

EMPOWERMENT OF LEARNER NURSES WARD MANAGEMENT BY NURSE MANAGERS IN TEACHING HOSPITALS OF LAHORE, PAKISTAN

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ABSTRACT

INTRODUCTION: Empowerment is giving the freedom to a person to make decisions according to his own judgments. In nursing profession the empowerment is allowing a nurse to do whatever is best according to situation without taking prior permissions from senior management. Nursing students are the learners who are going to face tough real life situations in near future so it is recommended for nursing students that they start active participation in ward management. Especially for the third year students it is necessary to provide them ground while they are learning leadership and management.

METHODOLOGY: The instrument used for data collection was adopted questionnaire and convenient sampling technique was used in this research study. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. Data were analyzed using SPSS-21 to calculate relative frequencies and means.

RESULTS: Finding of this study of third year learner nurses was between 18 to 26 years. This chapter includes 2 portions of analysis. First analysis was demographic variable and second analysis Empowerment of learner nurses variable consists of 32 specific questions. 32 items (1-10) were questions of participation decision making in unit management, (11-27) power sharing in ward management and (28-32) of motivation strategies in the nursing unit. All questions were on Likert scale 1=totally disagree, 2=strongly disagree, 3=disagree, 4=uncertain, 5=agree, 6=strongly agree, 7=totally agree. The data were re-categorized from totally disagree to disagree into disagree (1-3=1), uncertain (4=2) and from totally agree to agree into agree (5-7=3). This chapter includes 2 portions of analysis. First analysis was demographic variable and second analysis Empowerment of learner nurses variable consists of 32 specific questions. 32 items (1-10) were questions of participation decision making in unit management, (11-27) power sharing in ward management and (28-32) of motivation strategies in the nursing unit. All questions were on Likert scale 1=totally disagree, 2=strongly disagree, 3=disagree, 4=uncertain, 5=agree, 6=strongly agree, 7=totally agree. The data were re-categorized from totally disagree to disagree into disagree (1-3=1), uncertain (4=2) and from totally agree to agree into agree (5-7=3).

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KEYWORDS: Empowerment, Learner Nurses, Nurse Manager

1 INTRODUCTION

Empowerment is giving the freedom to a person to make decisions according to his own judgments. In nursing profession the empowerment is allowing a nurse to do whatever is best according to situation without taking prior permissions from senior management (Brown, Wickline, Ecoff, & Glaser, 2009). This is necessary to allow nursing staff to do whatever is best to do at the specific time of decision making (Raup, 2012). Job satisfaction is also associated with empowerment i.e. A person can never feel satisfied in an environment where he can't do anything at

his own (Teixeira et al., 2015). The order of always asking before doing any tasks may cause a disturbed mental state because in some emergency situation a nurse may not find enough time to take permissions e.g. for the use of medicine from emergency crash cart (Teixeira & do Céu Barbieri-Figueiredo, 2015). Nursing students are the learners who are going to face tough real-life situations in near future so it is recommended for nursing students that they start active participation in ward management. Especially for the third year students it is necessary to provide them ground while they are learning leadership and management (Lee & Cummings, 2015). The ward management situations are found to be more appealing for male nursing learners because they like to show their management skills (Thyer, 2013). Furthermore, this is more likely to allow the nursing learners to deal with unit management issues as it will develop confidence and improve management skills of future nurses. The study findings also show that 67.8% of students want to be an active part of ward management (Karien Jooste & Mia, 2015). In teaching hospitals where everything is under supervision, learner nurses should be allowed to make situational decisions and then these situations and scenarios should be discussed with senior nursing managers (Laschinger, Grau, Finegan, & Wilk, 2010). This will bring positive change in nursing management skills and provide opportunities for learner nurses to learn from senior's experiences (Yoder-Wise, 2014). Empowering learner nurses is a vital component and provides student nurses with the chance to consolidate intellectual, psychomotor, and affective abilities. In Pakistan, study results suggested that not all teaching hospital settings are able to provide opportunity to empower learner nurses. This leads to lack of confidence and low self-esteem (Gulzar et al., 2016). In the starting days, the students should learn management and leadership and after they had got clearer concepts, they should be provided with the opportunity to deal with ward management and apply the theories they have learned in academic routines. This thing will help to improve the decision making and creativity of nursing students (Grohar-Murray, DiCroce, & Langan, 2016). According to the research conducted in Egypt to find out the nursing students' empowerment in ward management it has been found that 30% of nursing students of first year, more than two-thirds (70%) of second year and about 80% of third year nursing students were empowered in their wards and these students were found to be 65% more satisfied than their unempowered fellows. This has also been found that satisfaction level is directly related with assertiveness in ward management and more than 60.4% of nursing students were found to be assertive (Ibrahim, 2011). Study conducted to find out the clinical education and training in European countries revealed that the 1st and 2nd year nursing students are not fully allowed to make decisions at their own because there is a risk of taking wrong decisions which were against hospital policy or may be not good for administrative point

