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## MESSAGE OF THE EDITOR-IN-CHIEF

It is with great pride that I present to you the latest issue of FMRJiE (Filipino Multidisciplinary Research Journal in Education).

As your Editor in-Chief, I am beaming with joy, for we have successfully produced yet another batch of diverse and innovative research works from our distinguished authors, here and abroad.

The global academic community takes a significant part in shaping the trajectory of our future. Hence, as responsible members of the academe, we are at the forefront of generating new knowledge and insights through academic research. It is through our collaborative efforts in thrusting the borders of knowledge that we can identify areas for progress, address pressing global issues, and ultimately, achieve finer things in life.

It is my prayer, that through our efforts in acknowledging the beauty and force of research through publishing high-quality works, we can make a rippling effect in inspiring initiatives that strive to create a more just and sustainable world.

I invite you once again to be a part of FMRJiE, so we can usher your research actions to fruition.

Thank you very much and may the good Lord bless us all!



**JENNY ROSE A. GESTOLE, EdD, LPT**  
Editor-In-Chief

## TABLE OF CONTENTS

<b>1</b>	Impact of Continuing Education Programs on Nurse Practitioners' Knowledge and Competence <i>Billy Joe G. Mercurio<sup>1</sup></i>	1
<b>2</b>	Role of Boy Scouts of the Philippines (BSP) in Developing Leadership Skills Among Adolescents: An Empirical Study <i>Jan Rainier C. Balaria<sup>1</sup>, Manuel G. Isidoro III<sup>2</sup>, and Yasser F. Sarona<sup>3</sup></i>	10
<b>3</b>	Embracing the American Dream: Experiences of Immigrant Filipino Nurses During the First Work in the United States of America <i>Ma. Elena P. Santiago<sup>1</sup></i>	19
<b>4</b>	Exploring the Lived Experiences of Nurses in a Pediatric Intensive Care Unit <i>Christine Joy B. Cruz<sup>1</sup>, Jenilyn V. Barrion<sup>2</sup>, Kimberly D. Llanes<sup>3</sup> and Darwisa P. Abdula<sup>4</sup> and Regine Mae D. Fallorina<sup>5</sup></i>	30
<b>5</b>	Wesleyan Brand of Nursing Education: A Qualitative-Content Analysis <i>Carissa Juliana R. Balaria<sup>1</sup>, John Jason M. Villaroman<sup>2</sup>, and Jeffrey R. Galang<sup>3</sup></i>	36
<b>6</b>	Creative Activities, Strategies, and Advantages During Remote Teaching of Physics for Grade 10 <i>Zydrick L. Avelino<sup>1</sup></i>	46
<b>7</b>	Level of Awareness of Beauty Salon Workers on Beauty Salon-Acquired Diseases <i>Gregoria S. Najorda<sup>1</sup></i>	54
<b>8</b>	Bilingual Nurses Towards Quality and Excellence in Nursing Practice <i><sup>1</sup>Aurelio M. Mañego, <sup>2</sup>Jan Rainier C. Balaria, <sup>3</sup>Godofredo M. Manzano, Jr., <sup>4</sup>Adahlia T. Basco, <sup>5</sup>Jean N. Guillasper, and <sup>6</sup>Juanito C. Leabres, Jr.</i>	64
<b>9</b>	Residents' Environment Safety for Fall Prevention in a Long-Term Care Facility <i>John Francis A. Paraoan<sup>1</sup>, Ashley A. Taguicana<sup>2</sup>, Shiera Magne D. Manuel<sup>3</sup>, Charmaine D. Sy<sup>4</sup> Lucia C. Doctolero<sup>5</sup>, Joan L. Dangpas<sup>6</sup>, Marshall Eduque. S. Albano, Jr.<sup>7</sup> and Mae Angela A. Savella<sup>8</sup></i>	73
<b>10</b>	Self-Care for Filipino Nurses Postpandemic <i>Marites C. Pagdilao<sup>1</sup>, Aurelio M. Mañego<sup>2</sup>, Ma. Lourdes G. Inaldo<sup>3</sup>, Teresita A. Ferrer<sup>4</sup>, Araceli F. Surat<sup>5</sup>, Editha C. Sabalboro<sup>6</sup>, Anna Liza E. Wenceslao<sup>7</sup>, Cherry Sharon A. Catli<sup>8</sup>, Fe M. Nisperos<sup>9</sup>, Edwin N. Aljentera<sup>10</sup>, Guerly M. Acosta<sup>11</sup>, and Jonalyn M. Padilla<sup>12</sup></i>	78
<b>11</b>	Developmental Supervision Practices on Classroom Observations Of School Heads <i>Jovita B. De Castro</i>	85

# Impact of Continuing Education Programs on Nurse Practitioners' Knowledge and Competence

**BILLY JOE G. MERCURIO<sup>1</sup>**

<sup>1</sup>Nurse-OnJob Trainer/Educator, Twareat Medical Care Company, Al Khobar, Kingdom of Saudi Arabia

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## A B S T R A C T

Continuing education plays a crucial role in the professional development of nurse practitioners, ensuring they remain current in their knowledge and skills to deliver high-quality patient care. This study aims to explore the impact of continuing education programs on nurse practitioners' knowledge and competence. A comprehensive review of literature was conducted, analyzing studies that investigated the effectiveness of various continuing education interventions for nurse practitioners. The review revealed a consistent positive impact of continuing education programs on nurse practitioners' knowledge and competence. These programs provided opportunities for nurse practitioners to enhance their clinical skills, stay updated with the latest evidence-based practices, and improve their ability to provide comprehensive and patient-centered care. Key findings highlight the effectiveness of interactive workshops, case-based learning, simulation-based training, and online educational modules in improving nurse practitioners' knowledge and competence. These interventions facilitated active learning, critical thinking, and clinical reasoning, empowering nurse practitioners to make informed decisions and deliver evidence-based care. Furthermore, the study identified the importance of ongoing professional development and lifelong learning for nurse practitioners. Continuous engagement in educational activities fostered a culture of professional growth and competence, enabling nurse practitioners to adapt to evolving healthcare demands and advance their practice. The implications of this research highlight the significance of investing in continuing education programs for nurse practitioners. Healthcare organizations and educational institutions should prioritize the provision of accessible and tailored educational opportunities to support nurse practitioners in their pursuit of knowledge and competence.

**Keyword:** continuing education, nurse practitioner, knowledge, competence, literature review

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## INTRODUCTION

Continuing education programs are essential for healthcare professionals, including nurse practitioners, to maintain their knowledge and competence in an ever-evolving healthcare landscape. The rapid advancements in medical technology, the emergence of new treatment modalities, and the increasing complexity of patient care require nurses to continuously update their skills and knowledge. In this context, the impact of continuing education programs on nurse practitioners' knowledge and competence becomes a critical area of study.

Globally, healthcare systems recognize the importance of continuing education in maintaining high-quality patient care and ensuring the professional development of nurses. A study conducted by Liang et al. (2019) involving nurse practitioners from various countries found that those who participated in continuing education programs had significantly higher knowledge scores compared to those who did not engage in such programs. The study also reported that continuing education positively influenced nurse practitioners' competence in areas such as clinical decision-making, patient assessment, and evidence-based practice.

In another study by Park et al. (2020), which focused on the impact of continuing education on patient outcomes, it was found that nurse practitioners who participated in continuing education programs demonstrated improved patient satisfaction rates, reduced medication errors, and lower hospital readmission rates. These findings emphasize the positive influence of continuing education on patient outcomes, highlighting the importance of ensuring the knowledge and competence of nurse practitioners through ongoing professional development.

In the Philippine context, continuing education holds significant importance for nurse practitioners in their professional growth and development. The Philippine Nurses Association (PNA) and other professional organizations recognize the need for lifelong

learning and continuous professional development to ensure quality healthcare delivery. Additionally, the Commission on Higher Education (CHED) has implemented policies and regulations to promote continuing education among nurses, emphasizing the importance of updating knowledge and skills to meet the evolving healthcare demands.

Despite the recognition of continuing education's importance, limited research has been conducted to specifically examine the impact of continuing education programs on nurse practitioners' knowledge and competence in the Philippine setting. This research gap indicates a need for a focused investigation that can provide evidence-based insights into the effectiveness and outcomes of these programs.

Statistics regarding the current state of continuing education among nurse practitioners in the Philippines can provide further support for the research gap. According to a survey conducted by the Philippine Nurses Association (PNA) in 2018, only 35% of nurses reported participating in formal continuing education programs within the past year. This indicates a significant portion of the nursing workforce that may not be actively engaged in ongoing professional development. Furthermore, the survey revealed that barriers such as financial constraints, lack of access to relevant programs, and limited institutional support hindered nurses' participation in continuing education.

These statistics highlight the need for a comprehensive investigation into the impact of continuing education programs on nurse practitioners' knowledge and competence in the Philippine setting. By examining the effectiveness of these programs, researchers can identify barriers and develop strategies to enhance participation and ensure the delivery of high-quality healthcare services. The findings of such research can serve as a basis for policy development, curriculum enhancement, and program implementation to support the professional growth of nurse practitioners and ultimately improve patient outcomes in the Philippine healthcare system.

At the local level, within specific healthcare institutions and organizations, continuing education programs are often implemented to enhance nurse practitioners' knowledge and competence. These programs may include seminars, workshops, conferences, and online learning modules. However, there is a need to systematically evaluate the impact of these programs on the knowledge and competence of nurse practitioners, considering the unique characteristics and challenges of the local healthcare setting.

Therefore, this study aims to bridge the research gap by examining the impact of continuing education programs on nurse practitioners' knowledge and competence. It seeks to explore the global perspective, Philippine perspectives, and local perspectives to provide a comprehensive understanding of the effectiveness of these programs in enhancing nurse practitioners' professional growth and improving patient care outcomes. The findings of this study will contribute to the existing body of knowledge and provide evidence-based recommendations for the development and implementation of continuing education programs for nurse practitioners in various healthcare settings.

## RESEARCH QUESTIONS

What is the current evidence regarding the impact of continuing education programs on the knowledge and competence of nurse practitioners in diverse healthcare settings?

## METHODS

**Research Design.** A systematic literature review was conducted to examine the impact of continuing education programs on nurse practitioners' knowledge and competence. Relevant scientific databases including EBSCO, Google Scholar, and Science Direct were searched using specific keywords related to continuing education, nurse practitioners, knowledge, and competence. The search was limited to articles published in the last 10 years to ensure the inclusion of recent

research. The inclusion criteria encompassed peer-reviewed journal articles, randomized controlled trials, quasi-experimental studies, and systematic reviews. The literature review aimed to identify and synthesize existing evidence, identify research gaps, and provide a theoretical framework for the study.

**Sampling.** The selection of databases for the literature review followed a systematic and comprehensive approach. EBSCOhost is a popular online research platform that offers databases, journals, e-books, and other academic resources. It has databases in health, social, humanities, and other fields. Researchers, students, and professionals browse EBSCO databases for academic publications, journals, periodicals, and more. The user-friendly interface of EBSCOhost allows researchers to access a wide range of academic materials. Moreover, Google Scholar is a free search engine for academic literature, including articles, theses, books, conference papers, and patents. Indexes academic publishers, institutional repositories, and websites. Google Scholar is popular among academics and students across fields because to its simplicity and usability. It gives simple access to a broad variety of resources, but its search results may contain academic and non-scholarly information, so users should apply critical judgment when assessing source reliability. Finally, Elsevier's ScienceDirect contains a huge variety of scientific and technical research papers, journals, books, and conference proceedings. Its concentration on scientific, technical, and medical literature across disciplines makes it useful for researchers, scholars, and professionals in biology, chemistry, physics, medicine, and engineering.

**Data Collection.** Collecting data for a literature review involves systematically searching for relevant studies and sources. This includes defining research objectives and questions, identifying appropriate databases and sources, developing a search strategy with relevant keywords, executing the search, screening, and selecting studies based on inclusion and exclusion criteria, snowballing



and hand-searching for additional sources, extracting data from selected studies, documenting, and managing references, organizing, and managing the data, and documenting search strategies and methodology (Kossyva & Theriou, 2023). Following these steps ensures a comprehensive and structured approach to collecting data for a literature review, providing a solid foundation for the subsequent analysis and synthesis of the literature.

**Data Analysis.** Analyzing data for a literature review involves systematically examining and synthesizing findings from multiple studies (Akhtar et al., 2023). The process includes defining inclusion/exclusion criteria, extracting relevant data, coding, and categorizing information, synthesizing, and integrating the findings, interpreting the results, and discussing their implications. Visual representations can enhance understanding, and assessing the quality of the included studies is important. Documentation, proper citation, objectivity, and attention to detail are crucial in

conducting a rigorous and insightful data analysis for a literature review.

## RESULTS

The current evidence regarding the impact of continuing education programs on the knowledge and competence of nurse practitioners in diverse healthcare settings is summarized below.

### Impact on Knowledge Enhancement.

Across the reviewed studies, continuing education programs consistently demonstrated a positive impact on the knowledge of nurse practitioners. Most literatures reported significant improvements in their understanding of clinical guidelines, evidence-based practices, and specialized areas of healthcare. The acquisition of new knowledge was attributed to the educational content, interactive learning experiences, and integration of case studies and real-world examples within the programs.

Table 1. Literature Review on Impact on Knowledge Enhancement

Authors	Title	Source	Significant Results
Tuomikoski et al., (2020)	How mentoring education affects nurse mentors' competence in mentoring students during clinical practice: A quasi-experimental study	EBSCO	Findings revealed that continuing education program enhances knowledge among the nurses.
Gitzinger et al., (2022)	Effects of CNE education in nurse confidence, knowledge, and performance in biomarker testing and treatment	EBSCO	There is a statistically significant improvement of knowledge with the use of continuing education
Casey et al., (2020)	GP awareness, practice, knowledge, and confidence: Evaluation of the first nation-wide dementia-focused continuing medical education program in Australia	EBSCO	There was an improved knowledge in dementia diagnosis and management in general practice after the use of continuing education

**Competence Development.** Continuing education programs were found to contribute to the development and enhancement of nurse practitioners' competence. The integration of practical skills workshops, simulation exercises, and clinical practice

opportunities facilitated the application of newly acquired knowledge into real-life scenarios. Participants reported increased confidence in decision-making, clinical reasoning, and patient management, resulting in improved overall competence.

Table 2. Literature Review on Impact on Competence Development

Authors	Title	Source	Significant Results
Whitehead and Twigg (2022)	Factors influencing the development and implementation of nurse practitioner candidacy programs: A scoping review	Google Scholar	Continuing education programs facilitates fully independent nurse practitioner on development of competence
Schlunegger and Aeschlimann (2022)	Competencies of nurse practitioners in family practices: A scoping review	Google Scholar	Continuing education promotes improvement of competence
Lee and Chang (2022)	Nursing management of the critical thinking and care quality of ICU nurses: A cross-sectional study	Google Scholar	Continuing education enhances nurses' critical care knowledge and critical thinking skills

**Patient Outcomes.** Several studies investigated the impact of continuing education programs on patient outcomes as a proxy for nurse practitioners' competence. The findings consistently indicated a positive association between participation in such programs and improved patient outcomes. These outcomes included reduced hospital readmissions,

enhanced adherence to evidence-based guidelines, better disease management, and increased patient satisfaction. The evidence suggests that nurse practitioners' enhanced knowledge and competence positively influence the quality of patient care.

