

**THE PERCEIVED EFFECT OF CONTINUING PROFESSIONAL
DEVELOPMENT ON INDIVIDUAL PERFORMANCE OF PROFESSIONAL
NURSES IN MINISTRY OF HEALTH OWNED FACILITIES IN NAIROBI CITY
COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented in any other university or college for award of degree, diploma or certificate.

Signature..... Date.....

Emma Debora Owaka

D61/70094/2008

This research project has been presented for presentation with my approval as the authorized university supervisor.

Signature..... Date.....

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DEDICATION

I dedicate this research paper to my beloved parents Richard and Anne Owaka who have always encouraged me to further my education. I also dedicate it to my husband David, children Tyler and Amy who have been my constant support and encouragement through this journey.

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ABSTRACT

Continuing professional development as a process has characterized all professions, nursing notwithstanding with varying effects which necessitates an examination thus the study. The objective of this study was to establish the perceived effects of continuing professional development on job performances of nurses in Nairobi City County, Kenya. The study was carried out within the Ministry of Health owned health facilities in Nairobi City County which had a population of 1450 of nurses at the time of the study. The study design was cross sectional and descriptive with random sampling used as the sampling technique. A sample size of 217 was selected for the study with respondents drawn from the different health facilities in Nairobi City County. Data analysis was done by use of Statistical Package for Social Scientists (SPSS). The findings are presented by use of tables. The findings of the study indicated that overall (mean of 3.93) nurses believe that continuing professional development does positively affect their job performance. However, the respondents strongly felt that continuing professional development has greatly helped them address their performance challenges (mean of 4.43) and improve their skills and competencies (mean of 4.12), these two components carrying more weight than that which they attached to performance improvement alone at a mean of 3.24. Overall the nurses in the study felt strongly that continuing professional development has a positive effect on their job performance. However this feeling was more pronounced in nurses between 30-39 years and with more than 15 years of practice. This means therefore that that there is need to establish what will positively affect the performance of the younger and the older nurses to enable them perform at higher levels. The study recommends that the Nursing Council of Kenya should align the continuing professional development requirements and activities with nurses' needs, expectations and performance improvement goals. The study recommends that Nairobi City County government should develop a framework to ensure equitable nurses' selection for participation in continuing professional development. The county should also address other performance enabling factors as continuing professional development may not be the only factor that affects performance.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

According to the World Health Organization World Health Report human resources are the most important of the health system's resource inputs. The performance of health care systems is dependent on the knowledge, skills and motivation of the people responsible for delivering services. Key component in performance enhancement are education and training of health professional, including nurses (WHO, 2000). Nurse professionals are required to be competent; have a scientific base for their practice; sufficiently knowledgeable to communicate with increasingly informed patients and family members; be able to access relevant information from the Internet, and have a mastery of technology in their area of specialization (WHO, 2006).

The primary purpose of continuing professional development in nursing is the improvement of patient care and hence the need for nurses to increase their knowledge base which is crucial to the provision of quality patient care. Participation in continuing professional development has the following benefits to the nurses: improve competency in nurse's areas of work leading to accountability, reduces gaps between learnt theory and practice, enhancement of clinical competence and promoting the acquisition of knowledge and skills necessary for continued professional competence and practice (Nalle, Wyatt & Myers, 2010).

According to Kenworthy and Nicklin (1993) sustaining and developing nursing skills is dependent on the whim of the individual nurse or bodies that employ her. The continuing professional development of the registered nurse is not exclusively the responsibility of the individual or the employing authority but of both (Kenworthy and Nicklin, 1993). Jooste further argues that the individual nurse has the right to expect the provision of training opportunities, and the employer should expect the nurse to maintain and develop the skills for which she is employed (Jooste, 2005). Every nurse is called upon to take responsibility for his or her own personal and professional development. Nurses are required to pledge to lifelong learning of specific skills or broad enhanced career development by enrolling in formal or informal continuing education programmes. Nurses' commitment to professional development enables them to deliver safe, effective and quality health care (Cooper, 2009).

1.1.1 Continuing Professional Development

Professional development is the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace. Professional development encompasses the following; continuing professional education: this refers to any learning experience that takes place after the initial education of the nurse; Continued Education: continuing education is purposeful planned learning, contrived to contribute to systematic growth whose effect is cumulative; Adult learning refers to the art and science of helping adults learn, and Continuing Professional Development has been defined as lifelong learning that takes place in a professional career after the point of qualification and or registration (Rogers, 1996).

Continuing Professional Development as mentioned above refers to the lifelong learning that takes place in a professional career after the point of qualification and or registration (Cooper, 2009). According to Griscti & Jacono (2006) continuing professional development is a range of learning activities through which health and care professionals maintain and develop throughout their career to ensure that they retain their capacity to practice safely, effectively and legally within their evolving scope of practice. In other words, continuing professional development is the way professionals continue to learn and develop throughout their careers so that they keep their skills and knowledge up to date and are able to work safely, legally and effectively.

Jones (2006) identified the medical professional organizations as the bodies having the main responsibility for the overall planning and coordination of continuing professional development, including registration and documentation of continuing professional development activities. continuing professional development differs in principle from the preceding two formal phases of medical education: basic medical education and systematic postgraduate medical training. Whereas the latter two are conducted according to specified rules and regulations, continuing professional development mainly implies self-directed and practice-based learning activities rather than supervised training. As well as promoting personal professional development, continuing professional development aims to maintain and develop competencies (knowledge, skills and attitudes) of the individual nurse, essential for meeting the changing needs of patients and the health care delivery system (MaCoy, 2009).

1.1.2 Employee Performance

Performance can be distinguished as either organizational or employee performance. Employee performance is also known as job performance. On a very general level job performance can be defined as “all the behaviors employees engage in while at work” (Jex 2002 p. 88). However, this description seems to be incomplete because a fair amount of the employees’ behavior displayed at work is not necessarily related to job specific aspects. More commonly, employee performance refers to how well someone performs at his or her work.

