

ANNUAL APPRAISAL AND ITS IMPACTS ON NURSES' COMPETENCIES IN TERTIARY CARE: A CROSS- SECTIONAL STUDY

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ABSTRACT

Annual appraisal is a crucial tool for evaluating nurses' performance and identifying areas for improvement. However, its impact on nurses' competencies in tertiary care settings is not well understood. To investigate the impact of annual performance appraisal on nurses' competencies in a tertiary care hospital. A cross-sectional study was conducted among 30 nurses working in a tertiary care hospital. Data was collected using a structured questionnaire and annual appraisal reports. Nurses who received regular feedback and coaching during annual appraisals reported higher levels of competency in patient care, communication, and teamwork. Annual appraisal has a positive impact on nurses' competencies in tertiary care settings. Healthcare institutions should implement clear and standardized performance appraisal systems that are well-understood by both appraisers and appraisees. It is essential to provide continuous feedback, not just during annual appraisals, to ensure that nurses have ongoing guidance and support to improve their competencies.

KEYWORDS: Nurses' competencies, Tertiary care hospital, Performance evaluation, Structured questionnaire, Feedback and coaching, Patient care, Communication skills

1. INTRODUCTION

1.1 Background:

Performance appraisal system is an important tool to assess the competency level of employees so that appropriate training plans can be developed based on the weaknesses identified and the weak areas can be improved. It is important for all organizations to increase the performance value of competent employees and improve the communication between the evaluator and the employee. Performance appraisal can play a successful role in developing employee skills, which will inevitably affect improving healthcare services for the end customers (Chahar, 2020; Ugoani, 2020). Moreover (Rana & Singh, 2022) defined that when employees consider their performance evaluation accurately and fairly, the performance appraisal system is a practical tool for employee engagement, motivation, and development.

In addition, an effective performance appraisal process includes employee privacy and confidentiality. Considering employees' training needs, skill development, and promotion opportunities are important features of the employee expectation process (Baird et al., 2020).

Performance appraisals are useful and necessary for both individuals and organizations. They help employees with capacity building and skill development. At the organizational level, they contribute to the effective and successful achievement of the organization's key goals and simplify organizational planning (Mohamed Abdelrahim et al., 2023). With highly motivated healthcare professionals, a health system can achieve its goals. Furthermore, motivation is essential for retaining healthcare professionals, increasing provider productivity, and improving patient outcomes (Gabra et al., 2019).

1.2 Problem statement

The effectiveness of performance appraisals in enhancing nurses' competencies in tertiary healthcare settings is compromised due to inadequate feedback, lack of standardized criteria, and inconsistent application of appraisal results. This study aims to investigate the

impact of performance appraisals on nurses' competencies, identifying gaps and opportunities for improvement to inform evidence-based appraisal practices.

1.3 Significance

The annual appraisal process plays a pivotal role in evaluating and enhancing nurses' competencies, crucial for delivering high-quality patient care in tertiary healthcare settings. However, the effectiveness of this process remains understudied. This research aims to bridge this knowledge gap by investigating the impact of annual appraisal on nurses' critical thinking and competencies. Understanding the relationship between appraisal and competency development is vital for improving patient outcomes, reducing medical errors, and enhancing job satisfaction among nurses. Furthermore, this study's findings will inform evidence-based appraisal practices, ultimately influencing nursing education, professional development, and healthcare policy. By examining the strengths and weaknesses of current appraisal systems, this research will provide actionable recommendations for healthcare administrators, nurse managers, and policymakers to optimize appraisal processes, foster a culture of continuous learning, and promote excellence in nursing practice.

1.4 Objectives

To investigate the impact of annual performance appraisal on nurses' competencies in a tertiary care hospital.

1.5 Hypothesis:

1.5.1 Null Hypothesis:

“Annual appraisal does not significantly improve competencies among nurses in tertiary care hospital.”

1.5.2 Alternative Hypothesis:

“Annual appraisal does significantly improve competencies among nurses in tertiary care hospital.”

1.6 Limitations:

Nurses' self-reported performance may not reflect their actual performance. Factors such as workload, staffing ratios, or ward culture can affect the results. Validity and reliability of

the instruments used and the outcomes worked. Nurses' busy schedules may limit participation or result in hasty responses. Considering these limitations can help improve the design, methods, and conclusions of the study.

2. LITERATURE REVIEW

Ogindi believes that the feedback process of employee performance appraisal, the superior-subordinate relationship, and the accuracy of the evaluation improve the performance efficiency of employees. Research has found that the implementation process, if executed properly, will have a relatively large impact on employee performance (Ogindi, 2020). Employee reactions to the fairness of the evaluation and the perceived accuracy of the recognition are important components of the effectiveness of the evaluation because these perceived employee reactions can force employees to improve their performance (Ryu & Hong, 2020). In other words, performance appraisal is a means of providing feedback that can lead to performance improvement. Furthermore, if we review previous research, we find that performance appraisal research has been criticized for overemphasizing psychometric issues. Appraisal research should focus more on developing functional and effective performance appraisal systems that help understand and influence employees (Rubin & Edwards, 2020). The psychological empowerment of managers is moderately correlated with performance responsibility (Mohseni, 2019). Supervisors moderated the relationship between constructive performance feedback and fairness of performance appraisal to some extent. Furthermore, (Nutakor, 2019) explained that fair wages and rewards should be given based on performance determined at the end of the performance appraisal, which is possible only if fairness is taken into account and every employee is treated equally. (Widodo & Sulistiasih, 2021) defined performance appraisal as fairness, which is considered an action or decision that is considered morally right based on morality, religion, fairness, justice, or law. This is a major problem area for organizations and employees. Proper evaluation of nurses' performance through measuring, monitoring, and creating a self-monitoring and self-evaluation system can help improve their accountability and ultimately improve organizational performance (Brefo-Manuh & Anlesinya, 2023).