of view, as these students don't have enough clinical exposure as compared to 3rd year nursing students who are given almost free hand to deal with situations at their own because of having much better clinical experience and knowing the appropriate administrative protocols i.e., knows how to deal with a medicolegal case (Antohe, Riklikiene, Tichelaar, & Saarikoski, 2016). The results of a longitudinal study conducted by (Bradbury-Jones, Irvine, & Sambrook, 2010) explore that different motivational strategies should be used to increase the sense of empowerment of learner nurses. Researcher also suggests that nursing students can also use own developed strategies like showing confidence and having knowledge regarding nursing management moreover the core strategies should be made by ward managers to increase learner nurses' sense of empowerment (Bradbury-Jones et al., 2010). Self-management is necessary for healthcare professionals especially in nurses as they have to manage it all merely alone while managing a ward at their own. A good manager has the ability to take initiative and he has knowledge and skills to make the decisions. This can only be brought when a person has practiced enough with his autonomy being intact (Grohar-Murray et al., 2016).

PROBLEM STATEMENT

In a clinical setting learner nurses' are being ignored on management learning as they are not empowered enough to take part in managerial issues. The available literature also signifies the importance of learner nurses' empowerment in ward management as a motivational factor for quality care and quality administration skills. In many nursing schools and colleges the nursing students are not empowered enough to do ward management. It is a common practice in teaching hospitals that ward management staff limits the nursing students' approach to patient care only and nursing students are not allowed to even listen to the discussion of ward managers. Learner nurses should be involved in routine ward management tasks to bring a sense of responsibility and make them good future managers. .

AIM OF THE STUDY

This purpose of the study is to explore the empowerment of learner nurses in ward management by nurse managers in teaching hospitals of Lahore, Pakistan

SIGNIFICANCE OF THE STUDY

The significance of the study for nursing institutes as well as for teaching hospitals. The result of the study can be utilized by nursing institutes to plan the clinical learning objectives for learner nurses' in clinical setting. This study gives information about the problems, and organization was taken as a measure to solve that issue. Furthermore, the finding of this study will help health care organizations to develop strategies to empower learner nurses. The result of the study will help the organization to improve the managerial skill of ward managers through arranging workshops, seminars and lectures for empowerment of learner nurses in ward management which will enhance the quality care and prestige of hospitals. The result of this study can also be

used for bringing awareness regarding learner nurses empowerment in ward management.

CONCEPTUAL FRAME WORK

In the model of empowerment by Jooste (1997) three concepts of empowerment are highlighted. Power-sharing is meant to promote fair distribution of power, responsibility and authority. It encourages distribution of power through giving learner nurses the authority to take some of the decisions in the wards e.g. a learner nurse can be allowed to order medication if she sees that the unit might run out of stock. A participative decision-making process encourages problem-solving and ensures a positive work climate and team spirit through involving learner nurses in updating the procedure manuals and protocols in the unit. Motivation-supported enrichment systems, acknowledgement systems, reward systems and feedback systems are important in ensuring that learner nurses remain empowered when they perform their day-to-day activities in the units. Empowerment is also ensured through the delegation of enriching tasks as well as giving praise as a reward system when the delegated tasks have been done according to set expectations.

RESEARCH QUESTION

What is perception of learner nurses regarding their empowerment in ward management by nurse managers in teaching hospitals of Lahore, Pakistan?

