

Relationship Between the Effectiveness of Structured Preceptorship Programs and the Competency of Nurses in a Tertiary Hospital in Marikina City

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ABSTRACT

This study determined the effect of the structured preceptorship program on the competency of nurses who completed the program in a tertiary hospital in Marikina City. Specifically, it examined the respondents' demographic profile, assessed the effectiveness of the structured preceptorship program in terms of orientation and training, clinical supervision, feedback and evaluation, and mentorship support, evaluated nurses' competency in clinical skills, communication skills, critical thinking, and professional behaviors, determined the significant relationship between the effectiveness of the structured preceptorship program and nursing competency, and identified whether significant differences in competency existed when respondents were grouped according to their demographic profile. The study used a quantitative, descriptive-correlational research design. Data were collected using a structured questionnaire administered to nurses who had completed the hospital's preceptorship program, and the results were analyzed using descriptive and inferential statistics. Findings revealed that the structured preceptorship program was perceived as highly effective, while the respondents demonstrated a very high level of nursing competency, with professional behaviors receiving the highest rating. A very strong positive and statistically significant relationship was found between the effectiveness of the structured preceptorship program and nursing competency. No significant differences in competency were observed when respondents were grouped according to age, gender, educational attainment, and length of employment. The findings indicate that structured preceptorship programs play a significant role in enhancing nurses' competency and support the continued implementation and strengthening of competency-based preceptorship programs to facilitate nurses' successful transition into professional practice.

Keywords: Structured preceptorship program, nurse competency, clinical supervision, mentorship, professional development, transition to practice, nursing education

INTRODUCTION

Nurses play a vital role in delivering safe, effective, and quality healthcare services. As healthcare environments become increasingly complex, nurses are expected to demonstrate competence in clinical skills, communication, critical thinking, and professional behavior. To support competency development and facilitate professional growth, healthcare institutions implement structured preceptorship programs that provide guidance, supervision, mentorship, and learning opportunities for nurses.

Statement of the Problem

This study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, sex, educational attainment, and length of employment?

2. What is the level of effectiveness of the structured preceptorship program in terms of; orientation and training, clinical supervision, feedback and evaluation, and mentorship support?
3. What is the level of competency of nurses who completed the preceptorship program in terms of: clinical skills, communication skills, critical thinking, and professional behavior?
4. Is there a significant relationship between the effectiveness of structured preceptorship programs and the competency of nurses who completed the program?
5. Is there a significant difference in the competency level of nurses when grouped according to their demographic profile?

Scope and Delimitations

This study focused on determining the relationship between the effectiveness of structured preceptorship programs and the competency of nurses who completed the program in a tertiary hospital in Marikina City. The study is limited to nurses who completed the preceptorship program within the specified period and institution.

Review of Related Literature

Structured preceptorship programs are widely recognized as an essential component of nursing workforce development. These programs give newly transitioned and practicing nurses opportunities to build clinical competence, develop professional confidence, and adapt to healthcare environments through guided learning experiences.