Conducting performance appraisals is common and is an important tool that companies can use to maximize the potential of their human resources. In addition, the appraisal highlights that the company is committed to meeting the needs of employees and supporting their development, which helps retain employees. In order to improve job satisfaction and employee behavior in companies, the study highlights the importance of providing employees with feedback, setting goals, encouraging their participation, and conducting effective performance appraisals. Employees are a valuable asset to a company and are key to its success. In order to achieve its goals, a company needs a good team because they are the face, voice, and heart of the company. High performance of employees is reflected in their strong work ethic and professionalism. There is no doubt that employee performance is crucial to the success of a company. Therefore, to measure the performance of employees, organizations conduct systematic evaluations called performance appraisals, in which the progress of employees towards set goals is assessed and recorded. Organizations find employee performance appraisal tools useful and can be used to maximize the potential of human resources (Hamidi, 2023).

Motivation plays a very important role in any organization as it improves the productivity and performance of nurses. Motivation can meet the needs of employees, improve communication and interpersonal relationships between supervisors and nurses, increase self-esteem and a sense of belonging to the organization, and improve employee retention (Farouk Mohammad et al., 2021).

Motivated nurses have high morale and commitment to the organization and its goals and objectives, motivation can reduce turnover and reduce the need for constant on boarding of new employees and help market the organization (Homauni et al., 2021).

Government healthcare organizations now use a consistent, structured approach to performance appraisals. Modern healthcare organizations decided to evaluate the impact of current technology on individual nurses' job satisfaction and sense of empowerment. However, unsatisfactory working conditions for nurses lead to dissatisfaction with their positions, which negatively impacts productivity and quality of care, as well as their sense of empowerment and

loyalty to the hospital and the industry. Therefore, nurses need a reliable system to evaluate their performance. Most modern organizations use a specific performance appraisal format designed to provide employees with feedback on their performance during the appraisal period. Instead, it is used to facilitate management decisions regarding promotions and demotions within the company. Performance appraisals are useful and necessary for both individuals and organizations. It helps in capacity building and skill development at the employee level. At the organizational level, it makes things easier to achieve the main goals of the organization effectively and successfully and simplifies organizational planning (Mohamed Abdelrahim et al., 2023).

3. RESEARCH METHODOLOGY

Each scientific discipline has developed its own method and techniques to collect the data. The major objective of this chapter, therefore, is to explain various tools and techniques of Research, the scientific method is used to collect the data and information in the research Methodology, such techniques are used as in the literature survey.

Operational definition

Annual performance appraisal is a systematic process of evaluating nurses' job performance and providing feedback to improve their competencies as measured by reviewing documentation of appraisal process in nurse's personal files and conducting surveys or interviews with nurses and supervisors.

3.1 Proposed place of work

The cross-sectional study was conducted at a tertiary care hospital. The hospital provides comprehensive healthcare services including medical, surgical, and intensive care units.

3.2 Methodology of work and methodology adopted

This cross-sectional study investigated the impact of annual performance appraisal on nursing competencies using a self-administered questionnaire distributed to 30 registered nurses. The methodology employed convenience sampling, descriptive and inferential statistics, and SPSS for data analysis.

3.3 Variables to be studied

Independent variable

Annual performance appraisal is independent variable

Dependent variable

Staff nurse's performance and competencies are dependent variable

3.4 Methods of data collection

After drawing the sample and design the appropriate technique for research data collected through self-administered structured questionnaire as a research instrument.

3.5 Data collection

In this study data was collected with the help of questionnaire, which are distributed to respondents and collected back after two days.

3.6 Sampling technique and procedure

This study used convenient sampling to select 30 registered nurses from various departments at tertiary care hospital.

3.7 Sample size

A Sample of 30 registered nurses through convenience sampling from different departments of tertiary care hospital. The sample included nurses from medical unit, surgical unit, pediatric unit, intensive care unit

$$n = \frac{N}{1 + N \cdot e^2}$$

Where n=sample size

N= population

e=margin for error

$$n = 30$$

3.8 Inclusion criteria

The present study included Registered nurses of tertiary care hospital who had undergone annual appraisal processes, participants were eligible if they were currently employed in a tertiary care hospital, had at least 2 year of work experience, and were willing to provide informed consent.

3.9 Exclusion criteria

The following individuals were excluded from participation in this study:

Nurses with less than 2 year of work experience, those who hand not undergone annual appraisal processes within the past 12 months and those who were not currently employed in a tertiary care. Additionally, nurses who were on leave or had resigned from their positions during the data collection period were also excluded, nurses who are unable to provide informed consent Lastly who had previously participated in similar studies or had a conflict of interest with the research team were not considered for inclusion

3.10 Data analysis

Collected data was organized and analyzed statistically through SPSS (Statistical packages for social sciences). Data was represented in tabulated form.

4. RESULTS AND DICUSSIONS

4.1 : It helps in identifying areas where nurses can improve their skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7	36.7	36.7
Agree	14	46.7	46.7	83.3
Neutral	4	13.3	13.3	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

4.1.1 Results

The survey results on the statement "It helps in identifying areas where nurses can improve their skills" show a positive response overall. A total of 83.3% of respondents either strongly agreed (36.7%) or agreed (46.7%), suggesting that the process is largely seen as helpful in identifying areas for skill improvement among nurses. This indicates that the majority of

participants believe the process provides valuable insights into their professional development and highlights areas where they can enhance their abilities. However, 13.3% of respondents remained neutral, implying that while they did not express a strong opinion, they may not have fully recognized how the process identifies areas for improvement. The 3.3% who disagreed may have experienced the process differently or did not find it effective in pinpointing their skill gaps. Overall, the results indicate a strong belief in the process's ability to support nurses in identifying areas for skill improvement, although further exploration of the neutral and disagreeing responses could provide additional insights into ways the process could be optimized for better outcomes.

