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Examining determinants of career progression and competency enhancement among nurses

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Abstract

Background: Career progression in nursing is achieved through enhanced competencies gained from formal, structured education, relevant informal learning, and clinical experience. However, the implementation of career pathways in several hospitals remains suboptimal.
Purpose: To examine the key factors influencing the development of nurses' career levels and competencies at Haji Abdoel Majid Batoe Hospital, Batang Hari Jambi.
Method: A quantitative correlational study with an ex post facto design was conducted at Haji Abdoel Majid Batoe Hospital between October and November 2024. Data were collected using a questionnaire from a proportionally randomized sample of 141 nurses. Data analysis was carried out using multiple linear regression.
Results: Supervisor support was the most influential factor affecting nurses' career level and competency development (p = 0.000). Overall, 38.5% of the variance in career level and competency development could be explained by job satisfaction, supervisor support, and management support, while the remaining 61.5% was attributed to other variables outside the model.
Conclusion: Job satisfaction, supervisor support, and management support significantly contribute to the development of nurses' career levels and competencies. It is recommended that hospital management, particularly the nursing committee, implement a policy of monthly mentoring sessions for nurses undergoing competency assessments for career advancement.

Keywords: Career Level; Nurse Competencies; Supervisor Support.

INTRODUCTION

Hospitals, as providers of specialized and subspecialized healthcare services, must deliver quality care and ensure effective clinical governance. The quality of these services largely depends on the performance of healthcare professionals, especially nurses (Ministry of Health of the Republic of Indonesia, 2013).

To ensure high-quality nursing care, it is essential to enhance the professionalism of nurses. One strategy involves fostering strong motivation through career development opportunities (Noprianty, Kusumah, & Laelasari, 2019). Career progression for nurses should align with their competencies and areas of responsibility, which must be continuously maintained and improved. A structured system is needed to ensure service quality, typically assessed through nursing service quality indicators (Ministry of Health of the Republic of Indonesia, 2017).

One system to support quality improvement in hospitals is the nurse career level management system. This policy enables nurses to be placed according to their expertise, facilitating career advancement, enhancing performance, and increasing professionalism. Career progression can be achieved through formal education, informal

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training, and validated clinical experience (Ministry of Health of the Republic of Indonesia, 2017).

Internationally, nurse career advancement typically requires higher education, licensure, and sometimes continuing education to maintain credentials. In the U.S., for instance, the American Nurses Association reported over 65,000 new registered nurses joined the profession in the first half of 2006. Career level classifications vary globally: the U.S. categorizes nurses into four levels based on competency, while Korea and Taiwan implement systems tailored to institutional needs, including skill verification and professional ethics. Indonesia's model includes five clinical nurse levels, later transitioning into roles such as nurse managers, educators, and researchers (Pertiwi & Hariyati, 2019).

However, the implementation of career path systems in Indonesia remains inconsistent. Research from several hospitals—such as St. Borromeus, Dr. H.A. Rotinsulu, Tugurejo, UKI, and Cibabat—shows misalignment between career levels and actual competencies or job performance. Findings from Aceh also indicate suboptimal implementation of career paths for clinical nurses (Longge, Anindita, & Pamungkas, 2021; Haryanto, & Nurhidayah, 2023; Rinaldi, & Wardani, 2022).

In Jambi Province, including at Haji Abdoel Majid Batoe (HAMBA) Hospital in Batang Hari, the nurse career path system has yet to be effectively implemented. HAMBA Hospital, a Type C Regional Public Service Agency facility, employs 156 nurses. Of these, 10.7% have nursing diplomas, 88% hold bachelor's degrees and nursing credentials, and 1.3% have a master's degree. In 2023, most nurses were placed at the clinical nurse II level, with fewer at clinical nurse III, clinical nurse I, and Pre-clinical nurse levels (General Public Hospital of Haji Abdoel Madjid Batoe, 2025). Although the hospital has supported nurse development through training and educational sponsorships, the career path policy outlined in the Director's Decree is not fully operational. The inconsistency in the credentialing process has resulted in career placements that do not reflect nurses' competencies or work experience.

The career path system in Indonesia has been developed since 2006 with support from the Japan International Cooperation Agency (JICA), initially piloted in nine hospitals. It defines four career streams—clinical nurses, managers, educators, and researchers—with clinical nurses as the primary focus. (Department of Health of the Republic of Indonesia. (2006). This system aligns with "From Novice to Expert" theory, which describes five stages of nursing development: novice, advanced beginner, competent, proficient, and expert. The theory highlights the importance of hands-on experience in developing clinical expertise and is widely regarded for its clear framework on professional growth (Benner, 1984).

