

Exploring Leadership Role Practices and Their Influence On The Professional Development Of Nurses In A Private Tertiary Hospital In Marikina City

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ABSTRACT

This qualitative phenomenological study explored leadership role practices and their influence on nurses' professional development in a private tertiary hospital in Marikina City. Nine participants, consisting of five nurse leaders and four staff nurses, were selected through purposive sampling. Data were gathered through semi-structured interviews and analyzed using Braun and Clarke's six-phase thematic analysis, with ethical clearance and informed consent secured prior to data collection. Five major themes emerged: leadership roles and practices; influence on knowledge, skills, and professional behavior; professional growth and workplace outcomes; challenges and improvement strategies; and professional development needs and recommendations. The findings showed that nursing leadership is an organizational, developmental, operational, and relational process that strengthens clinical competence, critical thinking, professional values, confidence, career advancement, and the overall work environment. Leadership practices such as mentoring, coaching, supervision, and delegation supported continuous learning and professional growth; however, workload pressures, role strain, and interpersonal barriers in the clinical setting affected their effectiveness. The study is limited by its focus on a single private tertiary hospital and a small purposively selected group of participants, which may restrict the transferability of the findings. Future studies should include larger samples and diverse healthcare settings. The findings underscore the need for healthcare institutions to invest in continuous leadership training, structured mentorship, and supportive organizational systems. This study contributes context-specific evidence on how nursing leadership practices shape professional development and workplace outcomes among nurses in the Philippine private hospital setting and informs sustainable nursing workforce development initiatives.

Keywords: Nursing leadership, professional development, mentoring, phenomenology, tertiary hospital

INTRODUCTION

Nursing leadership plays an essential role in developing nurses' knowledge, clinical skills, confidence, and professional behavior. Through mentoring, coaching, supervision, delegation, and supportive leadership, nurse leaders help promote continuous learning and quality patient care. This qualitative phenomenological study explored how these leadership practices influence nurses' professional development in a private tertiary hospital in Marikina City.

Statement of the Problem

This qualitative study aimed to explore leadership role practices and their influence on the professional development of nurses in a private tertiary hospital in Marikina City. Specifically, it sought to answer the following questions:

1. What leadership role practices, including mentoring, coaching, supervision, delegation, and leadership styles, are experienced by nurse leaders and staff nurses within the clinical setting?

2. How do leadership role practices influence nurses' professional knowledge, clinical skills, attitudes, work behavior, and professional confidence?
3. In what ways do leadership role practices contribute to nurses' professional growth, career development, and workplace experiences?
4. What challenges do nurse leaders and staff nurses encounter in the implementation and experience of leadership practices within their respective units?
5. What strategies and institutional support mechanisms may be recommended to strengthen leadership practices and promote the continuous professional development of nurses?

Scope and Delimitations

This study explores leadership role practices and their influence on nurses' professional development in a private tertiary hospital in Marikina City. Specifically, it seeks to understand how mentoring, coaching, supervision, delegation, and leadership styles affect nurses' professional knowledge, clinical skills, attitudes, confidence, and career growth. The study is limited to the lived experiences of five nurse leaders and four staff nurses selected through purposive sampling. It does not include nurses from other healthcare institutions or quantitatively measure leadership effectiveness, job performance, or patient outcomes.

Review of Related Literature

Nursing leadership significantly influences nurses' professional development, workplace engagement, retention, and quality of care. Effective practices such as mentoring, coaching, supervision, delegation, and transformational leadership strengthen clinical competence, critical thinking, confidence, professional behavior, and career growth (Wei et al., 2023; Labrague, 2023; Huybrecht et al., 2022; Cardiff et al., 2023; Cummings et al., 2022; Boamah, 2022). However, limited qualitative research has explored how nurse leaders and staff nurses in Philippine private tertiary hospitals experience these practices.

Theoretical Framework

This study is anchored in Benner's Novice to Expert Theory and Transformational Leadership Theory. Benner's theory explains nurses' progression in clinical competence through experiential learning, while transformational leadership emphasizes how nurse leaders inspire, guide, and support professional growth. Together, these theories explain how mentoring, coaching, supervision, delegation, and supportive leadership enhance nurses' knowledge, skills, confidence, professional attitudes, and career development.

Conceptual Framework

The conceptual framework shows how mentoring, coaching, supervision, delegation, and leadership style influence nurses' professional development. These practices provide guidance, feedback, support, and meaningful clinical experiences that strengthen knowledge, skills, judgment, confidence, and professional behavior. Guided by Benner's Novice to Expert Theory, effective leadership supports nurses' progression toward higher levels of competence, continuous learning, career advancement, and improved workplace outcomes.

METHODOLOGY

This qualitative research study explored leadership role practices and their influence on nurses' professional development in a private tertiary hospital in Marikina City. It examined how nurse leaders and staff nurses experienced and interpreted mentoring, coaching, supervision, delegation, and leadership styles within their clinical environment.

Research Design

The study employed a qualitative research design using a phenomenological approach to explore nurses' lived experiences of leadership practices and professional development. This approach was appropriate because it enabled the researcher to understand how participants perceived, interpreted, and assigned meaning to leadership experiences within their daily clinical practice (Creswell & Poth, 2023). Purposive sampling was used to select participants with sufficient exposure to leadership practices who could provide relevant, in-depth information about the phenomenon.