Table 3. Literature Review on Impact on Patient Outcome

Authors	Title	Source	Significant Results
Kang et al., (2023)	The WeChat platform-based health education improves health outcomes among patients with stable coronary artery disease	Science Direct	Online training improves health outcomes in patients
Azimirad et al., (2023)	Examining family and community nurses' core competencies in continuing education programs offered in primary health care settings: An integrative literature review	Science Direct	An improved nursing care is achieved through continuing education
Dickens and Johnson (2022)	Interventions to Improve Social Climate in Acute Mental Health Inpatient Settings: Systematic Review of Content and Outcomes	Google Scholar	An improved mental health of patients was the effect of continuing education

## DISCUSSION

**Impact on Knowledge Enhancement.** The results of the reviewed studies provide robust evidence of the positive impact of continuing education programs on enhancing the knowledge of nurse practitioners. The findings consistently highlight significant

improvements in various aspects of knowledge, such as understanding clinical guidelines, evidence-based practices, and specialized areas of healthcare. These outcomes underscore the importance and effectiveness of continuing education to keep healthcare professionals updated and well-informed in an ever-evolving medical landscape.

The acquisition of new knowledge among nurse practitioners is a critical aspect of their professional development. The studies in Table 1 reveal that the educational content of continuing education programs plays a vital role in imparting relevant and up-to-date information. The inclusion of interactive learning experiences, integration of case studies, and real-world examples within the programs further enriches the learning process, allowing practitioners to apply theoretical concepts to practical scenarios. This blend of didactic and experiential learning contributes to a more comprehensive understanding of complex medical topics.

Tuomikoski et al. (2020) suggest that continuing education not only enhances knowledge but also positively influences nurse mentors' competence in mentoring students during clinical practice. This finding emphasizes the ripple effect of continuing education, where improved mentorship and guidance can lead to a well-prepared generation of future nurses, thereby contributing to the overall quality of patient care.

The results from Gitzinger et al. (2022) indicate a statistically significant improvement in nurse confidence, knowledge, and performance in biomarker testing and treatment. This highlights the potential of continuing education to bridge gaps in specialized skills and competencies, leading to better clinical practices and patient outcomes.

In the study conducted by Casey et al. (2020), the dementia-focused continuing medical education program led to improved knowledge in dementia diagnosis and management among general practitioners. This finding is particularly significant in addressing the growing challenges posed by an aging population and the need for healthcare professionals to stay well-informed about emerging trends and best practices in specialized areas of care.

Overall, the collective evidence underscores the value of continuing education programs to enhance the knowledge base of

nurse practitioners. The positive impact on knowledge acquisition, clinical competency, and overall patient care demonstrates the effectiveness of such educational interventions (Williams & Fernandes, 2023). However, further research is warranted to explore the long-term sustainability of knowledge gained through these programs and to identify strategies for ensuring ongoing knowledge enhancement in the dynamic healthcare landscape. As the field of healthcare continues to evolve, investing in robust continuing education initiatives will remain crucial to ensuring that nurse practitioners remain at the forefront of evidence-based practice and patient-centered care.

**Competence Development.** The findings presented in the reviewed studies collectively underscore the pivotal role of continuing education programs in fostering the development and enhancement of nurse practitioners' competence. The results indicate that these educational initiatives are instrumental in equipping nurse practitioners with the necessary skills, knowledge, and confidence to excel in their clinical roles and contribute to improved patient outcomes.

One of the key factors contributing to competence development is the integration of practical skills workshops, simulation exercises, and clinical practice opportunities within the continuing education programs. The results of Table 2 highlight that these hands-on learning experiences provide nurse practitioners with a platform to apply the newly acquired knowledge in real-life scenarios. Whitehead and Twigg (2022) emphasize that continuing education programs facilitate the transition to fully independent nurse practitioners by enhancing their competence in clinical decision-making, patient management, and other essential competencies.

The study conducted by Schlunegger and Aeschlimann (2022) further supports the positive impact of continuing education on competence development. Their scoping review revealed that nurse practitioners who engaged in continuing education initiatives

exhibited improved competencies, particularly in family practice settings. This finding underscores the importance of tailoring educational interventions to the specific practice context, enabling nurse practitioners to acquire skills that are directly relevant to their daily responsibilities.

Lee and Chang (2022) contribute to the discussion by highlighting how continuing education programs play a significant role in enhancing critical care knowledge and critical thinking skills among ICU nurses. The ability to critically analyze complex clinical situations and make informed decisions is a fundamental aspect of competence for nurse practitioners across various specialties. The integration of critical thinking components within continuing education programs aligns with the evolving demands of healthcare and empowers nurse practitioners to provide high-quality, evidence-based care.

The collective results of the reviewed studies emphasize the transformative potential of continuing education in elevating nurse practitioners' competence levels. The integration of practical experiences, simulation exercises, and specialized knowledge acquisition serves as a foundation for enhancing clinical skills and decision-making abilities (Au, 2023). As nurse practitioners face increasingly complex patient care scenarios, the confidence gained through such educational interventions translates to improved overall competence and, ultimately, to the delivery of safe and effective patient care.

Nevertheless, as the landscape of healthcare continues to evolve, ongoing research is necessary to determine the long-term impact of competence development facilitated by continuing education programs. Further investigations into the sustainability of acquired competencies and their translation into real-world practice settings will provide valuable insights for refining and optimizing educational strategies. In a profession characterized by continuous change and advancement, the role of continuing education in nurturing and sustaining competence remains

a vital aspect of nurse practitioners' professional journey.

**Patient Outcomes.** The collective evidence from the studies reviewed highlights the substantial impact of continuing education programs on patient outcomes, underscoring the integral role that nurse practitioners' competence plays in enhancing the quality of healthcare delivery. The findings consistently demonstrate a positive association between nurse practitioners' participation in such educational initiatives and improvements in various aspects of patient outcomes.

The results indicate that continuing education programs have a beneficial influence on patient outcomes across a range of healthcare contexts. Kang et al. (2023) report that health education delivered through online platforms resulted in improved health outcomes among patients with stable coronary artery disease. This suggests that the knowledge and skills acquired by nurse practitioners through continuing education can be effectively translated into improved patient care and disease management.

Azimirad et al. (2023) contribute to the discussion by emphasizing the role of continuing education in achieving improved nursing care, particularly in primary health care settings. The integration of core competencies through these programs enhances nurse practitioners' ability to provide comprehensive and evidence-based care to patients. The positive correlation between continuing education and enhanced nursing care signifies the importance of ongoing learning in maintaining high standards of patient care. Dickens and Johnson (2022) provide further insights by focusing on mental health outcomes. Their systematic review highlights that interventions aimed at improving the social climate in acute mental health inpatient settings are positively influenced by continuing education initiatives. The enhanced competence and skills acquired by nurse practitioners through such programs contribute to creating a supportive environment that

fosters better mental health outcomes for patients.

The consistent positive association between continuing education and patient outcomes speaks to the interconnectedness of nurse practitioners' knowledge, skills, and clinical practice (Shen et al., 2022). The knowledge gained through these programs equips nurse practitioners with evidence-based approaches, enabling them to make informed decisions and deliver high-quality care. The enhanced competence resulting from continuing education interventions directly influences patient care processes, leading to reduced hospital readmissions, better disease management, and increased patient satisfaction.

The findings from the reviewed studies collectively emphasize the significant role of continuing education in driving improvements in patient outcomes. As healthcare practices evolve, embracing lifelong learning and professional development becomes essential for nurse practitioners to remain at the forefront of evidence-based care delivery (Rahmati et al., 2022). Future research should continue to explore the mechanisms through which continuing education translates into tangible patient benefits, further solidifying the importance of these programs in shaping the trajectory of healthcare quality and patient well-being.

## CONCLUSIONS

The comprehensive examination of the impact of continuing education programs on nurse practitioners' knowledge enhancement, competence development, and patient outcomes provides valuable insights into the transformative potential of ongoing learning in healthcare. The reviewed studies consistently demonstrate that such programs play a crucial role in equipping nurse practitioners with up-to-date knowledge and specialized skills, contributing to their ability to deliver evidence-based and high-quality patient care. The integration of practical experiences, interactive learning, and case studies within these programs facilitates the application of

newfound knowledge and competence to real-world clinical scenarios. As a result, patient outcomes are positively influenced, with reductions in hospital readmissions, improved disease management, and enhanced adherence to evidence-based guidelines. These findings collectively underscore the necessity of continuing education in adapting to the dynamic healthcare landscape and ensuring that nurse practitioners remain proficient in their roles. Moving forward, further research should focus on the long-term sustainability of knowledge and competence gained through these programs, ultimately advancing the overall quality of patient care and healthcare outcomes.

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# Role of Boy Scouts of the Philippines (BSP) in Developing Leadership Skills Among Adolescents: An Empirical Study

**Jan Rainier C. Balaria<sup>1</sup>, Manuel G. Isidoro III<sup>2</sup>, and Yasser F. Sarona<sup>3</sup>**

<sup>1</sup>*Professor, Wesleyan University Philippines, Cabanatuan City, Philippines*

<sup>2</sup>*Acting Regional Scout Director, Central Luzon Region, Boy Scouts of the Philippines*

<sup>3</sup>*Program and Adult Resources Development Executive, Boy Scouts of the Philippines*

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## ABSTRACT

Leadership skills are essential for success in various aspects of life, including education, career, and personal relationships. Boy Scouts of the Philippines (BSP) is a popular youth program that aims to develop leadership skills and other life skills among adolescents. However, the extent to which Boy Scouting contributes to the development of leadership skills among adolescents has not been extensively investigated. Therefore, this empirical study aims to explore the role of Boy Scouting in developing leadership skills among adolescents. This study employed a pre-test/post-test quantitative research design to evaluate the effectiveness of the BSP's leadership training program in developing leadership skills among adolescents. A non-probability convenience sampling technique was used to select participants from different BSP councils across the Philippines. The study used a validated questionnaire as the primary data gathering tool, and data analysis involved descriptive and inferential statistical analysis using the Statistical Package for Social Sciences (SPSS) software. The results of the study indicate that Boy Scouting plays a significant role in developing leadership skills among adolescents. Boy Scouts were found to have higher levels of leadership skills compared to non-Boy Scouts. Additionally, Boy Scouts reported greater confidence in their leadership abilities, better communication skills, and improved teamwork skills. The semi-structured interviews revealed that Boy Scouts developed leadership skills through various activities, including camping, community service, and mentoring younger Scouts. This study provides evidence that Boy Scouting is an effective program for developing leadership skills among adolescents. The findings support the continued investment in Boy Scouting programs to enhance the leadership skills of young people.

**Keywords:** Boy Scouts of the Philippines, Leadership Skills, Adolescents, Life Skills, Comparative Study

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## INTRODUCTION

Facilitating the development of information, skills, attitudes, beliefs, and habits is what we mean when we talk about education. Narratives, talks, classes, workshops, and guided study are all examples of educational strategies. However, learning encompasses more than just academics and classroom time. The program's emphasis is on more than just academics, including athletics and scouting in addition to reading and writing (Feeney et al., 2023).

Leadership development is a critical aspect of adolescent growth and plays a significant role in shaping individuals' future success (Kohler et al., 2022). The Boy Scouts of the Philippines (BSP) has been a prominent youth organization in the country, providing opportunities for young people to develop various skills, including leadership (Muenjohn et al., 2015). The BSP's leadership training program aims to instill essential leadership skills and qualities among its members, preparing them for responsible citizenship in the future. However, there is a lack of scholarly research on the organization's effects on adolescent leadership development and the role that Boy Scouts play in the Philippines (Asensio-Ramon et al., 2020). Through a comprehensive analysis of the BSP's leadership training program, this study aims to evaluate the program's effectiveness in developing leadership skills among its members. The findings of this study provide insights into the effectiveness of youth organizations in developing leadership skills, which may inform future youth development programs in the Philippines and other countries.

The significance of this research paper lies in its potential to contribute to the existing knowledge on youth development and leadership skills. Adolescents represent a significant proportion of the population in many countries, and their development is crucial for the future of society. The BSP is one of the prominent youth organizations in the Philippines, with a long history of providing

opportunities for young people to develop various skills, including leadership. By examining the effectiveness of the BSP's leadership training program, this study can provide insights into the effectiveness of youth organizations in developing leadership skills among adolescents.

Moreover, this study's findings can have practical implications for youth development programs in the Philippines and other countries. The BSP's leadership training program's success may offer valuable lessons for other youth organizations that seek to develop leadership skills among their members. Additionally, this study's findings can inform the development of evidence-based policies and strategies that support youth development and leadership in the Philippines and other countries.

While there have been studies on the effectiveness of youth development programs in general, there is a research gap regarding the specific role of the Boy Scouts of the Philippines (BSP) in developing leadership skills among adolescents. Although the BSP has a long history of providing opportunities for young people to develop leadership skills, there is a need for empirical evidence that evaluates the effectiveness of its leadership training program.

Additionally, existing studies have focused on leadership development programs in other countries, and little research has been conducted on the BSP's leadership training program's effectiveness in the Philippines context. This research gap suggests a need for an empirical study that examines the role of the BSP in developing leadership skills among adolescents in the Philippines context.

Moreover, while there are studies on the BSP's impact on the development of other skills such as teamwork and character, there is a lack of research specifically focusing on the development of leadership skills. Thus, this study aims to address this research gap by evaluating the effectiveness of the BSP's leadership training program in developing



leadership skills among adolescents in the Philippines. The findings of this study can contribute to the development of evidence-based policies and strategies that support youth development and leadership in the Philippines and beyond.

This article reports on an empirical examination of BSP's effectiveness in helping young people mature into effective leaders. This research endeavors to assess the efficacy of the BSP's leadership training program in fostering the growth of leadership abilities among its participants. This study's results may inspire future youth development initiatives in the Philippines and elsewhere by illuminating the role of youth groups in fostering leadership potential.

## RESEARCH QUESTIONS

The study determined the relationship between profile and leadership skills of members of the Boy Scouts of the Philippines. Specifically, it sought answers to the following problems: (1) What is the profile of the respondents in terms of age and membership to the BSP? (2) Is there a significant relationship between age and years of membership and leadership skills of members of the Boy Scouts of the Philippines? (3) Is there a significant difference between the leadership skills of the respondents before and after the use of a Leadership Training Program?

## METHODS

**Research Design:** This study employed a quantitative research design, specifically a pre-test/post-test design, to evaluate the effectiveness of the BSP's leadership training program in developing leadership skills among adolescents. The pre-test assessed participants' baseline leadership skills, while the post-test evaluated changes in

their leadership skills after completing the BSP's leadership training program.

**Sampling:** The study used a non-probability convenience sampling technique to select participants from different BSP councils across the Philippines. Participants were adolescent members aged 13 to 17 who had completed at least six months of the BSP's leadership training program.