There have been three approaches to the definition of the dimensions of job performance. Milkovich et al (1991 p. 48) defines job performance “as a function of outcomes; as a function of behaviour; as a function of personal traits”. However most scholars are in agreement that employee dimension of performance focuses majorly on function of outcome and function of behavior. Tzeng (2004) posits that performance is about meeting standards set or expected in ones course of practice. The United Kingdom’s Institute of Professional Development (IPD) incorporated continuing professional development into its professional standards because it ensures that the professionals remain up to date, encourages their aspiration to improved performance, ensures commitment to learning as integral part of work and helps to maintain the reputation of the profession (McGill, 1995). According to Houle (1980 p. 221) “the most important aspect of continuing professional development is the learning outcome not the precise amount of input put in the learning process thus is argued and generally accepted, that an interested and

motivated workforce will perform more effectively than one which is neglected and disinterested”.

1.1.3 Nursing Profession in Kenya

The Nursing Council of Kenya defines Continuing Professional Development to include; Educational activities which serve to maintain, develop, update and increase knowledge, skills, attitudes and competencies that a licensed health professional uses to provide services in the best interest of the patient/client, public or the profession; A continuous process that professionals engage in to keep a breast with new developments in health care; A process of imparting a professional with knowledge and skills to help them develop attitudes to deliver quality care that meets clients’ expectations (Nursing Council of Kenya, 2012). Nurses in Kenya are under two categories according to the Nursing Council of Kenya, these are Registered Nurses and Enrolled Nurses. Nursing profession is established under the Nurses Bill of 2005, which is an Act of Parliament to make provision for the training, registration, enrolment, licensing of nurses, to regulate the nursing profession and for connected purposes (Nurses Bill, 2005).

1.1.4 Nairobi City County Health Facilities

Nairobi City County is one of the 47 counties in Kenya created by the Constitution of Kenya 2010. Nairobi City County is charged with the responsibility of providing a variety of services to residents within its area of jurisdiction. Health care is among the services that the county offers its residents. There are 42 public health facilities of different levels in Nairobi City County that are owned by the Ministry of Health. They

range from dispensaries, Health Centres, Sub-District and District Hospitals. These facilities are distributed through the administrative districts of Dagoretti, Langata, Embakasi, Westlands, Kasarani, Kamukunji and Starehe. The services from these facilities are demanded by members of the public living within these areas. The nurses working in these facilities are members of the Nursing Council of Kenya (NCK) as they are required to register with the council before they are employed. The nurses are required by the Nursing Council of Kenya to pursue continuing professional development to be retained in the council's register. The retention system introduced by NCK in 2000 ensures that nurses keep abreast of the new developments in health care through organized Continuing Professional Development programmes (NCK, 2012). The nurses are required to undertake continuing professional development for a minimum of 20 hours per year.

1.2 Research Problem

Nursing like any other profession is concerned with employee performance which encompasses the way and the process of how the nurses serve in nursing their patients. Nurses' performance is viewed more behaviorally (way work is done) than outcome (What is expected to be achieved) with focus on quality of work, cooperativeness, presence at work, among others (Berings, 2006). The concern in any profession is always on performance improvement of its employees, and nursing is no exception. Performance improvement is dependent on many factors, one of which is continuous professional development (Awases, 2006). According to Mc Connel (2003) the importance of continuing professional development should be emphasized with the

consideration that job performance has to do with conformity to standard, a key element in continuing professional development programmes for nurses in Kenya.

Nurse's participation in continuing professional development has been linked to the following benefits: patient care, higher job satisfaction, improved performance organizational commitment, and lower stress while lack of continuing professional development has been found to influence nurses 'decision to leave their profession and to retire early' (Armstrong and Schlosser, 2008). The practice of professional development (PD) among nurses in Kenya is guided by the Nursing Council of Kenya. Since June 2008 it has been mandatory for all nurses in Kenya to achieve a minimum of 20 hours of continuing professional development per year to be licensed or to renew their licenses of practice, with renewal of licenses done every three years (NCK, 2012). The Nursing Council of Kenya the regulatory body for nursing in Kenya recognizes and appreciates the importance of nurses' participation in continuing professional development as a means of ensuring continued competence and staying current in practice (NCK guidelines on continuing professional development, 2008). According to the NCK guidelines on continuing professional development, both the employer and the nurse have important roles in ensuring the achievement of professional development through continuing professional development which leads to quality health care. The employer's responsibility is to provide an enabling environment that enhances learning; support nurses, and provide forums for continuing professional development. It is the responsibility of nurses to search for appropriate and available continuing professional development opportunities and ensure participation in continued learning (NCK

guidelines on continuing professional development.2008:3). Nurses in Kenya are able to achieve their continuing professional development requirements through participation in either formal or informal continuing professional development. The formal programme includes enrolling in a long term educational programme while the informal ones include participation in short courses, workshops or seminars (NCK, 2012). Although it is mandatory for nurses in Kenya to participate in continuing professional development programmes the evidence on the effect of their continuing professional development programmes remains unclear.

An extensive literature search on studies on professional development and continuing professional development among nurses revealed the following on professional development and continuing professional development. In the first study by Wood (2006) findings indicated that majority of nurses participate in professional development programs for opportunistic reasons. These may include expectation of promotion and desire for recognition. The study focus was on views of nurses in regards to professional development and did not delve into the effects of continuing professional development on nurse's performance. Rahimaghaee et al (2013) in a study of the Iranian Nurses' perceptions of their professional growth and development found that professional development is not only about improving skills and competencies of workers but also about interest of workers. They argued that attitude of nurses towards professional development and nursing practice is an important component that should be considered in professional development. This is for the reason that knowledge, attitude and practice are interrelated, and none should be excluded in nurse's professional development. This

study focused on the relation between professional growth and development, and how nurses view them, leaving a gap on the effects of professional development on nurse's performance. A study by Ross et al (2013) on what mandatory professional development requirements mean for Australian nurse revealed that though continuing professional development is mandatory for nurses in a number of countries there is need for the understanding of barriers that limit nurses participation and effectiveness of continuing professional development to their work. This understanding should focus on both individual and organization barriers, and ought to be contextualized to the different cadres in nursing profession. This study delved on effectiveness of continuing professional development to nursing profession without assessing the effects of continuing professional development on job performance.