Research Steps

The research began with a review of related literature to establish an understanding of nursing leadership, professional development, mentoring, coaching, supervision, delegation, and leadership styles. The researcher examined relevant theories and previous studies to develop the study's theoretical and conceptual foundations. The researcher then developed a semi-structured interview guide aligned with the objectives and research questions. After obtaining institutional permission and ethical clearance, the researcher identified eligible participants and invited them to participate. The researcher conducted individual interviews, transcribed, coded, and analyzed the data to identify common themes and meanings related to leadership practices and nurses' professional development.

Data Collection and Sample Selection

Purposive sampling was used to select nine participants, comprising five nurse leaders and four staff nurses from a private tertiary hospital. Data were gathered through 45- to 60-minute semi-structured interviews conducted in English or Filipino. With informed consent, interviews were audio-recorded and supported by field notes. Data collection continued until no significant new themes emerged.

Data Analysis Methods

Interview transcripts were analyzed thematically through repeated review, coding of significant statements, and grouping of related codes into themes and subthemes. The themes were refined and supported by participant statements to ensure credibility, transparency, and trustworthiness (Nowell et al., 2017).

Research Hypotheses and Validation

As a qualitative phenomenological study, no statistical hypothesis was tested. Instead, the study examined the assumption that leadership practices influence nurses' professional development. Participants' lived experiences showed that mentoring, coaching, supervision, delegation, and leadership styles enhanced clinical knowledge, skills, critical thinking, confidence, professional behavior, and career growth.

Study Limitations and Ethical Considerations

The study was limited to nine participants from one private tertiary hospital, which may restrict the transferability of the findings. Data were based on self-reported experiences and did not quantitatively measure leadership effectiveness, clinical competence, job performance, or patient outcomes. Ethical approval and informed consent were obtained before data collection. Participation was voluntary, and anonymity, confidentiality, and secure data handling were maintained in accordance with the Data Privacy Act of 2012.

RESULTS AND DISCUSSION

SOP 1. What leadership role practices are experienced by nurse leaders and staff nurses

within the clinical setting?

Participants described nursing leadership as a multidimensional practice encompassing organizational management, staff development, supervision, and delegation. Mentoring, coaching, guidance, and feedback were identified as essential components of effective leadership.

SOP 2. How do leadership role practices influence nurses' knowledge, skills, professional behavior, and confidence?

Leadership practices enhanced nurses' clinical knowledge, technical competence, critical thinking, decision-making, confidence, and professional behavior. They also reinforced accountability, teamwork, ethical practice, and patient-centered care.

SOP 3. In what ways do leadership practices contribute to professional growth and workplace outcomes?

Supportive leadership promoted continuous learning, career advancement, skill development, and readiness for greater responsibilities. It also strengthened trust, motivation, collaboration, and positive team dynamics.

SOP 4. What challenges are encountered in the implementation of leadership practices?

Key challenges included heavy workloads, limited time, overlapping responsibilities, communication gaps, staff resistance, and varying levels of competence. These constraints affected the consistent delivery of mentoring, supervision, feedback, and delegation.

SOP 5. What strategies may strengthen leadership practices and nurses' professional development?

Participants recommended structured leadership training, formal mentoring and coaching programs, regular feedback, improved communication, better workload distribution, continuing education, staff recognition, and well-being initiatives.

SUMMARY

The study found that nursing leadership is a multidimensional and relational process that significantly influences nurses' professional development. Mentoring, coaching, supervision, delegation, and supportive leadership enhanced clinical competence, critical thinking, confidence, teamwork, and professional behavior. Leadership also promoted continuous learning, career growth, collaboration, and a positive work environment. However, heavy workloads, time constraints, communication gaps, and organizational challenges limited its effectiveness. The findings highlight the need for structured leadership training, sustained mentorship, continuing education, workload support, staff recognition, and well-being initiatives.

CONCLUSIONS

- Leadership is essential to nurses' professional development and nursing service effectiveness. Through mentoring, coaching, guidance, role modeling, and learning opportunities, it strengthens clinical competence, critical thinking, confidence, professional behavior, and career readiness.
- Effective leadership promotes trust, teamwork, accountability, motivation, and continuous learning. However, workload pressures, staffing limitations, communication barriers, and role strain may reduce its effectiveness.
- Sustaining positive leadership outcomes requires continuous education, structured

mentoring and coaching, supportive workplace systems, and effective workforce management.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Implement regular leadership development programs focusing on communication, delegation, decision-making, conflict management, and emotional intelligence.
2. Establish formal mentoring and coaching systems for newly hired nurses, junior staff, and potential future leaders.
3. Review staffing, workload distribution, and role assignments to allow nurse leaders sufficient time for supervision, mentoring, and feedback.
4. Expand access to continuing education, certification programs, seminars, simulation activities, and other professional development opportunities.
5. Strengthen recognition, well-being, work-life balance, mental health support, and debriefing initiatives to improve staff satisfaction and retention.
6. Conduct further studies in diverse healthcare settings using larger samples and quantitative, mixed-method, comparative, or longitudinal designs.

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AI DECLARATION STATEMENT

AI-supported tools were used solely to assist with grammar, language refinement, organization, and structural presentation of this article. No AI tools were used to collect, generate, analyze, or interpret the research data. All research decisions, findings, interpretations, and academic contributions remain the responsibility of the authors.

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