

**Mentorship and Work Empowerment Among Newly Hired Nurses
In a Selected Provincial Hospital System In Rizal:
Basis for Onboard Program Enhancement**

Michelle Joie B. Gabales¹, Dr. Joel John A. Dela Merced²

<https://orcid.org/0009-0004-7788-0736>¹, <https://orcid.org/0000-0002-1459-52742>²

St. Bernadette of Lourdes College, Inc.^{1,2}

bgabales24@sbcl.edu.ph¹, jdelamerced@sbcl.edu.ph²

ABSTRACT

This study aimed to determine the extent of mentorship and work empowerment among newly hired nurses in a selected Provincial Hospital System in Rizal and to develop an onboarding enhancement program based on the findings. It employed a quantitative descriptive-correlational research design involving 80 newly hired nurses. Data were gathered using a structured survey questionnaire. The findings showed that most respondents were female, single, Bachelor of Science in Nursing graduates, and within their first year of clinical practice. Mentorship was generally rated highly for mentorship interactions, scope of guidance, progress monitoring, and the provision of learning opportunities. Work empowerment was also rated highly for autonomy in decision-making, leadership opportunities, work recognition, and performance feedback, while access to resources received a comparatively lower rating. A significant positive relationship was found between all dimensions of mentorship and work empowerment, indicating that stronger mentorship was associated with greater autonomy, leadership participation, recognition, access to resources, and constructive feedback. The study concluded that mentorship is an important organizational mechanism for strengthening the empowerment, confidence, competence, and professional adjustment of newly hired nurses. It recommended implementing a structured onboarding enhancement program that includes formal mentor assignment, competency monitoring, regular feedback, expanded training opportunities, improved access to resources, guided autonomy, leadership development, and recognition.

Keywords: Mentorship, work empowerment, newly hired nurses, onboarding program, provincial hospital system

INTRODUCTION

Mentorship and work empowerment help newly hired nurses adjust to clinical practice by strengthening their confidence, competence, communication, and sense of workplace belonging. Despite global growth in the nursing workforce, shortages persist, including a deficit in the Philippines. Structured mentorship, preceptorship, and empowerment through access to resources, information, support, and decision-making can improve performance, motivation, satisfaction, and retention. However, implementation remains inconsistent, particularly in provincial hospitals. This study examines mentorship and work empowerment among newly hired nurses in a selected Rizal provincial hospital system, determines their relationship, identifies existing gaps, and develops evidence-based recommendations to improve onboarding, professional adaptation, support systems, and long-term workforce commitment.

Statement of the Problem

The study aimed to determine the extent of mentorship and empowerment of newly hired staff nurses in a selected Provincial Hospital System in Rizal.

Specifically, it sought answers to the following questions:

1. What is the demographic profile of the respondents in terms of: Age; Sex; Civil Status; Educational Attainment; Clinical Experiences; Regular Training Attended; and Area of Assignment?
2. What is the extent of mentorship among newly hired nurses as perceived by themselves with respect to: Mentorship Interactions; Scope of Guidance; Progress Monitoring; and Provision of Learning Opportunities?
3. What is the extent of work empowerment among newly hired nurses as perceived by themselves with respect to: Autonomy in Decision Making; Access to resources; Leadership Opportunities; Work Recognition; and Performance Feedback?
4. Is there a significant relationship between the extent of mentoring and work empowerment among newly hired nurses?
5. Based on the Results, what onboard enhancement program can be proposed to improve mentorship and empowerment among newly hired nurses?

Scope and Delimitations

The scope of this study focused on determining the extent of mentorship and work empowerment among newly hired nurses in a selected Provincial Hospital System in Rizal. It included registered nurses employed for less than one year and assigned to various clinical areas.

