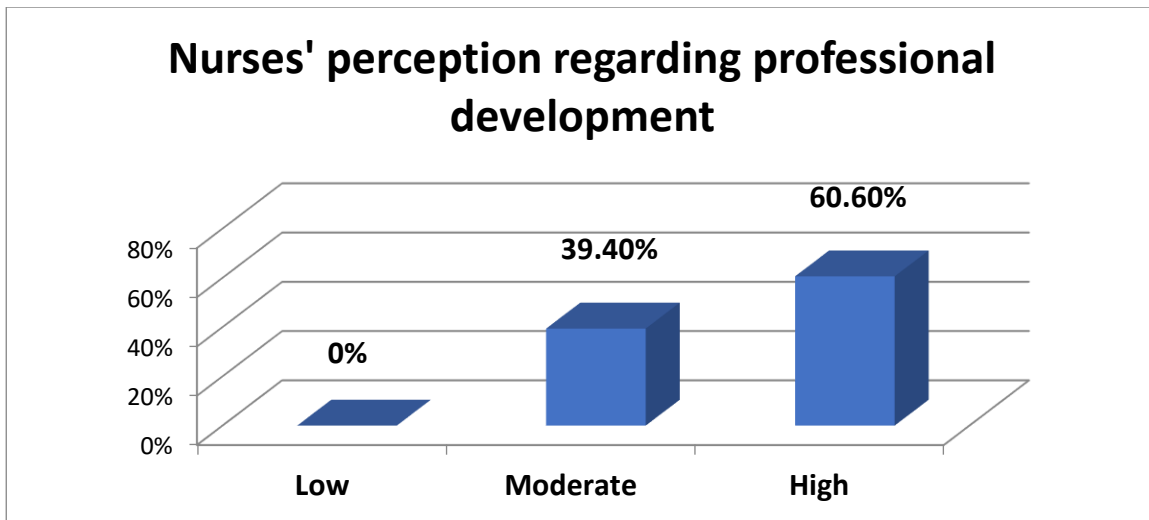
**Table (4):** Shows that there was positive statistically significant correlation between nurses' autonomy and their perception regarding professional development with p-value (0.014).

**Table (1): Distribution of the nurses regarding their personal characteristics (n=327).**

Personal data	(No.)	%
<b>Age (in year)</b>		
20 - < 30	117	35.8
30-< 40	<b>158</b>	<b>48.3</b>
≥ 40	52	15.9
$\bar{\chi} \pm SD$	29.80 ± 0.69	
<b>Gender</b>		
Male	36	11.0
Female	<b>291</b>	<b>89.0</b>
<b>Marital status</b>		
Married	<b>289</b>	<b>88.4</b>
Un married	38	11.6
<b>Educational qualification</b>		
Nursing diploma	37	11.3
Associated degree of nursing	76	23.2
Bachelor of Nursing Science	<b>199</b>	<b>60.9</b>
Other post graduated qualification	15	4.6
<b>Years of experience</b>		
<5 years	66	20.2
5- < 10 years	<b>209</b>	<b>63.9</b>
≥ 10 years	52	15.9
$\bar{\chi} \pm SD$	6.26 ± 3.12	
<b>Attended previous training courses about autonomy</b>		
Yes	125	38.2
No	<b>202</b>	<b>61.8</b>