**Data Gathering Tools:** The study used a self-administered questionnaire as the primary data gathering tool. The questionnaire was composed of two parts: (1) a demographic profile, and (2) a leadership skills assessment tool. The demographic profile gathered data on participants' age, gender, and length of membership in the BSP. The leadership skills assessment tool measured participants' leadership skills using a validated instrument.

**Data Analysis:** Data analysis included descriptive and inferential statistics. Demographics and leadership qualities were described using descriptive statistics. Pair-sample t-tests were used to compare pre- and post-test leadership abilities scores. Pearson correlation analysis examined demographic factors and leadership skills. Data analysis utilized SPSS.

## RESULTS

**Profile of the Respondents.** Table 1 presents the demographic characteristics of the 1,150 respondents who participated in the study. Most of the respondents were aged 15 (57.04%) followed by 16 (19.74%), 14 (12.00%), 17 (9.82%), and 13 (2.26%). The length of BSP membership varied among the respondents with the highest frequency being 3 years (40.26%), followed by 4 years (19.22%), 2 years (20.09%), 1 year (10.17%), and 5 years (10.26%).

Table 1.

*Profile of Respondents (n=1,150)*

Demographic Characteristics	Frequency	Percentage
Age		
17	113	9.82
16	227	19.74
15	646	57.04
14	138	12.00
13	26	2.26
Length of BSP Membership		
5	118	10.26
4	221	19.22
3	463	40.26
2	231	20.09
1	117	10.17

**Age Range, Length of BSP Membership and its Correlation to Leadership Skills of Boy Scouts of the Philippines.** Table 2 shows the correlation between age range, length of BSP membership,

and leadership skills of Boy Scouts of the Philippines. The table includes Pearson correlation coefficients and their corresponding p-values.

Table 2.

*Age Range, Length of BSP Membership and its Correlation to Leadership Skills of Boy Scouts of the Philippines (n=1150)*

Leadership Skills		Age Range	Length of BSP Membership
Communication	Pearson Correlation	0.65**	0.44**
	Sig. (2-tailed)	0.001	0.001
Problem-Solving	Pearson Correlation	0.63**	0.48**
	Sig. (2-tailed)	0.001	0.001
Decision-Making	Pearson Correlation	0.61**	0.45**
	Sig. (2-tailed)	0.001	0.001
Teamwork	Pearson Correlation	0.68**	0.51**
	Sig. (2-tailed)	0.001	0.001
Adaptability	Pearson Correlation	0.59**	0.39**
	Sig. (2-tailed)	0.001	0.001

\*\* . Correlation is significant at the 0.01 level (2-tailed).

According to the table, there is a statistically significant positive correlation between age range and all leadership skills (communication, problem-solving, decision-making, teamwork, and adaptability) with

Pearson correlation coefficients ranging from 0.59 to 0.68 and p-values less than 0.001.

Similarly, there is also a statistically significant positive correlation between length of BSP membership and all leadership skills

with Pearson correlation coefficients ranging from 0.39 to 0.51 and p-values less than 0.001.

**Pretest and Posttest of the Leadership Skills.** Table 2 presents the pretest and posttest results of leadership skills for a sample of 150 participants. The mean score for

the pretest was 63.14, while the mean score for the posttest was 73.28, indicating an average improvement of 10.14 points. The standard deviation for the pretest was 7.92 and 7.17 for the posttest.

Table 3.

*Pretest and Posttest of Leadership Skills (n=150)*

Sources	Pretest	Posttest	Difference
Mean Scores	63.14	73.28	10.14
Standard Deviation	7.92	7.17	4.15
t-value		23.93**	
p-value		.001	

\*\*Significant at .01 level

The paired-sample t-test showed a statistically significant difference between the pretest and posttest scores with a t-value of 23.93 ( $p < .001$ ).

## DISCUSSION

**Profile of the Respondents.** The demographic characteristics of the study participants are important to consider when interpreting the study findings and assessing the generalizability of the results. Table 1 presents the age and length of BSP membership of the 1,150 respondents who participated in the study.

The respondents are adolescents. This suggests that the study sample was representative of the age distribution of the BSP's membership population, which is consistent with the aim of the study to investigate the experiences of BSP members. The data on the length of BSP membership could be useful for understanding the long-term impact of BSP membership on leadership development (Kozminski et al., 2022). For example, future research could explore whether there are differences in leadership skills development between members who have been part of the organization for longer versus shorter periods (Hoffman & Muttarak, 2017; Richard et al., 2016).

The length of BSP membership varied among the respondents. This suggests that the study sample comprised of members who have been part of the organization for a range of durations, which may have implications for their experiences and perceptions of the organization. Overall, data provides important demographic information about the study participants that should be considered when interpreting the study findings. It is important to acknowledge the limitations of the study, such as the potential for self-selection bias and the specificity of the study sample to the BSP's membership population. Future studies could explore the experiences of youth in other organizations or settings to further our understanding of the experiences of youth in leadership and community engagement.

**Profile and its Correlation to Leadership Skills of Boy Scouts of the Philippines.** Results suggest that there is a strong positive correlation between age range and all leadership skills (communication, problem-solving, decision-making, teamwork, and adaptability). The results, which indicates a moderate to strong positive correlation. These findings suggest that as the age range of Boy Scouts increases, their leadership skills tend to improve. Additionally, the table shows that there is a positive correlation between length of BSP membership and all leadership skills.

These findings suggest that Boy Scouts who have been members of the BSP for a longer period tend to have stronger leadership skills.

The strong positive correlation between age range and leadership skills suggests that leadership training programs should be tailored to the needs and abilities of specific age groups. For example, leadership training programs for younger Boy Scouts could focus on developing fundamental leadership skills, while training programs for older Boy Scouts could focus on more advanced leadership skills.

Furthermore, the positive correlation between length of BSP membership and leadership skills highlights the importance of long-term engagement in the BSP for leadership development. This finding suggests that the BSP should focus on retaining members for longer periods to promote the development of stronger leadership skills. Overall, the results of the table provide valuable insights into the relationship between age range, length of BSP membership, and leadership skills of the Boy Scouts of the Philippines (Fernandez & Shaw, 2013). These findings can inform the development and implementation of effective leadership training programs that are tailored to the needs and abilities of specific age groups and promote long-term engagement in the BSP (Chen, 2021).

**Pretest and Posttest of the Leadership Skills.** The results support the effectiveness of the leadership training program in improving the leadership skills of the participants. The average improvement in the posttest score compared to the pretest score suggests that the program was successful in enhancing the leadership skills of the participants. This is consistent with previous research that has demonstrated the effectiveness of leadership training programs in improving leadership skills and competencies (Bolden, 2016; Day et al., 2014).

The statistically significant difference between the pretest and posttest scores, further supports the effectiveness of the program. The

results indicate that the program had a substantial impact on the participants' leadership skills, which is consistent with the findings of other studies that have reported large effect sizes for leadership training programs. The findings presented suggest that the leadership training program was successful in improving the leadership skills of the participants, as evidenced by the significant increase in posttest scores compared to pretest scores. The results provide evidence to support the use of leadership training programs as a strategy to enhance leadership skills and competencies in various contexts, including healthcare organizations (Johnson et al., 2021; Kjellstrom et al., 2020). (Krampitz et al., 2023).

Important implications for leadership training program design and execution are given by comparing pre- and post-test outcomes for leadership competencies. The results back up the claim that these types of programs may significantly affect their participants' leadership abilities for the better (Channing, 2020). Businesses and organizations who engage in leadership development programs for their staff or members see a return on their investment via increased efficiency and effectiveness.

This research found a sizable effect size, indicating that the training significantly improved the participants' leadership abilities. This agrees with the results of previous studies that have shown substantial benefits from leadership development programs (Khan et al., 2020; Mazzetti & Schaufeli, 2022; Zuberbuhler et al., 2019). Participants' leadership abilities improved by a statistically and practically meaningful amount, as shown by the magnitude of the impact. Due to the complex and ever-changing nature of various institutions, leadership abilities are especially important in this field. This study's results provide credence to the idea that companies should invest in leadership development courses as a means of raising the quality of their executive management teams. Programs like this may help nurture future leaders who will advocate for high-standard care, encourage creativity, and boost positive results for their organizations

(Li et al., 2023; Ramadan & Awatef, 2021; Sfantou et al., 2017).

Overall, the results of this research shed light on how successful leadership training programs are in fostering growth in a variety of leadership-related skills and abilities. The expanded skills and competences that a workforce may bring to a company are one reason why leadership development should be a priority for every firm. In the future, researchers may investigate what variables affect the success of leadership training programs in various corporate contexts, as well as the long-term impacts of such programs.

## CONCLUSION

The demographic characteristics of the study participants provide essential information about the sample, which is primarily composed of adolescents who are members of the BSP. While the study's findings suggest a strong positive correlation between age range, length of BSP membership, and leadership skills, it is crucial to consider the study's limitations, such as self-selection bias and specificity to the BSP's membership population. Nonetheless, the results provide valuable insights into the relationship between age, length of BSP membership, and leadership skills and suggest that leadership training programs should be tailored to the needs and abilities of specific age groups and promote long-term engagement in the BSP. Furthermore, the study's findings on the effectiveness of the leadership training program in improving leadership skills provide important implications for program design and execution. The statistically significant difference between pretest and posttest scores and the sizable effect size suggest that the program had a substantial impact on the participants' leadership skills, consistent with previous research on the effectiveness of leadership training programs. As such, healthcare companies and other organizations may benefit from investing in leadership development programs as a means of promoting efficiency, productivity, and high-quality care. The findings of this study add to our

understanding of the effectiveness of leadership training programs in developing relevant skills and competencies and highlight the importance of ongoing evaluation and feedback mechanisms to ensure that programs are effective and meeting the needs of participants.

## RECOMMENDATION

To boost efficacy, productivity, and care quality, businesses should fund leadership development programs. Results showed a statistically significant difference between pre- and post-test scores, as well as a considerable effect size, all of which are indicative of the good influence these programs have on participants' leadership abilities. To maximize their impact, programs should be designed with different age groups in mind, encourage sustained participation, and contain evaluation and feedback methods on a regular basis. Research on the long-term benefits of leadership development programs and the elements that contribute to their performance in diverse settings might be conducted in the future to further increase the efficacy of these programs. Organizations can also think about building leadership programs that teach younger employees the basics of leadership while teaching more seasoned employees sophisticated techniques. Moreover, businesses and organizations that want to improve the quality of their top management teams should prioritize funding leadership development programs. Increased efficiency, productivity, and favorable patient outcomes are just some of the potential benefits of participating in a leadership development program. Organizations should develop and execute leadership development programs that are age-appropriate, provide opportunities for growth, and encourage employees to stay with the company for the long haul, with regular opportunities for assessment and adjustment.

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# **Embracing the American Dream: Experiences of Immigrant Filipino Nurses During the First Work in the United States of America**

**Ma. Elena P. Santiago<sup>1</sup>**

*<sup>1</sup>Staff Nurse, Willow Creek Women's Hospital, Johnson, Arkansas, United States of America*

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## **A B S T R A C T**

The United States has been commonly regarded as a place of great opportunity, particularly in countries like the Philippines. This perspective has been prevalent since the Philippines was colonized under the guise of "benevolent assimilation" in 1960. As a result, approximately 150,000 Filipino nurses have migrated to the US for work. The study employed qualitative research design using the phenomenological approach in this study to elicit lived experiences of new immigrant Filipino nurses in the US during the Covid-19 pandemic. It involved 10 participants who were recruited using purposive sampling with the inclusion criteria: immigrant Filipino nurse, at least one-year nursing practice in the USA, male or female, and were willing to participate as key informant using a semi-structured interview to gather data. Semi-structured interviews were used to gather data which was validated by experts. Thematic analysis using Colaizzi's seven-steps were used to transform the narratives to themes. The study identified five major themes related to cultural adjustment, discrimination, fear and anxiety, resilience, and poor work environment that suggest the challenges faced by individuals in similar contexts. These findings emphasize the importance of addressing these issues to support their well-being and success. Healthcare organizations can follow the recommendations of the study, which include developing cultural competency training programs, establishing support systems, promoting diversity and inclusion, providing mentorship and career development opportunities, and encouraging resilience-building strategies.

**Keyword:** employment, phenomenology, immigrant Filipino nurses, thematic analysis, purposive sampling



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## INTRODUCTION

The United States has long been perceived as a land of opportunities, particularly among individuals from third-world countries like the Philippines. The Philippines has been a major supplier of nurses to the US since its colonization in 1960, with approximately 150,000 Filipino nurses immigrating to work in the US (Brice, 2019). This number has continued to grow due to US immigration policies that facilitate the recruitment of nurses from the Philippines during periods of nursing shortages (Elmaco, 2022). As a result, Filipino nurses make up a significant portion of the US nursing workforce, with one out of 20 registered nurses in the US being trained in the Philippines (Nazareno et al., 2021).

The pursuit of nursing careers among young Filipinos has been fueled by the belief that America offers boundless opportunities for success. According to the (Dayrit et al., 2018), there are currently 2.9 million Filipinos living in the United States, constituting 1% of the country's total population. Moreover, a significant proportion of Filipino working adults, estimated at 25%, are employed in front-line healthcare positions (Sangalang, 2022). The Migration Policy Institute (MPI) reported that immigrants from the Philippines account for more than 13% of all foreign-born healthcare workers in the US, the highest proportion compared to immigrants from other countries (Gallardo & Batalova, 2020). Consequently, the Philippines has gained a reputation as one of the largest suppliers of competent nurses worldwide, with Filipino nurses making up 4% of registered nurses in the US (Samuelson & Thach, 2018).

Nursing is considered as one of the most important and rewarding professions in the United States, as it plays a critical role in providing essential healthcare services to individuals, families, and communities (Flaubert et al., 2021). Pursuing a career in nursing requires significant dedication and hard work, as well as strong motivation to succeed.

While there are numerous challenges that aspiring nurses may face, such as rigorous educational and training requirements, high levels of stress, and long working hours, there are also many motivators that can drive them to succeed, such as the potential to make a meaningful difference in people's lives, the opportunity for personal and professional growth, and the potential for higher salaries and better job opportunities (Rafati, Nouhi, Sabzevari, & Dehghan-Nayeri, 2017). Despite the challenges, the rewards of pursuing a career in nursing are significant, and the impact that nurses have on the healthcare system and the patients they serve is immeasurable (Kutney-Lee et al., 2021).

One motivation for pursuing a nursing career in the United States is the opportunity to make a meaningful difference in people's lives (McKenna et al., 2023). Nurses play a vital role in the healthcare system, working closely with patients and their families to provide high-quality care, support, and comfort (Karaca & Durna, 2019). The ability to help others can be a powerful motivator for many individuals considering a career in nursing. Another motivation for pursuing a nursing career is the potential for personal and professional growth (Nashwan et al., 2021). Nursing is a rapidly evolving field, with advances in technology, research, and treatment methods continuously shaping the way healthcare is delivered. This creates opportunities for nurses to expand their skills and knowledge through ongoing education, specialization, and leadership roles.

