



Research Paper

The Contribution of English Language to Job Satisfaction, Organizational Commitment and Autonomy: A Case Study of Non-native Nurses

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Abstract

English has proven to be indispensable in organizational procedures and policies in addition to being the international language in today's world. Despite the fact that the medical industry members have a variety of educational backgrounds, levels of dexterity, and occupations, they are well known for using English extensively in clinical practices, policies, and communication. Therefore, the principal aim of the study is to explore the contributing role of learning or using general and medical English in enhancing job satisfaction, organizational commitment and autonomy in a cardiac setting for Egyptian nurses. To this end, a participant observation was conducted over six months to uncover the role of English in terms of nurses' job satisfaction, organizational commitment and autonomy. Then, based on the data analyzed, a framework of analysis was hypothesized. Following that, a 30-item questionnaire based on a five-point Likert scale was constructed using the hypothesized model of analysis and was disseminated to 259 nurses working at Magdi Yacoub Heart Foundation (MYF), Aswan Heart Centre (AHC), in Egypt. 115 nurses responded to the questionnaire. Results revealed that English significantly contributes to Egyptian nurses' job satisfaction, organizational commitment and nursing autonomy. This conduces medical sector stakeholders to consider professional development courses, such as English classes, in their strategic future plans for business expansion and organizational success if implemented correctly taking into consideration the surrounding environment.

Keywords: English and job satisfaction, English and organizational commitment, English and nursing autonomy, English in healthcare system, English for cardiac nurses

Received 02 Mar., 2023; Revised 10 Mar., 2023; Accepted 12 Mar., 2023 © The author(s) 2023.
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I. Introduction

Apart from being a lingua franca in today's world, English has proven to be instrumental in organizational practices and policies. People in various domains utilize English for their own purposes in different ways. With reference to this, there are two types of English taught to learners: English for General Purposes (EGP) and English for Specific Purposes (ESP). General English is concerned with real-life situations language whereas ESP is an approach that caters to the needs of certain groups of learners, namely those who are interested in learning professional skills and engaging in work-related activities (Falauş, 2017). Furthermore, a specialized form of English called English for Nursing Purposes (ENP) is taught in nursing and medical areas to assist students in their language acquisition and the skills they need for implementing their task effectively (Hutchinson & Waters, 1987).

As indicated by Ali and Watson (2018), the language barrier is conducive to several issues with respect to patients among which are missed appointments, reading care leaflets and treatment explanations. These issues could be significantly existent in nurses especially in education systems that rely on rote learning as the Egyptian one. Therefore, effective linguistic competence and communications skills for nurses are central in providing the optimum care for patients and ensuring their safety (Allan&Westwood, 2016). Thus, the nurse's ability to communicate in English is crucial for their ability to perform professionally. Enhancing organizational success requires effective English communication on all levels (Sursattayawong, 2006). In this sense, English is considered an important component in becoming a medical hub for the whole world (Sursattayawong, 2006; Lu, 2018).

The medical field is prominent in using English profusely in clinical practices, policies and communication among its members with all their differences in terms of educational background, dexterity and occupational level. Added to this, Pursio et al. (2021) stated that the nursing roles nowadays are changing constantly due to the technological advancement which leads to the identification of the factors affecting how nurses' act autonomously. In reference to this, (Brunner, 2010) identified three nursing roles categories: the practitioner role, the leadership role and the research role. In this sense, English has a role to play in order to enhance both nurses' autonomy, job satisfaction and organizational commitment.

On the importance of Continuous Professional Development (CPD), Serafin et al. (2019) argued that possibilities for great accomplishments, the development of professional abilities, and promotion could be crucial elements influencing job satisfaction. Added to this, Mlambo et al. (2021) claimed that to maintain high standards of nursing care through competent practice, organizations should properly fund and make continuing professional development accessible, and nurses should keep actively participating in it. Furthermore, King et al. (2021) concluded that in all settings, modern healthcare contexts demand effective CPD from nurses, and optimizing CPD is crucial to delivering person-centered, secure, and efficient treatment. Additionally, self-motivated, relevant, work-based learning makes CPD possible, and the impact of CPD is made feasible by effective leadership and a supportive workplace environment.

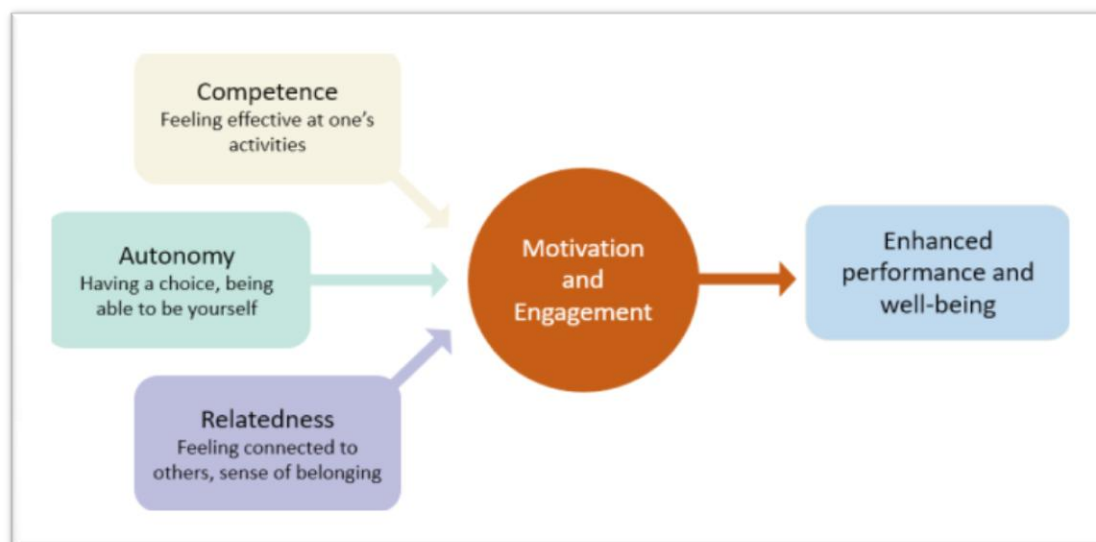
Pursio et al. (2021), on nurses' professional autonomy, claimed that in order to establish an engaging work environment, it is crucial to comprehend the multifaceted nature of professional autonomy, and possibilities for nurses to operate independently must be supported. Even though there are legislative constraints on their professional autonomy, nurses should be respected equally with physicians as members of the healthcare team and as an independent profession. Skar (2010, p. 2232) defined nursing autonomy as:

“The freedom to make clinical judgements, choices and actions in patient relationships depends on the possibility to get to know the patient, as well as the capability to understand and grasp situations and use knowledge and skills.”

Also, Kramer et al. (2006 as cited in Pursio et al., 2021) stated that nursing autonomy is concerned with self-governance, independence and responsibility. The concept of nursing autonomy is divided into clinical autonomy and professional autonomy. The former is about nurses' taking actions beyond standard patient care whereas the latter is concerned with nurses participating in decision making and development of patient care processes.

Nursing autonomy and job satisfaction are closely associated. Furthermore, Iliopoulou and While (2010) claimed that job satisfaction is moderately influenced by nurses' professional autonomy. Yet, according to Thurman (1977), job satisfaction “is a psychological characteristic, and, as such, has dynamic properties. This dynamism impels the worker towards a more satisfied state.” It is also defined as “a pleasure or positive emotional state resulting from the appraisal of one's job or job experience” (Lock 1976, p. 1304, as cited in Sansoni et al., 2016). Stride et al., (2008) divided the concept of job satisfaction into intrinsic and extrinsic; the former is concerned with people's emotions regarding the work such as variety, using skills and autonomy, the latter covers external features to work like the pay and the way of management in a firm. Furthermore, Deci and Ryan (2000) claimed that in order for individuals to enhance their performance and wellbeing, they have to be motivated and engaged. To reach this stage, they have to gain competence, autonomy and feel connected to their organizations (see Figure 1). Competence, Deci and Ryan (2000) maintained, is about the feeling of one's effect in an organization, autonomy is concerned with being able to make decisions and take the responsibility of the choices and relatedness has to do with the sense of belonging.

Figure 1
Self-determination Theory



Although there was no consensus among scholars concerning the concept of organizational commitment, it is fundamentally about the organization's members' attitude and behaviour towards their goals (Ahmad&Oranye, 2010). The concept is central to organizations constructing strategic plans and attempting to reduce employee turnover (Gutierrez et al., 2012). Aydin et al. (2011, p. 628) defined organizational commitment as "a definite desire to maintain organizational membership, identification with the purposes, successes of organization, the loyalty of an employee, and a willingness to exert considerable effort on the behalf of the organization.". Meyer and Allen (1991) conceptualized a three-component model to classify the concept of organizational commitment: affective, continuance and normative commitment. Affective commitment refers to the emotional attachment to the organization whereas continuance commitment refers to the awareness of the employees of the costs related to them leaving the organization and the normative one is connected with their obligation to stay at the organization.

There is paucity of literature with regard to the topic of the study. MoradimokhlesandHwang (2020), for instance, investigated the development of English language skills for nurses through online versus blended learning. Also, Alanazi (2022) explored the lack of interpretation service in Saudi hospitals for patients with limited English proficiency (LEP). Herzberg et al. (2022) explored the role of language in the healing process. Most of the studies are directed towards patients with limited English proficiency. However, a limited number of studies investigated the role of the English language towards hospitals and specialized health centers. Yet, according to the researcher's knowledge, none of the studies have investigated the role of English language in enhancing nurses' job satisfaction, organizational commitment and autonomy. Therefore, the study attempts to explore the role of learning or using general and medical English in the aforementioned areas in a cardiac setting with reference to Egyptian nurses. The study attempts to find answers to the following questions:

Research Question 1: To what extent does learning and using general and medical English contribute to job satisfaction for Egyptian Nurses?

Research Question 2: How does learning and using general and medical English enhance organizational commitment for Egyptian nurses?

Research Question 3: How does learning and using general and medical English enhance nursing autonomy according to Egyptian nurses' perceptions?

II. Methodology

The study employed a mixed method approach, quantitative and qualitative, in order to investigate the contributing role of the English language in enhancing job satisfaction, organizational commitment and finally professional autonomy of cardiac care nurses. It was also an exploratory study that, according to the perceptions of Egyptian nurses, discovered the way learning and using general and medical English influences job satisfaction, organizational commitment and nursing autonomy.

2.1 Participants

Concerning the observation process, the author observed the performance of the nursing administration and the results of the policies they produced and their implications along a period of six months. The participants in this observation were the nursing director and the nursing supervisors. The number of observation

participants was nine supervisors, the nursing director, and the nursing education department manager. All participants obtain bachelor’s degrees in nursing from Egyptian universities. Nursing supervisors have not less than ten years of experience in the field, the nursing director and the nursing education department manager have not less than 13 years of experience.