4.1.2 Discussion

The survey results reflect a generally positive perception regarding the process's effectiveness in identifying areas where nurses can improve their skills. A combined 83.3% of respondents either strongly agreed (36.7%) or agreed (46.7%), suggesting that the process is widely perceived as useful in helping nurses recognize areas for professional development. This is particularly significant in the healthcare field, where continuous learning and skill enhancement are crucial for providing high-quality patient care. The fact that such a large portion of respondents find the process beneficial implies that it plays a critical role in guiding nurses toward improvement in their practice.

However, it is important to consider the 13.3% of respondents who remained neutral. This group may have had limited exposure to the process or may not have experienced clear benefits in identifying their specific areas of improvement. The neutral response could also reflect a lack of confidence in the process or the potential for improvement in certain areas. Further exploration of the reasons behind their neutral stance would be valuable for understanding how the process could be refined to make it more effective for all nurses.

Moreover, 3.3% of respondents disagreed with the statement, suggesting that a small subset of nurses did not find the process helpful in identifying areas for improvement. This could be due to various factors, such as the process not addressing their unique skill gaps or a mismatch between the process's focus and their specific learning needs. It might also point to

difficulties in applying the feedback or a lack of clarity in how to implement the suggested improvements. Gaining insights into the reasons for this disagreement could provide actionable feedback to enhance the process and ensure it is effective for a wider range of nursing professionals.

In conclusion, while the majority of respondents affirm that the process helps in identifying areas for skill improvement, the presence of neutral and disagreeing responses indicates room for further optimization. Understanding the concerns of those who were neutral or disagreed would allow for adjustments that can make the process more universally beneficial, ensuring that it effectively supports nurses in their ongoing prof.

4.2 This process contribute to improve patient outcomes in tertiary care

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0
Agree	16	53.3	53.3	83.3
Neutral	4	13.3	13.3	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

4.2.1 Results

The survey results on the statement "This process contributes to improving patient outcomes in tertiary care" reflect a predominantly positive outlook. A total of 83.3% of respondents either strongly agreed (30.0%) or agreed (53.3%), indicating that the majority believe the process has a beneficial impact on patient outcomes in tertiary care settings. This suggests that the process is perceived as contributing to improved healthcare quality and patient care, which is a critical goal in high-acuity environments like tertiary care. However, 13.3% of respondents remained neutral, implying that while they may not be fully convinced of the process's impact on patient outcomes, they did not feel strongly against it either. This neutral response might suggest uncertainty or lack of direct experience with the process's influence on

patient outcomes. Additionally, 3.3% of respondents disagreed with the statement, suggesting that a small portion of individuals did not see the process as improving patient outcomes in their specific context. Overall, the results indicate a strong positive perception of the process's contribution to patient outcomes, though further exploration of the neutral and disagreeing responses could help refine and enhance the process to make it more universally effective across diverse healthcare settings.

4.2.2 Discussion

The survey results indicate a largely positive perception of the process's impact on improving patient outcomes in tertiary care. A combined 83.3% of respondents either strongly agreed (30.0%) or agreed (53.3%) with the statement, suggesting that the process is widely regarded as beneficial in enhancing the quality of patient care in complex healthcare settings. This significant majority reflects the belief that the process plays a crucial role in achieving better patient outcomes, which is particularly important in tertiary care, where patients often present with more severe and complex conditions.

While the results are predominantly favorable, 13.3% of respondents were neutral. This could indicate that these individuals either did not perceive a clear connection between the process and improved patient outcomes or may not have experienced noticeable improvements in their specific care environments. The neutral response suggests a need for further examination to determine whether the process's effectiveness varies depending on the specific circumstances, such as the type of care provided or the individual's role within the healthcare team.

Additionally, 3.3% of respondents disagreed with the statement, indicating that a small minority did not find the process helpful in improving patient outcomes. This could reflect challenges such as the process not being adequately aligned with the needs of certain patient populations or areas of care within tertiary settings. It may also point to difficulties in implementation or engagement that hinder the potential benefits of the process. Understanding the reasons behind this dissent would provide valuable insights into areas for improvement and help ensure that the process is adaptable to the diverse and complex nature of tertiary care.

In conclusion, while the majority of respondents believe the process contributes to improved patient outcomes in tertiary care, the neutral and disagreeing responses highlight opportunities for refinement. Investigating the concerns of those who were neutral or disagreed would be essential for making targeted adjustments to enhance the process’s effectiveness and applicability across various aspects of tertiary care. This would ensure that the process supports positive patient outcomes more consistently and universally.

4.3 It helps to improve nurses communication skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7	36.7	36.7
Agree	14	46.7	46.7	83.3
Neutral	4	13.3	13.3	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

4.3.1 Results

The survey results on the statement "It helps to improve nurses' communication skills" indicate a positive overall response. A total of 83.4% of respondents either strongly agreed (36.7%) or agreed (46.7%), suggesting that the process is largely viewed as beneficial for enhancing communication skills among nurses. This significant majority demonstrates the perceived value of the process in improving an essential skill for nursing practice. However, 13.3% of respondents were neutral, which could suggest that some nurses either did not experience noticeable improvements in their communication skills or felt uncertain about the effectiveness of the process in this area. The 3.3% who disagreed may have had a different experience or may not have found the process relevant to their specific communication needs. Overall, the results highlight a strong belief in the process's positive impact on communication skills, though further exploration of the neutral and disagreeing responses could provide additional insights to refine the process for even greater effectiveness.