Despite the prominence of Filipino nurses in the US healthcare system, there remains a limited understanding of the socio-cultural and socio-economic factors that influence the experiences of immigrant Filipino nurses (Cachero, 2021; Gotehus, 2021). It is crucial to conduct research that delves into these factors, including language ability, cultural adaptation, social support networks, prejudice, and economic obstacles, as they profoundly impact the careers and personal lives of immigrant Filipino nurses. By exploring these factors, interventions and support systems can be developed to facilitate a

smoother transition and integration for these nurses.

This study is unique in its specific focus on immigrant Filipino nurses and their experiences during their initial work in the United States. It recognizes the significance of education and career advancement in their decision-making process and highlights their academic dreams and aspirations. Employing a qualitative research approach, this study allows for a comprehensive exploration of their experiences through interviews, observations, or narratives. It also acknowledges the cultural context of Filipino nurses, emphasizing how cultural values, expectations, and norms influence their perceptions and interactions within the workplace. Overall, this study offers valuable insights into the challenges and opportunities faced by immigrant Filipino nurses during their early professional journey in the United States.

Finally, the perspectives on the advantages and disadvantages of this new migratory wave are greatly enriched by the stories of Filipino nurses who have made the journey to the United States as immigrants. Insightful tools and theoretical frameworks for nurses to use during this and future pandemics may be developed by learning from their actual experiences. Whether they are working on the front lines wearing masks or contributing in other ways to the healthcare system, Filipino nurses are unsung heroes, and listening to and recording their experiences is crucial to bridging gaps within the nursing profession and honoring the sacrifices made by these individuals. Telling their tales not only pays tribute to their service but also fosters mutual respect, compassion, and teamwork in the medical community. These stories help the nursing community learn and develop into a more welcoming and equitable place for all nurses to work.

## RESEARCH QUESTION

This study explored the lived experiences of new immigrant Filipino nurses

who were given working visas and were deployed in the USA during the continuing decline of the COVID-19 pandemic.

## METHODS

**Research Design.** Qualitative research design using the phenomenological approach was utilized in this study to elicit lived experiences of new immigrant Filipino nurses in the US during the Covid-19 pandemic. Phenomenology is a qualitative research approach that aims to explore how people experience a particular phenomenon or event (Neubauer et al., 2019). It involves gathering rich and detailed descriptions of individuals' lived experiences through interviews, observations, or other methods of data collection. Phenomenology seeks to uncover the essence of a particular experience and understand the meanings that individuals attach to it. Phenomenology is an appropriate research design for the study because it aims to understand and describe the essence of the phenomenon or experience being studied. In this case, the focus is on the experiences of Filipino nurses working in the United States, particularly during their first year of work. Phenomenology allows for an in-depth exploration of the experiences of individuals and seeks to understand the meaning and essence of those experiences (Alhazmi & Kaufmann, 2022).

**Sampling Design.** Purposive non-probability sampling and snowball non-probability sampling was employed due to the circumstances brought about by the pandemic. There were ten (10) participants that was recruited, and saturation existed during the 10th participant. The inclusive criteria were: (1) immigrant Filipino nurses, (2) at least one-year nursing practice in the USA, (3) male or female, (4) were willing to participate as key informant. Moreover, the schedule of interviews with the participants were online to the different states in the USA and was set via their e-mail and or Facebook Messenger. This was started after receipt of their consent of joining.

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**Data Gathering Instrument.** This research used semi-structured interviews to collect qualitative data from immigrant Filipino nurses' first jobs in the US. The interview methodology included preset questions and prompts to elicit rich narratives and insights about cultural adjustment, prejudice, fears and anxieties, resilience, and the workplace. The open-ended questions let individuals describe their ideas and emotions. The semi-structured style allowed researchers to examine issues and developing themes.

**Data Analysis.** This research used theme analysis using the Colaizzi approach to evaluate interviews with immigrant Filipino nurses regarding their first employment in the US. The analysis involved transcription of interviews, repeated readings of transcripts to immerse in participants' narratives, generation of initial codes, organization of codes into themes, detailed analysis of each theme to identify patterns and sub-themes, consideration of cultural and professional contexts, and

engagement with existing literature. To establish credibility, the analysis was reflexive, and the results were synthesized into a cohesive narrative that conveyed the participants' experiences. The study illuminated immigrant Filipino nurses' difficulties and potential, improving awareness of immigrant healthcare workers and guiding future research, policies, and actions to help them.

## **RESULTS**

**Lived Experiences of New Immigrant Filipino Nurses who were Given Working Visas and were Deployed in the US during the Continuing Decline of the COVID-19 Pandemic.** From the narratives of the participants, five (5) major themes were drawn. These are (1) cultural adjustment, (2) discrimination and bias, (3) fear and anxiety, (4) resilience, and (5) work environment. The conceptual map is presented in Figure 1.

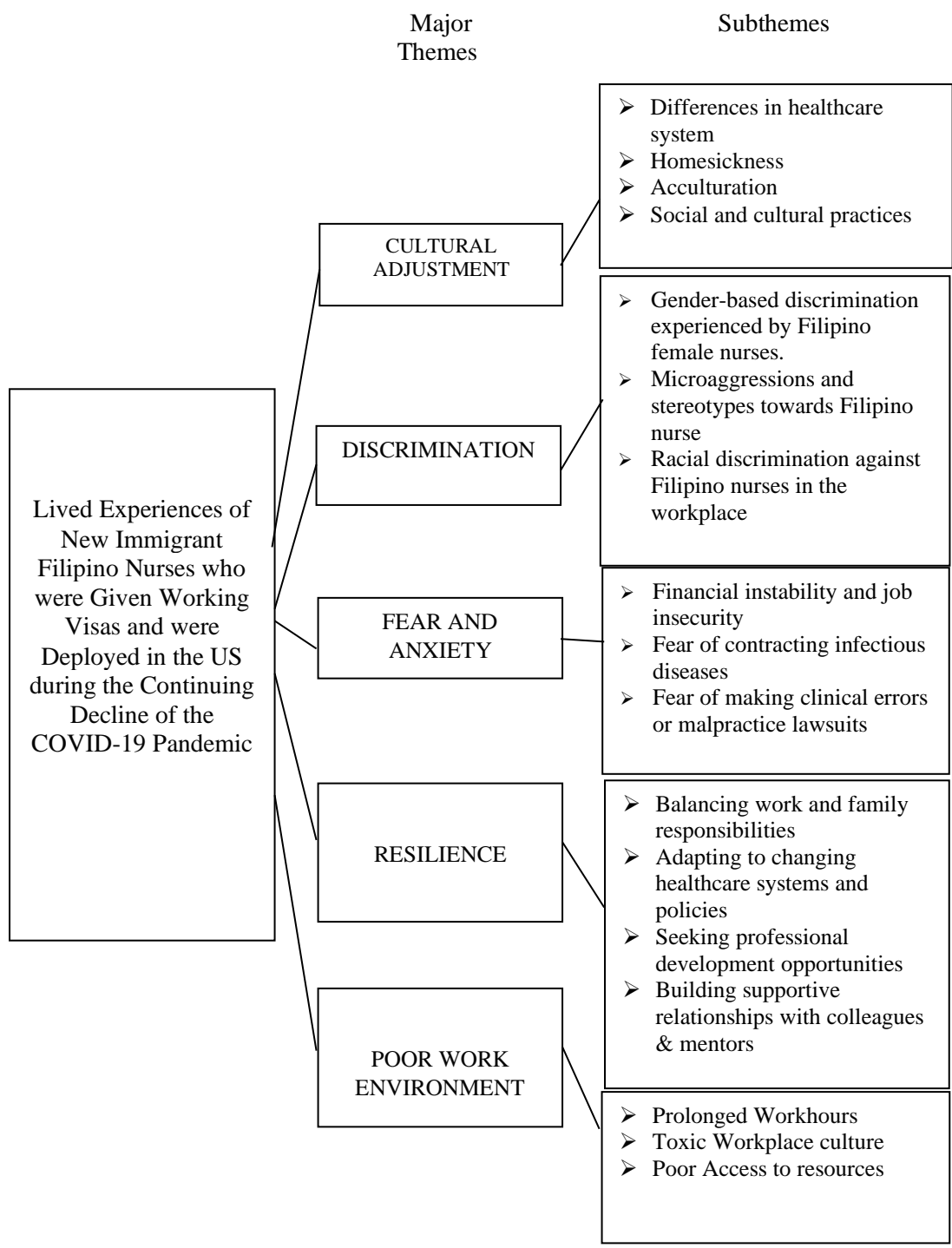


Figure 1. The Conceptual Map

**Major Theme 1 - Cultural Adjustment**

This major theme was supported by the following subthemes, differences in healthcare

system, homesickness, acculturation, and social and cultural practices.

**Subtheme 1 – Differences in healthcare system.** The subtheme "Differences in healthcare system" is an essential aspect of the cultural adjustment experienced by new immigrant Filipino nurses in the US healthcare system. It involves the challenges and experiences of Filipino nurses in adapting to the differences in healthcare policies and procedures between the US and the Philippines.

**Subtheme 2 – Homesickness.** Homesickness is a common experience among new immigrant Filipino nurses who were given working visas and were deployed in the US during the continuing decline of the COVID-19 pandemic. This subtheme highlights the challenges and experiences of Filipino nurses in coping with homesickness, adjusting to a new environment, and managing feelings of isolation and loneliness.

**Subtheme 3 – Acculturation.** Acculturation is an important aspect of the lived experiences of new immigrant Filipino nurses in the US healthcare system. Acculturation refers to the process of adapting to a new culture, including its values, beliefs, and practices. This subtheme highlights the challenges and experiences of Filipino nurses in adjusting to the new culture, building social connections, and balancing their Filipino identity with their new American identity.

**Subtheme 4 - Social and Cultural Practices.** This subtheme refers to the challenges and experiences of new immigrant Filipino nurses in adapting to the different social and cultural practices in the US. This includes adjusting to new norms and values, as well as navigating cultural differences in communication and social interactions.

### **Major Theme 2 – Discrimination**

For this major theme, it is supported by three subthemes, gender-based discrimination experienced by Filipino female nurses, microaggressions and stereotypes towards Filipino nurses, and racial discrimination against Filipino nurses in the workplace.

**Subtheme 1 - Gender-based discrimination experienced by Filipino female nurses.** Gender-based discrimination is an unfortunate reality for many Filipino female nurses who work in healthcare settings abroad. This subtheme encompasses various forms of gender-based discrimination such as unequal pay, lack of career advancement opportunities, and being subjected to derogatory comments or harassment.

**Subtheme 2 - Microaggressions and stereotypes towards Filipino nurses.** Microaggressions and stereotypes are subtle but impactful forms of discrimination that Filipino nurses commonly encounter in healthcare settings. This subtheme encompasses the various ways in which Filipino nurses are subjected to racial and ethnic stereotypes, prejudice, and assumptions about their abilities and competence.

**Subtheme 3 - Racial discrimination against Filipino nurses in the workplace.** Filipino nurses are often subjected to racial discrimination in healthcare settings, where they face bias and prejudice based on their race and ethnicity. This subtheme encompasses the various ways in which Filipino nurses are discriminated against due to their race and how it impacts their experiences in the workplace.

### **Major Theme 3 - Fear and Anxiety**

The theme of fear and anxiety is a complex and multifaceted topic that has a significant impact on many aspects of human life. It is important to recognize the positive and negative aspects of these emotions and to develop strategies for coping with them when they become overwhelming or interfere with daily functioning. By understanding and addressing our fears and anxieties, we can lead more fulfilling and satisfying lives. The theme is supported by three subthemes, financial instability and job insecurity, fear of contracting infectious diseases, and fear of making clinical errors or malpractice lawsuits.

**Subtheme 1 - Financial instability and job insecurity.** Financial instability and job insecurity is a subtheme that is particularly

relevant in today's economic climate, where many individuals are struggling to find stable employment and maintain financial stability. This subtheme explores the impact of job insecurity and financial instability on individuals and their families, and the strategies that they use to cope with these challenges.

**Subtheme 2 - Fear of contracting infectious diseases.** This subtheme explores the impact of the fear of contracting infectious diseases on Filipino nurse immigrants and their daily lives. The COVID-19 pandemic has brought this issue to the forefront but concerns about infectious diseases have been present throughout history. The subtheme examines the impact of the fear of infectious diseases on mental health, social interactions, and healthcare-seeking behaviors.

**Subtheme 3 - Fear of making clinical errors or malpractice lawsuits.** This subtheme explores the impact of the fear of making clinical errors or malpractice lawsuits on Filipino nurses and their daily work. Nurses are responsible for delivering safe and effective care to their patients, and the fear of making a mistake that could harm a patient or result in a malpractice lawsuit can be significant. The subtheme examines the impact of this fear on the quality of care, job satisfaction, and mental health.

#### **Major Theme 4 – Resilience**

Resilience is a major theme that explores the ability of Filipino nurse immigrants to adapt and cope with challenging situations. Nurses are often faced with difficult and stressful situations in their daily work, such as caring for critically ill patients or dealing with ethical dilemmas. The ability to bounce back from these challenges and continue to provide high-quality care is a hallmark of resilience. This theme examines the strategies that nurses use to build resilience and maintain their well-being, both at work and in their personal lives.

**Subtheme 1 – Balancing work and family responsibilities.** This subtheme explores the challenges that Filipino nurse

immigrants face in balancing their work responsibilities with their family obligations. Many nurses work long hours, including weekends and holidays, which can make it challenging to spend time with their families. Additionally, nurses may be responsible for caring for aging parents or young children, which can add to the already heavy workload.

**Subtheme 2 - Adapting to changing healthcare systems and policies.** This subtheme explores the challenges that Filipino nurse immigrants face in adapting to the rapidly changing healthcare systems and policies in the United States. The healthcare industry is constantly evolving, and nurses must stay up to date on the latest regulations and best practices to provide high-quality care. Additionally, healthcare policies may differ from those in the Philippines, adding to the challenge of adapting to a new healthcare system.

**Subtheme 3 - Seeking professional development opportunities.** This subtheme explores the importance of seeking professional development opportunities for Filipino nurse immigrants. Professional development is essential for nurses to maintain and improve their skills, stay current with industry trends, and advance their careers. The subtheme examines the strategies that nurses use to seek out and take advantage of professional development opportunities.

**Subtheme 4 - Building supportive relationships with colleagues and mentors.** This subtheme explores the importance of building supportive relationships with colleagues and mentors for Filipino nurse immigrants. Supportive relationships can provide emotional and professional support, guidance, and mentorship to help nurses navigate the challenges of their daily work. The subtheme examines the strategies that nurses use to build supportive relationships with colleagues and mentors.

#### **Major Theme 5 – Poor Work Environment**

This theme is an essential aspect that affects the overall job satisfaction and work performance of immigrant Filipino nurses. This

theme focuses on exploring the factors that contribute to a supportive and safe work environment for immigrant Filipino nurses. The work environment of nurses can significantly impact their health and well-being, as well as their ability to provide quality care to patients. This major theme is supported by three subthemes, workload, workplace culture, and access to resources.