In a study carried out by Pool et al (2012), they found that nurses of different ages view continuing professional development and its benefits to them differently. Nurses of ages between 30 and 45 view continuing professional development as important in their promotion while nurses of ages above 45 view continuing professional development as important in improving their standard of care to patients. Thus according to them nurses participation in continuing professional development is based on age difference, and the value it portends to them. The focused on the nurses' and managers' perceptions of continuing professional development for older and younger nurses leaving a gap on nurses' views on the effects of continuing professional development on their job performance. Finally, Onyango (2012) carried out a study on the perceptions of continuing professional development in public health care facilities. The study found that

although the majority of the respondents (97%) recognize that continuing professional development is important to nurses, only 88% participate in continuing professional development while the rest do not.

Demographic factors such as gender, age, marital status, nursing qualification, years of experience, position in the ward and area of specialization did not have an impact on the respondents' participation in continuing professional development. The findings also showed that majority of the respondents participated in continuing professional development in order to be up to date on new development while the rest participated in continuing professional development for other reasons including; career progression, to obtain additional qualifications, to be prepared to mentor new nurses and students' in order to improve their curriculum vitae and to network with other nursing colleagues. The respondents thus had long-term career, development and service provision reasons for participating in continuing professional development. This study focused on views of nurses in regards to participation in continuing professional development and not on the effects of continuing professional development on nurse's performance.

The above studies as a whole did not address the gap in terms of effects of continuing professional development on performance of nurses. The research question that this study sought to answer was "What is the perceived effect of continuing professional development of nurses on performance?" This study was anchored on behavioral and experiential theories of learning.

1.3 Research Objective

To establish the perceived effect of continuing professional development on individual performance of professional nurses in Ministry of health owned facilities in Nairobi City County.

1.4 Value of the Study

This study will be of value to various entities including; the Nursing Council of Kenya, the professional body that designs and implements continuing professional development for nurses in the country. The findings will provide valuable information that could inform the future direction the council takes in the formulation of continuing professional development programs. In light of devolution of health services to the counties the study will provide an insight on the nurses continuing professional development participation and its effects in counties. Thus through the recommendations in the study a change in policy and practice may be effected at the counties with regards to continuing professional development and nurses involvement.

The study will also be of value to the employer who in this case in the Ministry of Health. It would be important for the employer to learn whether the service hours taken by employees while pursuing continuing professional development are deemed to be adding any value in their performance at work or whether they are just lost hours. Since there seems to be a gap of knowledge the effects of continuing professional development on nurses' performance, the study findings will contribute a body of knowledge that will benchmark future studies in this area.

This study will also contribute to academia and future research. It will build upon the body of knowledge on continuing professional development and performance and also provide a reference point for future studies in this area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the theoretical foundation of the study. The chapter explores two theories of learning, that is, experiential and behaviorist theories of learning. This chapter discusses in detail the various concepts used in this study including performance, employee performance and continuing professional development. Past studies and their findings around the same subject matter have also been explored.

2.2 Theoretical Foundation

This study is anchored on experiential learning and behaviorist theories of learning. The theories are discussed in detail below.

2.2.1 Experiential Learning Theory

Experiential learning is an educational orientation which aims at integrating theoretical and practical elements of learning for a whole person approach, emphasizing the importance of experience for learning. The approach is well known in various settings of informal learning and formal learning such as internship in business and service organizations, work and study programmes, clinical experience, international exchange and volunteer programmes (Askew & Carnell, 1998). Experiential learning techniques include a rich variety of interactive practices whereby the participants have opportunities to learn from their own and each other's experiences, being actively and personally engaged in the process. In Experiential learning, all learning is considered as relearning,

learning is required to fit within a given context and environment (work place); learning is considered as a process of adaption that help the learner to adapt to his work or environment and learning is looked upon as a process that results from synergetic transactions between the person and environment (Hobbs, 1992). The key concepts in experiential learning theory including the learning cycle, learning style, learning space, deep learning and development can be used to examine continuous professional development as a learning and development process at the level of the individual, the team and the organization. They can also serve as useful tools to design and implement management education programs in professional education, and management training and development (Hobbs, 1992).

2.2.2 Behavioral Theory of Learning

Behavioral theory is a well-known theory in learning that encompasses a number of individual theories. Developed by Watson in the early decades of the 20th century, behaviourism includes the work of such people as Thorn Dike, Tolman, Guthrie, Hull and Skinner, Ormrod (1995). This theory posits that instruction involves reinforcing what one may want the student to do again and ignore what one may not want the student to do again (Skinner, 1971). This type of learning is seen in workplace education, skill training, and human resource development. The underlying assumptions of the theory include observable behavior rather than internal thought process, the environment shapes behavior since what one learns is determined by the elements in the environment, not by the individual learner and the principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood

that an event will be repeated) are central to explaining the learning process (Breen, 2001).

Human resource development is mostly associated with training undertaken to enhance job performance in the work place. Performance improvement, competence based instruction, and accountability are all part of behavioral orientation to human resource development. The theory in particular conceptualizes human resource development as a performance improvement and thus stresses the importance of encouraging employees to pursue continuing professional development for its positive influence on job performance through the behavior of employees (Jacobs, 1987).