Review of Related Literature

Newly hired nurses often face transition challenges, including unfamiliar routines, heavy workloads, role uncertainty, and pressure to meet clinical expectations. These difficulties may reduce confidence, job satisfaction, retention, and quality of care when support is insufficient (Joseph et al., 2022). Mentorship helps nurses develop clinical competence, communication skills, professional identity, and workplace belonging through guidance, feedback, supervision, and role modeling (Mikkonen et al., 2021). Structured mentoring reduces transition shock and strengthens nurses' intention to remain in the profession (Moon et al., 2024). Work empowerment supports adaptation by providing access to information, resources, support, opportunities, autonomy, and participation in decision-making (Saleh, 2022). Mentorship and empowerment are interconnected because mentors help newly hired nurses understand hospital systems, access resources, make decisions, and gain control over their roles. Together, these strategies improve confidence, engagement, accountability, clinical performance, and commitment, underscoring the need for structured, sustainable hospital support programs (Martina et al., 2025).

Conceptual Framework

The conceptual framework follows the Input–Process–Output (IPO) model. Inputs include nurses' demographic profile, mentorship, and work empowerment indicators. The process involves questionnaire validation, data collection, and statistical analysis, guided by Benner's Novice to Expert Theory and Roy's Adaptation Theory. The output is an evidence-based enhanced onboarding program for newly hired nurses.

Theoretical Framework

Patricia Benner's Novice to Expert Theory offers a framework for understanding how nurses develop their skills over time. It breaks down this growth into five stages, novice, advanced beginner, competent, proficient, and expert. *Sister Callista Roy's Adaptation Model* views people as active systems that continually interact with their surroundings, responding to changes through various coping strategies. *Hildegard Peplau's Theory of Interpersonal Relations* emphasizes that nursing is a therapeutic, educative, and interpersonal process that functions cooperatively with other human processes to promote health. In the context of newly hired nurses.

METHODOLOGY

Research Design

The study utilized a quantitative descriptive-correlational research design. The descriptive-correlational design was used to describe the demographic profile of newly hired nurses and determine their perceived levels of mentorship and work empowerment.

Research Steps

This research commenced with an extensive review of related literature to establish a clear understanding of mentorship and work empowerment among newly hired nurses. It examined relevant studies, theories, and existing hospital practices concerning clinical mentorship, organizational support, professional adjustment, job satisfaction, and nurse retention.

Data Collection and Sample Selection

The study involved 100 registered nurses employed for less than one year in selected provincial hospitals in Rizal. Using Slovin's Formula with a 5% margin of error, 80 respondents were selected through purposive sampling based on their experience with mentorship and work empowerment. Data were gathered using a self-made, three-part questionnaire covering demographic characteristics, mentorship, and work empowerment, measured through a four-point Likert scale. Expert validation produced an I-CVI of 1.00, while Cronbach's alpha values of 0.944 for mentorship and 0.918 for work empowerment confirmed high reliability.

Data Analysis Methods

The data collected were analyzed and computed using IBM SPSS Statistics. Frequency and percentage were computed to describe the respondents' demographic profile. The mean and standard deviation were calculated using IBM SPSS Statistics to determine the extent of mentorship and work empowerment. Pearson r was used to test the significant relationship between mentorship and work empowerment.

Research Assumptions and Validation

This study assumes that newly hired nurses in selected provincial hospitals in Rizal have direct and relevant experience with mentorship and work empowerment. Furthermore, the study assumes that the validated questionnaire will reliably measure the identified variables and that the collected data will be suitable for statistical analysis.

Study Limitations and Ethical Considerations

The study upheld ethical principles by obtaining written informed consent and ensuring voluntary participation and the ability to withdraw without penalty. Participants' autonomy was respected, while beneficence focused on improving mentorship, empowerment, and nursing support programs. Nonmaleficence was observed. Justice ensured fair participant selection and equal treatment. Fidelity and veracity promoted honesty in data collection, analysis, interpretation, and reporting. Confidentiality and privacy were protected.

RESULTS AND DISCUSSION

SOP 1: Demographic Profile. The findings showed that most of the newly hired nurses were female, single, and Bachelor of Science in Nursing graduates. The largest age group was 35–39 years old, although a substantial number also belonged to the 20–24 and 25–29 age groups. Most respondents had 10–12 months of clinical experience and had attended only one to two regular training programs, while a considerable number had not attended any training.