#### **Subtheme 1 – Prolonged Workhours.**

Prolonged workhours are an important subtheme to explore. This subtheme refers to the amount of work that Filipino nurse immigrants need to perform in their host country. It is important to understand how workload affects their ability to provide quality healthcare services to their patients and identify strategies that can help reduce workload without compromising patient care.

**Subtheme 2 – Toxic Workplace Culture.** In the research, workplace culture is an important subtheme to explore. This subtheme refers to the values, beliefs, and behaviors that shape the work environment for Filipino nurse immigrants. It is important to understand how workplace culture affects their ability to provide quality healthcare services to their patients and identify strategies that can help improve workplace culture to promote better patient care.

**Subtheme 3 – Poor access to resources.** In the research, access to resources is an important subtheme to explore. This subtheme refers to the availability and accessibility of resources that Filipino nurse immigrants need to provide quality healthcare services to their patients. It is important to understand how access to resources affects their ability to provide effective patient care and identify strategies that can help improve access to resources.

## **DISCUSSION**

The findings of this study shed light on several important themes related to the experiences of immigrant Filipino nurses in the

US healthcare system. The first major theme, Cultural Adjustment, highlights the challenges faced by Filipino nurses in adapting to the differences in healthcare systems, coping with homesickness, acculturating to a new culture, and navigating social and cultural practices. These findings are in line with previous research that emphasizes the significance of cultural adjustment for immigrant healthcare professionals (Dahl et al., 2021).

The second major theme, Discrimination, exposes the experiences of Filipino nurses in dealing with gender-based discrimination, microaggressions, stereotypes, and racial discrimination in the workplace. These findings align with existing literature that recognizes the prevalence of discrimination and biases faced by minority healthcare professionals (Joseph et al., 2021; Togioka et al., 2023). The implications of these findings underscore the need for organizations and policymakers to implement measures that promote diversity, inclusion, and equity within the healthcare system to ensure a fair and supportive work environment for all nurses.

The third major theme, Fear and Anxiety, delves into the fears and anxieties experienced by Filipino nurses, including financial instability, the fear of contracting infectious diseases, and the fear of making clinical errors or facing malpractice lawsuits. These findings resonate with previous studies highlighting the psychological impact of the healthcare profession and the need for comprehensive support systems to address the mental health needs of nurses (Hurley et al., 2022).

Furthermore, the fourth major theme, Resilience, focuses on the strategies employed by Filipino nurses to adapt and cope with challenging situations. This theme emphasizes the importance of work-life balance, adapting to changing healthcare systems and policies, seeking professional development opportunities, and building supportive relationships with colleagues and mentors. These findings align with research highlighting the resilience of nurses in the face of adversity

and the significance of self-care and professional growth (Kim & Chang, 2022).

Lastly, the fifth major theme, Poor Work Environment, sheds light on the factors that contribute to a supportive and safe work environment for immigrant Filipino nurses. This theme underscores the impact of workload, workplace culture, and access to resources on the job satisfaction and well-being of nurses. These findings echo previous research calling for improvements in staffing levels, addressing toxic workplace cultures, and providing adequate resources to ensure optimal patient care and nurse satisfaction (Sull & Sull, 2022).

The implications of these findings suggest the need for targeted interventions and policies to address the challenges faced by immigrant Filipino nurses in the US healthcare system. Strategies to support cultural adjustment, combat discrimination, address fears and anxieties, foster resilience, and enhance the work environment can contribute to the well-being of Filipino nurses and improve the overall quality of care provided. Future research and interventions should consider these findings to develop comprehensive support systems that promote the success and satisfaction of immigrant nurses in their professional endeavors.

## CONCLUSION

In conclusion, this study has provided valuable insights into the experiences of immigrant Filipino nurses in the US healthcare system. The identified themes of Cultural Adjustment, Discrimination, Fear and Anxiety, Resilience, and Poor Work Environment highlight the challenges and opportunities faced by these nurses. The findings emphasize the importance of addressing cultural differences, promoting diversity and inclusion, addressing discrimination, supporting mental health and well-being, fostering resilience, and improving the work environment. The implications of these findings call for targeted interventions, policies, and support systems to enhance the

experiences of immigrant nurses and ultimately improve the quality of care they provide. By considering these findings, healthcare organizations, policymakers, and stakeholders can create a more inclusive, supportive, and equitable environment for immigrant Filipino nurses and other healthcare professionals. Future research should further explore these themes and develop evidence-based strategies to better support and empower immigrant nurses in their professional journey.

## RECOMMENDATION

Based on the findings of this study, several recommendations can be made to address the challenges and improve the experiences of immigrant Filipino nurses in the US healthcare system. First, healthcare organizations should prioritize cultural sensitivity and provide cultural competency training to staff members to promote understanding and respectful interactions. Efforts should be made to create an inclusive and diverse work environment that values and celebrates different cultures and backgrounds. Additionally, policies and procedures should be established to address and prevent discrimination, including gender-based, racial, and ethnic discrimination. This can involve implementing zero-tolerance policies, providing channels for reporting incidents, and ensuring appropriate disciplinary actions are taken. Furthermore, healthcare organizations should prioritize the mental health and well-being of immigrant nurses by offering resources such as counseling services, stress management programs, and opportunities for self-care. Resilience-building programs and mentorship initiatives can also be implemented to support nurses in navigating the challenges they may face. Finally, efforts should be made to improve the work environment by addressing issues related to workload, workplace culture, and access to resources. This can involve monitoring and adjusting staffing levels to ensure manageable workloads, fostering a positive and supportive workplace culture through effective communication and leadership, and providing necessary resources



and equipment to facilitate the delivery of high-quality care. By implementing these recommendations, healthcare organizations can create an environment that supports and empowers immigrant nurses, leading to improved job satisfaction, well-being, and ultimately enhancing the overall quality of care provided to patients.

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# Exploring the Lived Experiences of Nurses in a Pediatric Intensive Care Unit

**Christine Joy B. Cruz<sup>1</sup>, Jenilyn V. Barrion<sup>2</sup>, Kimberly D. Llanes<sup>3</sup>,  
and Darwisa P. Abdula<sup>4</sup> and Regine Mae D. Fallorina<sup>5</sup>**

<sup>1</sup>Nurse I, Quirino Province Medical Center, Mangandingay, Cabarroguis, Quirino, Philippines

<sup>2</sup>Staff Nurse II King Khalid University Hospital, Riyadh, Kingdom of Saudi Arabia

<sup>3</sup>Staff Nurse, Sheikh Khalifa Medical City, Al Jurf, Ajman, United Arab Emirates

<sup>4</sup>Staff Nurse, King Faisal General Hospital, Al-Hassa, Kingdom of Saudi Arabia

<sup>5</sup>Head Nurse, Community Health Service Cooperative Hospital, North Cotabato, Philippines

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## ABSTRACT

The pediatric intensive care unit (PICU) was a challenging and emotionally demanding environment for nurses, who were responsible for providing critical care to acutely ill children. This qualitative study aimed to explore the lived experiences of nurses who worked in a PICU, shedding light on their unique perspectives, challenges, and coping mechanisms. Using a phenomenological approach, in-depth interviews were conducted with a purposive sample of nurses who worked in a PICU. The data were analyzed using thematic analysis to identify recurring themes and patterns. The findings of this study provided valuable insights into the subjective experiences of nurses in a PICU setting. It uncovered the emotional and psychological aspects of their work, including the stress, burnout, compassion fatigue, and satisfaction they encountered. The study also explored the strategies nurses employed to navigate these challenges and maintain their well-being in such a high-pressure environment. Understanding the lived experiences of nurses in a PICU could contribute to the development of targeted interventions and support systems to address their unique needs. It could inform nursing education and training programs, as well as organizational policies and practices, aimed at promoting nurse well-being and improving patient outcomes. The study's findings could also serve as a basis for further research in related areas and provide a platform for sharing knowledge and experiences among healthcare professionals. Ultimately, this research aimed to enhance our understanding of the critical role nurses played in the PICU and contribute to the overall improvement of nursing practice in pediatric critical care.

**Keyword:** lived experiences, pediatric intensive care units, thematic analysis

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## INTRODUCTION

The function of the pediatric intensive care unit (PICU) in providing specialized treatment to critically ailing children is crucial. In this setting, nurses confront a variety of challenges and encounters that require their full attention and comprehension (Wolfe & Mack, 2018). As the importance of pediatric intensive care unit (PICU) nursing grows across the world, so does the interest in studying the challenges that nurses face daily on the job. Gaining a comprehensive comprehension of their perspectives can considerably contribute to increasing the quality of care provided to pediatric patients, fostering the well-being of nurses, and ultimately enhancing patient outcomes.

In the PICU, nurses are confronted with complex medical conditions, high acuity levels, and emotionally demanding situations daily (Slusher et al., 2018). They are at the forefront of delivering care and play a crucial role in managing critical situations, communicating with families, and coordinating interdisciplinary healthcare teams. Exploring their lived experiences allows for a comprehensive understanding of the challenges they encounter, the coping mechanisms they employ, and the impact these experiences have on their professional practice and personal well-being (Arena & Mobbs, 2022).

By delving into the perspectives of nurses working in PICUs globally, researchers can identify common themes, barriers, and facilitators that influence their daily practice (Hossain & Llimos, 2017). This knowledge can then be utilized to develop targeted interventions, educational programs, and support systems that address the specific needs of these nurses. Enhancing nurse well-being and job satisfaction directly translates to improved patient care, as nurses who feel supported and valued are better equipped to provide high-quality, compassionate care to critically ill children and their families (Gottlieb & Gottlieb, 2021).

Due to the large number of children living in the Philippines, it is essential that the country's healthcare system be able to accommodate their demands (Seposo, 2019). Pediatric intensive care units (PICUs) have proliferated as part of a larger movement to enhance pediatric healthcare. There is a substantial knowledge gap, however, when it comes to investigating the realities faced by nurses in intensive care settings. There are several compelling reasons to investigate PICU nurses' perspectives from the Philippines. For starters, it facilitates a more thorough comprehension of the difficulties and requirements of their local healthcare system (Kruk et al., 2018). Their ability to practice professionally and provide high-quality treatment to critically ill children and their families may be hindered by factors such as inadequate resources, cultural influences, and unique illness patterns (Rachel & Chiara, 2019).

Filipino nurses' work satisfaction, burnout, and well-being may be better understood if their lived experiences at PICUs are studied (Sadang, 2021). With this information in hand, we can design more effective treatments and support systems to help high-intensity workers cope with the stresses of their jobs. In addition, learning about the challenges faced by Filipino nurses in PICUs may help shape national healthcare policies and programs. It sheds light on the present condition of pediatric critical care and points out where advancements are needed, such as in staffing levels, possibilities for nurses to continue their education, and other forms of assistance in PICUs. In the end, studying PICU nurses' actual working conditions helps improve pediatric nursing in the Philippines as a whole. It gives nurses a voice by validating their expertise, which may lead to improvements in the treatment of very sick children. This study has the potential to advance pediatric healthcare in the Philippines by shedding light on the obstacles and openings present in the local healthcare system.

Within the local context, the provision of care in a PICU demands a highly skilled and

dedicated nursing workforce. Nurses in this setting encounter complex medical conditions, emotional distress, and high levels of stress. Understanding the lived experiences of nurses working in local PICUs is essential for addressing their needs, developing appropriate support systems, and implementing evidence-based interventions. Moreover, local research on this topic can contribute to the body of knowledge within the Philippine nursing profession, guide educational programs, and influence policy development for the enhancement of nursing practice and the provision of quality care in PICUs.

Given the gaps in the literature and the importance of understanding nurses' lived experiences in a PICU, this study aims to explore the experiences, challenges, and coping mechanisms of nurses working in a pediatric intensive care unit. By gaining insights into their perspectives, this research can contribute to the development of strategies and interventions that promote nurse well-being, enhance patient care, and ultimately improve the outcomes of children requiring intensive care.

## RESEARCH QUESTIONS

The study explored the lived experiences of nurses in a pediatric intensive care unit in selected medical centers in the Philippines.

## METHODS

**Research Design.** This study adopted a qualitative research design, specifically a phenomenological approach. Phenomenology allowed for an in-depth exploration and understanding of participants' lived experiences by capturing their subjective perspectives and meanings attached to their experiences (Neubauer et al., 2019). This design was well-suited for exploring the complex and nuanced experiences of nurses in the PICU.

**Sampling.** A purposive sampling strategy was used to select participants for this study. The inclusion criteria included registered nurses with a minimum of two years of

experience in a pediatric intensive care unit. Participants were selected from different shifts and varying levels of experience to ensure a diverse range of perspectives. The sample size was determined based on data saturation, which was achieved when no new themes or insights emerged from the data.

**Data Gathering Instruments.** Semi-structured interviews served as the primary data gathering instrument in this study. An interview guide was developed based on a review of the literature and expert input. The guide consisted of open-ended questions and prompts designed to elicit rich narratives and descriptions of the participants' experiences. The interviews were audio-recorded with the participants' consent to ensure accurate capture of their responses.

**Data Analysis.** Thematic analysis was employed to analyze the data collected from the interviews. The analysis process involved several iterative steps, including familiarization with the data, coding, identification of themes, and interpretation. The interviews were transcribed verbatim, and the transcripts were organized and coded using a qualitative data analysis software. The initial codes were generated inductively, allowing themes and patterns to emerge from the data. The identified themes were reviewed, refined, and grouped together to develop a comprehensive understanding of the lived experiences of nurses in the PICU.

## RESULTS

**Theme 1: Emotional Impact of Caring for Critically Ill Children.** The lived experiences of nurses in a pediatric intensive care unit (PICU) revealed a significant emotional impact on their well-being. Nurses described feelings of compassion, empathy, and a deep sense of responsibility for the critically ill children under their care. However, they also experienced emotional challenges, including feelings of helplessness, sadness, and grief when patients did not respond positively to treatment or faced a poor prognosis. Nurses expressed the need for emotional support and

strategies to cope with the emotional demands of their work in the PICU.

**Theme 2: Building Connections with Patients and Families.** Nurses in the PICU emphasized the importance of building strong connections with both patients and their families. They described the unique and profound relationships that developed during their interactions. Nurses valued opportunities to provide emotional support to families, explaining complex medical information, and being a source of comfort during challenging times. They expressed satisfaction in witnessing the progress and recovery of patients, and the positive impact they could make on the lives of children and their families.

**Theme 3: Ethical Dilemmas and Moral Distress.** The lived experiences of nurses in the PICU highlighted the presence of ethical dilemmas and moral distress. Nurses encountered situations where they had to make difficult decisions and balance the best interests of the child, family preferences, and medical recommendations. They described the internal conflict and moral distress they experienced when faced with end-of-life decisions, treatment limitations, or conflicts between medical teams and families. Nurses stressed the need for support in navigating ethical dilemmas and opportunities for ethical reflection and dialogue.