2.3 Continuing Professional Development

Rogers (1996) suggested that development is one concept that is associated with the concept of education. Like adult education, so development refers to building upon the pre-service education and it is a continuing process of learning to alter the path of change. According to Todd (1987) continuing professional development is a concept commonly used in reference to continuing education for professionals. Todd emphasizes that continuing professional development is a broader concept whose aim does not only comprise the competence development of the professional practitioner, but also development of the personal, professional and social skills of the individual. He further argues that the concept of continuing professional development embraces the fact that the employer also has a responsibility to provide the learning environment and the providers

of the pre-service education and training programme should ensure that needs for the development of continuing professional development are met in curriculum development.

According to Hoban (2005) continuing professional development is about the individual's responsibility to ensure that he or she is up-to-date and therefore a safe and competent practitioner. This is similar to emphasis by Todd (1987), who says that keeping up-to-date is no longer optional but a necessity in the changing environment. It has therefore become imperative for the success of the practicing professional and the profession. In order to learn, the professional needs to be motivated and actively involved in developing and expanding his or her knowledge and understanding through using a variety of self-directed learning approaches.

The Exposure of professional nurses to a range of formal and informal learning activities encourages professional nurses to view continuing professional development as a continuous development process. Cervero as cited in Jarvis (1995) recommends an exposure to continuing professional development activities for professional practitioners to occur within their profession. He explains that the formal off the job training courses and the on-the job learning are under the framework of continuing professional development. According to Apps (1985) continuing professional development has five purposes which include career development, remedial education, personal development, self-directed learning and coping with change. The benefits of continuing professional development to professional nurses have been cited by Todd (1987) to be personal and professional development of professional nurses, increased awareness on professional

issues, acquisition of new knowledge and skills, an increased confidence, a sense of personal and job satisfaction, raising the motivation and a desire to pursue lifelong learning.

There is limited literature regarding continuing professional development on nursing in Kenya with literature related to this search revealing scarce information. A brief look of the literature pertaining to continuing professional development in nursing is shown in the continuing sections. The United Kingdom Central Council for Nurses Midwives and Health Visitors (1992) emphasizes the importance of continuing professional development when it states that “Foundation education alone, cannot effectively meet the changing and complex demands of the range of modern health care. Post registration education equips practitioners with additional and more specialist skills necessary to meet the special needs of patients and clients” (Abruzzese, 1996, p. 11). Nurses face constantly increasing demands to remain both professionally up to date and personally capable of coping with stresses, challenges and dynamic changes in their nursing profession (Yuen, 1991). Yuen also states that programme of continuing professional development ought to be viewed as having the following functions; maintenance role that fosters the notions of lifelong learning, the survival role that requires practitioners to demonstrate their ongoing competence, and the mobility role that aims to increase a person’s employability. He further argues that with nursing becoming complex there is need for knowledgeable nurse that can cope with the changing demands.

Enemark (1996) posits that the importance of continuing professional development should be seen in light of the rapid pace of change which has influenced the professions over the past decade. Professionalism relies increasingly on an ability to respond quickly to changing market conditions, to client requirements, and to the influences of government policies. Professionals are encouraged to embrace change and foster innovation. New skills, essential to professional and organisational success, are needed to adapt to these changes. Enemark (1996) suggest that there is nothing new about the concept of continuing professional development but part of professional practice. According to Welsh and Woodward (1989) in Kenzie and Enemark (1996), the following reasons account for the growing importance of continuing professional development; competence, consumerism, litigation, standards, quality assurance and competitiveness. These reasons according to them are different to each individual and are also affected by organizational factors.

Smith and Topping (2001) observed that the perceived benefits of continuing professional development to the nursing practitioners include; improved knowledge, improved care delivery, professional development, linked with raised staff morale, increased motivation and staff retention. They argue that education allows the nurse to look at the wider issues around practice and meet the patients' needs more efficiently. Life-long learning should be about improving patient care and service delivery and the enhancement of inter-professional working. Ultimately, it is the health care user, the health care profession, and the employing organization that will benefit from health care professionals who are involved in continuing education, since the more health

professionals learn the more they will challenge the traditional practices, embrace change and foster innovation (Hoban, 2005).

Tame (2012) in a study on the effect of continuing professional education on perioperative nurses' relationships with medical staff found that whilst continuing professional education did not have a direct impact on practice, development of increased knowledge and confidence facilitated participants' collaboration with and questioning of medical colleagues. Participants in the study attributed lack of impact on their practice to described difficulties in implementing change which affected nursing colleagues and greater problems experienced when attempting change which crossed professional territories. This according to participants in the study is due to the fact that perioperative nurses do not have the authority required to instigate change affecting professions who are perceived as more powerful. However, the study findings indicated that continuing professional development increases inter-professional collaboration and this can indirectly enhance patient care in the long run. Reason for this was that with more participation of workers in continuing professional development there is recognition of increased knowledge among the nurses and hence many nurses would consult each other thereby affecting patient care indirectly.

McCarthy (2012) in a study to determine the impact of continuing education for nurses and midwives who completed post registration training, found that majority of respondents had put the skills that they had learned on the course into practice, with most of respondents commenting that the skills they learn through continuing professional

development are very or extremely useful. The findings showed that as a result of nurses participation in continuing professional development programmes nurses had increased confidence in leading and implementing service improvement projects. Many respondents stated that although they believed that continuing professional development must intuitively have a beneficial impact, they also commented on the lack of evidence for its effectiveness. The reason for the lack of evidence for the effectiveness of continuing professional development was cited to be the difficulties of demonstrating an impact through measurement.

Phillips et al (2012) carried out an integrative study on continuing professional development in rural nursing and found that though many studies have been carried out on benefits of continuing professional development there is little evidence on the benefits of continuing professional development due to the absence of randomized controlled trials. However, they argue that there is need for more studies to understand the positive impacts of continuing professional development on patient and families outcomes. Unsworth (2008) noted that if continuing professional development does not necessarily ensure that when a nurse attends a course to update skills and knowledge, improvements in practice will automatically follow. This he argues is due to the fact that there are a number of factors that contribute to the improved job performance of nurses as a result of continuing professional development. These factors include individual, societal and organizational factors.

