

## Effect of Quality Orientation Educational Program on Nursing Staff loyalty

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### Abstract

**Back ground:** Quality orientation is a crucial tool for achieving and maintaining competitive advantage. Therefore, firms develop and enhance quality of their human resources through appropriate trainings and development initiatives. **Aim:** Explore the effect of quality orientation educational program on nursing staff loyalty. **Design:** Quasi experimental design was used. **Setting:** The research was carried out at South Egypt Cancer Institute. **Subject:** Quota sample of nursing personnel. **Methods:** three data collection tools: Personal data of the research subject. Quality orientation questionnaire, Employees loyalty questionnaire. **Results:** the majority of nursing staff had poor mean score of knowledge in pre- program assessment but this mean score improved in the post-program and follow-up phase. As regard quality orientation and employee loyalty in preprogram assessment but improvement knowledge in immediate post and follow up phase. **Conclusion:** There were statistically significant variations in quality orientation and employee loyalty between pre& post and pre & follow up phases. **Recommendations:** Refreshing training courses about quality orientation should provide periodically, to help staff nurse acquainted with the new aspect of quality and encourage the nursing staff to improve and update their knowledge by reading.

**Keywords:** *Educational program, Nursing staff, Quality orientation & Employee Loyalty.*

### Introduction:

Quality is often defined as the ability to meet and exceed customers' demands and expectations hence add value to organization's products, to managerial processes or to the combinations of any of customer. Quality philosophy is a cultural phenomena for gaining and maintaining competitive advantage besides and, wide organizational quality orientation reflects on outcomes in the organizations' innovative capability regardless of the culture (Mohr, 2020).

Quality orientation refers to the organizations overall tendency toward continuous improvement and coordinated teamwork and considers the customers as the ultimate value of the (Kaynak, 2020). Quality Management of organizations focuses on ensuring that current customers are satisfied through collaboration (Hoegl, 2020). Customer focus continuous improvement and team work are some of the organizational components used to explain wide quality orientation (Kaynak, 2020). Quality orientation is a philosophy or culture, of an organization that not only is a quality practice tool for removing defect and processes but also represents the shift of organization vision and value toward quality at all levels (Wang, & Wei, 2021). Quality orientation plays a fundamental role in serves delivery, and high level of quality orientation encourages actions that promote outstanding service and customer satisfaction (Chang, & Birtch, 2020).

Favalgi, (2020) reported that, Quality orientation refers to a set of attitudes and behaviors that affect the quality of interaction between the staff of any organization and its customers, as well as the organization commitment to continuous improvement in the delivery of customers' perceived quality and achievement customer satisfaction and loyalty.

Furstenberg, (2020) reported that, staff awareness of the elements of quality that helps to provide precise direction for policy makers and healthcare providers to implement change and improve health care. Fisher, (2020) stated that the attendance an educational courses about quality system is related to the high levels of loyalty and can be achieved through seminars, workshops and videotape.

Employee loyalty is described as an employee's commitment to the organization, organizational goals, objectives, and values and increases the retention possibility of the employees (Chen, 2020). Employee loyalty concept refers to an employee's strives for organizational interest rather than his or her own personal goals and demonstrates behaviors of attachment and psychological belongingness towards this organizational interest (Koc, 2021). This concept includes, supporting and endorsing organizational objectives and staying with the organization even under hard and tough conditions as well (Podsakoff, 2021)

Employee loyalty is founded on a trusting relationship, a strong sense of belongingness and desire to stay with the organization. Interpersonal trust and employee satisfaction is argued to be a crucial determinant of employee loyalty. Employee loyalty is argued to have correlation with service quality, customer satisfaction, customer loyalty which ultimately increases the organization profitability. Employees that are engaged and loyal contribute significantly to an organization's competitive edge (Guillon & Cezanne, 2020).

### Significance of the study:

While the researcher reviewed of the literatures found that there were three internationally studies published in professional articles and journals, the first one titled by "Effect of quality orientation and new service development on organization performance" done by (Rima, 2020) the second one titled by "Quality orientation and innovative performance" studied by (Bulut, 2020) and lastly the third one titled by "Transforming training programs and quality orientation of employee: Does employees loyalty matter (Nidal, 2021) and there is , No national studies dealing with the relationship between quality orientation and employee loyalty.