**Figure (1): Autonomy levels among the nurses (n=327).**



**Figure (2): Nurses’ perception regarding professional development (n=327).**

**Table (2): Relation between nurses’ autonomy level and their personal data (n=327)**

Personal data	Total autonomy levels						$\chi^2$ p- value
	High (n=31)		Moderate (n=135)		Low (n=161)		
	No.	%	No.	%	No.	%	
<b>Age (in year)</b>							
20 - < 30	0	0.0	22	16.3	95	59.0	80.688 < 0.001**
30-< 40	20	64.5	87	64.4	51	31.7	
≥ 40	11	35.5	26	19.3	15	9.3	
<b>Gender</b>							
Male	0	0.0	0	0.0	36	22.4	41.710 <0.001**
Female	31	100.0	135	100.0	125	77.6	
<b>Marital status</b>							
Married	29	93.5	118	87.4	142	88.2	0.936 0.626
Un married	2	6.5	17	12.6	19	11.8	
<b>Educational qualifications</b>							
Nursing diploma	1	3.2	0	0.0	36	22.4	70.019 <0.001**
Associated degree of nursing	7	22.6	46	34.1	23	14.2	
Bachelor of Nursing Science	23	74.2	74	54.8	102	63.4	
Other post graduated qualification	0	0.0	15	11.1	0	0.0	
<b>Working departments</b>							
Medical department	9	29.0	15	11.1	95	59.0	73.568 <0.001**
Surgical department	22	71.0	120	88.9	66	41.0	
<b>Years of experience</b>							
<5 years	0	0.0	23	17.0	43	26.7	30.432 <0.001**
5- < 10 years	30	96.8	97	71.9	82	50.9	
≥ 10 years	1	3.2	15	11.1	36	22.4	
<b>Attended previous training courses about autonomy</b>							
Yes	23	74.2	23	17.0	79	49.1	50.666 <0.001**
No	8	25.8	112	83.0	82	50.9	



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**Table (3): Relation between nurses' perception level regarding professional development and their personal data (n=327)**

Personal data	Perception level regarding professional development						
	High (n=198)		Moderate (n=129)		Low (n=0)		$\chi^2$ p- value
	No.	%	No.	%	No.	%	
<b>Age (in year)</b>							
20 - < 30	37	18.6	80	62.0	0	0.0	79.572 <0.001**
30-< 40	109	55.1	49	38.0	0	0.0	
≥ 40	52	26.3	0	0.0	0	0.0	
<b>Gender</b>							
Male	13	6.6	23	17.8	0	0.0	10.115 0.001**
Female	185	93.4	106	82.2	0	0.0	
<b>Marital status</b>							
Married	174	87.9	115	89.1	0	0.0	0.122 0.726
Un married	24	12.1	14	10.9	0	0.0	
<b>Educational qualifications</b>							
Nursing diploma	0	0.0	37	28.7	0	0.0	71.149 <0.001**
Nursing technical institute	53	26.7	23	17.8	0	0.0	
Bachelor of Nursing Science	130	65.7	69	53.5	0	0.0	
Other post graduated qualification	15	7.6	0	0.0	0	0.0	
<b>Working departments</b>							
Medical department	72	36.4	47	36.4	0	0.0	0.000 0.990
Surgical department	126	63.6	82	63.6	0	0.0	
<b>Years of experience</b>							
<5 years	30	15.2	36	27.9	0	0.0	42.191 <0.001**
5- < 10 years	153	77.2	56	43.4	0	0.0	
≥ 10 years	15	7.6	37	28.7	0	0.0	
<b>Attended previous training courses about autonomy</b>							
Yes	102	51.5	11	8.5	0	0.0	63.827 <0.001**
No	96	48.5	118	91.5	0	0.0	

**Table (4): Correlation between nurses' autonomy and their perception regarding professional development**

variables	Total perception regarding professional development	
	r	p-value
Total autonomy	0.136	0.014*

## **Discussion**

Nurses have a significant role in care provision; thus, the quality of care depends, to a large extent, on their service provision. Moreover, professional development in the medical sciences is very important today. Therefore, professional development is crucial for nursing professionals as it plays a significant role in enhancing their knowledge, skills, and competencies. It helps nurses stay up-to-date with the latest advancements in healthcare, improve patient care outcomes, and advance their careers. It is essential that the nursing profession adapts to these changes and continually updates itself (**Huang et al., 2022**).