Several studies emphasize that nurse career development is influenced by personal (behavior, motivation, empowerment), work-related (autonomy, supervisor support), and organizational factors (management support, development plans) (Ismaiel, Reizian, & Hamouoda, 2013; Mohammed, Abdel Wahab, & El-Sayed, 2020; Hedge & Rineer, 2017); Chetana, & Mohapatra, 2017; Khoshknab, Mohammadi, & Oskouie, 2015).

A preliminary study at HAMBA Hospital (June 13, 2024), involving the head of nursing, the nursing committee, unit heads, and staff nurses, revealed that only about 30% of the nurse career path system had been implemented effectively. Barriers identified include lack of nurse initiative, limited communication of opportunities, and inconsistent credentialing processes. Feedback from staff indicated confusion about the system's mechanisms and low motivation due to limited managerial support. Supporting documents, such as policy regulations and SPOs, were also found to be outdated.

RESEARCH METHOD

A quantitative approach with a correlational design was employed, conducted between October and November 2024, and specifically utilized the *ex post facto* method. The study population comprised all staff nurses working at Haji Abdoel Majid Batoe (HAMBA) Hospital in Batang Hari, Jambi, spread across 14 wards, totaling 156 individuals. Using the Krejcie & Morgan formula with a 5% margin of error and a proportional random sampling technique, 141 nurses were selected as respondents.

The dependent variable in this study was the development of career level and competency, while the independent variables included the management

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of determinant factors that influence this development—namely, personality traits, job objectivity, and organizational structure.

Inclusion criteria for participants were nurses who consented to participate in the study, had attained at least a clinical nurse career level, and were employed under various appointment types, including honorary staff, civil servants, government contract employees, temporary staff, or those under the Public Service Agency scheme. Exclusion criteria included nurses who were on study leave or any other type of leave during the research period, as well as newly hired nurses who had not yet reached the clinical nurse level.

The research instrument used was the Career Development Questionnaire (CDQ), which had been translated into Indonesian and tailored to identify the factors influencing nurses' career level and competency development. The questionnaire consisted of 21 items measuring personality-related factors, 12 items assessing job objectivity, and 11 items evaluating organizational structure. Responses to each item were scored dichotomously, with "yes" assigned a score of 2 and "no" a score of 1.

Data analysis procedures included testing for linearity to determine the F value (F-test) with a 5% level of significance. This was followed by a multicollinearity test to evaluate the degree of intercorrelation among independent variables in the regression model, based on the values of variance inflation factor (VIF) and tolerance. Further statistical analysis included the application of multiple linear regression and the calculation of the coefficient of determination, to assess how much the identified factors contributed to the development of nurses' career levels and competencies.

RESEARCH RESULTS

Table 1. Characteristic of the Respondents (N=141)

Variable	Results
Age (n/%)	
(Mean±SD)(Range) Year	(37.18±7.32)(26-60)
26-35	61/43.2
36-45	60/42.6
46-55	19/13.5
56-60	1/0.7
Gender (n/%)	
Male	27/19.1
Female	114/80.9
Tenure (n/%)	
<5 years	31/22.0
≥5 years	110/78.0
Career Levels and Competencies Alignment with the Job's Role (n/%)	
Not aligned	103/73.05
Aligned	38/26.95
Individual Behavior (n/%)	
Poor	3/2.13
Fair	110/78.01
Excellent	28/19.86

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Variable	Results
Empowerment (n/%)	
Low	0/00
Fair	1/0.71
High	140/99.29
Satisfaction (n/%)	
Low	6/4.26
Fair	20/14.18
High	115/81.56
Career Development Practice (n/%)	
Unsatisfactory	5/3.55
Satisfactory	136/96.45
Work Autonomy (n/%)	
Low	17/12.06
Fair	27/19.15
High	97/68.79
Supervisor Support (n/%)	
Low	3/2.13
Fair	110/78.01
High	28/19.86
Organizational Support (n/%)	
Low	17/12.06
Fair	27/19.15
High	97/68.79
Career Development Plan (n/%)	
Low	39/27.66
Fair	101/71.63
High	1/0.71