4.3.2 Discussion

The survey results indicate a generally positive perception regarding the process's effectiveness in improving nurses' communication skills. A combined 83.4% of respondents either strongly agreed (36.7%) or agreed (46.7%) that the process helps to enhance communication skills. This majority highlights the perceived value of the process in strengthening an essential component of nursing practice effective communication. As communication is vital in patient care, teamwork, and ensuring accurate medical information exchange, the high levels of agreement suggest that the process plays a crucial role in addressing these needs.

However, it is important to consider the 13.3% of respondents who remained neutral. This group might have experienced minimal changes in their communication abilities or may not have felt that the process was specifically tailored to improving communication. The neutral response could also be attributed to varying levels of engagement or individual differences in how participants assess communication improvement. Understanding the reasons behind the neutral response could provide useful insights for enhancing the process to make it more impactful for all participants.

Additionally, 3.3% of respondents disagreed with the statement, suggesting that a small subset of nurses did not find the process helpful in improving their communication skills. This could be due to a variety of factors, such as the content not aligning with their specific communication needs, limited application of the process in their daily roles, or a lack of perceived relevance. Identifying the specific challenges or limitations faced by this group would be valuable in adjusting the process to meet the diverse communication requirements of nurses in different settings.

In conclusion, while the majority of respondents affirm the positive impact of the process on communication skills, the presence of neutral and disagreeing responses suggests that there is room for further refinement. Further investigation into the concerns of those who were neutral or disagreed could provide important feedback on how to enhance the process, ensuring it

effectively supports the development of communication skills across a broader range of nurses and healthcare environments.

4.4 It enhances professional development

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0
Agree	14	46.7	46.7	76.7
Neutral	5	16.7	16.7	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

4.4.1 Results

The survey results on the statement "It enhances professional development" show a positive response overall. A combined 76.7% of respondents either strongly agreed (30.0%) or agreed (46.7%) with the statement, indicating that the majority believe the process contributes to their professional growth. This suggests that the process has a strong perceived impact on enhancing professional development among participants. However, 16.7% of respondents remained neutral, suggesting that while they may not have formed a strong opinion, they did not fully recognize the connection between the process and professional development. The 6.7% who disagreed may have had experiences where they did not find the process beneficial to their career growth, which indicates the need for further exploration of their reasons. Overall, the results indicate that the process is seen as an effective tool for professional development by most participants, though there is still some room for improvement or further clarification, particularly for those who remained neutral or disagreed.

4.4.2 Discussion

The survey results demonstrate a generally favorable view regarding the process's contribution to professional development. A total of 76.7% of respondents either strongly agreed (30.0%) or agreed (46.7%) that the process enhances their professional development. This

majority suggests that the process is perceived as an effective tool for career growth and skill-building, with many individuals experiencing positive outcomes in terms of their professional growth. These results highlight the value of the process in providing opportunities for participants to enhance their capabilities in a professional setting.

However, 16.7% of participants remained neutral, indicating uncertainty or a lack of strong opinion about the process's role in their professional development. This neutral group might have experienced mixed results or perhaps did not fully engage with the process in a way that made its impact on their development clear. Further exploration into the reasons for their neutral stance could provide valuable insights into areas where the process could be improved or better tailored to different professional needs.

Moreover, 6.7% of respondents disagreed with the statement, suggesting that a small portion of individuals did not find the process beneficial for their professional development. This dissent may be due to a variety of factors, including the specific nature of their roles, their career stage, or the relevancy of the process to their unique professional goals. Understanding the challenges or limitations faced by these individuals could help refine the process to ensure it supports a broader range of career paths and professional objectives.

In conclusion, while the majority of respondents recognize the value of the process for professional development, the presence of neutral and negative responses highlights areas where the process may need to be adapted or further investigated. Addressing the concerns of those who are neutral or disagreeing would help enhance the process's effectiveness and ensure that it benefits a wider group of professionals in diverse contexts.

4.5 This process is effective to improve problem solving skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	33.3	33.3	33.3

Agree	13	43.3	43.3	76.7
Neutral	6	20.0	20.0	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

4.5.1 Results

The survey results on the statement "This process is effective to improve problem-solving skills" indicate that the majority of respondents agree with the effectiveness of the process. Specifically, 33.3% strongly agreed, while 43.3% agreed, making a total of 76.6% of respondents supporting the statement. A smaller portion, 20%, remains neutral, while only 3.3% disagree. The data suggests a general consensus in favor of the process's effectiveness, with the overwhelming majority expressing a positive view.

4.5.2 Discussion

The survey results indicate a predominantly positive perception of the process in improving problem-solving skills. A combined 76.6% of respondents either strongly agreed (33.3%) or agreed (43.3%) that the process was effective. This significant majority suggests that the process is generally viewed as beneficial in enhancing problem-solving capabilities. Such a high level of agreement reflects the process's potential to be a valuable tool for developing critical thinking and problem-solving abilities among the participants.

However, it is essential to examine the remaining 23.3% of respondents. Specifically, 20% of participants expressed neutrality regarding the effectiveness of the process, which could imply that some individuals were unsure of the impact or were not able to fully assess the process's value. There may be factors such as insufficient exposure, varying personal experiences, or differences in learning styles that contributed to this neutral stance. Understanding the reasons behind their neutral response could provide insights into refining the process for better outcomes.

Additionally, 3.3% of respondents disagreed with the statement, indicating that a small subset of individuals did not perceive the process as effective in improving their problem-solving skills. This disagreement may point to issues such as the process not meeting individual needs or expectations, or perhaps challenges in engagement or comprehension. Further investigation into the specific reasons for this dissent would be beneficial in order to make targeted improvements.