II LITERATURE REVIEW

Many factors support the empowerment of learner nurses. The nurses with no authority of management were found to be less satisfied with their job positions and this thing results in depersonalization and burnout. This thing also affects the job retention policies of many hospitals which affects the quality care and overall employee sincerity matters (Spence Laschinger, Leiter, Day, & Gilin, 2009). In a place where workers think about leaving as soon as they get a better opportunity the employee behavior and professionalism can never be above the mark. On the other hand the nurses should have good management skills to manage the situation in their routine life for this purpose the learner nurses should be engaged in ward management since learning stage which will help to produce better nursing managers (SMITH, Andrusyszyn, & Spence Laschinger, 2010). According to the research conducted in Egypt to find out the nursing students empowerment in ward management it has been founded that 30% nursing students of first year, more than two third (70%) of second year and about 80% students of third year nursing was empowered in their wards and these students found to be 65% more satisfied than their unpowered fellows. This has been also founded that satisfaction level is directly related with assertiveness in ward management and more than 60.4% of nursing students were found to be assertive (Ibrahim, 2011). Study conducted by Laschinger shows that for getting a better nursing workforce it is highly

recommended that they should get a balanced, healthy and supportive environment. This thing will promote job satisfaction which will result in better hospital environment and quality of nursing care associated with lesser ratio of transferred out patients (Laschinger, 2008). Another study also suggests that the learner nurses also make their judgments since their start of clinical rotations that what they prefer as their first employment place and definitely they chose where empowerment and autonomy is certified (Dyess & Sherman, 2009). In an empowered setup the learner nurses are found to be more engaged in doing their clinical duties because they have access to all the supportive learning material which enhance their professional relation along with emotional attachment to the nursing supervisor and they don't want to leave. Formal and informal relationship with peers, co-workers and supervisors enables them to get their goal which develops professional sagacity in learning nurses (Kelly & Ahern, 2009). Laschinger (2005) considered empowerment a psychological response as he focused on the empowerment as an intimate response to a specific condition in a working environment which guides the nurses to experience a sense of betterment, competency and one's self more confident about facing any challenge in their clinical working environment. Another study also suggests that to get the most from the employees the more favorable working environment is necessary. Moreover the study conducted in Australia shows the strong relationship between structural and psychological empowerment with the commitment, loyalty, job satisfaction and spirit of job as well as quality of assigned works, ward management and patient management (Halfer & Graf, 2006). According to a study conducted in West Indies to know the factors affecting level of satisfaction, the learner nurses level of satisfaction is associated with friendly working environment as study results shows that among 76 participants the 74% nursing students stated that they are satisfied with their clinical experience because they have the freedom to manage their assigned wards on the other hand 26% nursing learner reported that they are not getting co-operation from ward managers and are disappointed regarding their skill development (Onuoha, Prescott Carter, & Daniel, 2016). The study conducted by Knol and Van linge (2009) revealed that the empowerment of nurses in ward management should be promoted but a boundary should be there, it is necessary to give the nurses a better environment of work but that doesn't mean to allow them all for making decisions at their own which affects the hospital or organizational policies. Especially in the case of learner nurses as they are not much aware of hospital policies and SOP's so a supervision is highly recommended (Knol & Van Linge, 2009). A learner nursing student may have less professional attitude which may

affect the ward management for example utilization of resources on a single person due to sympathy or any kind of emotional attachment (Antohe et al., 2016). The study of Heather conducted in Australia shows the relation between learner nurse empowerment and quality of patient care. This quantitative study shows that where structural empowerment is high patient perception regarding quality of care is also high. The collected data shows that in ICU the learner nurse empowerment is about 90% and patient satisfaction is found to be 75%. In surgical ward the nurses' empowerment was 86% and patient satisfaction was 81% whereas the nurses' empowerment in dialysis center was 44% and patient satisfaction rate was 51%. This statistic shows that if learner nurses are empowered enough the quality care for patient is also improved (Laschinger, Read, Wilk, & Finegan, 2014). There are three main components of nursing empowerment, at the one is power sharing on work place which means the opportunity to promote and provide empowerment, the sense of within a person to be get empowered and belief that there is a sense of power in the relationship and caring that nurse provides. These three components are at the utmost priority for setting up an environment where both the registered nurses and learning nurses have opportunity and urges to call upon their management skills (Goedhart, Oostveen, & Vermeulen, 2017). Furthermore a research work conducted in China shows that the empowerment characteristics appear to play a mediating role between the nurse practice environment and teaching hospital management on the one hand and outcome variables on the other (Guo et al., 2016). Study results revealed that nursing students want to be empowered in ward management as more than 80% of respondents shows a positive attitude about getting empowered in ward management however about 15% students says that at the learning stage the empowerment is not compulsory and 5% learning nurses remain neutral about getting empowerment in ward management (Kennedy, Hardiker, & Staniland, 2015). Autonomy and self-determination are the factors that should be keep intact for learner nurses to make them a good nursing manager. If the autonomy is compromised it effects the self-determination which may result in loss of interest in nursing profession