Penny (2005) in a study that sought to quantify the views of occupational therapists managers, found a number of advantages for engaging in continuing education initiatives the study demonstrating that continuing education makes a positive impact on nursing practice. The findings highlighted that continuing education advanced the delivery of better patient care, provided an ability to gain up to date knowledge, to question and change practice, promoted academic credibility and a raised professional status. Penny concludes that though continuing professional development impacts positively on nurse's performance there is need for more rigorous studies in developing countries to understand the impacts of continuing professional development on nurse's job performance.

Evans et al (2007) in a study to understand the impacts of continuing professional development on nurses in Ireland indicated that there are a number of stressors that nurses experience due to participation in continuing professional development. These include pressure of preparing for examinations and assignments, trying to balance work commitments and the prospect of examinations. They argued in their findings that nurses very often work in shift patterns, which may adversely affect a regular study pattern. The sheer volume of study and preparation required may be difficult for nurses already committed to a demanding career. Although attendance at the programme or getting time were reported to cause only a little stress, educational establishments may need to consider providing more flexible study options to nurses such as web-based learning which would be less demanding on their time and allow time for study. At the same time, managers in the health service need to consider providing support mechanisms to staff such as more flexible working hours.

Murphy et al (2005) in a study established that engaging in continuing professional development activities will lead to significant benefits for both the employing organization and the individual. They cited the following as benefits for those in the nursing profession; updating the knowledge and skills of participants, increasing an individual's motivation to remain within the nursing profession and committing individuals to a process of continuous learning. However they argued that the myriad of benefits for the organization stem from the individual's improved capabilities and increased levels of commitment to the service. Such benefits include the retention of staff and the enhancement of the profession's overall standing. Through their findings they indicated that the realization of these benefits is to a certain extent dependant on the organization meeting the expectations of those engaged in the continuing professional development process. This is because if one is continually learning new skills and updating knowledge, they expect to be a more suitable candidate for promotion.

2.4 Employee Performance

Brumbrach (1998) argues that performance means both behavior and results. Behaviors emanate from the performer and transform performance from abstraction to action. Kane (1996) argues that performance is something that the person leaves behind and exists apart from the purpose. Bates and Holton (1995) observed that performance is a multi-dimensional construct, the measurement of which varies, depending on a variety of factors. They state that it is important to determine whether the measurement objective is to assess outcomes or behavior. This definition provides for consideration of performance based on the behaviors of individual employees, or the outcome or results of those

behaviors. The choice of either of the two depends on the environment in which an employee is working. Weiss and Harte noted that performance management is a process for establishing a shared understanding about what is to be achieved, and an approach to managing people that increases possibility of achieving success, performance can also be measured in terms of achievement (Armstrong and Baron, 2006).

2.5 Employee Professional Development and Performance

Organizational growth and development is affected by a number of factors of which professional development plays a considerable role. Professional development plays an important role in placing organizations in better positions to face competition and to improve service delivery to consumers. Existing literature presents evidence of effects of training and development on employee performance. Some studies have looked at performance in terms of employee performance in particular (Purcell et al, 2003) while others have looked at it broadly as organizational performance (Guest, 1997). The former is at the level of individual employee while the latter is at organizational level. The focus of the present study is on employee performance.

Wright & Geroy (2001) suggest that employee competencies change through effective professional development and thus not only improves the overall performance of the employees to effectively perform their current jobs but also enhances their knowledge, skills and attitude for the future job demands, thus contributing to sustainable organizational performance. Professional development has been proven to generate performance improvement related benefits for the employee as well as for the

organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and appropriate behavior (Guest, 1997). Swart et al. (2005) on the other hand, argue that professional development is not enough and employees need to constantly adapt to new requirements of job performance.

According to Al-Ahmadi (2009) professional development can positively impact on the nurses job performances. However, he argues that for professional development to have any positive impact on nurses' job performance it ought to addresses the nurses needs and the changing circumstances in the nursing profession. Professional development may portend positive impact on nurses' job performances but it has profound positive influence only in conjunction with other factors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter seeks to explain how the research was conducted and the procedures and the processes that was used to achieve the purposes of the study. It outlines the research design, target population, sample design, data analysis and presentation.

3.2 Research Design

The approach to this study was that of a cross-sectional descriptive survey. The design was suitable for the study because of the large number of respondents and the fact that data was collected at one point in time.

3.3 Target Population

The target population that was studied during this survey was the 1450 professional nurses working in Nairobi City County in Kenya.

3.4 Sample Design

Random sampling technique was used in this study to select a sample of nurses from the population that is dispersed within Nairobi City County. The sample size was 15% of the total nurse population of 1450 in Nairobi City County. The sample size per facility was 15% of the total number of nurses. (See Appendix 1).

3.5 Data Collection

The study used primary data. Primary data was collected using a structured questionnaire with closed ended questions. The closed ended questions was in a likert-type of scale that did seek to gauge the degree to which the respondents agree or disagree with statements the effect of continuing professional development to their performance. The questionnaire had two sections. Section A was for biodata purposes, where the researcher sought to know the personal information of the respondents. Section B was to show the perceptions of the respondents on effects of professional development on job performance. The researcher used a drop and picks method of data collection.

3.6 Data Analysis

The data was analyzed using statistical package for social sciences software (SPSS). The raw quantitative data was cleaned, coded, entered into SPSS software and then analyzed. Frequency distribution and descriptive statistics was used to determine a general profile of the nurses through summing and categorizing variables such as gender, age, qualifications, years of nursing experience and other items. Cross-tabulation and correlation analysis was a used to help understand the relations between the two variables. The analyzed data is presented in form of Figures and Tables.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the data analysis and the results. The purpose of the study was to establish the perceived effects of continuing professional development on nurse's job performances in public health facilities in Nairobi County, Kenya. The results of the data collected is presented under the following sections; response rate, socio-demographic data and effects of continuing professional development on employee performances.