115 nurses in various departments of Aswan Heart Centre (AHC) participated in the questionnaire, 54 (47%) were female nurses, 60 were male nurses and only 1 preferred not to say. In addition, 64 (55.7%) were between 26 and 40 years old whereas 51 (44.3%) were between 15 and 25 years old. As for the years of experience, 3.5% had less than a year of experience, 19.1% had one year of experience, 11.3% had two years of experience, 12.2% had both three and four years of experience, 15.7% had five years of experience, 26% had more than five years of experience. 42 participants, constituting 18.3%, were from the Adult Cardiac Intensive Care Unit (ACICU) and the Pediatric Cardiac Intensive Care Unit (PCICU) in each. The Pediatric Ward (PW) and the Operation Room (OR) came second in participation with 11 nurses representing 9.6% each. The adult ward came third with 10 nurses comprising 8.7%. Catheterization Laboratory and the Cardiac Care Unit (CCU) took part in the questionnaire with nine participants making 7.8%. 23nurses (20%) were from other departments.

2.2 DataCollection and Analysis

Two data collection toolswere used in the study, a participant observation and a questionnaire. The observation lasted for six months at Aswan Heart Centre (AHC). There was no schedule as the author works at the place for eight hours daily, six days a week and in direct contact with the administration of the cardiac Centre. Notes were taken so as to be organized in points related to the study’s topic. Based on the data extracted from the observation process, a model of analysis was constructed with regard toEnglish and nurses job satisfaction, organizational commitment and autonomy (see Figure 2).

Figure 2
Analysis Framework



A questionnaire of 30 items based on a five-point Likert scale (Strongly agree, Agree, Neutral, Disagree and Strongly disagree) was the second data collection tool. It is constituted of four sections: Demographic information (four questions), English and Job Satisfaction (nine questions), English and Organizational Commitment (nine questions), and finally English and Nursing Autonomy (eight questions). The questionnaire was constructed, translated, piloted over four nurses who were in the nursing education department and modified for accuracy purposes (see Appendix A). The questionnaire was administered, via a google-form link, to 259 nurses, 115 responses were received following two weeks of the questionnaire dissemination process. Responses, then, were downloaded on an excel sheet to be analyzed by a qualified statistician using the Statistical Package for Social Sciences (SPSS) program. The results, following that, were interpreted, and discussed in order to draw a final conclusion to the study’s topic. The construction and the analysis of the questionnaire was based on certain thematic points demonstrated in figure two.

Table 1
Validity of the Questionnaire Items

Item No.	Correlation	Item No.	Correlation	Item No.	Correlation
1	.647**	10	.551**	19	.738**
2	.696**	11	.667**	20	.747**
3	.535**	12	.777**	21	.775**
4	.589**	13	.734**	22	.777**
5	.606**	14	.758**	23	.617**
6	.676**	15	.620**	24	.725**
7	.618**	16	.638**	25	.720**
8	.573**	17	.641**	26	.622**
9	.716**	18	.793**		

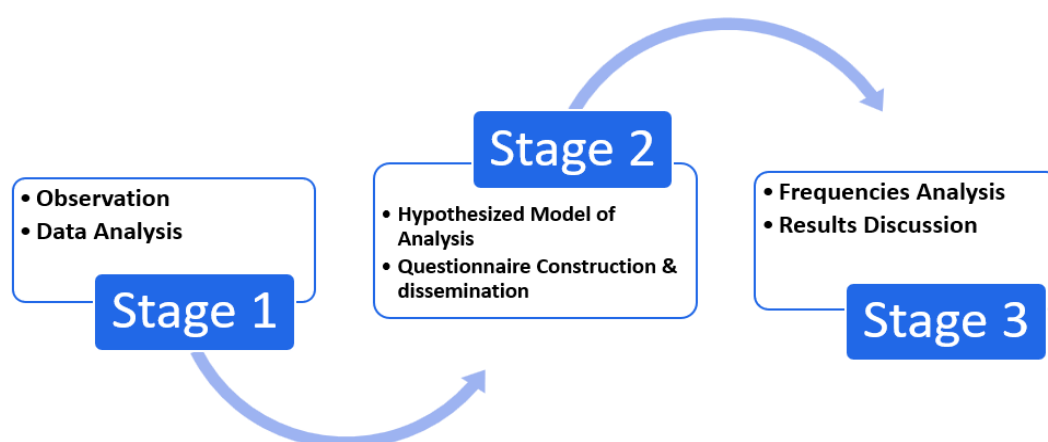
Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Following the analysis of the questionnaire frequencies by the SPSS program, a validity test was conducted (Table 1). The questionnaire administered to the nurses at AHC included 26 statements aside from the demographic information section. All statements had a significant correlation at the ($P \leq 0.01$) level and none of the item correlation was significant at the level ($P \leq 0.05$) which leads to the fact that the questionnaire is valid. In addition, the reliability test of Cronbach Alpha for the 26 items of the questionnaire ($\alpha = .95$) revealed that the questionnaire is highly reliable and applicable.

2.3 Procedures of the Study

First the author conducted an observation process pertaining to the role of English in enhancing nurses' job satisfaction, their commitment to the organization and their independence and autonomy. Secondly, observation data were analyzed, and a model of analysis was hypothesized (see Figure 2). The questionnaire, then, was constructed based on the hypothesized model of analysis. The questionnaire was disseminated to the AHC nurses. Finally, the frequencies were analyzed, compared to the observation findings, and discussed. Figure three illustrates the stages of the study.

