

ARTICLE INFORMATION

Received: December, 16, 2025

Revised: May, 1, 2026

Available online: May, 6, 2026

at : <https://e-jurnal.iphorr.com/index.php/minh>

The meaning of lecturer leadership management in nursing education: A phenomenological study approach

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Abstract

Background: Leadership is an important competency in nursing education, but students' experience in understanding lecturer leadership management is still rarely explored.

Purpose: To understand students' experiences related to lecturer leadership management in nursing education.

Method: A phenomenological approach with in-depth interviews with 12 students as participants was employed. The data was analyzed thematically to identify the experiences and meanings gained by students related to lecturer leadership.

Results: The analysis showed four main themes: (1) lecturers as role models in leadership management, (2) guidance and mentoring in the leadership process, (3) open communication and interaction in leadership management, and (4) instilling ethical and leadership values by lecturers. Students assess direct interaction with lecturers, practical experience, and intensive mentorship as important factors in the development of professional leadership competencies.

Conclusion: Student experiences confirm that lecturer leadership management shapes the professional understanding, skills, and values applied in nursing practice.

Keywords: Ethics; Leadership; Management; Nursing Education; Phenomenology.

INTRODUCTION

Lecturer leadership management is a key element in nursing education because lecturers play the role of directing, managing, and controlling the entire learning process. In the nursing profession that demands graduates to be adaptive, critical, and ready to lead, the effectiveness of lecturer leadership management is the main determinant of educator success (Abou Zeid, El-Ashry, Kamal, & Khedr, 2022). Lecturers not only deliver material, but also design, organize, and evaluate all learning activities (Park & Kim, 2023). Teaching strategies, classroom interaction management, clinical practice coordination, and academic standards are all reflective of managerial practices that affect students' learning experiences (Al-Omari, Dorri, Blanco, & Al-Hassan, 2024). Proper management can increase motivation, engagement, and create a conducive

learning environment, while suboptimal management can cause confusion, decrease interest in learning, and hinder the formation of professional character (Alenezi, 2022).

Nursing education is known as an integrated process that includes theory, clinical practice, and professional value coaching (Estalella, Román, Reichenberger, & Maquibar, 2023). Lecturers carry out managerial functions which include learning planning, class arrangements, clinical practice management, providing guidance, and ensuring effective academic communication (Honkavuo, 2021). Research shows that well-managed lecturer leadership increases student confidence, engagement, and competency achievement (Backman, Lindkvist, Lövhelm, Sjögren, & Edvardsson, 2023).

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However, there is still little research that explains how students interpret lecturer leadership management practices in their academic daily lives (Abou Zeid et al., 2022). It is not clear how they interpret the way lecturers organize the learning process, handle conflicts, provide direction, and build learning structures (Backman, Sjögren, Lövhelm, Lindkvist, & Edvardsson, 2021; Backman et al., 2023). Studies in Indonesia show that student responses to lecturer leadership, both supportive and challenging, are still poorly explored (Ratnasari, Dewanto, Praditia, & Santos, 2022). This gap shows the need for an in-depth study to understand how lecturer leadership management is perceived by students and how it shapes their professional identity, values, and leadership readiness (Backman et al., 2021).

The urgency of this research lies in the need to strengthen lecturer leadership management so that learning is more effective. This research presents novelty through a phenomenological approach that explores student experiences in depth. The purpose of the research is to understand how students interpret lecturer leadership management in learning and how these experiences shape their academic identity and professional readiness.

RESEARCH METHOD

Descriptive phenomenology (Colaizzi) was employed to explore the meaning of student experiences related to lecturer leadership in nursing learning (Jiang, Liu, Han, Zhao, Shi, & Zhuang, 2024).

This approach was chosen to identify the essence of experience through a bracketing process involving the holder of the researcher's assumption. The research was conducted at the Wamena Applied Undergraduate Study Program, Ministry of Health, Jayapura, in July–October 2025.

The researcher has a background in nursing education and conducts self-reflection to minimize bias. Participants did not have a direct academic relationship with the researcher during the research. A total of 12 students were selected by purposive sampling with the following criteria: active students, have participated in clinical practice ≥ 1 semester, and are willing to participate (Nuuyoma, Muvumwaeni, & Chihururu, 2024). The number of participants is determined based on data saturation/information power.