By working the researcher in South Egypt Cancer Institute, observed that decrease the loyalty of nursing staff due to lack of good information about quality orientation, at the same time, the researcher observed that the health care providers do not have the sufficient awareness regarding the quality management system that may affect the quality of health care. Therefore, the researcher motive to conduct this study to find the relationship between quality orientation and nursing staff loyalty by plan, developed and implement an educational program to feed the Nursing staff with effective knowledge to success it.

### Aim of the study:

Explore the effect of quality orientation educational program on nursing staff loyalty.

### Objectives of the study:

1. Develop, plan and implement an educational program about quality orientation for nursing staff at south Egypt cancer institute.
2. Explore the relationship among staff nursing loyalty factors.
3. Assess the effect of quality orientation program on nursing staff loyalty

### The research hypotheses:

Formulated preprogram implementation and in service training program will be improved nursing staff knowledge regarding quality and loyalty.

### Methods:

A quasi- experimental design was utilized for the

current study. This study was conducted in South Egypt Cancer Institute .Quota sample of nursing staff working in south Egypt cancer institute whose have 10 years of experience and more out of the previous nursing staff (No= 100), Nurse manager (No=20).

### Data collection tools:

**The present study tools included two parts namely:**

**Part (I):** Tools for assessment of educational needs of the participants:

It includes three tools was used in the current study.

**1<sup>st</sup> tool:** Personal data for the study subject: includes data about a name, an age, unit, years of hospital experience, educational qualification & marital status, degree of education, and, previous workshops or program attended particularly in quality orientation.

**2<sup>nd</sup> tool:** Quality orientation questionnaire:-It was developed by Westbrook's, (2020) to assess nursing staff knowledge about the quality orientation, it contains (20 items).

Scoring system: the response for each item is based on three – points likers scale ranging from "Disagree= 1" "Uncertain=2" and "Agree= 3" The scores was summed up and then converted into a percent score. A score of 60% or higher percent will consider as "agree" and low percent if less than 60% was consider disagree.

**3<sup>rd</sup> tool:** Employees loyalty questionnaire: It was developed by Rashid, (2019) to assess Nursing staff loyalty. It contains (42 items) divided into four factors: the extent of your constant desire for the institution (5 items); the extent of professional duties (8 items); extent of satisfaction with work in the institution (22 items) the extent to which superior deal with subordinate (7 items).

Scoring system: The response for each item is based on five-points Liker scale ranging from: "Strongly agree=5" "Agree=4" "Uncertain=3" "Disagree=2" and "Strongly disagree=1" The scores of each dimension was summed up and then converted into a percent score. A score of 60% or higher percent was consider as "agree" and low percent if less than 60% was consider disagree.

**Part (II):** This study tools used for program implementation:

It includes three tools as:

**1- Personal data of study subject tool:** used to collect data about the study subjects who took part in the program such as their name, age, educational qualifications, years of hospital experience, previous attendance any workshops or training programs and past attendance any workshops or training programs particularly in quality orientation.

**2- Knowledge tests** (pre-, post-, and follow- up):

It covers the following Knowledge tests (pre, post and follow up test): It was created by the researcher to test

knowledge of head nurses 'and staff nurse's about quality orientation. The test was given to participants before, during, and after the program was implemented with a three- months follow -up. It has 11 questions divided into two categories:

1. Quality orientation item (6 questions).
2. Employee loyalty content (5 questions).

During program implementation, the participants were given complete answers, scored (two) or incomplete answers scored (one), and no answers scored (zero), and class group and individual activities were used. **Scoring system:** if the scores percent of responses were 60 percent or less, this means unsatisfied knowledge but if the scores percent of responses were 60 percent or more this means satisfied knowledge.

**3-Program evaluation:** The researcher created the programme and Ahmed, (2016) researched the literature to assess the programs worth from the perspective participants. It includes questions sixteen (16) questions divided into two categories as the following:

- 1- The content of the program (10 questions).
- 2- the educational programs appropriateness (6 questions).

**Scoring system:** The responses of the participants' were graded on a five- points scale- Likert scale ranging from five points for excellent, four points for very good, three points for good ,two points for pass and one point for poor.