III. METHODOLOGY

STUDY DESIGN

This study descriptive cross-sectional research was be done, as the researcher want to explore the learner nurses' experience of empowerment in unit management by ward managers. Cross-sectional study design is selected because it allows to take the information from participants at the specific point of time in data collection (Mertens, 2014).

TARGETED POPULATION

The targeted population of this Study was third year learner nurses enrolled under diploma nursing programs at School of Nursing General Hospital Lahore and School of Nursing Services Hospital, Lahore. Study population is 100 for this research.

SAMPLING TECHNIQUE

Convenient sampling technique was used in this research study. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Mertens, 2014).

Simple size:

Sample size was calculated by using "Solving formula".

$$n = N / 1 + (N) (e)^2$$

In the event that total population is 300

In the event that N=Population, n=Sample estimate, e = 5%
Margin of mistake Confidence interim 95%

$$n = N / 1 + (N) (e)^2$$

$$n = 100 / 1 + (100) (0.05)^2$$

$$n = 100 / 1 + (100) (0.0025)$$

$$n = 100 / 1 + 0.25$$

$$n = 100 / 1.25$$

$$n = 100$$

My sample size will be 100

RESEARCH TOOL

A well-constructed close ended questionnaire was distributed among student of Hospitals, Lahore. In this Hospitals base project tool will be questionnaire for collecting information. Questionnaire will be adopted from article title "Empowerment of Learner Nurses Ward Management by Nurse Managers in Teaching Hospitals of Lahore, Pakistan."

ETHICAL CONSIDERATIONS

All ethical principles was followed in conducting the study, the autonomy of participants was maintained by taking written informed consent from the participants. Confidentiality of study participants was maintained by keeping their information under lock and key. Furthermore, no participant shall be forced to take part in the study and only the true results of the study was revealed. Ethical approval from the ethical review board of Lahore School of Nursing was obtained and an informed consent was attached with each questionnaire to provide enough information about the researcher and type of research to the participant.

DATA COLLECTION PLAN

In this Study, Data was collected through well-structured pre designed questionnaire. It is closed ended as well as Likert scale Questionnaire (1 = Totally disagree, 2 = Strongly disagree, 3 = Disagree, 4 = Uncertain, 5 = Agree, 6 = Strongly agree, 7 = Totally agree) fulfilling the requirement of quantitative cross-sectional study. It is Adopted from the study of (Ntamane (2013)) "Empowerment of learner nurses in unit management by operational managers in an teaching hospital setting". The Questionnaire consist of four sections. First section is about the Demographics. While, second section consist of Questions related to Empowerment of Learner Nurse.

Furthermore, Third and Fourth section consist of Questions related to Power-Sharing in Ward Management and Motivation strategies in the nursing unit respectively.

DATA ANALYSIS:

Statistical analysis utilized by SPSS for Windows version 21. The information was compressed by engaging measurements utilizing the recurrence, rate and tables for categorical variables.

IV .RESULT

Table No.1: Demographic Data (Age)

Age (year)	Frequency(f)	Percent (%)
18-20 (year)	38	47.5%
21-23(year)	42	52.5%
Total	80	100.0%

Demographic Data analysis & result

The range of third year learner nurses age was between 18 to 26 years. According to data received from students table no 1 and figure no 1 below analysis is found that mostly selected sample was based on 18 to 20 year of students which were 38(47.5%) and 21 to 23 years of student which were 42(52.5%)

Table No 2: Empowerment of learner nurses in unit management by nurse manager in teaching hospitals

Hospitals	(f)	Percent (%)
General_hospital	40	50
services_hospital	40	50
Total	80	100

Table No.3: Frequency and Percentage of the Participant's response on each items.