In conclusion, while the data largely supports the effectiveness of the process, the existence of neutral and negative responses suggests room for improvement. Additional research and feedback from all participants could help tailor the process to meet diverse learning needs, ensuring that it benefits the broadest range of individuals.

4.6 Nurses feel motivated to improve their performance after annual appraisal

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40.0	40.0	40.0
Agree	10	33.3	33.3	73.3
Neutral	7	23.3	23.3	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

4.6.1 Results

The results indicate that the majority of nurses feel motivated to improve their performance after the annual appraisal. A combined 73.3% of participants either strongly agreed (40.0%) or agreed (33.3%) that the appraisal process motivates them to enhance their performance. This suggests that the annual appraisal process is generally viewed as a valuable tool for inspiring personal and professional growth, with nurses recognizing the importance of feedback in their development. However, 23.3% of respondents were neutral, indicating that they may not experience a strong motivational effect or are unsure about the impact of the appraisal on their motivation. This could reflect a variety of factors, such as the nature of the feedback received or the lack of follow-up support to help nurses act on the feedback. Only 3.3% of

participants disagreed, suggesting that for a small group, the appraisal process did not have a motivating effect on their performance. This could be due to a lack of constructive feedback, a disconnect between appraisal goals and personal aspirations, or insufficient recognition of efforts. Overall, the results show that the annual appraisal process is generally perceived as motivating, though further steps may be needed to engage the neutral respondents and address the needs of those who felt no motivation.

4.6.2 Discussion

The results suggest that the annual appraisal process plays a significant role in motivating nurses to improve their performance, with a substantial 73.3% of respondents either strongly agreeing (40.0%) or agreeing (33.3%) that they feel motivated to enhance their work following the appraisal. This indicates that for most nurses, the feedback provided during appraisals serves as an important catalyst for self-improvement and professional development. Constructive feedback, goal setting, and recognition of achievements likely contribute to this sense of motivation, as nurses are encouraged to build on their strengths and address areas for growth. The findings highlight the value of annual appraisals in fostering a culture of continuous improvement within the nursing profession. Motivated nurses are more likely to engage in reflective practice, seek opportunities for professional development, and ultimately deliver better patient care. The process not only helps identify areas for improvement but also provides nurses with the opportunity to set personal and professional goals for the upcoming year.

However, 23.3% of respondents were neutral, which suggests that while they may not have experienced a strong motivating effect, they neither disagreed with the statement. This group may find that the feedback received during the appraisal process lacks clarity, actionable steps, or alignment with their professional goals. In such cases, the feedback may not be perceived as sufficiently motivating, or the appraisers might not have provided the level of encouragement needed to inspire change. Nurses in this category may also feel that the appraisal process is too generic or does not take into account their individual professional challenges and achievements.

A small minority, 3.3%, disagreed with the statement, indicating that they did not feel motivated to improve their performance following the annual appraisal. These nurses may have had experiences with vague or unhelpful feedback, or they may not feel that the appraisal process is genuinely reflective of their work. Disengagement could also stem from a lack of support and follow-up actions after the appraisal, leaving these nurses uncertain about how to apply feedback and develop further.

4.7 The appraisal process enhance nurses clinical skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7	36.7	36.7
Agree	12	40.0	40.0	76.7
Neutral	5	16.7	16.7	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

4.7.1 Results

The results indicate that the appraisal process is perceived as having a positive impact on enhancing nurses' clinical skills. A total of 76.7% of respondents either strongly agreed (36.7%) or agreed (40.0%) that the appraisal process contributes to improving their clinical abilities. This suggests that the majority of participants believe the appraisal process plays a valuable role in fostering the development of their clinical skills, which are essential for providing high-quality patient care.

However, 16.7% of respondents selected a neutral response, indicating that they either did not observe a significant effect or were unsure about the impact of the appraisal process on their clinical skills. A smaller group, 6.7%, disagreed, suggesting that for these individuals, the appraisal process did not have a noticeable effect on enhancing their clinical competencies.

Overall, the appraisal process is seen as beneficial in developing clinical skills for most respondents, though the neutral and negative responses suggest that further exploration is needed to understand the factors influencing these perceptions.

4.7.2 Discussion

The results show a generally positive perception of the appraisal process in enhancing nurses' clinical skills. A combined 76.7% of participants either strongly agreed (36.7%) or agreed (40.0%) that the appraisal process helps improve their clinical competencies. This

suggests that the majority of nurses view the appraisal process as an important tool for developing their clinical abilities. The feedback likely reflects the role of performance appraisals in identifying strengths and areas for improvement, as well as providing constructive feedback that encourages skill development in clinical practice. The results indicate that the appraisal process helps nurses assess their skills, receive targeted feedback, and work toward specific clinical goals. By engaging in this process, nurses may be more motivated to improve their clinical competencies and align their practice with the standards of care required in their healthcare settings.

However, 16.7% of respondents selected a neutral response, suggesting that they may not have perceived a significant impact on their clinical skills development or are unsure about the appraisal process's effectiveness. This neutral response may be due to factors such as inconsistent feedback, a lack of follow-up after the appraisal process, or insufficient opportunities to apply the feedback to real-life clinical scenarios. Some nurses may also feel that their clinical skills are already sufficiently developed, making the appraisal process less impactful for them.

A smaller group, 6.7%, disagreed with the statement, indicating that for these individuals, the appraisal process did not seem to contribute significantly to enhancing their clinical skills. It is possible that these nurses may not have received adequate, actionable feedback or that they do not perceive the appraisal process as relevant to their specific clinical practice.