#### **Study procedures:**

It was included three stages as the following: **1st stage:** preparatory stage: This stage used to assess the needs of the participants:

The face validity of the study tools (quality orientation questionnaire and employee loyalty questionnaire) was reviewed by the five experts of the Nursing Administration Department- Faculty of Nursing – Assiut University to ensure that the questions is relevant , comprehensive , and clear . An official approval to carry out this study was obtained from the Dean of Faculty of Nursing - Assiut University, Dean of the south Egypt cancer institute, Nursing Director, and nurse of south Egypt cancer institute to collect the necessary data.

A pilot study on nursing staff which represent (10%) from total study participants to ensure the clarity, accessibility and understandability of the study tools and for time estimation before actual data collection and included in this study. the participants in this study gave their oral consent.

Participant's written consent was obtained through document dating before to the start of the program based on the needs assessment. The program was conceived and designed. The researcher gathered data through surveying nursing staff and analyzing the

outcomes of the nursing staff demands while working at south Egypt cancer institute.

**Second stage:** the program implementation: The program was implemented by the investigator on a representative sample of 46 nursing staff, including head nurse (12) and a staff nurse (34) for two weeks, divided into two groups each group of 23, to minimise nursing staff shortages on all units. the program lasted a total of 20 hours divided into 10 sessions for each group, and due to fill overcrowding in the classroom, private workers were compelled to separate the participants into two groups during its implementations . Lecture, small group discussion, grain storming, and case study were all employed as Teaching methodologies. All participants received a handout and powerpoint, flip charts, photographs and drawing for illustrations and video presentation were used as instructional aids. Certificates were handed to attendees once the instructional program ended.

**3<sup>rd</sup> stage:** Evaluation of the program. Questions were used by the researcher to assess the following:

#### **a- Program Outcome:**

This can be assessed using the following criteria: 1- Self- administered questionnaire: this questionnaire was created by the researcher to examine the knowledge of head nurses 'and staff nurse's about quality orientation and employee loyalty. The test was given to the participants before, during and , after the program was implemented, with a three – month follow- up. The test take roughly half an hour to complete .2- An assessment scale was used to assess the improvement in nursing staff knowledge using pre, post and follow up exams three months later.

**b- Effectiveness of the program** "participant perceptions of the programem": This can be assessed using of: A structured questionnaire that asks the nursing personnel about the program. Nursing staff attendance and engagement in learning. Sessions are readily available indicators of program success

**Results:****Table (1): Distribution of Personal data of the studied nursing staff (N=120).**

Personal data	No	%
<b>1- Age</b>		
Less than 40 year	<b>71</b>	<b>59.2</b>
More than 40 year	49	40.8
<b>Mean ±SD</b>	<b>39.90±4.60</b>	
<b>Range</b>	<b>30-52</b>	
<b>2- Gender</b>		
Male	24	20.0
Female	<b>96</b>	<b>80.0</b>
<b>3 –Educational Qualification</b>		
Diploma of secondary technical school	<b>87</b>	<b>72.5</b>
Nursing technical institute	19	15.8
Bachelor degree in nursing science.	13	10.8
Master degree in nursing science.	1	0.8
<b>4- Years of experience</b>		
from 10 -15 year	<b>71</b>	<b>59.1</b>
More than 15 year	49	40.8
<b>Mean ±SD</b>	<b>14.31±3.01</b>	
<b>Range</b>	<b>2-21</b>	
<b>Marital Status</b>		
Single	10	8.3
Married	<b>108</b>	<b>90.0</b>
Widow	2	1.7
Divorced	0	0
<b>5-Previous attendance any workshops or training program:</b>		
Yes	<b>107</b>	<b>89.2</b>
No	13	10.8
<b>If yes what its</b>		
<b>Infection control</b>	<b>107</b>	<b>89.2</b>
<b>6-Previous attendance workshops or training program about quality :</b>		
Yes	15	12.5
No	<b>105</b>	<b>87.5</b>

**Table (2): Mean scores of employee loyalty of the studied nursing staff (N=120).**

Factors	Mean ±SD	P. value
1-The constant concern for the hospital	11.53±2.84	<0.001**
2- Performs of professional duties.	<b>42.05±16.75</b>	<0.001**
3- Employee satisfaction.	29.81±5.92	<0.001**
4-The relationship of superiors with subordinates.	13.9±3.46	<0.001**