S.#	Question	Disagree f(%)	Uncertain f(%)	Agree f(%)
1	Consults with the learner nurse in formulation of ward unit goals, e.g. implementing cost saving measures.	29(36.3%)	14(17.5%)	37(46.3%)
2	Involves the learner nurse in updating procedure manuals, e.g. changes to the new protocols for CPR (cardio pulmonary resuscitation).	21(26.3%)	21(26.3%)	38(47.5%)
3	Negotiates with the learner nurse in cases of unexpected changes that affect her /him, e.g. sudden need to change a shift because of a staff members who is absent.	30(36.1%)	17(21.3%)	33(41.3%)
4	Gives directions to the learner nurse on how to plan achievable objectives, e.g. how to plan reducing the bedsores by 10%.	26(32.2%)	22(27.5%)	32(40.0%)
5	Engages with the learner nurse where the learner nurse does not perform his/her delegated duties diligently.	23(28.8%)	22(27.5%)	35(43.8%)
6	Discusses the best approaches for handling conflict in the unit with the learner nurse.	32(40.0%)	15(18.8%)	33(41.3%)
7	Reaches mutual agreement with the learner nurse about performance appraisal criteria.	23(28.8%)	16(20.0%)	41(51.3%)
8	Allows the learner nurse to audit a patient's files to ensure that the file complies with the legal requirements of record keeping.	30(37.5%)	17(21.3%)	33(41.3%)
9	Interacts with the learner nurse in establishing order in the unit, e.g. guiding the nurses when the standards are purposefully violated.	80(100%)	0(0%)	0(0%)
10	Allows the learner nurse to share recommendations that might remedy an unpleasant situation, e.g. how to curb late-coming in the unit.	80(100%)	0(0%)	0(0%)

S.#	Questions	Disagree f(%)	Uncertain f(%)	Agree f(%)
11	Involves all learner nurses to develop policy guidelines for the unit.	80(100%)	0(0%)	0(0%)
12	Revises unit policies by taking the inputs of the learner nurse into account.	80(100%)	0(0%)	0(0%)
13	Let's the learner nurse attend meetings with him/her.	80(100%)	0(0%)	0(0%)
14	Gives authority to the learner nurse to draw up a duty roster to suit the needs of the unit.	80(100%)	0(0%)	0(0%)
15	Allows learner nurse to delegate responsibilities to the subordinates using a delegation book.	80(100%)	0(0%)	0(0%)
16	Delegates important tasks to the learner nurse, e.g. To interpret the financial statements for the unit.	80(100%)	0(0%)	0(0%)
17	Gives the learner nurse authority to take decisions, e.g. Ordering medicines for the unit.	80(100%)	0(0%)	0(0%)
18	Promotes critical thinking by teaching the learner nurse to take the lead in handling over shifts and single handily report on patients' conditions.	80(100%)	0(0%)	0(0%)
19	Encourages the learner nurse to apply leadership skills, e.g. Delegating the learner nurse with the necessary power to lead a shift or a cubicle.	80(100%)	0(0%)	0(0%)
20	Gives the learner nurse opportunities to contribute to the setting of the nursing care standards required in the unit.	80(100%)	0(0%)	0(0%)
21	Let's the learner nurse take part in the quality improvement processes by, e.g. Letting the learner nurse manage a situation with a dissatisfied patient.	80(100%)	0(0%)	0(0%)
22	Guides the learner nurse to resolve conflict that arises when one is in charge of the shift, e.g.	80(100%)	0(0%)	0(0%)
23	Does the ward round with the learner nurse to determine whether the staff members complete nursing tasks in line with their job descriptions.	80(100%)	0(0%)	0(0%)
24	Helps the learner nurse to take remedial action when the standards are not met.	80(100%)	0(0%)	0(0%)
25	Recognizes the learner nurse's inputs during discussions, e.g. On new healthcare treatments.	80(100%)	0(0%)	0(0%)
26	Gives praise when the delegated tasks have been done according expectations.	80(100%)	0(0%)	0(0%)
27	Delegates enriching tasks to the learner nurse, e.g. Attending a financial management meeting.	80(100%)	0(0%)	0(0%)