Concerning nurses' personal data, the results of present study showed that about half of the nurses aged between 30 - < 40 years, and the highest percent of nurses were female and married. In relation to educational qualifications of the nurses, three fifth of them have Bachelor degree. Regarding years of experience, more than three fifth of nurses had 5-<10 years of experience. Also, more than three fifth of nurses attended previous training courses about autonomy.

Concerning autonomy levels among the nurses, the present study showed that, about half of the nurses had low level of autonomy. This result might be due to the culture of the supervisors who were only responsible for decision making and nurses as followers who should obey the orders of their supervisors.

The results of this study agreed with **Sarkoohijabalbarezi et al., (2017)** who studied "The relationship between professional autonomy and moral distress among nurses working in children's units and pediatric intensive care wards in Iran" and indicated that there were low levels of professional autonomy among nurses. Also, **Abdolmaleki et al., (2018)** who studied "Relationship between autonomy and moral

distress in emergency nurses" and reported the same result.

On the contrary, the result of this study disagreed with **Azizi et al., (2020)** who studied "Investigating the correlation between psychological empowerment and assertiveness in nursing and midwifery students in Iran" whose study findings clarified that more than half of the nurses perceived a high-autonomy level.

Concerning nurses' perception levels regarding professional development the present study showed that, three fifths of the nurses had high level of perception regarding professional development. This result may be due to nurses need to stay updated with the latest information and skills to provide the best possible care to their patients. Also, Professional development helps nurses improve their clinical skills, critical thinking abilities, and decision-making processes, which ultimately leads to better patient outcomes and increased patient safety.

This result come in accordance with **Pool et al., (2013)** who studied "Nurses' and managers' perceptions of continuing professional development for older and younger nurses" and showed that more than half of the studied nurses had high perception level of professional development. While, this result differed **Haung et al., (2022)** who studied "Nurses' perceptions of continuing professional development" and reported that the most of nurses had low perception level of professional development.

Regarding the relation between nurses' autonomy levels and their personal data, the current study displayed that there was highly statistically significant relation between total nurses' autonomy level with all items of personal data. This result might be due to having specific demographic features, mental and personality characteristics, and professional competence could result in

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having powerful human workforce, thereby promoting autonomy among nurses.

This result came in accordance with **Taleghani et al., (2022)** who studied "Analysis of the concept of nurses' autonomy in intensive care units" and reported that there were statistical significance differences between the nurses personal data as gender, educational level and years of experience and their professional autonomy .

Also, this result was supported by **Sheta et al., (2021)** who studied "Relationship between Motivational Factors and Job Autonomy among Staff Nurses" and they stated that there was statistically significant relationship between nurses' job autonomy and socio demographic data. While, this result contraindicated with **Saad et al., (2019)** who reported that there was no statistically significant relationship between autonomy and nurses' socio demographic data as gender and educational level and years of experience.

Concerning the relation between nurses' perception regarding professional development and their personal data, the current study displayed that there was highly statistically significant relation between total nurses' perception level regarding professional development and their age, gender, educational qualifications, years of experience and attended previous training courses about autonomy. While, there was no statistically significant relation with their marital status and their working departments.

This can be explained as older, highly educated nurses and who had more years of work experience consequently would increase the tendency to be more aware and have good level of perception regarding their professional development. Also, gender, it may be because the largest proportion in the nursing profession is females.

This result came in the line with **Huang et al., (2022)** who studied "Nurses' perceptions of continuing professional development" and reported that there was statistically significant relation between total nurses' perception level regarding professional development and their socio-demographic characteristics as age, gender, educational qualifications, years of experience and attended previous training courses about autonomy. While, this result contraindicated with **Numminen et al., (2017)** who studied "Development of nurses' professional competence early in their career" and they stated that the nurses who had highly educational level had positive perception regarding professional development.

Regarding the correlation between nurses' autonomy and their perception regarding professional development, the current study findings showed that there was positive statistically significant correlation between total nurses' autonomy level and their total perception level regarding professional development. This result may be due to autonomy in nursing grants nurses the freedom to work in effective health care environment and manage any minor incidents that may arise based on their experience, with the understanding that they can reach out for further professional development.