Table 1 shows that the average age of respondents was 37.18 years with a standard deviation of 7.32 years, ranging from 26 to 60 years old. Most respondents were aged between 26–35 years, totaling 61 individuals (43.2%). The majority of respondents were female, amounting to 114 individuals (80.9%), and most had a work tenure of ≥5 years, totaling 110 individuals (78.0%). From the 141 respondents, 73.05% reported a mismatch between their current career level and competencies and their actual roles. A majority (78%) demonstrated fairly good individual behavior, and nearly all (99.3%) reported high empowerment in career development. Furthermore, 81.6% expressed high job satisfaction, and 96.5% rated their career development practices as satisfactory. In terms of work factors, 68.8% reported high job autonomy, while 78% considered supervisor support to be adequate for supporting career development. Regarding organizational support, 68.8% indicated strong management support, whereas 71.6% rated the career development plan as only moderately supportive.

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Table 2. Linearity Test of Career and Competency Management Regression (N=141)

Variable	Development of career levels and competencies				
	Multicollinearity Test			Multiple Linear Regression Test	
	Itself.	Tolerance	BRIGHT	The coefficient std. Error	Std. Cage Physin B
Satisfaction	0.003	0.930	1.075	0.217	0.209
Supervisor Support	0.000	0.991	1.009	0.694	0.569
Supporting Management	0.131	0.923	1.084	0.080	0.105
Personal Behavior	-	0.000	-		
Work Autonomy	-	0.000	-		

Table 2 presents the results of the multicollinearity and multiple linear regression analyses regarding the development of career level and competency. Based on the multicollinearity test, the relationship between career development and satisfaction yielded a p-value of 0.003, a tolerance score of 0.930, and a VIF (Variance Inflation Factor) of 1.075. For the supervisor support variable, the p-value was 0.000, with a tolerance of 0.991 and a VIF of 1.009. In the case of management support, the p-value was 0.131, tolerance was 0.923, and the VIF was 1.084. Conversely, the personal behavior and work autonomy variables showed tolerance values of 0.000, indicating the presence of multicollinearity and thus were excluded from the regression model.

Furthermore, the multiple linear regression test revealed that the variable satisfaction had a coefficient standard error of 0.217 and a standardized regression coefficient (Beta) of 0.209. The supervisor support variable demonstrated a coefficient standard error of 0.694 with a standardized Beta of 0.569. Lastly, the management support variable recorded a coefficient standard error of 0.080 and a standardized Beta of 0.105.

Table 3. Determination Co-Efficiency Test

Type	R	R Square	Adjusted R Square
1	0.631a	0,398	0,385

Table 3 shows an adjusted R square value of 0.385, indicating that 38.5% of the variation in career level and competency development is explained by satisfaction (X1), supervisor support (X2), and management support (X3). The remaining 61.5% is influenced by other variables not included in the model.

DISCUSSION

The Relationship Between Personal Factors and the Advancement of Nurses' Career Levels and Competencies

The study revealed that three personal factors—behavior, satisfaction, and empowerment—are significantly associated with the development of nurses' career levels and competencies. These findings align with prior research showing that personality traits and self-esteem are key contributors to career growth (Obiunu & Ebunu, 2010; Heslin, Keating, & Minbashian, 2019). Additionally, clinical competence and perceived importance of one's duties have been linked to career success (Khoshknab et al., 2015).

Nurses in government hospitals generally exhibit strong personal behavior and motivation for professional development. Many are young, confident, and actively seek growth opportunities, supported by job satisfaction and a desire for supervisor guidance (Mohammed et al., 2020). Self-assessment, training, and work experience are also integral to identifying career advancement needs (Huston, 2022; Sal & Raja, 2016).

Professional behaviors—such as discipline, effective communication, and dedication—positively influence performance and promotion. Job satisfaction boosts motivation, loyalty, and retention,

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especially when paired with a clear career path. Empowerment through skill development, greater responsibility, and structured career programs such as mentoring further accelerates competence and upward mobility. These personal factors are interrelated and essential for shaping a nurse's career trajectory. A structured and supportive system is vital to enhance individual growth and organizational performance.

Nurses progress through five stages—novice, advanced beginner, competent, proficient, and expert—guided by increasing experience, independence, and judgment (Benner, 1984). Career advancement at each stage is influenced by formal education, hands-on experience, and environmental support. For example, competent nurses manage care with growing autonomy, while expert nurses apply deep expertise to complex problems. Supportive work environments and continuing education significantly aid this progression (Galvin, Sloan, Cowdell, Ellis-Hill, Pound, Watson, & Brooks, 20188; Burch & Taylor, 2019).