Figure 3
Stages of the Study



III. Findings

The author conducted an observation process through which some thematic points were extracted and organized in Figure two. A questionnaire was constructed and administered to the AHC nurses based on the model of analysis hypothesized by the author. The questionnaire covered all the points regarding the perceptions of nurses regarding the relation between learning and using English and job satisfaction, organizational commitment and the role of English in enhancing nursing autonomy (see Appendix A).

3.1 Observation

The author implemented a participant observation on the administration performance at AHC as he has been working as an English language instructor at the same place. The mission and vision of AHC state that a healthcare provider should move through three channels in his/her career; providing the best possible care for the patient, enhancing performance through professional development and implementing scientific research in order to impart knowledge to the medical domain. The author deduced that learning and using general and medical English is conducive to job satisfaction as the policies composed and announced by the nursing director and his assistants placed great emphasis on doing so. This is revealed through putting the level of English proficiency in the core competencies program implemented at AHC for nurses and in the promotion criteria on a yearly basis (see Appendices B & C). A supervisor, for instance should obtain the level of C1 according to the Common European Framework of Reference for languages (CEFR). A charge nurse should obtain the upper-intermediate (B2) level of English proficiency and a competent staff nurse should obtain the level of intermediate (B1).

In addition, included in the policies of AHC is the yearly funding of external professional development such as individuals pursuing master's degrees or Doctor of Philosophy programs at Egyptian or overseas universities. It is a must for a nurse to obtain at least a B1-level of English proficiency so as to be eligible to receive funding from the organization. Yet, those who are confident with using the English language were given varied roles and exposed to challenging practices that would eventually lead to the success of AHC. Some of the roles included searching for information on trusted websites that use English, educating fellow colleagues on a departmental basis, going to conferences to present latest AHC practices in different countries where the only language for communication is English. Nurses who obtain good level of English communication may have the opportunity to participate in the decision-making process departmentally or all over the organization. They can also have the chance to participate and conduct research since their English allows them, to an accepted level, to write academically.

In terms of organizational commitment, since AHC is one of a few organizations that pushes people softly through policies and disseminating a culture of professional development to learn and use English at work, many nurses feel grateful and emotionally attached to the place for encouraging them to succeed by leaning and using English, general or medical, in their daily practices which is rarely happened in other hospitals. In this respect, English assists nurses in enhancing their knowledge through reading medical texts on websites such as journal articles, E-books, updated guidelines and listen to medical podcasts or videos. Also, the tangible and psychological benefits provided by the organization to its staff promotes learning and using English as well. These benefits ranged from prizes to those who have excelled in their course level exams obtaining high marks in the four skills of English (Listening, Reading, Speaking, Writing) to praising words in front of other colleagues and giving the lead in various situations or clinical practices. Furthermore, nurses who have already achieved a high level of English proficiency feel loyalty to the place since they have taken long strides in their career and feel confident being professional world-class nurses.

Concerning nursing autonomy, it was found out that English leads nurses to be confident and independent in terms of decision taking, have their own style of management and confront challenges that require using English at work. For instance, nurses who can read English can surf websites of international organizations that contain information on cardiac diseases or the related-matters in order to identify the signs and symptoms and the complications of possible treatments. They can, as well, develop their own management style after exposing themselves to various distinct practices in other hospitals in different countries or through YouTube videos that use English in delivering their content. Moreover, nurses who can listen and speak fluently can take part in doctors daily discussions about the patients. Sometimes, the hospitalized patient is a foreigner, the assigned nurse, in this case, is required to speak English to avoid miscommunication thereby mistreatment to the patient. Nurses, who can write academically, can conduct their own research or action research regarding issues they face in their departments or during the provision of care for the patient.

3.2 Questionnaire Frequencies

Table two presents the questionnaire frequencies extracted from the nurses that are concerned with the contribution of English to job satisfaction.

Table 2
English and Job Satisfaction Frequencies

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean Rank
(1)	I am satisfied because Learning and using general and medical English accelerates my promotion process in my organization.	62	47	4	0	2	4.45
		53.91%	40.87%	3.48%	0%	1.74%	
(2)	I am satisfied because Learning and using general and medical English secures my position in the organization I work for.	48	55	12	0	0	4.31
		41.74%	47.83%	10.43%	0%	0%	
(3)	I am satisfied because Learning and using general and medical English enhances my knowledge about nursing.	63	49	3	0	0	4.52
		54.78%	42.61%	2.61%	0%	0%	
(4)	I am satisfied because learning and using general and medical English exposes me to a variety of nursing courses provided by the organization I work for and the other	58	47	9	1	0	4.41
		50.43%	40.87%	7.83%	0.87%	0%	
(5)	I am satisfied because learning and using general and medical English exposes me to a variety of nursing roles and practices (Ex: being a preceptor requires a certain English level)	47	59	8	1	0	4.32
		40.87%	51.3%	6.96%	0.87%	0%	
(6)	I am satisfied because professional development funding depends on my level of English at work.	43	60	12	0	0	4.27
		37.39%	52.17%	10.43%	0%	0%	
(7)	I am satisfied because I can get involved in discussions about the nursing practices that require using general and medical English.	59	49	7	0	0	4.45
		51.3%	42.61%	6.09%	0%	0%	
(8)	I am satisfied that learning and using general and medical English enhance my nursing research skills	58	53	4	0	0	4.47
		50.43%	46.09%	3.48%	0%	0%	
(9)	Learning and using general and medical English enhance my job satisfaction overall.	52	59	3	1	0	4.41
		45.22%	51.3%	2.61%	0.87%	0%	