This result supported by **Vázquez-Calatayud et al., (2021)** who studied "Nurses' continuing professional development" and reported that the nurses' perception regarding professional development had a major effect in nurses autonomy. While, this result contraindicated with **Abu seif et al., (2018)** who studied "Measuring factors affecting the autonomy of nurses work" and reported that there was negative correlation between nurses' autonomy level and their total perception level regarding professional development

## **Conclusion**

According to results of the present study, it can be concluded that; about half of the nurses at Benha University Hospital had low level of autonomy and three fifth of them had high level of perception regarding professional development. In addition, there was positive statistically significant correlation between nurses' autonomy and their perception regarding professional development.

## **Recommendations**

### **At hospital level**

- Creating a culture that values and respects nurses' input and expertise.
- Foster a supportive work environment that encourages autonomy. This includes having access to necessary resources, adequate staffing levels, and supportive leadership.
- Nurses should be given the opportunity to lead initiatives and projects that improve patient care and outcomes.
- Advocate for policy changes in scope of practice laws, nurse-to-patient ratios, and workplace policies.
- Recognize and reward autonomy through acknowledging their achievements, providing opportunities for career advancement, and offering competitive compensation packages.

### **At educational level**

- Encourage nurses to engage in self-directed learning and professional development activities
- Establish mentorship programs where experienced nurses can guide and support novice nurses in their educational and professional growth.
- Foster open and transparent communication between nurses and healthcare administrators to ensure that nurses' perspectives and expertise are considered in decision-making processes.

## **Further research**

- Further research could examine different strategies and interventions aimed at enhancing nurse autonomy and professional development.
- Further research could evaluate the effectiveness of initiatives such as shared governance models, mentorship programs, and continuing education opportunities in promoting nurse autonomy and career advancement.
- Replicate this study at different hospitals and settings with different sample size through which results can be generalized.

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## العلاقة بين استقلالية الممرضين وادراكهم لتطورهم

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الاستقلالية ضرورية للتطوير المهني للممرضين واستقلالية الممرضين تسمح لهم بالمخاطرة والتعلم من أخطائهم ونموهم المهني وتؤدي استقلالية الممرضين أيضًا إلى زيادة الرضا الوظيفي والمشاركة، والتي يمكن أن تدعم التطوير المهني بشكل أكبر فعندما يشعر الممرضون بالقدرة على اتخاذ القرارات وتولي مسؤولية عملهم، فمن المرجح أن يكون لديهم الدافع للتعلم والنمو في أدوارهم. تهدف هذه الدراسة إلى تقييم العلاقة بين استقلالية الممرضين وادراكهم لتطورهم. وتم استخدام تصميم وصفي ارتباطي لتحقيق هدف هذه الدراسة وتم تطبيق الدراسة في كل أقسام ووحدات الباطنة والجراحة بمستشفى بنها الجامعي وتم استخدام عينة عشوائية من هيئة التمريض في الأقسام المذكورة سابقا وكان عددهم بالعينة (327) ممرض وممرضة. وقد أسفرت الدراسة عن النتائج التالية: حوالي نصف الممرضين (49.2%) لديهم مستوى منخفض من الاستقلالية وأكثر من نصف هيئة التمريض (60.6%) لديهم مستوى عالي من الإدراك لتطورهم المهني. واثبتت الدراسة ان هناك علاقة ايجابية ذات دلالة احصائية عالية بين استقلالية الممرضين وجميع عناصر الخصائص الشخصية ما عدا الحالة الاجتماعية وهناك علاقة ايجابية ذات دلالة احصائية عالية بين استقلالية الممرضين وادراكهم لتطورهم المهني. واوصت الدراسة بتشجيع الممرضات على دمج الممارسة القائمة على الأدلة في عملهن اليومي وتقديم الدعم لتنفيذ الممارسات الجديدة.