**Table (3): Correlation between employee loyalty factors among the studied subject nursing staff (N 120)**

Employee Loyalty Factors	P- value	The constant concern for the hospital facilities	performs of professional duties	employee satisfaction	The relationship of superiors with subordinates
1. The constant concern for the hospital facilities	R	1			
	P				
2. Performs of professional duties	R	0.057	1		
	P	0.048			
3. Employee satisfaction	R	<b>0.472**</b>	0.093	1	
	P	0.000	0.312		
4. Relationship of superiors with subordinates	R	0.413**	-0.160	<b>.467**</b>	1
	P	0.000	0.081	0.000	

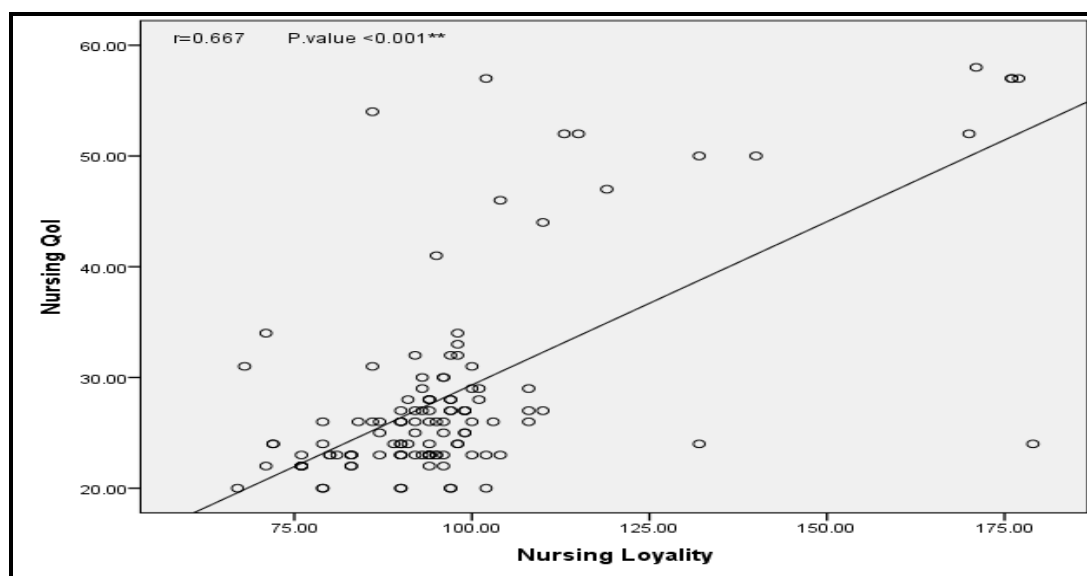
\*\* Statistically Significant correlation at P. value <0.01

**Table (4): Correlation between employee loyalty factors and quality orientation items as perceived by studied subject (N=120).**

Employee Loyalty	quality orientation	
	R	P
1. The constant concern for the hospital	0.499**	0.000**
2. Performs of professional duties	0.189*	0.039**
3. Employee satisfaction	<b>0.601**</b>	<b>0.000**</b>
4. Relationship of superiors with subordinates	0.467**	0.000**

\* Statistically Significant correlation at P. value &lt;0.05

\*\* Statistically Significant correlation at P. value &lt;0.01

**Fig. (1): Correlation between Employee Loyalty and Quality orientation items****Table (5): Mean scores of nursing staff knowledge quality orientation and employee Loyalty throughout educational program (N=46).**

Items	Pre	Post	Follow up	P. Value	Pre-post P1	Pre-follow upP2	Post –follow upP3
	Mean ±SD	Mean ±SD	Mean ±SD				
Quality orientation	3.57±1.28	<b>11.3±0.94</b>	9.72±0.91	<0.001**	<0.001**	<0.001**	<0.001**
Employee Loyalty	2.98±1	<b>9.54±0.5</b>	7.78±1.01	<0.001**	<0.001**	<0.001**	<0.001**

One way Anova test

**Table (6): Correlations between nursing staff knowledge about quality orientation and employee loyalty throughout educational program (N=46)**