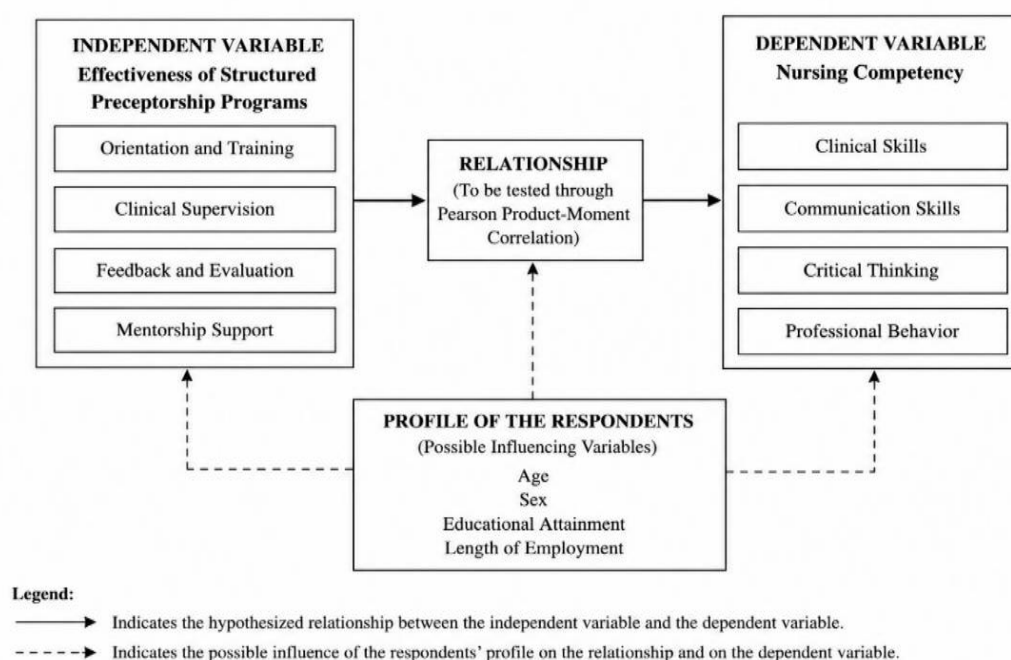
Chen et al. (2015) emphasized that effective preceptors play a significant role in creating a positive learning environment by providing guidance, encouragement, and constructive feedback. The literature also highlighted that nursing competency is influenced by self-efficacy, clinical exposure, communication skills, and organizational support. Newly hired nurses who receive effective mentorship and continuous feedback exhibit higher competency levels and better patient care performance (Murray et al., 2022). Kaihlanen et al. (2021) further highlighted that supportive transition experiences are associated with increased occupational commitment and successful adaptation to professional roles.

Theoretical Framework

This study is anchored in Patricia Benner's Novice-to-Expert Theory (1984) and supported by Virginia Henderson's Need Theory (1966). Patricia Benner's Novice-to-Expert Theory explains that nurses develop knowledge, skills, and competence through education, experience, and clinical exposure. According to Benner (1984), nurses progress through five stages of professional development: novice, advanced beginner, competent, proficient, and expert. The study is further supported by Virginia Henderson's Need Theory. Henderson (1966) emphasized that the unique function of nursing is to assist individuals in activities contributing to health, recovery, or a peaceful death that they would perform independently if they possessed the necessary strength, knowledge, or will.

Conceptual Framework

Figure 1
Conceptual Paradigm Showing the Relationship Between the Effectiveness of Structured Preceptorship Programs and the Competency of Nurses



METHODOLOGY

This chapter outlines the research design, sampling techniques, data collection procedures, and analysis methods employed to assess the

Research Design

This study will employ a quantitative descriptive-correlational research design to determine the relationship between the effectiveness of structured preceptorship programs and the competency of nurses in a tertiary hospital in Marikina City.

Research Steps

The researcher obtained approval from the research adviser, hospital administration, and ethics review committee before conducting the study. After securing all necessary permissions, the researcher coordinated with the nursing administration for questionnaire distribution. The study's purpose and procedures were explained to the participants, and informed consent was obtained prior to data collection. Participation was voluntary, and confidentiality and anonymity were assured. Completed questionnaires were collected, checked for completeness, and organized, encoded, tabulated, and prepared for statistical analysis.

Data Collection and Sample Selection

The target population of the study will consist of all nurses who completed the structured preceptorship program in a tertiary hospital during the years 2025 to 2026. The study will utilize complete enumeration, also known as total population sampling. Complete enumeration involves including all members of the target population who satisfy the inclusion criteria.

Data Analysis Methods

The gathered data were analyzed using descriptive and inferential statistics. Frequency, percentage, and mean were used to describe the respondents' demographic profile. Weighted mean and standard deviation were utilized to assess the effectiveness of the structured preceptorship program and the competency level of nurses. Pearson Product-Moment Correlation determined the relationship between the effectiveness of the structured preceptorship program and nurses' competency, while the independent t-test and one-way Analysis of Variance were used to determine significant differences in competency based on demographic characteristics. All data were analyzed using statistical software at a 0.05 level of significance.