Data were collected through semi-structured face-to-face interviews in private spaces, lasting 45-60 minutes, recorded and transcribed verbatim (Honkavuo, 2021; Saab, Hegarty, Murphy, & Landers, 2021).

Data analysis follows Colaizzi's steps: re-reading, identifying important statements, formulating meanings, grouping themes, compiling comprehensive descriptions, determining essence, and examining members (Fadana & Vember, 2021).

The validity of the data is maintained through credibility (member checking), reliability (audit trail), confirmation (researcher reflection), and transferability (context description).

RESEARCH RESULTS

Table Characteristics of Participants (N=12)

Participant Code	Age (Years)	Gender	Semester	Clinical Practice Experience	Remarks
P1	21	Female	Semester 3	Yes	Be active in leadership discussions
P2	22	Female	Semester 5	Yes	Have organizational experience
P3	21	Male	Semester 4	Yes	Active in clinical practice
P4	23	Female	Semester 6	Yes	Former group leader
P5	22	Male	Semester 5	Yes	Active in academic activities
P6	21	Female	Semester 3	Yes	Have leadership experience
P7	22	Female	Semester 5	Yes	Active in field practice
P8	23	Male	Semester 6	Yes	Experienced in teamwork
P9	21	Female	Semester 3	Yes	Active in group communication
P10	22	Female	Semester 3	Yes	Take leadership training
P11	23	Male	Semester 5	Yes	Active in clinical practice
P12	21	Female	Semester 4	Yes	Have good communication skills

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Based on the table above, most of the participants are female students with an age range of 21–23 years and are in semesters 3–6. All participants have clinical practice experience as well as involvement in academic, organizational, and leadership activities. These characteristics indicate that participants have relevant learning and practice experiences to explore transformational leadership in nursing education.

The results of the study show that students interpret lecturers' leadership management experiences as an important part of learning and developing their leadership competencies. Direct interaction with lecturers, clinical practice experience, and academic dynamics shape students' understanding of professional leadership, which in turn becomes a principle that they apply in their daily nursing education activities (Gao, Jiang, Hu, Li, & Hou, 2020). Based on in-depth interviews with 12 participants, four main themes were found that reflect students' experiences in understanding lecturer leadership management.

Theme 1: Educators as Role Models in Leadership Management

Students see lecturers as a real example of how a leader should act (Hoang, Yang, & Luu, 2023). The consistency, assertiveness, empathy, and responsibility shown by lecturers are a reference for students to emulate professional leadership behavior.

P1: *"The lecturer always sets an example of a firm attitude in every activity, and I try to imitate it."*

P2: *"The patience and respect shown by the lecturer made me learn to imitate that attitude."*

P3: *"The way lecturers deal with difficult situations is a guideline for me to behave professional."*

P4: *"The attitude of the lecturer is a real representation of the leadership character that I want to*

accomplished."

P5: *"Seeing the lecturers act fairly and wisely encourages me to do the same."*

This theme emphasizes that leadership can be learned through direct observation of lecturers, so that students are encouraged to imitate and internalize effective leadership practices.

Theme 2: Guidance and Mentoring in the Leadership Process

Students emphasize the importance of hands-on guidance during leadership learning (Lillekroken, Kvalvaag, Lindeflaten, Flølo, Krogstad, & Hessevaagbakke, 2024). This mentoring strengthens their understanding of applying transformational leadership principles in practice.

P6: *"The mentoring of lecturers in clinical practice makes me more confident in facing leadership duties."*

P7: *"Direct direction from the lecturer helped me understand the responsibility as a leader."*

P8: *"The guidance of the lecturer made it easier for me to adjust to the new situation which is challenging."*

Q9: *"I understand the right attitude better thanks to the lecturer's direction during practice."*

P10: *"Mentoring clarifies how to implement leadership strategies in daily activities."*

Lecturer guidance is an important mechanism in developing student leadership management, strengthening confidence, and encouraging consistent practice.

Theme 3: Open Communication and Interaction in Leadership Management

Students consider open communication to be an important element in leadership development (Kondić & Starc, 2023). Discussions, conversations, and lecturer feedback help students evaluate themselves and improve leadership competencies.