Correlations		Quality orientation		
		Pre	Post	Follow up
Employee Loyalty	R	0.201	<b>0.394**</b>	0.068
	P	0.180	<b>0.007**</b>	0.652

\*\*Statistically Significant Correlation at P value &lt; 0.01

**Table (7): Mean scores of employee Loyalty & quality orientation with job title of studied subject throughout educational program (N=46)**

Job title	Quality orientation			Employee loyalty		
	Pre	Post	Follow up	Pre	Post	Follow up
Head nurse	3.58±1.83	<b>11.75±1.36</b>	9.92±1.08	3.98±1	<b>10±0,00</b>	8.78±1.95
Staff nurse	3±0.82	10.12±0.53	9.43±0.53	2.92±3	8.01±0.5	7.78±1.01

One way Anova test



**Table (8): Distribution of nursing staff opinion's as regards the program (N=46)**

Items	Opinion									
	Poor		Pass		Good		Very good		Excellent	
	No.	%	No.	%	No.	%	No.	%	No.	%
1.The program objectives are realistic.	0	0.0	0	0.0	0	0.0	6	13.6	38	<b>86.4</b>
2.The program goals are measurable.	0	0.0	0	0.0	0	0.0	10	22.7	34	77.3
3.Balancingbetween theoretical and practical goals.	0	0.0	0	0.0	2	4.5	7	15.9	35	79.5
4.Appropriateness of the study topics with the timetable.	0	0.0	0	0.0	2	4.5	8	18.2	34	77.3
5.The adequacy of the study topics to achieve the program's objectives.	0	0.0	0	0.0	2	4.5	9	20.5	33	75.0
6. Suitable topics for levels of trainees.	0	0.0	0	0.0	0	0.0	11	25.0	33	75.0
7.Modern of the educational program content.	0	0.0	0	0.0	1	2.3	9	20.5	34	77.3
8. Compatibility of educational activities with the study topics.	0	0.0	0	0.0	1	2.3	13	29.5	30	68.2
9.Educational program content are clear.	0	0.0	0	0.0	0	0.0	36	<b>81.8</b>	8	18.2
10. The scientific educational program content was attractable.	0	0.0	0	0.0	0	0.0	35	79.5	9	20.5

**Table (9): Percentage distribution of staff nurses' judgments on the educational program appropriateness.**

Items	Opinion									
	Poor		Pass		Good		Very good		Excellent	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Date of program Implementation.	0	0.0	0	0.0	2	4.5	11	25	31	70.5
2. Time of session Implementation	0	0.0	1	2.3	2	4.5	10	22.7	31	70.5
3. The program period.	0	0.0	0	0.0	2	4.5	10	22.7	32	72.7
4. Preparation of classroom.	2	4.5	5	11.4	20	45.5	8	18.2	9	20.5
5. Theparticipants, organizing in the Classroom.	1	2.3	0	0.0	8	18.2	19	43.2	16	36.4
6. Supportive services (break, photos).	0	0.0	1	2.3	12	27.3	14	31.8	17	38.6

**Table (1):** Distribution of Personal data of the studied nursing staff showed in. The highest percentage of them were female, have diploma of secondary technical school, their age less than 40 years old. Also, the table illustrated that, the highest percentage of study subject were married, and having experience from 10 -15 year,(**59.2%**, **80.0%**, **72.5%**, **59.1%** & **90.0%**) respectively. Also, (**89.2%**) had attended training courses and (**89.2%**) had attended an Infection control course and (**87.5%**) had not attended any course about quality.

**Table (2):** This table showed that, there is highest mean score founded as regard items of performs of professional duties in the studied subject were satisfied (**42.05±16.75**). And there are positive statistically significance in all factors of employee loyalty among studied nursing staff (**p. value < 0.001\*\***)

**Table (3):** This table represented that, there was highly positive correlation between employee satisfaction factor with The constant concern for the hospital facilities And follow the relationship of superiors with subordinates & employee satisfaction

(**0.472\*\* & 0.467\*\***) respectively. There were statistically significant differences among all factors of employee loyalty (**P. value <0.01**).

**Table (4):** Show that, there was highly positive correlation between employee satisfaction factor and quality orientation items. There are statistical significance difference between quality orientation and employee loyalty in all items (**p. value< 0.000\*\***).