109 nurses comprising 94.78% of the questionnaire participants stated that they are satisfied because using learning and using general and medical vocabulary accelerates their promotion process in the organization and 103 representing 89.57% confirmed that it also secures their positions at work. In addition, 112 nurses constituting 97.39% reported their satisfaction because general and medical English enhance their knowledge about the nursing field and 105 (91.3%) proclaimed that they are satisfied because learning and using general and medical English expose them to a variety of courses provided by the organization they work for. Also, 106 (92.17%) participants expressed their satisfaction because general and medical English exposed them to a variety of nursing roles like being a preceptor as it requires a certain level of English and 103 (89.56%) expressed their satisfaction because professional development funding depends on their level of English at work. Furthermore, 108 (93.9%) reported their satisfaction because they can get involved with their peers in discussions about their practices and 111 (96.52%) stated that learning and using general and medical English enhance their research skills. Generally, 111 nurses representing 96.52% out of 115 nurses either strongly

agreed or agreed that learning and using general and medical English enhance their overall job satisfaction whereas only one disagreed and three took a neutral disposition and the mean rank to this statement was 4.44.

Table 3
English and Nurses Organizational Commitment Frequencies

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean Rank
(10)	The organization places a great importance on learning and using general and medical English because it is the language of science today.	53	60	2	0	0	4.44
		46.09%	52.17%	1.74%	0%	0%	
(11)	I have a feeling of belonging to the organization because it encouraged me to learn general and medical English effectively.	47	55	10	3	0	4.27
		40.87%	47.83%	8.7%	2.61%	0%	
(12)	I have a feeling of belonging to the organization because it encouraged me to use general and medical English effectively when doing my job tasks.	51	56	6	2	0	4.36
		44.35%	48.7%	5.22%	1.74%	0%	
(13)	I feel that I am emotionally attached to the organization because I learned general and medical English effectively.	40	53	17	4	1	4.1
		34.78%	46.09%	14.78%	3.48%	0.87%	
(14)	Learning and using general and medical English at work provided me with a great deal of personal meaning to the Foundation.	40	58	15	1	1	4.17
		34.78%	50.43%	13.04%	0.87%	0.87%	
(15)	Learning and using general and medical English is one of the benefits I will lose if I leave the place I work for.	40	49	17	5	4	4.01
(16)	I will feel guilty if I leave the organization without completing my English course because my future plans depend on it.	38	45	18	9	5	3.89
		33.04%	39.13%	15.65%	7.83%	4.35%	
(17)	The place I work for deserves my loyalty because it encouraged me to learn and use general and medical English at work.	39	59	12	1	4	4.11
		33.91%	51.3%	10.43%	0.87%	3.48%	
(18)	Learning and using general and medical English enhance my organizational commitment overall.	35	61	16	2	1	4.1
		30.43%	53.04%	13.91%	1.74%	0.87%	

Table three presents the data extracted regarding nurses' organizational commitment and the role of English. 113 nurses comprising a percentage of 98.26% confirmed that their organization places a great emphasis on learning and using general and medical English because it is the language of science today and 102 representing 88.7% reported that they have a feeling of belonging to the organization because it encouraged them to learn general and medical English effectively. Likewise, 107 (93%) confirmed their feeling of belonging to the organization because it encouraged them to use general and medical English when doing their job tasks and 93 (80.87%) stated that they are emotionally attached to the organization because they learned general and medical English effectively. Additionally, 98(85.21%) participants reported that learning general and medical English at work provided them with personal meaning to the organization and 89 (77.39%) stated that learning and using medical English is one of the benefits they would lose if they left their workplace. Moreover, 83

nurses (72.17%) proclaimed that they would feel guilty if they left the organization without completing their course because their future depends on it and 98 (85.21%) stated that the place they work for deserves their loyalty because it encouraged them to learn and use general and medical English at work. Overall, 96 (86%) either strongly agreed or agreed that learning and using general and medical English enhance their organizational commitment.

Table 4
English and Nursing Autonomy Frequencies

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean Rank
(19)	Learning and using general and medical English enhance my self-confidence to take decision regarding patient care and feel more in control of those decisions.	41	64	9	0	1	4.25
		35.65%	55.65%	7.83%	0%	0.87%	
(20)	Learning and using general and medical English gives me more responsibility in making clinical and professional decisions.	38	63	13	1	0	4.2
		33.04%	54.78%	11.3%	0.87%	0%	
(21)	Learning and using general and medical English sometimes gives me freedom and independence to take clinical and professional decisions.	35	61	16	3	0	4.11
		30.43%	53.04%	13.91%	2.61%	0%	
(22)	Learning and using general and medical English helps me manage my own style of providing patient care.	40	54	18	3	0	4.14
		34.78%	46.96%	15.65%	2.61%	0%	
(23)	Reading English helps me take decisions effectively because I read policies which are written in English.	40	66	8	1	0	4.26
		34.78%	57.39%	6.96%	0.87%	0%	
(24)	Learning and using general and medical English enhances my management style at work.	41	65	9	0	0	4.28
		35.65%	56.52%	7.83%	0%	0%	
(25)	Learning and using general and medical English exposes me to a variety of challenges that require knowing English to overcome them.	45	64	5	1	0	4.33
		39.13%	55.65%	4.35%	0.87%	0%	
(26)	Learning and using general and medical English enhance my nursing autonomy overall.	50	55	7	2	1	4.31
		43.48%	47.83%	6.09%	1.74%	0.87%	