P1: *"The discussion with the lecturer made me understand how to deal with complex situation."*

P3: *"The lecturer's input helped me know which parts needed improved."*

P5: *"I learned to express my opinion politely because I was often trained lecturer."*

P11: *"Good communication makes me more courageous to make decisions."*

P12: *"Lecturers always remind us to listen before acting. This is very helpful."*

Open interaction strengthens students' self-reflection and prepares them to effectively apply leadership principles in real-world practice.

Theme 4: Instilling Ethical and Leadership Values by Lecturers

Students emphasized that the role of lecturers is important in instilling ethical values as the basis for leadership. (Mulang, & Putra, 2023). Honesty, integrity, empathy, and responsibility are principles that are always affirmed.

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P2: "Lecturers always emphasize the importance of honesty in every decision that is made. I did."

P4: "I learned that ethical decisions are sometimes more important than just complete tasks quickly."

P6: "Seeing the example of the lecturer makes me more careful in my actions."

P8: "The leadership values taught by lecturers are my guideline in clinical practice."

P10: "I always keep in mind the ethical value of lecturers when facing real situations."

This theme shows that leadership development does not only rely on technical skills, but is also built through strong moral and ethical values, which students apply in professional practice.

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Table 1: Analysis of Participants by Theme

Theme	Participants	Participant quotes	The Meaning of Experience
Educators as Role Models in Leadership Management	P1, P2, P3, P4, P5	'The lecturer always sets an example of a firm attitude in every activity, and I try to imitate it.' 'The patience and respect shown by the lecturer made me learn to imitate that attitude.' 'The way lecturers deal with difficult situations is a guideline for me to behave professional.' 'The attitude of the lecturer is a real representation of the leadership character that I want to accomplish.' 'Seeing the lecturers act fairly and wisely encourages me to do the same.'	Students understand that leadership can be learned through direct observation of lecturers; encourage them to replicate and internalize effective leadership practices.
Guidance and Mentoring in the Leadership Process	P6, P7, P8, P9, P10	'The mentoring of lecturers in clinical practice makes me more confident in facing leadership duties.' 'Direct direction from the lecturer helped me understand the responsibility as a leader.' 'The guidance of the lecturer made it easier for me to adjust to the new situation which is challenging.' 'I understand the right attitude better thanks to the lecturer's direction during practice.' 'Mentoring clarifies how to implement leadership strategies in daily activities.'	Lecturer guidance is an important mechanism in developing leadership management mahasiswa, strengthening confidence, and encouraging consistent practice.
Open Communication and Interaction in Management Leadership	P1, P3, P5, P11, P12	'The discussion with the lecturer made me understand how to deal with complex situation.' 'The lecturer's input helped me know which parts needed improved.' 'I learned to express my opinion politely because I was often trained lecturer.' 'Good communication makes me more courageous to make decisions.' 'Lecturers always remind us to listen before acting. This is very helpful.'	Open interaction strengthens students' self-reflection and prepares them to effectively apply leadership principles in real-world practice.
Instilling Ethical and Leadership Values by Lecturers	P2, P4, P6, P8, P10	'Lecturers always emphasize the importance of honesty in every decision that is made. I did.' 'I learned that ethical decisions are sometimes more important than just complete tasks quickly.' 'Seeing the example of the lecturer makes me more careful in my actions.' 'The leadership values taught by lecturers are my guideline in clinical practice.' 'I always keep in mind the ethical value of lecturers when facing real situations.'	Leadership development does not only rely on technical skills, but is also built through strong moral and ethical values, applied by students in professional practice.

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DISCUSSION

The results of this study show that lecturer leadership management in nursing education has an important role in shaping students' academic and professional competence. Based on the experience of 12 participants, it can be seen that students not only assess lecturers by their teaching ability, but also by how lecturers manage the learning process as a whole, starting from class planning, practice supervision, to providing feedback. These findings confirm that lecturer leadership is not just a formal position, but a managerial practice that affects students' motivation, engagement, and professional character development. This is in line with the literature that emphasizes the importance of transformational leadership in higher education, where effective leaders can be role models as well as facilitators in competency development (Kok, Weggelaar, Reede, Schoonhoven, & Lalleman, 2023).