**Theme 4: Resilience and Coping Strategies.** Nurses in the PICU exhibited remarkable resilience in the face of challenging circumstances. They described various coping strategies they employed to manage stress and maintain their well-being. These strategies included seeking social support from colleagues, engaging in self-care activities, participating in debriefing sessions, and finding meaning and purpose in their work. Nurses expressed the importance of organizational support in fostering a supportive work environment that promotes resilience and provides opportunities for self-care.

**Theme 5: Professional Growth and Satisfaction.** The lived experiences of nurses in

the PICU highlighted the opportunities for professional growth and personal satisfaction in their work. Nurses described the continuous learning and development of specialized skills required to care for critically ill children. They valued opportunities for further education and professional advancement, such as attending conferences or pursuing advanced certifications. Nurses expressed a strong sense of pride and fulfillment in their work, knowing they were making a significant difference in the lives of children and their families

## DISCUSSION

The exploration of the lived experiences of nurses in a pediatric intensive care unit (PICU) revealed several compelling themes that shed light on the multifaceted nature of their roles and the emotional, ethical, and professional challenges they face. These themes underscore the complex interplay between compassionate caregiving, ethical dilemmas, resilience, and personal satisfaction in the demanding context of caring for critically ill children.

**Theme 1: Emotional Impact of Caring for Critically Ill Children.** The emotional toll of caring for critically ill children emerged as a significant aspect of nurses' experiences in the PICU. Nurses exhibited deep compassion and empathy for their young patients, coupled with a profound sense of responsibility for their well-being. This emotional investment, while integral to their caregiving, also brought emotional challenges. Feelings of helplessness, sadness, and grief weighed heavily on nurses, especially in cases where patients did not respond positively to treatment or faced unfavorable outcomes. The emotional turmoil underscores the need for comprehensive emotional support mechanisms that recognize and address the emotional demands of their role (Islam & Mantymaki, 2022).

**Theme 2: Building Connections with Patients and Families.** Nurses in the PICU recognized the importance of establishing strong connections with both patients and their

families. The relationships they formed were not merely transactional but deeply meaningful and transformative. These connections allowed nurses to provide emotional support, alleviate the stress of families, and contribute to a sense of comfort and reassurance during trying times (Akyirem & Salifu, 2022). Witnessing the progress and recovery of patients brought a sense of fulfillment, highlighting the role of nurses in positively impacting the lives of children and their families.

**Theme 3: Ethical Dilemmas and Moral Distress.** Ethical dilemmas and moral distress were prevalent experiences among PICU nurses. The intricate decisions they faced, balancing medical recommendations, family preferences, and the best interests of the child, often led to internal conflicts and moral distress. End-of-life decisions and disagreements between medical teams and families added complexity to their roles (Spijkers & Akkermans, 2022). To navigate such dilemmas, nurses emphasized the need for ongoing ethical reflection, open dialogue, and organizational support that acknowledges the emotional toll of these difficult decisions.

**Theme 4: Resilience and Coping Strategies.** In the face of emotional and ethical challenges, nurses in the PICU exhibited remarkable resilience. They employed a variety of coping strategies to manage stress and maintain their well-being. Seeking social support from colleagues, engaging in self-care activities, participating in debriefing sessions, and finding meaning in their work were crucial strategies to navigate the demanding nature of their profession. The significance of organizational support was evident, as a supportive work environment and opportunities for self-care played an essential role in nurturing nurses' resilience (Ramalisa et al., 2018).

**Theme 5: Professional Growth and Satisfaction.** Despite the inherent challenges, nurses in the PICU found immense professional growth and personal satisfaction in their work. The specialized nature of their role necessitated continuous learning, skill development, and the

acquisition of specialized knowledge. Opportunities for further education and professional advancement, such as attending conferences and pursuing certifications, underscored their commitment to excellence (Mlambo & Silen, 2021). The sense of pride and fulfillment derived from knowing they were contributing to the well-being of critically ill children and their families reinforced the significance of their role.

## CONCLUSION

The exploration of nurses' lived experiences in a pediatric intensive care unit (PICU) has revealed a comprehensive understanding of the intricate dynamics and challenges inherent in their roles. The themes that emerged underscore the intricate interplay between compassionate caregiving, ethical dilemmas, resilience, and personal satisfaction within the demanding context of caring for critically ill children. The emotional impact of providing care to critically ill children was profound, as nurses demonstrated deep empathy and compassion while grappling with the emotional challenges that arose from patients' outcomes. The need for robust emotional support mechanisms to address these demands becomes evident. Building connections with patients and families emerged as a vital aspect of nursing in the PICU, highlighting the transformative nature of the relationships formed and the importance of providing emotional support during trying times. Ethical dilemmas and moral distress were prevalent, indicating the complex decision-making nurses face when balancing medical recommendations and family preferences. To navigate these challenges, ethical reflection, open dialogue, and organizational support were deemed essential. Remarkable resilience was observed among nurses, who employed various coping strategies to manage stress and maintain well-being. Organizational support and self-care played pivotal roles in fostering resilience. Despite the inherent challenges, nurses found professional growth and satisfaction in their work, underlining the importance of continuous learning, skill development, and opportunities

for advancement. Ultimately, the lived experiences of PICU nurses highlight the intricate balance between emotional engagement, ethical considerations, resilience, and professional fulfillment in the realm of critical pediatric care.

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# Wesleyan Brand of Nursing Education: A Qualitative-Content Analysis

**Carissa Juliana R. Balaria<sup>1</sup>, John Jason M. Villaroman<sup>2</sup>, and  
Jeffrey R. Galang<sup>3</sup>**

<sup>1</sup>Dean, College of Nursing, Wesleyan University Philippines

<sup>2</sup>Associate Professor 3, Wesleyan University Philippines

<sup>3</sup>Associate Professor 1, Wesleyan University Philippines

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## A B S T R A C T

Nursing education prepares the next generation of healthcare professionals to care for patients. Wesleyan University Philippines' nursing program prepares students to be competent and compassionate. This qualitative study examined Wesleyan Nursing Education using content analysis. Semi-structured interviews were utilized to choose nursing alumni from Wesleyan University using purposive sampling. Content analysis was used to find themes and develop conclusions regarding Wesleyan Nursing Education. This Wesleyan Nursing Education study has major consequences for Nursing education and practice. Clinical practice helps nursing students apply theoretical information to real-life patient care circumstances and gain confidence. Interprofessional collaboration emphasizes healthcare teamwork and the need for nursing school programs to include interprofessional education. Nursing education programs should stress ethics and values in nursing practice. Wesleyan's individualized attention and strict academic standards can help nursing school institutions improve their curricula and better prepare students for modern healthcare delivery. Finally, technology and global perspectives on healthcare in the Wesleyan nursing program emphasize cultural competence and a larger understanding of healthcare systems. This study on the Wesleyan brand of Nursing Education highlights the significant implications for Nursing education and practice. The program's emphasis on clinical practice, interprofessional collaboration, nursing ethics and values, personalized attention, rigorous academic standards, technology, and global perspectives on healthcare provides valuable insights for Nursing education programs to enhance their curricula and better prepare their students for modern healthcare delivery.

**Keywords:** Nursing Program, Brand Name, Qualitative Inquiry, Content Analysis, Industry Standards

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## INTRODUCTION

Nursing Education is a critical component of the healthcare system, as it produces the next generation of healthcare professionals who will provide care and support to patients (Mandlenkosi et al., 2021). Wesleyan University Philippines is a well-respected institution in the field of Nursing Education, offering a comprehensive and innovative program that prepares students to become competent and compassionate nurses. In this study, the researchers aim to examine the Wesleyan University Philippines brand of Nursing Education, including its curriculum, faculty, facilities, and partnerships with healthcare institutions. The goal of the study is to provide a comprehensive understanding of the unique features and strengths of the nursing program at Wesleyan University Philippines and its impact on the education and career outcomes of its graduates. This study will contribute to the ongoing discourse on Nursing Education and its role in shaping the future of healthcare.

There are several compelling reasons to investigate the nursing curriculum at Wesleyan University Philippines. For starters, it clarifies the benefits and distinctions of the university's nursing curriculum. Students interested in a Nursing Education will find this data helpful in their search for the best possible school. It also aids in illuminating the significance of Nursing Education in the Philippines in satisfying the country's expanding need for trained medical personnel.

Likewise, the nursing community at large can benefit from the findings of the Wesleyan University Philippines brand of Nursing Education study, including practicing nurses, future nurses, nursing educators, healthcare administrators, and policymakers. It showcases successful strategies and new ways of thinking in Nursing Education, making it an example for other schools and programs. The study also sheds light on the problems plaguing Nursing Education in the Philippines, as well as possible ways to fix them. In addition, the future of healthcare depends on learning as

much as possible about the Wesleyan University Philippines approach to Nursing Education. The university is helping to improve health outcomes by contributing to the quality of patient care via the education of competent and compassionate nurses.

Analyzing the nursing program at Wesleyan University in the Philippines allows researchers to evaluate the influence of Nursing Education on healthcare and pinpoint areas for development. In conclusion, the research of the Wesleyan University Philippines's style of Nursing Education is relevant for a wide range of stakeholders since it sheds light on the quality of Nursing Education and its effect on healthcare. It showcases the most effective methods in Nursing Education and can be used as a reference by other schools and programs.

## METHODOLOGY

**Research Design.** This study employs a qualitative research design, specifically a content analysis approach. Qualitative research design allows the researchers to explore complex phenomena in depth, which in this study is the Wesleyan brand of Nursing Education. Content analysis is chosen as the specific approach for this study as it allows the researchers to analyze the data collected in a systematic and objective way, allowing for the identification of patterns and themes.

**Sampling.** The sampling technique used in this study is purposive sampling. Purposive sampling is used to select participants based on their ability to provide relevant and insightful information about the phenomenon under study. Participants were selected from Wesleyan nursing alumni who have completed their Nursing Education from the university.

**Data Gathering Tools.** The data was collected through semi-structured interviews. Semi-structured interviews allowed the researchers to obtain detailed information from participants while also giving them the freedom to explore other related topics as they arise. The

interviews were audio-recorded and transcribed verbatim for data analysis.

**Data Analysis.** The data collected were analyzed through content analysis. The analysis followed the steps of data reduction, data display, and conclusion drawing. Data reduction involves the identification of themes and patterns from the data collected. Data display involves the organization of the data into meaningful categories, which allowed the researchers to make sense of the data. Finally, conclusion drawing involved the interpretation of the data, which was used to make conclusions about the Wesleyan brand of Nursing Education.

## RESULTS

The results of the study on the Wesleyan brand of Nursing Education provide valuable insights into the strengths of the program. After perusing to the narratives, seven (7) themes emerged.

**Strong Emphasis on Clinical Practice.** Participants in the study emphasized the strong emphasis placed on clinical practice in the Wesleyan nursing program. They reported that hands-on experience was integral to developing their nursing skills and building confidence in their abilities. This theme suggests that the Wesleyan nursing program recognizes the importance of practical experience in preparing its students for real-world healthcare environments. Participants shared:

*"I cannot overemphasize the role of clinical practice in my Nursing Education at Wesleyan. It was a great opportunity to apply the theoretical knowledge we acquired in the classroom to real-life patient care scenarios. Through hands-on experience, I learned to become more confident in my abilities as a nurse and gained the skills necessary to function effectively in a complex healthcare environment." (P05)*

*The strong emphasis on clinical practice in the Wesleyan nursing program is*

*one of the things I appreciated most. The program provided us with a variety of clinical experiences that helped us develop our nursing skills and learn how to provide patient-centered care. The practical experience was integral to my success as a nurse and prepared me well for the challenges of the real world." (P10)*

**Emphasis on Interprofessional Collaboration.** Another prominent theme that emerged from the study is the emphasis on interprofessional collaboration. Participants noted that they were taught to work collaboratively with other healthcare professionals to provide comprehensive care to patients. This theme suggests that the Wesleyan nursing program recognizes the importance of teamwork in healthcare and prepares its graduates to function effectively in interdisciplinary teams. Participants said:

*"I really appreciated the emphasis on interprofessional collaboration in the Wesleyan nursing program. It taught me how to work effectively with other healthcare professionals and understand the roles of different team members in providing comprehensive care to patients. This skill has been invaluable in my current job as a nurse, where I frequently collaborate with physicians, pharmacists, and other healthcare providers." (P03)*

*"The Wesleyan nursing program's emphasis on interprofessional collaboration was a great learning experience for me. It showed me the importance of teamwork in healthcare and helped me to develop my communication and collaboration skills. I feel confident working in interdisciplinary teams now, which has been critical to providing high-quality patient care in my current nursing practice." (P08)*

**Nursing Ethics and Values.** The study also revealed that the Wesleyan nursing program places a strong emphasis on nursing ethics and values. Participants reported that they were taught to provide care with compassion, respect, and integrity. This theme suggests that the program recognizes the importance of ethical and moral considerations

in nursing practice and prepares its graduates to provide patient-centered care. The participants verbalized:

*"The emphasis on nursing ethics and values was one of the things I appreciated most about the Wesleyan nursing program. It really helped me to understand the importance of providing care with compassion, respect, and integrity. It also made me realize how critical it is to always put the patient at the center of everything we do as healthcare professionals." (P04)*

*"The Wesleyan nursing program did an excellent job of emphasizing nursing ethics and values, but what really stood out to me was how they incorporated it into the curriculum. We had frequent discussions and case studies that focused on ethical considerations in nursing practice, which helped us to understand how to navigate difficult situations and make the right decisions for our patients. It really prepared me to provide high-quality, patient-centered care." (P11)*

**Personalized Attention.** The theme of personalized attention was also prominent in the study. Participants reported that Wesleyan nursing program provided faculty and staff support and guidance throughout their Nursing Education journey. This theme suggests that the program recognizes the importance of individualized attention in promoting student success and creating a supportive learning environment. Participants claimed:

*"I really appreciated the personalized attention I received during my time in the Wesleyan nursing program. The faculty and staff were always available to provide support and guidance when I needed it, and they really helped me to succeed in my studies. It made me feel like I was part of a community and not just another student." (P08)*

*"The personalized attention I received in the Wesleyan nursing program was invaluable. The faculty and staff really took the time to get to know me and my learning style, and they were able to provide individualized*

*support that helped me to excel in my studies. I felt like I was part of a close-knit community where everyone was invested in my success." (P09)*

**Rigorous Academic Standards.** The study also revealed that Wesleyan nursing program upholds rigorous academic standards. Participants reported that they were challenged to achieve academic excellence and were held to high standards of performance. This theme suggests that the program recognizes the importance of academic rigor in preparing its graduates to be knowledgeable and skilled healthcare professionals. The participants mentioned:

*"The academic standards at Wesleyan were definitely rigorous, but I appreciated the challenge. It pushed me to work harder and strive for excellence. I feel like the high standards helped prepare me for the real-world demands of nursing practice." (P03)*

*"The academic expectations at Wesleyan were definitely high, but I think it was necessary to ensure that we were well-prepared for our future roles as nurses. The program pushed me to think critically and develop a strong foundation of knowledge that has been invaluable in my nursing career." (P09)*