4.2 Response Rate

The sample size of the study was 217. However, data was collected from only 131 respondents which translated to a response rate of 60%. This was occasioned by different public health facilities having more conditionality for data collection, unfavorable schedules of the respondents with a good number working during the night thus hindering contact and absence of some of the respondents from their work place during time of data collection.

4.3 Demographic Data

This section covered the respondents' gender, age, qualifications and years of experience.

4.3.1 Gender Distribution

The respondents were asked to indicate their gender. Table 4.1 depicts the respondents' gender distribution. Of the respondents, 16% (n=21) were males and 84% (n=110) were females.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	21	16%
Female	110	84%
Total	131	100

Source: (Author, 2014)

4.3.2 Respondents' Age Distribution

The respondents were asked to indicate their age in years. Table 4.2 depicts the respondents' age distribution. The respondents were distributed by age as follows; 11.5% (n=15) were between 20-29 years old; 42% (n=55) were between 30-39 years old; 28.2% (n=37) were between 40-49 years old and 18.3% (n=24) were 50 years and older.

Table 4.2: Age of the Respondents

Category of Age	Frequency	Percentage
20-29 years	15	11.5%
30-39 years	55	42%
40-49 years	37	28.2%
Above 50 years	24	18.3%
Total	131	100

Source: (Author, 2014)

4.3.3 Respondents' Basic Qualifications

The respondents were asked to indicate their highest level of nursing qualification as shown in Table 4.3. Of the 131 respondents, 17.6% (n=23) were certificate holders; 70.2% (n=92) were diploma holders while 12.2% (n=16) indicated that they possessed bachelor's degree.

Table 4.3: Highest Nursing Qualification of Respondents

Level of Education	Frequency	Percent
Certificate	23	17.6%
Diploma	92	70.2%
Undergraduate	16	12.2%
Total	131	100

Source: (Author, 2014)

4.3.4 Respondents' Years of Practice after Basic Qualification

The respondents were asked to indicate how many years of experience they had after obtaining their basic qualifications. 6.9% (n=9) of the respondents had 0-3 years of experience, 24.4% (n=32) had 4-7 years, 9.2% (n=12) had 8-11 years, 16.8% (n=22) had 12-15 years and 42.7% (n=56) had 15 years and more (See Table 4.4 below).

Table 4.4: Respondents' Years of Service

Years of Practice	Frequency	Percentage
0-3 years	9	6.90%
4-7 years	32	24.40%
8-11 years	12	9.20%
12-15 years	22	16.80%
Over 15 years	56	42.70%
Total	131	100

Source: (Author, 2014)

4.4 Effect of Continuing Professional Development on Employee Job Performance

This section outlines the respondents' perceptions on the extent to which continuing professional development affects their job performance. The table below shows the means and standard deviations of research parameters that were believed to contribute to the study.

Table 4.5: Means and Standard deviation of Likert Scale Items

Item	Means	Standard Deviation
Improved Job Performance	3.24	1.26
Improved Patient Care	3.93	1.13
Improved Skills and Competencies	4.12	0.992
Latest Knowledge on Patient Treatment	3.91	1.13
Addressing Performance Challenges	3.89	1
Important for Performance Improvement	4.43	0.93
Grand Weighed Average Mean and Standard Deviation	3.92	1.073

Source: (Author, 2014)

The study findings showed that the nurses were in agreement that continuing professional development has led to improvement in their job performance. This is reflected through the aggregate mean and standard deviation of the study which are 3.92 and 1.073 respectively. The aggregate mean of 3.93 when rounded to the nearest value equals 4 which indicated that the nurses perceived continuing professional development to have improved their job performance to a great extent. The aggregate standard deviation on the one hand fully reflects that the nurses were in agreement that continuing professional development has improved their performance to a great extent. This is because as standard deviation nears 1 then there it can be deduced that the nurses were generally affirming that continuing professional development has led to an improvement on job performance to a great extent. However the results of the study also showed that nurses

had varying views on how the continuing professional development has led to the improvement of job performance as relates to its various components studied. The findings of the component parameters are discussed below.

The respondents were asked if they believe that continuing professional development has improved their job performance, with performance as an individual component. The study results showed that most respondents were not sure if participation in continuing professional development had improved their job performance. This is indicated with a score of an aggregate mean of 3.24 which when rounded up equals to three thus showing neutrality from a total score of 5. When the respondents were asked if continuing professional development had improved their patient care, majority of the nurses were in agreement that participation in continuing professional development has improved their patient care. This is shown by a mean of 3.93 from a possible score of 5 which implies nurses believed that to a great extent their patient care had been improved.

The respondents were also asked if participating in continuing professional development had improved their skills and competencies and majority were in agreement that that it has improved their skills and competencies. This was reflected through the individual aggregate of 4.12 which shows that they agreed to a great extent. The respondents when asked the extent to which continuing professional development has given them the latest knowledge on patient treatment and a majority agreed to a great extent. The respondents also agreed to a great extent that continuing professional development had helped them to a great extent in addressing their performance challenges. They also indicated that

continuing professional development is important for performance improvement. This particular component had the highest mean of all at 4.43 and a standard deviation of 0.93 and this affirms that continuing professional development indeed was perceived by the respondent to be important for performance improvement.

4.5 Relationship between Job Performance Improvement and Respondents

Demographic Characteristics

During data analysis interesting findings were established on a possible relationship between the respondents' perception on performance improvement and their demographic characteristics. These select relationships are discussed in the following sections.

4.5.1 Relationship between Performance Improvement and Age of Respondents

The researcher sought to establish whether there was any relationship between the age of the respondents and their perceptions on improvement of job performance. Table 4.6 shows the findings from a chi-square test.