4.8 It develops leadership skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	26.7	26.7	26.7
Agree	14	46.7	46.7	73.3
Neutral	6	20.0	20.0	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

4.8.1 Results

The results show that the tool has a positive impact on developing leadership skills in nurses. A total of 73.3% of respondents either strongly agreed (26.7%) or agreed (46.7%) that the tool contributes to enhancing their leadership abilities. This indicates that the majority of participants believe the tool is effective in fostering leadership skills, which are crucial for guiding teams, making decisions, and advocating for high-quality patient care.

However, 20.0% of respondents chose a neutral response, suggesting that they may not have experienced a significant impact on their leadership skills or are unsure about the tool's effectiveness in this area. Additionally, 6.7% of participants disagreed, indicating that for a small group, the tool may not have been effective in enhancing leadership capabilities.

Overall, the results suggest a strong positive perception of the tool's ability to develop leadership skills, although there is some variability in how participants perceive its impact.

4.8.2 Discussion

The results indicate that the tool is generally perceived as effective in developing leadership skills among nurses, with 73.3% of participants either strongly agreeing (26.7%) or agreeing (46.7%) that it has contributed to enhancing their leadership abilities. This is a promising outcome, as strong leadership is essential for nurses to guide teams, make informed decisions, and improve patient care outcomes. The tool appears to support nurses in cultivating leadership traits such as decision-making, communication, and team management, which are vital for success in clinical environments.

However, 20.0% of respondents remained neutral, suggesting that while they do not disagree with the tool's potential, they have not experienced a significant improvement in their leadership skills or are uncertain about its impact. This neutral stance could indicate that these nurses may not fully engage with the tool or have not yet seen its practical applications in their day-to-day leadership roles. They may also be in roles that do not require active leadership or decision-making, limiting the tool's perceived relevance.

A small minority, 6.7%, disagreed with the statement, suggesting that for these participants, the tool did not help them develop their leadership skills. This group could have

faced challenges in using the tool effectively, or they may not have had the opportunity to apply leadership skills in their practice due to various factors, such as workload or limited leadership responsibilities. It is also possible that these nurses did not find the tool's approach to leadership development suitable for their specific needs or professional context.

4.9 Critical thinking skills develop in nurses

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0
Agree	12	40.0	40.0	70.0
Neutral	6	20.0	20.0	90.0
Disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

4.9.1 Results

The results indicate that the tool has a positive impact on the development of critical thinking skills in nurses. A total of 70.0% of participants either strongly agreed (30.0%) or agreed (40.0%) that the tool helps enhance their critical thinking abilities. This suggests that a significant majority of respondents believe the tool plays an important role in promoting more thoughtful and analytical decision-making in their clinical practice. However, 20.0% of participants selected a neutral response, indicating that they may not have observed a clear effect or are unsure about how the tool contributes to their critical thinking development. A smaller group, 10.0%, disagreed, suggesting that for some individuals, the tool may not have been as effective in fostering critical thinking skills. Overall, the results reflect a positive trend, but there are areas where further engagement or refinement may be needed to ensure all nurses benefit from its intended impact.

4.9.2 Discussion

The results suggest that the tool is generally perceived as effective in fostering critical thinking skills among nurses, with 70.0% of respondents either strongly agreeing (30.0%) or

agreeing (40.0%) that it contributes to the development of their critical thinking abilities. This positive response is significant, as critical thinking is an essential skill for nurses in making informed, evidence-based decisions that directly affect patient care outcomes. The majority of participants recognize the tool's role in enhancing their capacity to think critically, analyze complex clinical situations, and evaluate the best course of action.

However, 20.0% of respondents selected a neutral response, implying that they are unsure or have not experienced a substantial improvement in their critical thinking skills as a result of using the tool. This group may be uncertain about how to apply the tool in their specific practice or may not have encountered enough situations to see a noticeable impact on their critical thinking. It's also possible that some nurses already possess strong critical thinking skills, and as a result, the tool's influence may not be as immediately evident to them.

A smaller minority, 10.0%, disagreed with the statement, indicating that for a few participants, the tool did not lead to improvements in critical thinking. These individuals may face challenges in integrating the tool into their practice or may not fully understand how it enhances their critical thinking abilities. The reasons for these negative perceptions should be explored further to identify any barriers to its effectiveness, such as inadequate training, tool applicability to their roles, or insufficient engagement

4.10 It enhance research utilization skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	26.7	26.7	26.7
Agree	10	33.3	33.3	60.0
Neutral	10	33.3	33.3	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

4.10.1 Results



The results show that the tool has a generally positive impact on enhancing research utilization skills. A total of 60.0% of respondents either strongly agreed (26.7%) or agreed (33.3%) that the tool helps improve their ability to apply research in clinical practice. This indicates that the majority of participants recognize the tool's value in fostering evidence-based practice. However, 33.3% of respondents remained neutral, suggesting that they may not have experienced a significant effect or are unsure about its influence on their research utilization skills. A small minority, 6.7%, disagreed, indicating that for a few individuals, the tool did not seem to enhance their ability to integrate research into practice. Overall, while most respondents find the tool beneficial, there is some variation in its perceived impact, highlighting areas for potential improvement.

4.10.2 Discussion

The results indicate that the tool is generally viewed as helpful in enhancing research utilization skills, with 60.0% of respondents either strongly agreeing (26.7%) or agreeing (33.3%) that it improves their ability to apply research in clinical practice. This reflects a positive perception of the tool's role in bridging the gap between research and practice, a crucial component of evidence-based nursing. For these participants, the tool seems to facilitate the integration of research findings into their decision-making and practice, potentially improving patient care outcomes.

However, 33.3% of participants selected a neutral response, which suggests that while they do not actively disagree with the tool's effectiveness, they may not have experienced a significant impact in terms of utilizing research. These neutral responses could stem from various factors, such as limited exposure to research-focused training, inadequate application of the tool in their daily practice, or a lack of direct relevance to their specific role or clinical setting. Additionally, some nurses might require more targeted guidance or training to fully understand how to incorporate research into their practice effectively.

