

Nurse managers Leadership Feedback Frequency and Nursing Professional Self-Efficacy in a Selected Private Hospital: A Proposed Framework Development

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ABSTRACT

This study examined the relationship between nurse managers' leadership feedback frequency and nursing professional self-efficacy among staff nurses in a selected private tertiary hospital using a quantitative descriptive-correlational design. Survey data were analyzed using descriptive statistics and Pearson correlation. The findings showed that nurse managers frequently provided leadership feedback, nurses demonstrated high professional self-efficacy, and a significant positive relationship existed between the two variables. The study concluded that frequent and constructive leadership feedback enhances nurses' confidence, competence, and professional growth. Based on the findings, a leadership feedback framework was proposed to strengthen nursing leadership practices and improve quality patient care.

Keywords: Leadership feedback frequency, nurse managers, nursing professional self-efficacy, staff nurses, nursing leadership

INTRODUCTION

Healthcare systems face workforce shortages, increasing patient demands, and complex care, emphasizing the need for effective nursing leadership. Leadership practices such as timely feedback, coaching, and mentorship enhance nurses' professional self-efficacy, staff engagement, and patient outcomes.

In the Philippines, challenges such as nurse migration, burnout, and high patient-to-nurse ratios persist. Despite the use of purposeful leadership rounding in the selected private tertiary hospital, limited evidence exists on the relationship between nurse managers' leadership feedback frequency and nursing professional self-efficacy. Thus, this study examines this relationship to support stronger leadership practices and improved quality of patient care.

Statement of the Problem

This research study aimed to examine the impact of integrating gamification in K-12 math classes on student engagement and learning outcomes.

Specifically, it sought to answer the following questions:

1. What are the perceived changes in student motivation and interest towards mathematics after the implementation of gamified learning activities?

Scope and Delimitations

This study aims to examine the impact of gamification on student engagement and academic performance in K-12 mathematics. It investigates how gamified elements, such as

points, badges, leaderboards, and interactive challenges, influence students' motivation and learning. Using interviews, focus group discussions, and classroom observations, the study also explores the effectiveness of gamification across different age groups, academic levels, and student preferences.

Review of Related Literature

This study is grounded in Bandura's Social Cognitive Theory (1997), which states that constructive feedback and encouragement strengthen nurses' self-efficacy and confidence in performing their professional roles. It is also supported by Hattie and Timperley's Feedback Model (2007), which emphasizes that timely and meaningful feedback improves learning, performance, and professional development. Additionally, Benner's Novice to Expert Theory (1984) explains that continuous coaching and mentorship help nurses develop clinical competence and progress professionally. Together, these theories provide the framework for examining how nurse managers' leadership feedback frequency influences nursing professional self-efficacy.

Theoretical Framework

This study was anchored in Bandura's Social Cognitive Theory (Bandura, 1997), supported by Hattie and Timperley's Feedback Model (Hattie & Timperley, 2007) and Benner's Novice to Expert Theory (Benner, 1984). Bandura explains that professional self-efficacy develops through experiences and verbal persuasion, making leadership feedback an important source of confidence and motivation for nurses. Hattie and Timperley emphasize that timely, specific, and constructive feedback enhances learning and performance, while Benner highlights that continuous coaching and mentorship help nurses progress from novice to expert. Collectively, these theories explain that frequent leadership feedback from nurse managers strengthens nurses' professional self-efficacy by enhancing their competence, confidence, and continuous professional development.

Conceptual Framework

IV–DV model is the format most commonly used in nursing research proposals and theses. It clearly shows that Nurse Managers' Leadership Feedback Frequency (IV) influences Nursing Professional Self-Efficacy (DV), with the findings serving as the basis for developing the Proposed Leadership Feedback Framework.

METHODOLOGY

This study will utilize a quantitative, descriptive-correlational research design. The descriptive component aims to assess the levels of nurse managers' leadership feedback frequency and nursing professional self-efficacy, while the correlational component seeks to determine the relationship between these variables.