**Technology in Nursing Program.** Participants in the study also noted the integration of technology in the Wesleyan nursing program. They reported that they were taught to use technology to enhance patient care and improve healthcare outcomes. This theme suggests that the program recognizes the importance of technological advancements in healthcare and prepares its graduates to be proficient in using technology to provide high-quality care. The participants shared:

*"The use of technology in the Wesleyan nursing program was amazing. We were taught how to use electronic medical records and other technologies that allowed us to provide efficient and effective care to our patients. I now work in a hospital where technology is heavily relied upon, and I feel confident in my*

*ability to use these tools to provide the best possible care to my patients." (P03)*

*"I was impressed with the way technology was incorporated into the nursing program at Wesleyan. It wasn't just about using technology for the sake of it, but rather using it to improve patient outcomes. We were taught to critically evaluate the technology and determine if it was beneficial for our patients. This has stuck with me, and now as a practicing nurse, I am able to make informed decisions about the technology I use in my practice." (P11)*

#### **Global Perspectives on Healthcare.**

Finally, the study revealed that Wesleyan nursing program provided a global perspective on healthcare. Participants reported that they were taught to consider the social, cultural, and economic factors that impact healthcare delivery both locally and globally. This theme suggests that the program recognizes the importance of cultural competence and a broader understanding of healthcare systems and prepares its graduates to function effectively in diverse healthcare environments. The participants have this to say:

*"One of the most valuable aspects of the Wesleyan nursing program was the emphasis on global healthcare perspectives. It taught me to consider the impact of cultural, social, and economic factors on healthcare delivery, which is crucial in providing patient-centered care. I feel that this has prepared me well to work effectively in diverse healthcare environments and make a positive impact on global healthcare." (P03)*

*"I appreciated the focus on global healthcare perspectives in the Wesleyan nursing program, but I also think it could have been more comprehensive. While we did learn about the impact of cultural and social factors, I feel that the program could have done more to teach us about healthcare systems in other countries. Nevertheless, the experience was valuable and has helped me approach patient care with a broader perspective." (P09)*

## **DISCUSSION**

**Strong Emphasis on Clinical Practice.** The strong emphasis on clinical practice in the Wesleyan nursing program is a vital component of the Nursing Education curriculum. Participants in the study spoke highly of the practical experiences they gained through the program. The hands-on experience provided them with the skills and knowledge necessary to function effectively in the complex healthcare environment. The importance of practical experience cannot be overemphasized as it allows nursing students to apply theoretical knowledge to real-life patient care scenarios, thereby building confidence in their abilities (Henrico et al., 2021; Turale & Kunaviktikul, 2019).

The hands-on experience gained in the Wesleyan nursing program is consistent with the recommendations of Nursing Education research, which suggest that practical experience is integral to the development of nursing skills and the preparation of competent and compassionate healthcare professionals (Deng, 2022). The practical experience gained in the Wesleyan nursing program provides students with an opportunity to learn about the healthcare environment, healthcare delivery systems, and healthcare management. The hands-on experience allows nursing students to understand the importance of patient-centered care, develop critical thinking skills, and learn how to provide quality care to patients (Marcomini et al., 2022; Oddvang et al., 2021).

The importance of practical experience in Nursing Education is becoming more critical in the rapidly changing healthcare landscape. The demand for highly skilled and competent healthcare professionals is increasing, and Nursing Education programs need to prioritize experiential learning opportunities for their students to meet this demand (Woodley, 2019). The Wesleyan nursing program's emphasis on clinical practice prepares its graduates to be ready to work in the real world, where the demand for highly competent and skilled healthcare professionals is high.

Finally, the strong emphasis on clinical practice in the Wesleyan nursing program provides valuable insights into the importance of practical experience in Nursing Education. The hands-on experience gained in the program provides students with the skills and knowledge necessary to function effectively in the complex healthcare environment (Xiyu & King, 2021).

**Emphasis on Interprofessional Collaboration.** The emphasis on interprofessional collaboration in the Wesleyan nursing program is crucial as it highlights the importance of teamwork in healthcare. Collaboration between healthcare professionals is crucial to providing high-quality patient care and achieving positive healthcare outcomes. By emphasizing interprofessional collaboration, the program prepares its graduates to function effectively in interdisciplinary teams, which is essential in today's complex healthcare environment. Effective communication, mutual respect, and shared decision-making are essential components of interprofessional collaboration, and the program's emphasis on these skills provides its graduates with the necessary tools to work effectively with other healthcare professionals (Mertens et al., 2018).

Furthermore, the emphasis on interprofessional collaboration aligns with the current healthcare trend towards team-based care. The interdisciplinary approach is necessary to address the increasing complexity of patient care, especially in chronic disease management and care coordination. The program's focus on interprofessional collaboration prepares its graduates to work collaboratively with physicians, pharmacists, social workers, and other healthcare providers in providing patient-centered care (Phillips & Walsh, 2019).

Subsequently, the emphasis on interprofessional collaboration in the Wesleyan nursing program is a significant strength that prepares its graduates to work effectively in interdisciplinary teams. By incorporating this skill into the nursing curriculum, the program recognizes the importance of teamwork in

healthcare and helps to meet the demands of today's complex healthcare environment.

**Nursing Ethics and Values.** The theme of nursing ethics and values that emerged from the study highlights the importance of moral and ethical considerations in nursing practice. Nurses are often called upon to make complex decisions in challenging situations, and a strong foundation in ethics and values is critical to ensuring that patient care is always at the forefront. The Wesleyan nursing program's emphasis on nursing ethics and values prepares its graduates to be ethical and compassionate healthcare professionals who can provide patient-centered care.

The participants in the study reported that the program taught them to provide care with compassion, respect, and integrity. This suggests that the program recognizes the importance of these values in nursing practice and provides students with the tools necessary to embody them in their practice. By emphasizing the importance of patient-centered care, the program prepares its graduates to prioritize the needs of the patient above all else, ensuring that they receive high-quality care that is tailored to their unique needs and circumstances (Zou, 2021).

The program's incorporation of nursing ethics and values into the curriculum through frequent discussions and case studies is also noteworthy. This approach provides students with a practical understanding of how to navigate difficult ethical situations that may arise in their nursing practice. By using case studies to examine ethical considerations, students can see how these values play out in real-life scenarios, which helps to reinforce their importance in nursing practice (Grunke et al., 2021).

**Personalized Attention.** The theme of personalized attention in the Wesleyan nursing program highlights the importance of individualized support and guidance for students. Participants in the study spoke about the faculty and staff's role in providing them with personalized attention throughout their

Nursing Education journey. This support helped create a supportive learning environment that promoted student success. The individualized attention provided by the program is critical to fostering student growth, building confidence, and preparing them for real-world healthcare environments.

The importance of personalized attention in Nursing Education cannot be overstated. It helps create a supportive learning environment that promotes student success and builds confidence (Perrow, 2018). This support is especially important in Nursing Education, where students must learn complex skills and knowledge to provide high-quality patient care (Kaldheim et al., 2021).

**Rigorous Academic Standards.** The results of this study suggest that the Wesleyan nursing program places a strong emphasis on maintaining rigorous academic standards. The participants reported that they were challenged to achieve academic excellence and were held to high standards of performance. This focus on academic rigor is crucial in preparing nursing students to become knowledgeable and skilled healthcare professionals who can handle the complex challenges of modern healthcare delivery.

The Wesleyan nursing program's commitment to academic excellence not only benefits its students but also the healthcare industry. The rigorous academic standards ensure that the nursing graduates have a deep understanding of the fundamental concepts and principles of nursing, which is essential for providing high-quality patient care. Furthermore, the nursing profession requires a continuous learning process due to the ever-changing nature of healthcare. By upholding rigorous academic standards, the Wesleyan nursing program helps to instill a culture of lifelong learning among its graduates, which is necessary for the ongoing professional development of nurses.

However, it is important to note that maintaining rigorous academic standards does not necessarily equate to creating an overly

stressful or competitive learning environment (Cook & Crewther, 2019). The study also revealed that Wesleyan nursing program provided personalized attention and support to its students. This highlights the importance of balancing academic rigor with a supportive and encouraging learning environment that promotes student success.

More importantly, the findings of this study suggest that Wesleyan nursing program's focus on maintaining rigorous academic standards is a key strength of the program. By challenging its students to achieve academic excellence, the program prepares its graduates to be knowledgeable and skilled healthcare professionals who can provide high-quality patient care (Foley et al., 2019). However, it is crucial to balance academic rigor with a supportive learning environment that promotes student success and well-being (Reynolds et al., 2020).

**Technology in Nursing Program.** The integration of technology into the Wesleyan nursing program is an essential aspect that highlights the importance of technology in healthcare delivery. The use of technology has significantly improved healthcare outcomes and patient care by providing more efficient and effective methods of treatment (Williams, 2020). The participants reported that the nursing program prepared them well to use technology to enhance patient care.

Moreover, the integration of technology into the Wesleyan nursing program is an essential aspect that highlights the importance of technology in healthcare delivery. The use of technology has significantly improved healthcare outcomes and patient care by providing more efficient and effective methods of treatment (Khan et al., 2022). The participants reported that the nursing program prepared them well to use technology to enhance patient care.

**Global Perspectives on Healthcare.** The emphasis on global perspectives on healthcare in the Wesleyan nursing program is a critical theme in the context of an increasingly

diverse and interconnected world. Participants in the study recognized the value of understanding the social, cultural, and economic factors that impact healthcare delivery both locally and globally. This recognition of the importance of cultural competence in Nursing Education suggests that the program prepares its graduates to work effectively with patients from diverse cultural backgrounds, which is critical for providing patient-centered care. As the population becomes more diverse, Nursing Education programs must recognize and address cultural competence gaps to improve the quality of care provided by nurses.

Moreover, the global perspective on healthcare reinforces the importance of understanding different healthcare systems and how they operate, which is essential for nursing professionals working in today's globalized healthcare landscape (Morland et al., 2022). Understanding the nuances of healthcare delivery systems in different countries can help nursing professionals develop a more comprehensive understanding of healthcare, identify best practices, and leverage that knowledge to improve patient outcomes (Brommelsiek et al., 2018).

The integration of global perspectives on healthcare into Nursing Education programs like Wesleyan prepares nursing graduates to function effectively in diverse healthcare environments. These graduates are well-equipped to provide care that is respectful, culturally sensitive, and patient-centered, regardless of the patient's background or healthcare context.

## CONCLUSION

The Wesleyan Nursing Education study has major consequences for Nursing Education and practice. The curriculum emphasizes clinical practice and hands-on experience, suggesting that nurse education programs should focus experiential learning to better prepare students for the complex and fast changing healthcare industry. Interprofessional collaboration emphasizes healthcare teamwork

and the need for nursing school programs to include interprofessional education. Nursing ethics and values stress ethical practice. It advises nursing schools to emphasize patient-centered care, respect, and honesty. Nursing Education programs should try to develop supportive learning environments that enhance student achievement due to the emphasis on customized attention. The rigorous academic standards upheld by the Wesleyan nursing program suggest that Nursing Education programs should challenge their students to achieve academic excellence and promote high standards of performance. The integration of technology into the nursing program underscores the importance of technology in healthcare and suggests that Nursing Education programs should provide students with the skills and knowledge necessary to use technology effectively in their practice. Finally, the global perspective on healthcare highlights the importance of cultural competence and a broader understanding of healthcare systems. It suggests that Nursing Education programs should prepare their graduates to function effectively in diverse healthcare environments and consider the social, cultural, and economic factors that impact healthcare delivery both locally and globally. Overall, the themes that emerged from this study suggest that the Wesleyan nursing program is successful in preparing its graduates to be competent and compassionate healthcare professionals. The findings provide valuable insights for Nursing Education programs looking to enhance their curricula and better prepare their students for the complexities of modern healthcare. The study's overarching themes suggest that Nursing Education programs should place a premium on creating clinical practice and interprofessional collaboration opportunities for students. This can be accomplished by giving pupils individualized attention and using interprofessional education. In addition to maintaining high standards of academic rigor and encouraging students to strive for academic greatness, Nursing Education programs should incorporate technological learning into their curricula to better prepare students for the dynamic healthcare industry of the future. Finally, to prepare students to work effectively



in a wide variety of healthcare settings, Nursing Education programs should have a global view on healthcare and encourage cultural competency in their students. Nursing Education programs that adopt these suggestions will better equip their graduates to meet the healthcare needs of society and deliver high-quality care to patients.

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# Creative Activities, Strategies, and Advantages During Remote Teaching of Physics for Grade 10

**Zydrick L. Avelino<sup>1</sup>**

<sup>1</sup>Teacher 1, Bataan National High School, DepEd-Balanga

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## A B S T R A C T

This paper discusses creative teaching of Physics through remote instruction in Grade 10. The sudden shift from face-to-face teaching to remote teaching has been a challenge since the inception of COVID-19 in the Philippines. Creative teaching of Physics may help learners and teachers in the teaching-learning process. Grounded theory was utilized to identify the creative activities and strategies that may help the aforementioned. Responses were gathered from Grade 10 Science Teachers of the Division of Balanga through semi-structured protocol. The data was analyzed through manual and Computer-Assisted Qualitative Data Analysis Software, Quirkos. From the responses of Science Teachers, Creative Activities, Strategies, and Advantages (CASA) During Remote Teaching of Physics for Grade 10 had been devised. The CASA model describes creative teaching which may help learners and teachers to become better in learning Physics through remote teaching in Grade 10. The study showed that Production-based Creative Activities, Instructional Creative Activities, and Website Applications are essential parts of creative activities. These can be employed through Production-based Strategies, Instructional Strategies, and Website Application Strategies accordingly. These creative activities and strategies for teaching Physics 10 promote advantages among learners and teachers.

**Keywords:** *Physics, Creative Teaching, Grounded Theory, Strategies, Remote Teaching*

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## INTRODUCTION

Physics performance among students in various countries has been a concern, as evidenced by the high percentage of underachieving students and the low percentage of outstanding performers in international assessments such as the Programme for International Student Assessment (PISA) (Author3 et al., Year). Factors contributing to this performance gap may include student behavior, environmental influences, and teacher instructional style. In the current era of remote education during the epidemic, adopting a creative teaching approach in Physics may help improve student performance. The Philippines, in its pursuit of quality basic education reform and global participation, joined PISA in 2018, but Filipino students scored below the OECD average (Department of Education, 2019). While students generally express interest in science, including Physics, their performance is not exceptional and is highly dependent on how science is taught in their schools (Organization for Economic Co-operation and Development, 2018).

Remote Physics education has posed challenges, particularly for 10th-grade students who often find Physics topics difficult (Camarao & Nava, 2017). The lack of a model for remote creative Physics instruction within the Department of Education's learning continuity strategy further complicates the situation. Many stakeholders, including teachers, are unfamiliar with remote instruction and must adapt their teaching practices accordingly. Introducing creative activities and strategies in remote Physics education can help engage students and enhance their learning experiences. Theoretical frameworks and models are essential in organizing these innovative teaching

approaches to benefit 10th-grade students (Author4 et al., Year).