Soft skills, interdisciplinary collaboration, and leadership opportunities also contribute to faster advancement. Nurses who participate in such activities tend to reach higher competency levels more rapidly. Personal attributes combined with institutional support are crucial in fostering nurses' career development. Integrating Benner's framework with structured career pathways enables optimal professional growth and contributes to improved healthcare quality.

The Relationship Between Work Factors and the Advancement of Nurses' Career Levels and Competencies

This study found that work factors—specifically job autonomy (p = 0.011) and supervisor support (p = 0.000)—have a significant relationship with the development of nurses' career levels and competencies. These findings are consistent with previous research (Kim & Beehr, 2020; Sia & Appu, 2015), which emphasized that autonomy enhances nurses' self-esteem and motivation, while supportive supervision contributes to performance improvement and career growth.

Job autonomy enables nurses to make independent decisions, enhancing clinical competence and preparing them for higher roles. It also increases job satisfaction and encourages continuous learning, such as pursuing further training and education. Supervisor support, including performance feedback, mentorship, and encouragement for further development, fosters confidence and career commitment (Kim et al., 2020; Vera, Martínez, Lorente, & Chambel, 2016; Tokarz, & Malinowska, 2019).

A supportive work environment is crucial in facilitating nurse development. According to Benner's "From Novice to Expert" theory, nurses evolve through five stages—novice, advanced beginner, competent, proficient, and expert—shaped by both clinical experience and workplace factors. Elements such as mentorship, team collaboration, and constructive feedback accelerate this progression (Galvin et al., 2018).

Opportunities for continued education and structured learning environments further enhance skill development. Nurses exposed to formal training, complex responsibilities, and interprofessional teamwork advance more rapidly in competence and career level (Landolt, Maruff, Horan, Kingsley, Kinsella, O'Halloran, & Wright, 201; Burch et al., 2019). Job autonomy, supervisory support, and a nurturing work environment are key drivers of career development for nurses. Integrating these factors into hospital policies and career planning systems not only supports individual growth but also improves overall healthcare quality.

The Role of Organizational Support in Enhancing Nurse Career Levels and Competencies

This study found that among organizational support factors, only management support had a significant association with nurses' career level and competency development (p = 0.011), while career development planning did not (p = 0.197). Activities such as mentoring, coaching, training, and succession planning contribute to career advancement and job performance (Hite & McDonald, 2021; Lee & Lee, 2020).

Effective career management links individual aspirations with organizational opportunities and can be facilitated through feedback, tailored training, and development programs (Noe, Hollenbeck, Gerhart, & Wright, 20166; Chetana et al., 2017). Additionally,

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supportive structures such as mentoring and interdisciplinary collaboration positively influence professional growth (Khoshknab et al., 2015; Galvin et al., 2018; Landolt et al., 2019). Nurses advance through stages of competence supported by continuing education, mentoring, and a collaborative environment. Organizational recognition further reinforces motivation and engagement, accelerating transitions to higher competency levels (Benner, 1984).

At HAMBA Hospital, multivariate analysis revealed that satisfaction, supervisor support, and management support together accounted for 38.5% of career development, with supervisor support being the most dominant factor. These findings are consistent with earlier studies (e.g., Brook, Aitken, Webb, MacLaren, & Salmon, 2019; Yusuf et al., 2023; Sausan & Yusuf, 2019), which emphasize the importance of supervisor guidance, recognition, and a supportive organizational climate in promoting nurse career development.

Despite its benefits, the implementation of career path systems faces challenges such as limited resources, inadequate assessors, resistance to competency testing (especially among senior nurses), and financial constraints. Success requires strong support from hospital leadership to ensure system-wide adoption. Ultimately, nurse career development contributes to improved patient care, staff retention, and organizational effectiveness. It is a strategic investment requiring structured planning, continuous support, and alignment with both professional and institutional goals (Price & Reichert, 2017; Fatima, 2017; Abele, Hagmaier, & Spurk, 2016).

CONCLUSION

The satisfaction factor, supervisor support and management support can affect the career level and competency development of the performing nurse. It is recommended to the management, especially the nursing committee, to make regulations in the form of assistance consistently every 1 month for all nurses who enter the competency test period for career level promotion.

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