Table 4.6: Job Performance Improvement and Age of Respondents

Degree of Job Performance Improvement	Age of Respondents				
	20- 29 yrs	30-39 yrs	40-49 yrs	> 50 years	Total
Not at all	3	2	10	3	18
To a less extent	1	3	9	10	23
To a moderate extent	0	14	8	6	28
To a great extent	9	17	5	4	35
To a very great extent	2	19	5	1	27
Total	15	55	37	24	131

Chi-Square is 29.145 and P value is 0.004, $P < 0.05$

Source: (Author, 2014)

The study found that there was significant relationship between the respondent's age and their perception on the degree to which continuing professional development job performance. The results indicated that majority of respondents of ages 30-39 years believed that continuing professional development has improved their job performance. (Refer to the Table 4.6).

4.5.2 Job Performance Improvement and Respondents Level of Nursing Qualification

The researcher also conducted a chi-square test to establish whether there was any relationship between job performance improvement and the respondents' level of nursing qualification. Table 4.7 shows the findings.

Table 4.7: Job Performance Improvement and Respondents Level of Nursing Qualification

Degree of Performance Improvement	Level of Nursing Qualification			
	Certificate	Diploma	Undergraduate	Total
Not at all	2	12	3	17
To a less extent	5	14	0	19
To a moderate extent	5	25	4	34
To a great extent	7	28	3	38
To a very great extent	4	13	6	23
Total	23	92	16	131

Chi- Square is 9.036 and p-value 0.339, $p > 0.05$

Source: (Author, 2014)

The results of the study showed that there was no significant relationship between the respondent's level of nursing qualification and job performance.

4.5.3 Job Performance Improvement and Respondents' Years of Practice

On further comparison of the responses from the respondents who indicated that continuing professional development has improved their job performance and their years of experience, the findings were as indicated on Table 4.8.

Table 4.8: Job Performance Improvement and Respondents' Years of Practice

Level of Performance	Years of Practice					
	0-3 yrs	4-7 yrs	8-11 yrs	12-15 yrs	over 15 yrs	Total
Not at all	0	3	3	8	3	17
To a less extent	0	5	5	4	5	19
To a moderate extent	1	8	3	3	19	34
To a great extent	8	12	0	6	12	38
To a very great extent	0	4	1	1	17	23
Total	9	32	12	22	56	131

Chi-square is 53.392 and P-value is 0.0007, $p < 0.05$

Source: (Author, 2014)

The results of the study found out that there was a significant relationship between years of practice and job performance improvement. This was indicated through the results that indicated that nurses with over 15 years of practice believed more that continuing professional development has improved their job performance.

Discussion of Findings

The study finding established that majority (84%) of the respondents were females. This could be a possible reflection of the fact that nursing is still predominantly a female profession. These results are consistent with Penz, et al (2007) findings on barriers to

participation in continuing education among rural and remote nurses that established that 93.5% of the participants were females.

Majority of the nurses who participated in the study (53.5%) were 39 years and below. This study is inconsistent with findings of Penz et al (2007) that indicated that majority of the nurses (68%) were aged 40 years and older. However the study also revealed that younger nurses at the entry level ages of 20 – 29 years were the fewest among all the age groups. This finding may be of interest to the institutions that train nurses as well as the employer since it shows that maybe is reduced number of people interested in the profession among the young people. The study found that of the respondents majority of the nurses had 12 years and above of experience. These findings concur with the findings of Zeller et al (2011) who found that majority of nurses in their study had 10 years and above of experience.

Through the findings it was established that majority of the respondents (70.2%) possessed diploma as their highest level of qualification. This is consistent with the government upgrading certificate nurses to diploma nurses while setting the minimum qualification as diploma (Nursing Council of Kenya. 2011). These results are also consistent with Onyango (2012) who found out that 63.8% of the participants in her study had diploma in nursing as their highest level of nursing qualification.

On the perceived effect of continuing professional development on job performance the study findings showed that majority of the respondents were of the view that continuing

professional development has led to an overall improvement on job performance. These findings show that to all the nurses continuing professional development has improved some component of performance improvement. Performance improvement has many components that need to be targeted in order to achieve a significantly higher measure. These findings are consistent with the findings of Yaghoubi et al (2013) who established that continuing professional development is only one of the factors that can lead to improved performance by the nurses.

The study findings show that majority of the nurses believed that participating in continuing has positive influence on their nursing practice outcomes with a focus on quality of output. These include acquisition of latest knowledge on how to treat clients, which contributes to improved skills and competencies and improved patient care. These findings serve to show that continuing professional development has a direct benefit on patients care through provision of quality care. These findings are in tandem with the work of Burhans (2010) who mentions that professional development plays a key role in improving the nurse's quality of care. The findings are also consistent with Fiona (2007) who found that when respondents were asked to rate the importance of continuing education for nurses' performances, majority of nurses (73%) rated it as being important to performance improvement. Hughes (2005) also found that 80% of the nurses recognized continuing professional development to be important on nurses work performance with respondents attributing the reasons of importance to improving the quality of nursing care; increasing nurses' self-confidence and self-esteem.

The study findings also revealed that majority of nurses who believed that continuing professional development had improved their job performances were nurses who had worked for more than 15 years. Through the findings it was also established that majority of these nurses who had worked for at least 15 years were in administrative positions thus exposing them to many continuing professional development opportunities .This is unlike the nurses who had worked only for three years who felt that they could only be considered to participate after their senior were considered first.

Lastly the study established that continuing professional development has helped the nurses in addressing their performances challenges. These performances challenges may have to do with skills deficiencies and competencies. This is indicative of the direct benefit that continuing professional development in addressing some of the barriers to job performance improvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, conclusion, recommendations and limitation of the study.