**Fig (1):** There is positive correlation between quality orientation and employee loyalty (**0.667**) and there where statistical significance (**P. <0.001**), between quality orientation and employee loyalty.

**Table (5):** Represented that, the highest mean score of nursing staff knowledge after implementation the program in both quality orientation and employee loyalty (**11.3±0.94&9.54±0.5**) and there where highly statistical significance difference among quality orientation and employee loyalty in three period test of educational program (**P. value <0.001\*\***).

**Table (6):** Showed that, the highly positive correlation between quality orientation and employee Loyalty among the studied subject after implementation the program (**0.394\*\***). And there

where statistical significance differences between quality orientation and employee loyalty among all items (**P. value = 0.007\*\***).

**Table (7):** Represented that, the highest mean score of both quality orientation and employee loyalty knowledge among head nurses after implementation the program in head nurse (**11.75±1.36&10±0**) respectively.

**Table (8):** The opinions of nursing personnel the educational programs content are shown in the a highest present for all items of the program content were very good and excellent.

**Table (9):** Displays the nursing staff opinion's on the educational program appropriateness. The majority of staff nurses gave excellent ratings for the program period and the items date of program implementation and the time of session implementation , with the highest percentage in very good ratings for the item of participants organizing in the classroom (72.7percent , 70.5percent & 43.2 percent, respectively).

### Discussion:

The current research was carried out at South Egypt Cancer Institute, aimed to develop, plan and implement an educational program about quality orientation for nursing staff, investigate the relationship between staff nursing loyalty factors and assess the effect of quality orientation program on nursing staff loyalty

the present study results showed that, there was highly percent of studied subject were female, have diploma of secondary technical school, their age less than 40 years old was found (**table 1**). This not in the same line with **Hsieh et al., (2019)** who mentioned that; the studied subject selected older age nurses to be able to perform mainly tasks in the oncology departments effectively as our study setting criteria that need special technical skills to deal with those group of patients.

But this finding agree with **Alqahtani et al., (2019)** whom revealed that the majority of nurses working in this critical places (oncology) their ages ranged from 20-40 years, female, and have diploma of nursing, more than half of them their experience from 10-15 years .

According to the results of the current study, the highest mean score was observed in the performs of professional duties items with a highly statistically significant difference was found (**Table 2**). The researchers opinion that employee loyalty increase with the higher level of quality work performance.

This consistent with **Zaki & Mohammed, (2018)** whom concluded in whom finding that there was found a positive statistically significant correlation in a professional nursing practice and make them more

loyal to the organization. On the other hand **Gholami, et al., (2019)** whom found that there was a positive statistically significant association between professional nursing practise and work empowerment employee loyalty.

But **Terason, (2018)** who disagreed with this and reported that there was no relation between the performances level of the professional duties and their work loyalty. According to the current study findings there was a highly positive correlation between employee satisfaction characteristic and constant concern for the hospital facilities as well as the relationship of superiors with subordinates & employee satisfaction was found (**Table 3**). This consistent with **Terason, (2018)** who recommended that Nurse Managers should enhance the empowerment of nurses through enhancing meaningfulness of their job objectives, allowing nurses to be recognized as vital parts of the organization and creating motivation for high performance and high employee satisfaction. On the other hand **Jia, & Cheng, (2021)** whom found that employee satisfaction correlated with both constant of work place and superiors - subordinates relationship.

In the current study results, there is positive correlation between items employee satisfaction and Quality orientation was found (**Table 4**). The researcher point of view that encourage productivity and engagement among employees facing unprecedented personal and professional disruption.

This finding agreeing with the study of **Fatima, et al., (2018)** who found that there is a great relationship between the knowledge of quality and the services they give and the level of satisfaction of employees.

In this respect, **Pakurár, et al., (2019)** reported that enhancing employee engagement leads to increased employee loyalty and improved performance and high quality.