Table four presents the frequencies of the contribution of English to nursing autonomy. 105 nurses constituting 91.3% reported that learning and using general and medical English enhance their self-confidence and feel more in control of taking decisions regarding patient care. Similarly, 101 representing 87.82% approved that learning and using general and medical English gives them more responsibility in making clinical professional decisions. 96 (83.47%) participants stated that learning and using general and medical English gives them freedom and independence to make clinical and professional decisions. Also, 94 (81.74%) confirmed that learning and using general and medical English helps them manage their own style of providing patient care and 106 (92.17%) reported that reading English helps them take decisions effectively because they read policies which are written in English. Furthermore, 106 (92.17%) approved that learning and using general and medical English enhances their management style at work and 109 (94.78%) stated that learning and using general and medical English exposes them to a variety of challenges that require knowing English to overcome them. Finally, 105 participants constituting 91.31% confirmed that learning and using general and medical English enhance their overall nursing autonomy.

IV. Discussion

In the following points, the author answers the study's questions based on the findings of the observation and the questionnaire frequencies. The qualitative and quantitative analysis of the results is based on a few thematic items on which the questionnaire statements were thought of and constructed in an attempt to answer the research questions.

4.1 To what extent does learning and using general and medical English affect job satisfaction for Egyptian Nurses?

Previous research, Yarbrough et al. (2017) and Alam and Asim (2019), has proven that professional development increases nurses' retention through job satisfaction. The study's quantitative results showed that learning and using general and medical English significantly contributes to job satisfaction as nurses with various English skills (reading, writing, speaking and listening) are liable to secure their jobs and get promoted as quick as possible. Having improved their English skills, nurses become able to gain and enhance their knowledge through keeping themselves updated with the most recent practices and inventions (e.g., procedures, equipment) by reading books, guidelines and research articles which, in turn, urges the organization to foster them and give them new challenging roles compatible with their skills. In addition, when nurses improve their English proficiency, they become able to read and understand nursing procedures accurately and articulate their opinions effectively in different patient care discussions thereby taking part in the decision-making process. Moreover, nurses who have the capability of academic writing and the understanding of research methodology are prone to have the opportunity to participate in clinical research related to the organization. Based on that, nurses get promoted, secure their jobs, have professional development, are given challenging roles, participate in decision making and scientific research through learning and using English therefore increases their overall job satisfaction as almost 91% of the study's participants confirmed.

4.2 How does learning and using general and medical English enhance organizational commitment for Egyptian nurses?

Since English is the language of science today and a gateway to success, most organizations place great emphasis on learning and using it effectively. Through this study, English has proven to improve three themes that enhance organizational commitment: Affective attachment to organization, tangible and psychological benefits and loyalty to organization. According to the collected data of the study, English enhances nurses' emotional attachment to the organization because they are encouraged to learn and use it effectively as it opens the door to knowledge and success. Enhancing knowledge and success provides nurses with a great deal of personal meaning to the organization because nurses become knowledgeable, and their dexterity is elevated thereby they develop a sense of gratefulness to the organization. The English language course is one of the benefits offered to the employees at AHC and almost 83% of participants conceded that they would feel guilty if they leave the organization without finishing their English course because their future plans tremendously depend on it. Since English is one of the tangible benefits at AHC, it contributes significantly to consolidating the organizational commitment of nurses. Furthermore, numerous hospitals in Egypt refrain from using English at work. However, using English opens the door for individuals to go international and deal with other organizations in the same field to expand business, knowledge, contacts and benefits generally. Nurses are not different from normal employees in this regard. When the organization encourages them to use English, it increases their loyalty level thereby organizational commitment. In this study, 85% of nurses stated that the organization deserves their loyalty because it encourages them to learn and use the language, general and medical English, at work. In general, 86% of the study's participants approved that English contributes to the overall organizational commitment.

4.3 How does learning and using general and medical English enhance nursing autonomy for Egyptian nurses?

The findings of the study revealed that learning and using general and medical English improve nurses' decision-making skills through enhancing their self-confidence, their sense of responsibility, freedom and independence. This is because they would have enhanced their knowledge and dexterity to the level that makes them able to take clinical and professional decisions regarding patient care. Yet, they become able to read and understand patients' diagnoses, medical history, most recent guidelines and policies of clinical practices and procedures and listen to and articulate other colleagues' roles in the clinical areas. Sometimes, nurses encounter challenging situations when they have to use the language independently when dealing with foreign patients, reading medication package inserts and identifying disease symptoms by surfing trusted websites. Based on that, English enhances nurses' autonomy through improving and consolidating self-confidence, sense of responsibility, decision making, management style and English-required challenges. Generally, the quantitative

results showed that around 91% of the study's participants approved that knowing general and medical English enhance nursing autonomy.

V. Conclusion

The study attempted to investigate the role of learning or utilizing English in enhancing job satisfaction, organizational commitment, and nursing autonomy in a cardiac environment with regard to Egyptian nurses. The qualitative and quantitative results showed that learning and using English at the workplace increases job satisfaction through work promotion and security, funding of professional development, carrying out new roles and exposure to new practices, participating in the decision-making process and participating in research for Egyptian nurses. It also contributes to organizational commitment through increasing the emotional attachment of nurses to the organization as a sort of payback for their success, winning tangible and psychological benefits for their advancement in their development and having loyalty to the place. It, additionally, contributes to nursing autonomy through enabling nurses to develop their management style, take decisions and responsibility, be confident and independent, face English-required challenges such as dealing with foreign patients and educating other colleagues.