The small percentage of respondents (6.7%) who disagreed with the statement highlights a minority who do not see the tool as beneficial for enhancing their research utilization skills. This group might face challenges in understanding the tool's application, or they may not feel

that the tool provides enough support for effectively integrating research into clinical decision-making. Further investigation could help identify the specific barriers these individuals face, whether they stem from the tool’s content, usability, or lack of support in translating research findings into practice.

4.11 Its impacts on nurses assessment skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	26.7	26.7	26.7
Agree	14	46.7	46.7	73.3
Neutral	6	20.0	20.0	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

4.11.1 Results

The results indicate that the tool has a generally positive impact on nurses' assessment skills. A total of 73.3% of participants either strongly agreed (26.7%) or agreed (46.7%) that the tool has helped improve their assessment skills. This shows a strong endorsement of the tool's effectiveness in enhancing critical nursing competencies. However, 20.0% of respondents selected a neutral response, suggesting that while they do not reject the tool's usefulness, they may not be fully convinced of its direct impact on their assessment abilities. A small minority of 6.7% disagreed, indicating that for a few participants, the tool may not have been as effective in improving their assessment skills. Overall, the results highlight that while the tool is largely seen as beneficial, there are some areas where further engagement or improvement may be needed.

4.11.2 Discussion

The results suggest that the tool has a generally positive impact on nurses' assessment skills. A significant 73.3% of participants (26.7% strongly agreed and 46.7% agreed) believe that the tool helps improve their ability to assess patients or situations effectively. This strong endorsement indicates that the tool is largely perceived as valuable in enhancing nurses' critical

skills, which are essential in their day-to-day practice. Given that effective assessment skills are crucial for patient care, this result highlights the tool's relevance in supporting professional development in this area.

However, 20.0% of participants selected a neutral response, implying some level of uncertainty regarding the tool's impact on their assessment skills. These neutral responses may reflect a variety of factors, such as limited exposure to the tool, mixed experiences, or a belief that their assessment skills were already sufficient before using the tool. Further investigation into the reasons behind these neutral responses could provide insights into how to better engage these individuals or tailor the tool to address their specific needs.

The 6.7% of respondents who disagreed with the statement represent a small minority. This group might feel that the tool does not significantly improve their assessment skills, possibly due to a lack of relevance to their particular practice, insufficient training, or difficulty in applying the tool effectively. It would be valuable to understand the reasons behind this dissent to ensure that the tool can be adjusted or further supported for those who find it less effective.

4.12 Feedback received during appraisal is constructive

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	26.7	26.7	26.7
Agree	11	36.7	36.7	63.3
Neutral	10	33.3	33.3	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

4.12.1 Results

The results reveal that a majority of respondents perceive the feedback received during appraisals as constructive. Specifically, 26.7% strongly agreed and 36.7% agreed, combining for

63.3% of participants who find the feedback valuable for their professional growth. However, 33.3% of participants remain neutral, suggesting that they either have mixed experiences with the feedback or find it unclear or insufficient in some way. A small minority, 3.3%, disagreed, indicating that a few individuals may not perceive the feedback as constructive or helpful. Overall, while the feedback is generally seen as beneficial, the neutral and disagreeing responses point to opportunities for enhancing the quality and clarity of feedback provided during appraisals.

4.12.2 Discussion

The results suggest that while the feedback provided during appraisals is largely viewed as constructive, there is a significant portion of respondents who are neutral, indicating mixed experiences or a lack of clarity regarding the feedback's value. Specifically, 63.3% of participants either strongly agreed (26.7%) or agreed (36.7%) that the feedback is constructive, which reflects a generally positive view. This implies that for most individuals, the feedback they receive helps guide their professional development and provides clear, actionable insights. However, the 33.3% of respondents who selected a neutral response suggests that there is room for improvement. These individuals may not find the feedback consistently helpful or may require more detailed or specific guidance. The neutral responses might also indicate that the feedback could be more targeted to individual needs or more clearly communicated in a way that makes it easier to apply.

The small percentage of disagreement (3.3%) is noteworthy but not overwhelming, suggesting that a few individuals may not feel the feedback is constructive. This could stem from experiences where the feedback was vague, overly general, or not actionable enough to foster improvement.

4.13 The performance appraisal process is clear and transparent

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0

Agree	10	33.3	33.3	63.3
Neutral	9	30.0	30.0	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

4.13.1 Results

The results show varied perceptions of the clarity and transparency of the performance appraisal process. A majority of respondents, 63.3%, view the process positively, with 30.0% strongly agreed and 33.3% agreed. This indicates that most participants find the appraisal process clear and transparent. However, 30.0% of respondents remain neutral, suggesting uncertainty or mixed experiences with the process. A small minority, 6.7%, disagreed, reflecting some dissatisfaction or perceived lack of clarity. Overall, while the results highlight a generally positive sentiment, the presence of neutral and negative responses indicates areas for potential improvement in communication and consistency within the appraisal process.

4.13.2 Discussion

The results suggest a generally positive view of the performance appraisal process, with the majority of participants recognizing its clarity and transparency. Specifically, 63.3% of respondents either strongly agreed (30.0%) or agreed (33.3%) that the process is clear and transparent. This strong positive feedback indicates that the appraisal system is functioning well for a significant portion of the participants, likely providing them with a fair understanding of their performance evaluation.

However, 30.0% of respondents selected a neutral stance, signaling that while they may not necessarily disagree with the statement, they have either not had enough experience with the process or find it unclear or inconsistent in some areas. This neutrality may also suggest that the process is understood by some, but there is a lack of comprehensive clarity for all participants, or perhaps varying levels of transparency depending on specific circumstances or departments.