S.#	Questions	Disagree f(%)	Uncertain f(%)	Agree f(%)
28	Inspires the learner nurse to operate within the legal framework, e.g. to comply with safety and security legislation.	80(100%)	0(0%)	0(0%)
29	Stimulates the learner nurse's critical thinking skills by allowing the learner nurse to solve minor problems that arise in the unit, e.g. attend to two staff members who cannot be granted the same free weekend.	80(100%)	0(0%)	0(0%)
30	Allows the learner nurse to display leadership skills, e.g. influencing subordinates to take part in a new project.	80(100%)	0(0%)	0(0%)
31	Allows you to attend the staff development sessions.	80(100%)	0(0%)	0(0%)
32	Demonstrates to the learner nurse how to have courage during unpleasant experiences, e.g. when disciplinary measures have to be taken.	80(100%)	0(0%)	0(0%)

V . DISCUSSION

This cross sectional study examines the "Empowerment of Learner Nurses Ward Management by Nurse Managers in Teaching Hospitals of Lahore, Pakistan. From question 1 to 10 are question of decision making and scale was disagree, neutral and agree. The following were with percentage and frequencies .Consults with the learner nurse in formulation of ward unit goals, e.g. implementing cost saving measures was disagree 30(36.1) neutral 17 (21.3) and 33(41.3) were disagree. Involves the learner nurse in updating procedure manuals, e.g. changes to the new protocols for CPR (cardio pulmonary resuscitation).disagree 21(26.3%) neutral 21(26.3%) agree 38(47.5%). Negotiates with the learner nurse in cases of unexpected changes that affect her /him, e.g. sudden need to change a shift because of a staff members who is absent. Disagree 30(36.1%) neutral17 (21.3%) agree33 (41.3%). Gives directions to the learner

nurse on how to plan achievable objectives, e.g. how to plan reducing the bedsores by 10%. was disagree 26(32.2%) neutral 22(27.5%) disagree 32 (40.0%) Engages with the learner nurse where the learner nurse does not perform his/her delegated duties diligently. disagree 23(28.8%) neutral 22(27.5%) disagree 35(43.8%). Discusses the best approaches for handling conflict in the unit with the learner nurse. disagree 32(40.0%) neutral 15(18.8%) agree 33(41.3%) Reaches mutual agreement with the learner nurse about performance appraisal criteria. Disagree 23(28.8%) neutral 16 (20.0%) agree 41(51.3%) Allows the learner nurse to audit a patient's files to ensure that the file complies with the legal requirements of record keeping Disagree 30(37.5%) neutral 17(21.3%) agree 33(43.3%) Interacts with the learner nurse in establishing order in the unit, e.g. guiding the nurses when the standards are purposefully violated. Disagree Allows the learner nurse to share recommendations that might remedy an unpleasant situation, e.g. how to curb late-coming in the unit .all were Disagree 80(100%)

Power sharing

From question numb 11 to 27 were power sharing questions Involves all learner nurses to develop policy guidelines for the unit .Revises unit policies by taking the inputs of the learner nurse into account. Let's the learner nurse attend meetings with him/he. Gives authority to the learner nurse to draw up a duty roster to suit the needs of the unit. Allows learner nurse to delegate responsibilities to the subordinates using a delegation book. Delegates important tasks to the learner nurse, e.g. to interpret the financial statements for the unit. Gives the learner nurse authority to take decisions, e.g. ordering medicines for the unit. Promotes critical thinking by teaching the learner nurse to take the lead in handing over shifts and single handily report on patients' conditions .Encourages the learner nurse to apply leadership skills, e.g. Delegating the learner nurse with the necessary power to lead a shift or a cubicle. Gives the learner nurse opportunities to contribute to the setting of the nursing care standards required in the unit. Let's the learner nurse take part in the quality improvement processes by, e.g. Letting the learner nurse manage a situation with a dissatisfied patient. Guides the learner nurse to resolve conflict that arises when one is in charge of the shift, e.g. does the ward round with the learner nurse to determine whether the staff members complete nursing tasks in line with their job descriptions. Helps the learner nurse to take remedial action when the standards are not met. Recognizes the learner nurse's inputs during discussions, e.g. on new healthcare treatments. Gives praise when the delegated tasks have been done according to set expectations, Delegates enriching tasks to the learner nurse, e.g. attending a financial management meeting. All components were with disagree 80(100%)

VI. CONCLUSION

The study conclude that ward managers should be educated to involve the learner nurses in unit management so they can get the good exposure to the issues and get the better idea in problem solving approach. Empowerment in personality of learner nurses will help them in the future to take good decision and ultimate will improve the patient care

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