Although the study, according to the author's knowledge, is carried out for the first time, no previous studies tackled or exposed the relationship between English and job satisfaction, commitment to the organization and nursing autonomy. The study offers a framework that delineates the road to nurses job satisfaction, retention and autonomy for hospitals seeking excellence and success. However, these results cannot be generalized as AHC's vision and mission focus is on career development that enables nurses to adopt professional attitude, provide the best possible patient care and add to the existing body of knowledge by carrying out scientific research.

The implications of the study include composing and implementing policies that promote the spread of the concept of professional development and retention of the current staff as they are a gateway to the organization's success. Since English usage enhances that, it must be at the core of the nursing competencies and the professional development programs at any hospital. Linking job security, promotion, professional development funding to English as a leading factor to effective professional development is essential as it constructs a framework that relates English to the success of the organization globally and the growth of a world-class professional nursing staff. In addition, nurses who are emotionally attached to the workplace through professional development such as the English classes are more likely to stay. Furthermore, when nurses are enabled to take decisions, develop their own style of care and management, take part in doctors discussion and scientific research, they feel satisfied, committed and autonomous thereby they feel motivated to work and their performance is enhanced according to the self-determination theory.

For future research, scholars are advised to add more thematic points to the framework of analysis hypothesized by the researcher and apply the questionnaire to other contexts where English courses are provided in different medical organizations. Additionally, they are encouraged to explore new dimensions where English has an effective role in enhancing them such as soft skills and presentation skills with reference to nurses.

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Appendices

Appendix A

The Study's Questionnaire

The purpose of this questionnaire is to measure the perceptions of Egyptian nurses regarding the relation between learning / using English and job satisfaction, organizational commitment and nursing autonomy. The questionnaire consists of four sections: the first section aims to elicit demographic information about the participants. The following three sections aim to elicit information on the relation between English and job satisfaction, the relation between English and organizational commitment and finally the relation between English and nursing autonomy.

A) Demographics

- I am a (male – female) nurse.
- I am (between 15 and 25 – between 26 and 40 – over 40).
- I work at the.....
 - 1- Adult Ward (A.W)
 - 2- Pediatric Ward (P.W)
 - 3- New Ward (N.W)
 - 4- Pediatric Cardiac Intensive Care Unit (PCICU)
 - 5- Adult Cardiac Intensive Care Unit (ACICU)
 - 6- Cardiac Care Unit (CCU)
 - 7- Outpatient Department (OPD)
 - 8- Operation Room/Theatre (OR)
 - 9- Catheterization Lab
 - 10- Specialty Unit
 - 11- Anesthesia Unit
 - 12- Education Dept
- Years of Experience in nursing :
(Less than a year – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – more than 9)

B) English and Job Satisfaction

- 1- I am satisfied because Learning and using general and medical English accelerates my promotion process in the organization I work for.

- 2- I am satisfied because Learning and using general and medical English secures my position in the organization I work for.
- 3- I am satisfied because Learning and using general and medical English enhances my knowledge about nursing.
- 4- I am satisfied because learning and using general and medical English exposes me to a variety of nursing courses provided by the organization I work for and the other organizations.
- 5- I am satisfied because learning and using general and medical English exposes me to a variety of nursing roles and practices (Ex: being a preceptor requires a certain English level)
- 6- I am satisfied because professional development funding depends on my level of English at work.
- 7- I am satisfied because I can get involved in discussions about the nursing practices that require using general and medical English.
- 8- I am satisfied that learning and using general and medical English enhance my nursing research skills.
- 9- Learning and using general and medical English enhance my job satisfaction overall.

C) English and Organizational Commitment

- 10- The organization places a great importance on learning and using general and medical English because it is the language of science today.
- 11- I have a feeling of belonging to the organization because it encouraged me to learn general and medical English effectively.
- 12- I have a feeling of belonging to the organization because it encouraged me to use general and medical English effectively when doing my job tasks.
- 13- I feel that I am emotionally attached to the Foundation because I learned general and medical English effectively.
- 14- Learning and using general and medical English at work provided me with a great deal of personal meaning to the Foundation.
- 15- Learning and using general and medical English is one of the benefits I will lose if I leave the place I work for.
- 16- I will feel guilty if I leave the organization without completing my English course because my future plans depend on it.
- 17- The place I work for deserves my loyalty because it encouraged me to learn and use general and medical English at work.
- 18- Learning and using general and medical English enhance my organizational commitment overall.

D) Nursing Autonomy

- 19- Learning and using general and medical English enhance my self-confidence to take decision regarding patient care and feel more in control of those decisions.
- 20- Learning and using general and medical English gives me more responsibility in making clinical and professional decisions.
- 21- Learning and using general and medical English sometimes gives me freedom and independence to take clinical and professional decisions.
- 22- Learning and using general and medical English helps me manage my own style of providing patient care.
- 23- Reading English helps me take decisions effectively because I read policies which are written in English.
- 24- Learning and using general and medical English enhances my management style at work.
- 25- Learning and using general and medical English exposes me to a variety of challenges that require knowing English to overcome them..
- 26- Learning and using general and medical English enhance my nursing autonomy overall.