Only 6.7% of participants disagreed with the statement, highlighting a small minority who feel that the process lacks transparency or clarity. While this percentage is low, it is still valuable feedback. Disagreements could stem from unclear performance metrics, insufficient communication about the appraisal process, or feelings of unfairness or inconsistency.

4.14 It is valuable for competence development

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0
Agree	14	46.7	46.7	76.7
Neutral	6	20.0	20.0	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

4.14.1 Results

The results indicate that the tool is perceived as valuable for competence development, with the majority of participants expressing positive views. Of the 30 respondents, 30.0% strongly agreed and 46.7% agreed, resulting in a combined 76.7% who recognize its value. A smaller group, 20.0%, remains neutral, suggesting that some participants may require more clarity or experience to fully assess the tool's benefits. Only 3.3% of respondents disagreed, indicating minimal dissatisfaction or perceived ineffectiveness.

4.14.2 Discussion

In the discussion, these findings highlight a strong endorsement of the tool as a resource for professional growth, with most participants acknowledging its contribution to their competency development. However, the neutral responses suggest an opportunity for further engagement, possibly through enhanced training or clearer communication of the tool's applications and outcomes. The minimal disagreement reflects a generally favorable perception

but underscores the importance of addressing specific concerns or barriers faced by this minority. Overall, the results confirm the tool’s potential while identifying areas for improvement to ensure broader and more consistent acceptance.

4.15 It is a tool for improving nurses competencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	33.3	33.3	33.3
Agree	12	40.0	40.0	73.3
Neutral	5	16.7	16.7	90.0
Disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

4.15.1 Results

The results indicate that the majority of participants view the tool as effective in improving nurses' competencies. Among the 30 respondents, 33.3% strongly agreed and 40.0% agreed, totaling 73.3% who expressed positive perceptions of the tool. A smaller group, 16.7%, remain neutral, suggesting some uncertainty or a lack of sufficient experience with the tool. Only 10.0% of participants disagreed, indicating minimal opposition to its effectiveness. Overall, the feedback highlights strong approval of the tool, with most respondents recognizing its value in enhancing professional skills. These findings underscore the tool's potential as a key resource for nursing competency development, while also suggesting areas for further investigation to address neutral and dissenting opinions.

4.15.2 Discussion

The discussion of the results reveals that the tool is generally perceived as effective in improving nurses' competencies, with 73.3% of respondents either strongly agreeing (33.3%) or agreeing (40.0%). This strong positive sentiment suggests that the tool aligns with the professional development needs of most nurses and is likely contributing to their skill



enhancement. However, 16.7% of participants remain neutral, indicating that some may either lack sufficient exposure to the tool or find its impact unclear. Meanwhile, 10.0% of respondents disagree with the tool's effectiveness, highlighting a minority who may face challenges or have unmet expectations regarding its use. These findings suggest a predominantly favorable reception but also underscore the importance of addressing the concerns of neutral and dissenting participants. Additional training, improved communication about the tool's benefits, and targeted feedback collection could further enhance its acceptance and effectiveness across the nursing community.

5. SUMMARY, DISCUSSION AND CONCLUSION

5.1 Summary:

Performance appraisals are a critical component of human resource management in healthcare settings, particularly in nursing. They are systematic evaluations that assess the performance, competencies, and professional growth of nurses. Performance appraisals aim to provide feedback on areas of strength and improvement, and often contribute to decisions related to career development, training, and promotions. In the context of nursing, these appraisals play a significant role in improving clinical skills, enhancing patient care, fostering professional development, and ensuring high-quality healthcare delivery.

Performance Appraisal System (PAS) is crucial for the overall success of an organization. A suitable rating system can improve the job satisfaction and sense of empowerment of nurses, helping them to serve their patients better to provide better care (Mohamed Abdelrahim et al., 2023).

Performance appraisal system is an important tool to assess the competency level of employees so that appropriate training plans can be developed based on the weaknesses identified and the weak areas can be improved. It is important for all organizations to increase the performance value of competent employees and improve the communication between the evaluator and the employee. Performance appraisal can play a successful role in developing employee skills, which will inevitably affect improving healthcare services for the end customers (Chahar, 2020; Ugoani, 2020).

The impact of performance appraisals on nurses' competencies includes the enhancement of clinical abilities, better communication, and leadership skills, and overall professional growth. Regular feedback and clear goal-setting can motivate nurses to maintain high standards of practice, while providing opportunities for education and skill improvement. However, the effectiveness of performance appraisals is influenced by various factors such as the appraisal system's design, the feedback process, and how results are used in fostering professional development.

5.2 Conclusion:

Performance appraisals are a vital tool for promoting the development of nurses' competencies. They provide an opportunity for objective evaluation and constructive feedback that contributes to both personal and professional growth. However, the success of performance appraisals in enhancing competencies depends largely on the quality of the appraisal system, the consistency and clarity of feedback, and the support provided for continuous improvement. When done effectively, performance appraisals can significantly improve nurse performance, job satisfaction, and patient care outcomes.

5.3 Recommendations:

- Healthcare institutions should implement clear and standardized performance appraisal systems that are well understood by both appraisers and appraisees. This ensures fairness, consistency, and transparency in evaluations.
- It is essential to provide continuous feedback, not just during annual appraisals, to ensure that nurses have ongoing guidance and support to improve their competencies.
- It is recommended to conduct longitudinal studies to examine the long-term effects of annual appraisal on nurses' competencies.
- To Conduct qualitative studies to explore nurses' perceptions and experiences of annual appraisal and its impact on their competencies.

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