The highest mean score of nursing staff knowledge after implementation the program in both quality orientation and employee loyalty was found in the current study findings , and there where highly statistically significant difference between quality orientation and employee loyalty in three period test of educational program described in (**Table 5**). This consistent with **Kang et al., (2021)** whom had stated that any training program had a beneficial effect on the studied subject and that they had a high level of knowledge after implementation this program about their ability to explore listening for understanding, reframing and raising the problem definition in the appropriate method.

the current study findings there is positive correlation after implementation of educational program in post phase between quality orientation and employee loyalty was found (**table 6**). This findings are

agreeing with the study of **Al Qudah et al., (2018)** who showed that employee loyalty was found positively associated with quality orientation which means that employees with an attitudinal inclination of loyalty for their organization are more likely to exhibit factorable behaviors geared towards attainment of general goals of the organization such as high-quality service orientation for customer.

In the same line, **Akar, (2018)** consistent with the study findings reported that, there is positive correlation between quality orientation and behavior of employee.

In the same line, **Riva, et al., (2019)** reported that there was a positive association between quality orientation and employee loyalty.

This study inconsistent with current finding **Petursdottir, et al., (2019)** who reported that there was a no correlation between level of employee loyalty and quality orientation.

The present study results showed that, the highest mean score of both quality orientation and employee loyalty knowledge among head nurses after implementation of the program than the staff nurse. Also the study results showed that level of knowledge regarding quality orientation and employee loyalty before implementation of the program low described in **(Table7)**. This may be due to the nursing curriculums include minimal information about quality and loyalty in nursing, in addition to absence of refreshing courses and training programs during employment, unavailability of handouts to be used as a nursing guide & absence of an orientation program related to nursing quality and loyalty that help them to acquire knowledge.

This match with **Batubara et al, (2021)** finding who indicated that about half percent of head nurses' loyalty and quality orientation knowledge presented in good level than staff nurses. In agreement of the present study, **Parr et al., (2021)** who perform a study on nurses who report that almost half of the studied head nurses' performance was in good level of quality orientation knowledge after application of training program.

In the same line this findings disagreement with the study carried out by **Gillet, et al., (2018)** who evaluate the knowledge and nurses towards loyalty and found that the staff nurses have sufficient knowledge. This may due to presence of training programs and continuous education, adequate supervision and support from their head nurses.

In the current studied results reported that, The highest percentage of the nursing staff studied has excellent in the terms, realistic program objectives and a well-followed educational program are clear item this have very good marks. and The vast majority of staff nurses had excellent as regard to the

program period and followed items the date of program implementation and the time of session implementation and there have the highest percentage in very good scores for the item "participants organizing in the classroom described in **(table 8 & 9)**. The researcher point of view that as a means for satisfying this growing educational need, since the second half of the 2000s the use of the realistic and objectivity are being increasingly considered as an option. This consistent with **Tran et al., (2018)** who assess the effect of a comprehensive nursing training program to staff nurses on their quality orientation knowledge level and found that the nurses' knowledge was improved after implementation of the training program. On the other hand **Stanley, et al., (2018)** who implementing a training program for nurses regarding nursing loyalty and found that the knowledge of nurses was improved after implementation of an educational intervention.

This match with **Nimmons, et al., (2019)** who reported that the suitable time of teaching programs had a positive relation with success of the program objectives. This improvement could be assigned to one or more rationales, which include the comprehensive content of the educational training program, the written handout of the program which serves as ongoing reference, study subjects interest and keenness to know and change, consideration of the patterns of adult learning, encouragement of questions, interactive talk with the utilization of multimedia and repetition of the knowledge through a mixture of textiles. Moreover **Batubara, et al., (2021)** who documented that the staff nurses and head nurses were satisfied with the content of the program and they endeavor to apply what learn in nursing quality and loyalty.

### Conclusion:

There was statistically significant differences between pre & post and pre & follow up phase's regarding Nursing staff knowledge and quality orientation and employee loyalty. There were improvements immediately after implementation of the educational program. This improvement was mostly retained after three months (follow up) with a slight decline from immediate post program implementation and it was still higher when compared with pre implementation level. The highest percentage of Nursing Staff mentioned that educational program contents were excellent and appropriate regarding all items.

### Recommendations

The researcher recommended the following:

1. Create a quality assurance unit.
2. Referring training course about quality orientation should provide periodically, to help staff nurse



acquainted with the new aspects of quality.

3. Encourage the nursing staff to improve and update their knowledge by reading. This can be achieved by establishing of small nursing library with hospital department.

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