The first theme, namely educators as role models, shows that students learn professional attitudes through observation and imitation of lecturers' behavior. Consistent examples, both in dealing with difficult situations and in daily interactions, are a reference for students in internalizing leadership principles (Nanyonga, Bosire, Heller, Bradley, & Reynolds, 2020). This confirms the theory that leadership learning occurs through social experiences, where students learn not only from the material but also from real-world practice and role models. behaviors (Bourke, McKenna, Cooper, & Lam, 2024). In the context of education management, the ability of lecturers to organize themselves and classes effectively creates a conducive academic climate, facilitates active learning, and increases student participation.

The second theme related to guidance and mentoring highlights the managerial role of lecturers in providing direct direction. This mentoring allows students to apply leadership principles in practice, while reducing confusion that arises when facing new situations (Nanyonga et al., 2020). These results are consistent with previous studies that show that coaching and mentoring from educators increases students' confidence, decision-making ability, and readiness to lead (Morgenstern, Roman, DeWaay, Golden, Malloy, Reddy, & Pangaro, 2021). From a management perspective, this guidance reflects the

application of a systematic supervision strategy, where lecturers adjust the approach to the individual needs of students, so that each participant can develop leadership competencies optimally.

The third theme, interaction and open communication, emphasizes that dialogue and feedback are important mechanisms in student leadership development. Students feel more reflective of their decisions and actions when they get constructive input from lecturers (Uswahzulhasanah & Arofiati, 2021). This open communication not only strengthens academic relationships but also builds a professional culture that values collaboration and ethics (Jankelová & Joniaková, 2021). From the perspective of education management, the ability of lecturers to manage this interaction is a form of flexible learning process control, where leadership does not assume the role of a facilitator in promoting the cognitive and affective development of students (Innab, Alammari, Alqahtani, Aldawood, Kerari, & Alenezi, 2022).

The fourth theme, regarding the cultivation of ethical values and leadership, emphasizes that the development of technical competencies is not enough without a strong moral foundation. Students consider honesty, integrity, and responsibility as the main principles that lecturers must exemplify (Al Gahtani, Jahrami, & Silverman, 2021). This shows that lecturer leadership management includes fostering ethical values that are the foundation for students' professional practice (Huang, Li, & Chang, 2021). The consistent application of ethical principles in teaching and guidance strengthens the legitimacy of the lecturer's role as a trustworthy leader, while forming an academic culture that values responsibility and care.

Overall, these findings suggest that lecturer leadership management in nursing education is multidimensional. It not only includes planning and organizing learning, but also character development, instilling ethical values, and personal guidance for students (Piankarnka, Lertbumroongchai, & Piriyaawong, 2023). Effective leadership implementation requires a balance between structural oversight and flexibility in dealing with classroom dynamics and clinical practice (Shuman, Ehrhart, Veliz, & Titler, 2023). The gap in previous research on student experience in this context is now answered

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through a phenomenological approach, which emphasizes the subjective meaning of participant experience as the basis for understanding leadership.

This research also implies that lecturers need to continue to develop their leadership management skills, including the ability to set teaching strategies, facilitate open communication, provide appropriate guidance, and instill ethical values (Fardellone, Meyer, & Woolforde, 2020). Thus, nursing education not only produces technically competent students but also professionals who are ready to take on leadership roles in the world of health practice. These results support the idea that lecturer leadership management is at the core of learning effectiveness, where the success of education is highly dependent on the ability of lecturers to integrate managerial, pedagogical, and ethical aspects in daily practice (Abou Zeid et al., 2022).

CONCLUSION

This research confirms that lecturer leadership management plays a crucial role in nursing education, both in the management of the learning process and the formation of students' professional character. Through example, guidance, open communication, and instilling ethical values, lecturers are able to form transformational leadership competencies in students. The experiences of 12 participants showed that effective leadership management increases student motivation, engagement, and readiness to face challenges in clinical practice and future leadership roles. These findings affirm the importance of integrating managerial, pedagogic, and ethical aspects in teaching practice, so that nursing education produces not only technically competent graduates, but also professionals who are ready to lead and make decisions responsibly.

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