SOP 2: Extent of Mentorship. The findings revealed that newly hired nurses strongly agreed that mentorship was practiced. Scope of guidance obtained the highest overall mean, indicating that mentors effectively provided assistance with clinical procedures, hospital policies, complex patient situations, and competency development. Provision of learning opportunities received the lowest overall mean, although it was still interpreted as Strongly Agree. This suggests that mentorship was generally strong, but participation in clinical decision-making, seminar attendance, constructive discussions, and skills tracking may still be improved.

SOP 3: Extent of Work Empowerment. The findings showed that newly hired nurses generally experienced a high level of work empowerment. Leadership opportunities obtained the highest overall mean. Access to resources received the lowest overall mean and was interpreted only as Agree. This indicates that newly hired nurses were generally trusted, recognized, involved in unit activities, and provided with feedback, but access to medical equipment, staffing support, learning materials, clinical guidelines, and technical assistance requires further strengthening.

SOP 4: Significant Relationship Between Mentorship and Work Empowerment. The results revealed significant positive relationships between all dimensions of mentorship and all dimensions of work empowerment. The correlation coefficients ranged from moderate to strong, and all significance values were below the 0.05 level.

SOP 5: Proposed Onboarding Enhancement Program. Based on the findings, a structured onboarding enhancement program was proposed to strengthen mentorship and empowerment at work among newly hired nurses. The program includes individualized onboarding assessment, formal mentor–mentee assignment, mentor preparation, clinical and organizational guidance, progress monitoring, expanded training opportunities, improved resource access, guided autonomy, leadership development, recognition, regular performance feedback, and continuous program evaluation.

SUMMARY

The findings showed that most newly hired nurses were female, single, nursing graduates, and commonly assigned to demanding hospital units. Mentorship was strongly practiced, particularly through comprehensive clinical and organizational guidance, although learning opportunities required improvement. Work empowerment was also high, with leadership opportunities receiving the highest rating, while access to resources remained the weakest area. All mentorship dimensions had significant positive relationships with work empowerment, leading to the rejection of the null hypothesis. Stronger mentorship increased nurses' autonomy, access to resources, leadership involvement, recognition, and performance feedback.

CONCLUSIONS

Mentorship and work empowerment were significantly and positively related. The proposed onboarding enhancement program is a suitable response to the identified needs of newly hired nurses. It should integrate structured mentorship, regular monitoring, expanded learning opportunities, improved access to resources, guided decision-making, leadership development, recognition, and consistent feedback. Through these components, the program may strengthen professional adjustment, competence, confidence, engagement, and retention among newly hired nurses.

RECOMMENDATIONS

Based on the findings and conclusions of the study, to institutionalize a comprehensive onboarding enhancement program that integrates structured mentorship and work empowerment. They should allocate sufficient resources, establish clear policies, support mentor training, and regularly evaluate onboarding outcomes to improve nurse retention, organizational performance, and quality of patient care.

ACKNOWLEDGMENTS

My heartfelt gratitude goes to my RPHS Family for their unwavering support, camaraderie, kindness, and encouragement throughout my thesis journey. I sincerely thank Dr. John Joel Dela Merced, my thesis adviser. My family and I offer our deepest gratitude to Almighty God for His wisdom, strength, guidance, grace, and countless blessings.

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.

REFERENCES

- Joseph, H. B., Issac, A., George, A. G., Gautam, G., Jiji, M., & Mondal, S. (2022). Transitional Challenges and Role of Preceptor among New Nursing Graduates. *Journal of Caring Sciences*, 11(2), 56–63. <https://doi.org/10.34172/jcs.2022.16>
- Martina, G., Louise, M., Claire, M., Anna, C., Lorelli, N., Marie, K., Aoife, L., & Owen, D. (2025). The Reported Evidence of Nursing and Midwifery Mentorship Programs Internationally: A Scoping Meta-Review Providing a Comprehensive Overview of Mentorship Programs. *Journal of Advanced Nursing*. <https://doi.org/10.1111/jan.17028>