Research Hypotheses and Validation

The questionnaire underwent content validation by three experts in nursing education, nursing administration, and clinical practice to evaluate its clarity, relevance, appropriateness, and comprehensiveness. Their recommendations were incorporated into the final instrument. A pilot test involving 10% of the sample was then conducted among nurses with similar characteristics but who were not included in the actual study. The reliability of the questionnaire was assessed using Cronbach's Alpha.

Study Limitations and Ethical Considerations

This study is limited to nurses who have completed the structured preceptorship program in a tertiary hospital in Marikina City during the specified study period; therefore, the findings may not be generalized to nurses in other healthcare institutions or settings. The study will uphold ethical principles throughout the research process, including respect for autonomy, beneficence, non-maleficence, justice, veracity, fidelity, informed consent, and data privacy.

RESULTS AND DISCUSSION

Statement of the Problem 1: Demographic Profile of the Respondents

The majority of respondents were 21–25 years old, female, holders of a Bachelor of Science in Nursing degree, and had 0–3 months of employment at the time of the study. These findings indicate that the respondents were predominantly novice nurses who had recently completed the structured preceptorship program.

Statement of the Problem 2: Effectiveness of the Structured Preceptorship Program

The structured preceptorship program was perceived as highly effective, with an overall mean of 4.44 (Strongly Agree). These findings indicate that respondents viewed the program as effective in facilitating their transition into professional nursing practice through comprehensive supervision, mentoring, orientation, and competency evaluation.

Statement of the Problem 3: Nursing Competency

Respondents demonstrated a very high level of nursing competency, with an overall mean of 4.31. The findings suggest that respondents perceived themselves as competent in delivering safe, ethical, patient-centered nursing care following completion of the structured preceptorship program.

Statement of the Problem 4: Relationship Between Structured Preceptorship Program and Nursing Competency

The Pearson Product-Moment Correlation analysis revealed a very strong positive relationship between the effectiveness of the structured preceptorship program and nursing competency. The null hypothesis was therefore rejected, indicating that nurses who perceived the structured preceptorship program as more effective also reported higher levels of nursing competency.

Statement of the Problem 5: Difference in Nursing Competency According to Demographic Profile

The findings indicate that competency development was comparable across respondents regardless of demographic characteristics, suggesting that participation in the structured preceptorship program contributed more substantially to competency than personal demographic factors.

CONCLUSIONS

The structured preceptorship program implemented in the tertiary hospital was perceived to be highly effective in supporting the transition of newly employed nurses into professional practice. The consistently high ratings across orientation and training, clinical supervision, feedback and evaluation, and mentorship support demonstrate that the program successfully provided an organized learning environment that promoted competence, confidence, and professional growth.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

1. Hospital administrators should continue supporting and strengthening structured preceptorship programs by providing adequate institutional resources, standardized competency-based training,
2. The Nursing Service Department should regularly review and update the content of the structured preceptorship program to incorporate current evidence-based nursing practices, simulation-based learning, and competency assessment strategies
3. Future researchers may conduct similar studies using larger samples from multiple hospitals to improve the generalizability of the findings.

ACKNOWLEDGMENTS

I genuinely thank Almighty God for His strength, discernment, and direction during this study. I am incredibly appreciative of my research adviser's invaluable advice and assistance, SBLS's excellent instruction and learning opportunities, and my employer's cooperation throughout this research project. I also want to express my sincere gratitude to my mother and grandmother for their unwavering love, prayers, and support as I pursue my Master's degree.

AI DECLARATION STATEMENT

AI tools were used solely to refine language, condense content, and format the manuscript. No AI system gathered data, created respondent records, conducted statistical analysis, or assumed the researcher's role in verifying the work.

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