

The Influence of Preceptors on The Professional Skills, Personality Development, and Growth of Novice Renal Nurses at Selected Dialysis Centers in Davao Del Norte

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ABSTRACT

This study examined the impact of preceptorship on the professional development of novice renal nurses in selected dialysis centers in Davao del Norte, guided by Benner's Novice to Expert Theory. It focused on guidance, teaching attitude, feedback, and emotional support in relation to clinical competence, personality development, and professional growth. A descriptive-correlational design was used involving 35 novice renal nurses with 6 months to 1 year of experience. Data were collected using structured questionnaires and analyzed using descriptive statistics, Pearson correlation, and regression analysis. Results showed a very high level of preceptorship and high levels of clinical competence, personality development, and professional growth. Guidance and teaching were the most prominent dimensions of preceptorship. A significant positive relationship was found between preceptorship and professional development ($r = 0.679$, $p < 0.001$), with regression confirming it as a significant predictor ($\beta = 0.679$, $p < 0.001$).

The study was limited to selected dialysis centers in Davao del Norte. Findings support structured preceptorship programs to enhance competence, confidence, and professional growth in nephrology nursing practice.

Keywords: Novice renal nurses, Personality traits, Preceptor behavior, Dialysis care, Professional development, Preceptorship, Rural healthcare

INTRODUCTION

Globally, there is a growing prevalence of Chronic Kidney Disease (CKD) resulting in an increased need for trained renal nurses (WHO, 2023; NKF 2022). New graduate renal nurses typically have difficulty transitioning from student to clinician due to a lack of confidence upon entering clinical practice (Duchscher, 2009). Preceptors are utilized to provide new graduate renal nurses with guidance, feedback, and support as a way to increase both their competence and their confidence (Bandura, 1977; Ke et al., 2017). Despite this, there has been very little research on how preceptorship affects the practice of new graduate renal nurses in Davao Del Norte.

Statement of the Problem

This study examined the impact of preceptorship on the professional development of novice renal nurses in selected dialysis centers in Davao del Norte, Philippines. Specifically, it sought to determine:

1. How is preceptorship of novice renal nurses characterized in terms of guidance and teaching, teaching attitude, feedback provision, and emotional support?

2. What is the level of clinical competence of novice renal nurses in terms of clinical capacity, dialysis practice, and patient care?
3. What is the level of personality development of novice renal nurses in terms of professional conduct, communication, caring behavior, and decision-making?

Scope and Delimitations

This research examines the impact of preceptors on the professional development of novice renal nurses at selected dialysis facilities in Davao del Norte. Preceptors play an important role in guiding, providing feedback, serving as role models, and providing support for competent, confident, and well-behaved individuals who are growing in their field. Findings from Benner's Novice to Expert Theory and structured surveys are specific to the selected institutions but could provide insight for improving renal nursing practice and mentorship programs.

Review of Related Literature

According to previous research, preceptorship will increase a nurse's competence, confidence, communication skills, and professionalism (Roy et al., 2017; Labrague et al., 2019). Additionally, preceptorship aids the nurse in transitioning into professional practice through guidance and mentorship (Ke etl al., 2017; Musharyanti et al., 2023), particularly in complex situations related to dialysis care (Omer et al., 2016). However, there have been few studies of preceptorship for renal nursing in Davao del Norte.

Theoretical Framework

- **Benner's Novice to Expert Theory** explains nursing competence as a progressive development from novice to expert through clinical experience (Benner, 1982).
- **Bandura's Social Learning Theory** emphasizes learning through observation, imitation, and modeling of behaviors (Bandura, 1977).
- **Vygotsky's Sociocultural Theory** highlights learning through guided support and social interaction (Vygotsky, 1978).

Conceptual Framework

This research investigates the role of preceptors in supporting the development of novice renal nurses across several dialysis facilities in Davao del Norte. Preceptorship (independent variable) comprises four components: Teaching & Guidance, Teaching Behaviors, Feedback, and Emotional Support, while the study's three potential outcomes are Clinical Competency, Development of Personality, and Professional Growth. It is posited that novice renal nurses who have access to structured guidance and receive constructive feedback and emotional support will experience improved clinical competency, professionalism, confidence, and career advancement compared to those who do not have access to structured guidance and support.