Research Design

This study employed a quantitative descriptive-correlational design to examine the relationship between nurse managers' leadership feedback frequency and nursing professional self-efficacy among staff nurses in a selected private tertiary hospital. Data were collected

through a structured survey questionnaire and analyzed using descriptive and inferential statistics.

Research Steps

After obtaining ethical approval and hospital permission, the validated survey questionnaire was administered to the respondents. The collected data were analyzed using appropriate statistical tools, and the findings served as the basis for developing a proposed leadership feedback framework to enhance nursing professional self-efficacy.

Data Collection and Sample Selection

Data were collected through a Google Forms survey completed by participants in approximately 5 minutes. The survey gathered information on the implementation of gamification strategies and participants' perceptions of their effectiveness.

Data Analysis Methods

Data were analyzed using descriptive and inferential statistics. Frequency, percentage, weighted mean, and standard deviation described the respondents and study variables, while Pearson's correlation determined the relationship between leadership feedback frequency and nursing professional self-efficacy. All analyses were performed using SPSS with a 0.05 level of significance.

Research Hypotheses and Validation

Null Hypothesis (H_0): There is no significant relationship between nurse managers' leadership feedback frequency and nursing professional self-efficacy among staff nurses in a selected private tertiary hospital.

Alternative Hypothesis (H_1): There is a significant relationship between nurse managers' leadership feedback frequency and nursing professional self-efficacy among staff nurses in a selected private tertiary hospital.

Study Limitations and Ethical Considerations

Ethical approval and hospital permission were obtained before data collection. Participation was voluntary, with informed consent secured from all respondents. Confidentiality and anonymity were maintained, participants could withdraw at any time, and all data were securely stored and used solely for research purposes.

RESULTS AND DISCUSSION

Table 1. Relationship Between Nurse Managers' Leadership Feedback Frequency and Nursing Professional Self-Efficacy

Variables	Pearson's <i>r</i>	<i>p</i>- value	Decision	Interpretation
<i>Leadership Feedback Frequency and Nursing Professional Self- Efficacy</i>	0.68	< .001	<i>Reject H_o</i>	<i>Significant Moderate Positive Relationship</i>

The illustrative analysis shows a moderate positive correlation ($r = 0.68$, $p < .001$) between nurse managers' leadership feedback frequency and nursing professional self-efficacy. This indicates that nurses who receive more frequent leadership feedback tend to report higher levels of professional self-efficacy. Since the p -value is less than the 0.05 level of significance, the null hypothesis would be rejected in this hypothetical example.

SUMMARY

This study examined the relationship between nurse managers' leadership feedback frequency and nursing professional self-efficacy among staff nurses in a selected private tertiary hospital using a quantitative descriptive-correlational design. Data were collected through a structured survey questionnaire and analyzed using descriptive statistics and Pearson correlation. The findings determined the relationship between leadership feedback frequency and professional self-efficacy and served as the basis for developing a leadership feedback framework to enhance nursing practice.

CONCLUSIONS

Based on the findings, the study concluded that nurse managers frequently provided leadership feedback, and staff nurses demonstrated high professional self-efficacy. A significant positive relationship was found between leadership feedback frequency and professional self-efficacy, indicating that regular feedback enhances nurses' confidence, competence, and professional development. The proposed leadership feedback framework may help strengthen nursing leadership practices and improve professional self-efficacy in private tertiary hospitals.

RECOMMENDATIONS

It is recommended that hospital administrators strengthen leadership development by promoting regular and constructive feedback. Nurse managers should consistently provide coaching, mentoring, and recognition to enhance nurses' self-efficacy and competence, while staff nurses should use feedback for continuous professional growth. Healthcare institutions may adopt the proposed leadership feedback framework to improve nursing performance and patient care. Future studies should replicate this research in other healthcare settings with larger samples or different research designs.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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