5.2 Summary of Findings

The findings of the study indicated that majority of nurses are females (84%) with the remaining being males. This could also be a reflection of the fact that nursing is still predominantly a female occupation. The findings of this study show that there are more females than males in the public health care facilities, with the female to male nurse ratio of 5 to 1. The findings were also indicative that most respondents were 53.5% (n=70) were 40 years and below while only 46.5% (n=61) were above 40 years older.

Majority of the respondents (70.2%) of nurses possessed diploma as their highest level of qualification. The study found that of the respondents, 59.5% (n=78) had 12 years and more experience and 40.5% (n=53) had less than 12 years' experience. A key finding of the study was that only 9 of the 131 nurses who responded had less than 3 years' experience.

The study revealed that majority of respondents were in agreement that continuing professional development does improve their job performance improvement. However, looking at individual components of performance that the respondents were given, a very

big number (mean of 4.43) believed that continuing professional development had helped them address their performance challenges. This could be as a result of continuing professional development being used as an intervention to address performance gaps, thus contributing to improved performance. The second component of performance where the respondents felt strongly that continuing professional development contributed to is improved skills and competencies (mean of 4.12).

In light of the above results, it was established that there was significant relationship between ages of respondents and job performance improvement, with most of the respondents who believed that continuing professional development has led to job improvement being of ages 30-39 years. The findings also showed that the years of practice of the respondents did have significant effect on job performance improvement from the views of nurses having more than 15 years of practice.

5.3 Conclusion

Overall the nurses in the study felt strongly that continuing professional development has a positive effect on their job performance. However this feeling was more pronounced in nurses between 30-39 years and with more than 15 years of practice. This means therefore that there is need to establish what will positively affect the performance of the younger and the older nurses to enable them perform at higher levels.

5.4 Recommendations

The aim of continuing professional development is to ensure that professional nurses develop continually and grow professionally in terms of their knowledge and skills that will enable them to provide safe nursing care and improve their performance at work. Based on the findings and the literature review, the researcher recommends the following;

The Nursing Council of Kenya should review their mandatory policy for nurses to participate in continuing professional development and align it with nurse's needs, expectations and performance improvement goals.

Nairobi City County government needs to promote continuing professional development and provide continuing professional development activities that are in line with the nurses' needs and expectations to further improve their job performance.

There is need for Nairobi City County government and other stakeholders to develop a framework to guide in selection of nurses that need to be participate in continuing professional development activities thus catering for all the staff in an equitable manner.

Nairobi City County government should address other enabling factors that may affect job performance thus enhancing performance improvement since continuing professional development on its own may not be the only contributor.

5.5 Further Study

There is need for further research on the subject in other settings since this study was only limited to Nairobi City County and may not be useful in generalizing the perception of all nurses on the effect of continuing professional development on employee job performance.

5.6 Limitations of the Study

The non-response rate was high at 40%. This was occasioned by some facilities imposing stringent requirements to allow the researcher to collect data. These facilities were therefore left out in the study.

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APPENDICES

Appendix I: List of Health Facilities

Facility	Number of Nurses	15% of the total population
Babadogo Health Centre	18	3
Bahati Health Centre	21	3
Chandaria Health Centre	3	0
Dagoretti Approved Dispensary	9	1
Dandora I Health Centre	19	3
Dandora II Health Centre	21	3
Eastleigh Health Centre	32	5
Embakasi Health Centre	26	4
Huruma Dispensary	27	4
Jericho Health Centre	14	2
JKIA Health Centre	32	5
Kabete Approved Dispensary(Lower Kabete)	13	2
Kahawa Dispensary	3	0
Kahawa West Health Centre	26	4
Kangemi Health Centre	23	3
Kariobangi Health Centre	32	5
Kasarani Health Centre	5	1
Kayole I Health Centre	15	2
Kayole II Sub-District Hospital	17	3
Kenyatta National Hospital	236	35
Kibera D.O. Dispensary	14	2
Langata Health Centre	21	3
Loco Dispensary	15	2
Lunga Lunga Health Centre	8	1
Makadara Health Centre	17	3

Mama Lucy Kibaki Hospital - Embakasi	87	13
Mathari Hospital	225	33
Mbagathi District Hospital	206	31
Nairobi Remand Prison Health Centre	15	2
National Spinal Injury Hospital	82	12
National Youth Service HQ dispensary (Ruaraka)	14	2
Ngaira Rhodes Dispensary	6	1
Ngara Health centre	12	2
Ngong Road Health Centre	4	1
Njiru Dispensary	5	1
Pumwani Maternity Hospital	63	9
Riruta Health Centre	12	2
Ruai Health Centre	14	2
State House Dispensary	2	0
Umoja Health Centre	7	1
Waithaka Health Centre	8	1
Westlands Health Centre	21	3
TOTAL	1450	217

Appendix II: Questionnaire

SECTION A: Demographic Data

1. Tick your age bracket

20-29yrs [] 30-39yrs [] 40-49yrs [] Over 50yrs []

2. State your gender

Male [] Female []

3. What is your highest completed level of nursing qualification

Certificate [] Diploma [] Undergraduate [] Master's degree []

Others (*Specify*) _____

4. How long have you been practicing nursing

0-3yrs [] 4-7yrs [] 8-11yrs [] 12-15yrs [] Over 15yrs []

SECTION B: Effect of continuing professional development on employee Performance

Rate the extent to which each of the following statements is true regarding the effect of continuing professional development on employee performance:

1. Not at all
2. To a less extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

<i>Statement</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Participation in continuing professional development has improved my job performance					
Continuing professional development has improved my patient care					
Continuing professional development has improved my skills and competencies					
Continuing professional development has improved my techniques in nursing care					
Continuing professional development has led me to be more valued by the community members I serve					
Continuing professional development has given me latest knowledge on how to treat clients					
Continuing professional development activities like workshops and seminars have led to more workload					
Continuing professional development has helped me address my performance challenges					
Continuing professional development is important for performance improvement					
Others (<i>Kindly State</i>)					