Appendix B

Criteria of Co-preceptor, Preceptor and Mentor Nurses at AHC

Preceptorship Support and Development System Used for Competency Program Delivery

Co-Preceptor Criteria:

1. Staff nurse achieved "B" level on his/her last annual appraisal.
2. English Level is: Pre-intermediate English Level (B1-).
3. Qualifications:
 - A. Holds an active nursing license from the Ministry of Health for Egypt (Essential).
 - B. Minimum qualification accepted: Post-Secondary Nursing Diploma (Essential).
4. Clinical Experience:
 - A. Employed at AHC full time for at least 1 years (Essential).
 - B. Six months experience in current ward / unit (Essential).
5. Competent in area of expertise. Demonstrates professional behavior as detailed in the Universal competency tool
6. Completes Co-Preceptor Self-study and Workshop

Preceptor Criteria: Specific performance and development criteria to be met to qualify for the Preceptor Role

1. Staff nurse achieved "A" level on his/her last annual appraisal.
2. English Level is: Intermediate English Level (B1).
3. Qualifications:
 - A. Holds an active nursing license from the Ministry of Health for Egypt (Essential).
 - B. Minimum qualification accepted: Post-Secondary Nursing Diploma (Essential).
4. Clinical Experience:
 - A. Employed at AHC full time for at least 2 years (Essential).
 - B. Six months experience in current ward / unit (Essential).
5. Competent in area of expertise. Demonstrates professional behavior as detailed in the Universal competency tool
6. Completed Co-Preceptor Self-study and Workshop. Completes Preceptor Self-study and workshop

Mentor Criteria:

1. Staff nurse achieved "A" level on his/her last annual appraisal.
2. English Level is: Upper-intermediate English Level (B2).
3. Qualifications:
 - A. Holds an active nursing license from the Ministry of Health for Egypt (Essential).
 - B. Minimum qualification accepted: Post-Secondary Nursing Diploma (Essential).
 - C. Bachelor or Master Degree (Desirable).
- working towards other nursing related qualifications (Desirable)
4. Clinical Experience:
 - A. Employed at AHC full time for at least 2 years (Essential).
 - B. Six months experience in current ward / unit (Essential).
 - C. Prior experience as a preceptor
5. Competent in area of expertise. Demonstrates professional behavior as detailed in the Universal competency tool
6. Completed Co-Preceptor and Preceptor Self-study and Workshop

Appendix C

Promotion Criteria for Nurses at AHC

Title	Essentials
Trainee Nurse	<ul style="list-style-type: none"> - Elementary English Language level (A2).
Staff Nurse C	<ul style="list-style-type: none"> - Perform independently (staff nurse competency level) in 80% from core and unit competency. - Meets the expectations in performance assessment evaluation. - Pre-Intermediate English language level (B1-). - Computer skill meets the job requirements
Staff Nurse B	<ul style="list-style-type: none"> - 2 years of experience in AHC. - Proficient (staff nurse competency level) in 80% from the core and unit competency. - Exceeds the expectations in performance assessment evaluation. - Intermediate English language level (B1) - takes the role of co- preceptor. - Computer skill meets the job requirements
Staff Nurse A	<ul style="list-style-type: none"> - 3 years of experience in AHC. - Expert (staff nurse competency level) in 80% from core and unit competency. - Outstanding in performance assessment evaluation. - Upper Intermediate English language level (B2). - Takes the role of a preceptor. - Computer skill meets the job requirements
Charge Nurse C	<ul style="list-style-type: none"> - 4 years of experience in AHC. - Expert (staff nurse competency level) in 80% from core and unit competency. - Perform independently in 80% (charge nurse competency level). - Meets the expectations in performance assessment evaluation as charge nurse. - Upper intermediate English language level (B2). - Take the roles of a preceptor and amentor. - Takes the role of a charge nurse for 9 months(Acting as) - Computer skill meets the job requirements
Charge Nurse B	<ul style="list-style-type: none"> - 4 years of experience in AHC. - Expert (staff nurse competency level) in 80% from core and unit competency. - Proficient in 80% (charge nurse competency level). - Exceeds the expectations in performance assessment evaluation. - Upper intermediate English (B2). - Take the roles of a preceptor and amentor. - Computer skill meets the job requirements
Charge Nurse A	<ul style="list-style-type: none"> - 4 years of experience in AHC. - Expert (staff nurse competency level) in 80% from core and unit competency. - Expert in 80% (charge nurse competency level). - Outstanding in performance assessment evaluation. - Upper intermediate English (B2). - Take the roles of a preceptor and educator. - Takes the role of a Head nurse for 9 months (Acting as) - Computer skill meets the job requirements
Head Nurse C	<ul style="list-style-type: none"> - 4 years of experience in AHC. - Expert (staff nurse competency level) in 80% from core and unit competency. - Expert in 80% (charge nurse competency level). - Perform independently in 80% (head nurse competency level). - Meets the expectations in performance assessment evaluation as charge nurse. - Upper intermediate English (B2). - Take the roles of a preceptor and a mentor. - Communication skills. - Leadership abilities. - Computer skill meets the job requirements
Head Nurse B	<ul style="list-style-type: none"> - 4 years of experience in AHC. - Expert (staff nurse competency level) in 80% from core and unit competency. - Expert in 80% (charge nurse competency level). - Proficient in 80% (head nurse competency level). - Exceeds the expectations in performance assessment evaluation. - Upper-intermediate English (B2). - Take the roles of a preceptor and a mentor. - Communication skills - Leadership abilities. - Computer skill meets the job requirements
Head Nurse A	<ul style="list-style-type: none"> - 4 years of experience in AHC. - Expert (staff nurse competency level) in 80% from core and unit competency. - Expert in 80% (head nurse competency level). - Outstanding in performance assessment evaluation. - Upper-intermediate English (B2). - Take the roles of a preceptor and an educator. - Communication skills - Leadership abilities. - Computer skill meets the job requirements