METHODOLOGY

The quantitative research method was adopted, employing structured questionnaires to collect the data, and analyzed the data using descriptive statistics (i.e., frequency, mean,

standard deviation) and statistical tests (e.g., ANOVA, regression analysis, etc.) to determine the relationship between the different variables and whether or not the variables were significantly related to each other.

Research Design

This research was conducted using quantitative correlational-descriptive methodologies to explore the correlation between preceptorship and novice renal nurses' professional development within the parameters of Davao del Norte without manipulating any variables. Competence, confidence, behaviors, growth, and training difficulties were measured by administering a structured questionnaire. There were statistically significant correlations that will assist in improving preceptorships for renal nurses and clinical education.

Research Steps

Data collected through structured questionnaires about preceptorship, competency, confidence, behaviors, and growth in nursing. The instrument used was validated and tested for reliability, and written ethical approval for use, including participant consent, was obtained before conducting the research study. After completing data collection, data analysis indicated that descriptive and inferential statistics could be used to determine relationships among variables.

Data Collection and Sample Selection

Prior to the commencement of data collection, ethical approval and appropriate permissions were obtained. Informed consent was obtained from novice renal nurses with between 6 months and 1 year of work experience, who were purposively selected as participants for this study. The data collection process used validated questionnaires, and the data were coded and statistically analyzed to establish relationships among variables.

Data Analysis Methods

Using descriptive statistics, which included averages and standard deviations, we provided a summary of the respondents' demographics (e.g. gender) as well as their experiences as preceptors and their level of professional development. We performed a Pearson correlation analysis to assess correlations between variables at the 0.05 level of significance.

Research Hypotheses and Validation

The following hypotheses were tested in this study: H01. Preceptorship has no significant relationship to novice renal nurses' competencies, personality, or development; and H02. Preceptorship does not significantly affect the competence, personality, or overall development of a renal nurse working at a selected dialysis center in Davao del Norte. To ensure the instrument's validity, a panel of experts reviewed and pilot-tested it before data collection began.

Study Limitations and Ethical Considerations

The ethical principles of informed consent, voluntary participation, confidentiality, anonymity, and right to withdraw were followed. The research was approved by an ethics

review committee, and no harm, coercion, or stigma was inflicted. The sample was restricted to selected locations, and the data collected for the study are self-reported.

RESULTS AND DISCUSSION

The study revealed that novice renal nurses working at certain dialysis clinics in Davao del Norte had an average level of preceptorship ($M = 3.69$). There was significant emotional support given during clinical practice and the provision of quality feedback. However, there were also weaknesses in the delivery of effective guidance and teaching. Novice renal nurses also experienced significant focus on their continuing education at dialysis facilities. Within this continuum, novice renal nurses rate their clinical competence, ability to provide direct patient care, ability to perform safe dialysis practices, communication skills, professional behaviour, and ability to make sound clinical decisions. The overall findings of this study indicate that novice renal nurses benefit from adequate emotional support and constructive feedback; however, there remains room for improvement in guidance and instruction during the initial training period, or preceptor phase, across all participants.

SUMMARY

This research explored how preceptor relationships help new renal nurses progress as professionals and learn about themselves personally and professionally. Results demonstrated an increase in competency due to the preceptorship's impact on emotional support, feedback, guidance, and supportive teaching styles. The study indicated the presence of a strong, positive correlation between preceptor experience and ability to grow professionally ($r = 0.679$, $p < 0.001$), and that preceptor relationship type was a strong predictor of future professional success ($\beta = 0.679$).

CONCLUSIONS

Competence, confidence, and professional growth for new renal nurses are fostered through preceptorship programs. The primary impact of a preceptor's role on novice renal nurses was providing emotional support and giving constructive feedback. In support of Benner's Novice to Expert Theory, the findings of this study clearly indicate that providing a formalized preceptorship for novice renal nurses positively contributes to the development of competent dialysis nurses.

RECOMMENDATIONS

Continuously provide preceptors with guidance, feedback, and support via mentoring. Preceptors will require training, and new nurses need to be actively involved in learning and receiving feedback. Policymakers can establish standards for preceptorship practice, and warrant more extensive sampling of preceptors in multiple environments for future studies.

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AI DECLARATION STATEMENT

AI tools were used only for editing, summarizing, and improving clarity of the manuscript. The researcher remains fully responsible for all data, analysis, and final content. AI was not used to generate or modify research data or results.

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