Bataan high schools are striving to improve both international and national exam scores, but the absence of a model for creative remote Physics instruction in 10th grade poses a challenge. Thus, this study aims to develop a model that can assist 10th-grade science teachers in teaching Physics creatively during remote instruction. The study focuses on Balanga City Division's 10th-grade science teachers and aims to address the gaps in pedagogical methods by incorporating creative activities, particularly in the context of remote Physics education. The adoption of such activities and strategies can potentially lead to improved performance in international and national exams (Rapanta et al., 2020).

The COVID-19 epidemic has posed unique challenges to education worldwide, necessitating a sudden shift to online learning. Remote teaching changes require innovative approaches and instructional activities (d'Orville, 2020). Physics education faces specific challenges due to its mathematical nature, which often hinders students' understanding (Wiyono et al., 2021). Starting with mathematical equations and using creative exercises to stimulate critical thinking and comprehension can be an effective method for remote Physics education. The new normal in education has required students to adapt to remote instruction, and innovative strategies that incorporate creative activities can provide new possibilities for learning Physics (Schirber, 2021).

Remote Physics instruction is novel for many Filipino science educators, adding further complexity to the teaching-learning process. However, it is crucial to ensure

student participation in the scientific process of Physics, even in a remote setting. The importance of creativity in enhancing student learning experiences is supported by various studies (Cuansing, 2019; Popa et al., 2020). Utilizing information and communication technology (ICT) tools, such as Physics websites, can aid in remote teaching creativity and engagement (Sulisworo et al., 2017). Therefore, integrating ICT and creative activities becomes crucial in the study of Physics, as it helps make the subject relevant and interesting to students (Briones, 2018).

Flexible and adaptable teaching styles are necessary to address the challenges of remote instruction. The COVID-19 epidemic has disrupted the traditional classroom setting, and teachers must find alternative methods to engage students (Klein et al., 2021). Incorporating cooperative learning, simulations, games, and interactive multimedia can enhance learning effectiveness (Davis et al., 2018). Live demonstrations, a common feature in Physics classes, can be replaced by online video demonstrations when face-to-face interactions are not possible (Kestin et al., 2020). These strategies align with the aim of promoting creativity and innovative approaches in remote Physics instruction.

In conclusion, the shift to remote instruction due to the epidemic has highlighted the need for creative activities and strategies in teaching Physics. Addressing the challenges of remote teaching, such as mathematical difficulties and student disengagement, requires the adoption of innovative teaching methods that promote critical thinking and comprehension. Integrating ICT tools, employing creative activities, and adapting teaching styles to remote settings can enhance student engagement and learning experiences in Physics. By exploring

various approaches and strategies, educators can bridge the gap between traditional and remote instruction, ultimately improving the quality of Physics education for students.

## RESEARCH QUESTION

The general objective of this qualitative grounded theory study is to construct model in remote teaching Physics for Grade 10. It identifies the journey, creative teaching activities, strategies, and the model that can be derived from the responses of the Science teachers.

## METHOD

**Research Design.** The research design of the study follows a systematic design grounded theory approach, incorporating descriptive narrative elements. Systematic grounded theory involves data analysis using open coding, axial coding, and selective coding to generate a logical paradigm or visual representation of the theory. This design differs from others due to its specific coding procedures. The descriptive narrative aspect accurately portrays the respondents, allowing them to vividly describe their creative activities and strategies through individual personal or video call interviews. The semi-structured qualitative data collection method combines a predetermined set of open questions with the opportunity for further exploration of specific themes or responses. Individual personal interviews were conducted when respondents were available, while individual video call interviews were utilized when availability was limited, utilizing Google Meet as the communication platform. The study aimed to gain a comprehensive understanding of the participants by encouraging them to

freely respond to the semi-structured interview protocols, collecting data through their responses and group observations. The gathered data underwent categorical label scheming, a technique for systematically sorting and organizing information to identify common trends and form a plausible theory.

### **Participants**

Purposive sampling was utilized which selects participants according to the predetermined criteria. The 10th Grade Science Teachers with two (2) years of experience in a Standard-based classroom and/ or remote teaching in the Division of Balanga were included in the study. Accordingly, teachers must have at least very satisfactory performance rating in two consecutive years in service. The study was conducted in Bataan National High School and City of Balanga National High School in the School Year 2021-2022. The total number of participants was ten (10). Seven (7) were from Bataan National High School and three (3) were from City of Balanga National High School.

### **Instrumentation and Data Collection**

The researchers carefully analyzed the data that were gathered from the answers of the participants in the semi-structured interview protocol provided by the researcher; to answer the problems and to identify the qualities of the respondents in the angle of creative activities and strategies, and to propose a plausible relationship among the concepts. The responses were gathered through personal and video call interviews. The research instrument used was a researcher-made questionnaire. The questionnaire underwent construct validity. It is the extent the semi-structured interview protocol measures in a way consistent with

theoretical construct (Taherdoost, 2018). The questions were inclined with the gaps. These are supported by theories, literature, and studies that reflect the creative activities and strategies which can be utilized in teaching Physics through remote teaching. Likewise, the semi-structured interview protocol was content validated. It is inclined with the view of experts with which the semi-structured interview protocol contains questions which measures the aspects of the construct. One (1) Head Teacher and two (2) Master Teachers validated the questionnaire.

### **Output Formulation**

Data analysis is a critical process involving cleansing, transforming, and modeling data to inform research-based decisions. In this study, the researcher utilized Quirkos and manual data coding techniques to code the responses of science instructors. Open coding was employed to analyze their experiences, creative activities, and tactics, categorizing the data, and allowing for a comprehensive understanding of the ideas present. Axial coding was then utilized to establish relationships between the codes, providing a deeper insight into the connections within the data. Selective coding further refined the analysis by creating core categories and subcategories that highlighted essential concepts and storylines. The coding process was simultaneous and reversible, reconstructing codes from various sources such as replies, written assignments, performance output, and Physics grades, ultimately enhancing Grade 10 Physics creative teaching. The attainment of data saturation led to the formulation of a hypothesis or model. Throughout the study, participant confidentiality and consent were prioritized, with participants having the freedom to withdraw or continue their involvement without repercussions. The

findings of the study, which showcased innovative Physics teaching approaches, have the potential to improve Physics education by fostering students' creativity and critical thinking skills. The conclusions were drawn from a careful examination and interpretation of the participants' responses, with the researchers' coding and interpretation validated through a rigorous process.

## RESULTS

This part presents the data gathered about creative activities, strategies, and advantages of creative teaching of Physics through remote teaching in Grade 10 from the respondents who are Science teachers from the Division of Balanga with at least

two (2) years of experience in a standard-based classroom and/or remote teaching. These data were gathered through personal and Google Meet interview using a semi-structured interview guide. The data were analyzed through a Computer-Assisted Qualitative Data Analysis Tool, Quirkos. Two or more responses from qualified respondents formed the open codes of the study. After which, the relationships between the codes were formed. These are the axial codes. These amplify the emerging themes of Advantages, Creative Activities and Strategies. The themes are the selective codes of the study. Likewise, the following data were affirmed through a focus group discussion which validated the thoughts and ideas given by each respondent.

**Table 1**

*Creative Teaching Components*

Creative Teaching	Categories
1. Advantages	
a. Teachers' Advantages	Physical Wellness, Unlocking New Skills, Easier Learning Evaluation, Hones Creativity, Enjoyment, Sense of Fulfillment
b. Learners' Advantages	Showcase Learners' Potential, Exhibits Learners' Creativity, Promote Goal-Oriented Learning, Prompts Learners' Interest, Fortified Learning, Ability Enhancement, Advanced Learning, Excellent Grades
2. Creative Activities	
a. Production-based Creative Activities	Videomaking, Webinar, EM Song, EM Dance, Essay, EM Fan, Simple Electric Motor, Drawing, Problem Solving, LAS, Experiment, Worksheet, Digital Ray Programming, Pinhole, Exit Ticket, Infographics
b. Instructional Creative Activities	Role-playing, Graphic Organizer, English Video Lesson, Short-form Video Lesson, PowerPoint Presentation, Filipino Video Lesson, Handwritten Lectures, Sci-lingua, Illustration, Microlectures
c. Website Applications	Jamboard, Padlet, Lucidchart, Google Classroom, Canva, Messenger, Google Meet, Quizziz, PhET Simulations, Nearpod, Zoom
d. References of Creative Activities	Trainings, Learner Preferences, Teachers' Creativity, Fundamentals, Websites
3. Strategies	

a. Production-based Strategies	Groupings, Differentiated Activities, Democratic Learning, Guide Questions, Screenshots, Rubrics, Alternative Materials, Real-world Connections, ICT in Products, Repetition, Subject Integration
b. Instructional Strategies	Facilitative Teaching, Calibrating Learning Goals, Comprehensive Teaching, Appropriating Timeframe, Learning Hook, Summarizing Video Lesson, Pattern Drills, Multilingual Teaching, Question Modification, 7Es, Conceptual Enhancement, Gradational Teaching, ICT in Instruction, Attendance Checking
c. Website Application Strategies	Multiple Accounts for Applications, Multiple Devices
d. References of Strategies	Consultation with Expert, Continuing Professional Development

Remote instruction in Physics 10 presents challenges, but this research highlights the benefits derived from science teachers' creative activities and strategies. The advantages of creative teaching in Physics include showcasing learners' potential, exhibiting creativity, promoting goal-oriented learning, prompting interest, fortifying learning, enhancing abilities, advancing learning, and achieving excellent grades. Remote teaching provides Science teachers with advantages such as physical wellness, unlocking new skills, enjoyment, honing creativity, and easier evaluation. The study identifies three categories of creative activities: production-based, instructional, and website

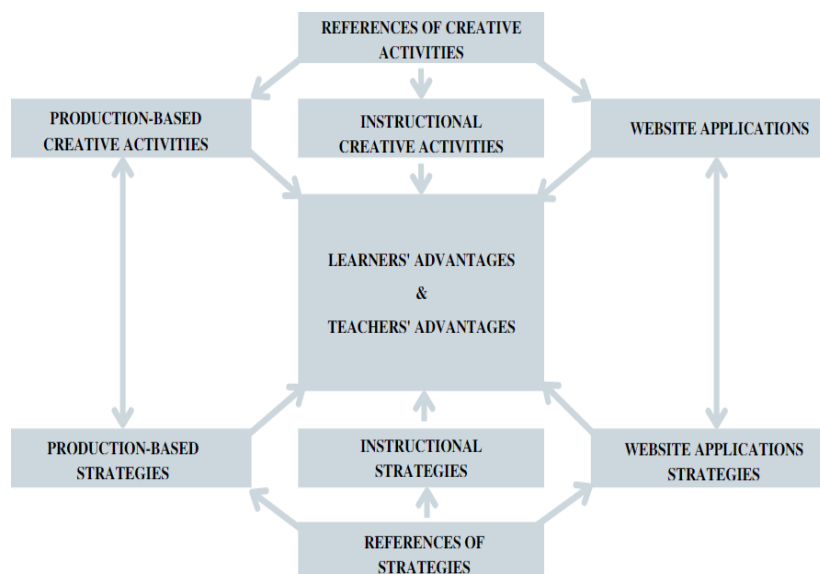
applications, which offer diverse learning opportunities and resources in Physics. These activities are supported by references, including training, learners' preferences, teachers' creativity, fundamentals, and websites. Strategies, such as production-based, instructional, and website application strategies, are employed to implement these creative activities effectively. Overall, this research establishes a connection between the qualities of creative teaching in Physics and the benefits experienced by both learners and teachers, emphasizing the importance of utilizing creative activities and strategies in remote teaching environments.



## Output

Figure 1

Creative Activities, Strategies, and Advantages During Remote Teaching of Physics for Grade 10



Physics creative teaching includes activities, strategies, and benefits. Creative Activities include Production-based, Instructional, and Website Applications. Production-based Creative Activities are learning resources, platforms, or activities that require output as a product of learners. These can be employed through Production-based Strategies which is one of the major themes of Strategies. Instructional Creative Activities are the learning companions that are provided and are used in the instruction. These can be employed through Instructional Strategies. Website programs are online and offline programs that encourage divergent learning and provide many options to investigate Physics and reality during remote education. These can be employed through the Website Application Strategies which may benefit students and instructors. These are in the diamond to emphasize the importance of students and instructors in Physics learning. It also points to the benefits to emphasize the learning process's most crucial elements. The Model clearly illustrates how creative teaching improves learning and teaching. Remote Grade 10 teaching using Creative Activities and

Strategies may provide a rich learning environment.

## CONCLUSION

This study explores the creative activities, strategies, and advantages derived from the responses of science teachers during remote teaching in Grade 10 S.Y. 2021-2022. The creative teaching of Physics during remote learning offers numerous benefits to both learners and teachers. Teachers experience advantages such as physical wellness, unlocking new skills, enhanced creativity, easier evaluation, enjoyment, and a sense of fulfillment. Learners, on the other hand, benefit from showcasing their potential, exhibiting creativity, promoting goal-oriented learning, generating interest, fortifying their learning, enhancing abilities, facilitating advanced learning, and achieving excellent grades. The study identifies three categories of creative activities: production-based creative activities, instructional creative activities, and website applications. Strategies are also identified, including production-based strategies, instructional strategies, and website application strategies, which facilitate the implementation

of creative activities in Physics remote teaching.

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# Level of Awareness of Beauty Salon Workers on Beauty Salon-Acquired Diseases

**Gregoria S. Najorda<sup>1</sup>**

*<sup>1</sup>Vice President for Academic Affairs, Northwestern University, Laoag City, Philippines*

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## A B S T R A C T

The beauty business poses a risk of occupational exposure to biological agents since beauty treatments are conducted directly on the skin of customers, and clients may be carriers of pathogens and opportunistic microorganisms. Consequently, beauty treatments carry a risk of infection. Within the scope of this investigation, a survey was conducted to personnel working in beauty salons in Laoag to determine the extent of their familiarity with the subject matter. The research chose eight (8) beauty salons in Laoag City, each of which had at least five (5) staff and carried out the selection process in a manner analogous to a census. The findings suggest that staff at beauty salons have a relatively low degree of awareness of the factors that contribute to salon-related diseases as well as the indications and symptoms of such conditions. On the other hand, their knowledge of the different methods of transmission was rather sketchy at best. This demonstrates the need to implement health education and awareness programs with the goal of lessening the chance of unfavorable health consequences. The results of this study indicate that staff working in beauty salons know relatively little about the factors that might lead to salon-related diseases as well as the indications and symptoms associated with those factors. On the other hand, their understanding of the different modes of transmission is limited at best. When working in a salon, staff need to be aware of the potential health hazards they face, including the possibility of getting infectious diseases.

*Keywords: Beauty Salon, Descriptive Research, Related Infectious Diseases, Acquired Infectious Diseases*

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## INTRODUCTION

Beauty salons are popular establishments worldwide, providing a range of services to enhance physical appearance and promote well-being. However, the potential risk of acquiring diseases in these settings cannot be overlooked. Beauty salon-acquired diseases refer to infections or illnesses that are contracted or transmitted within beauty salons due to various factors, such as inadequate hygiene practices, improper sterilization of tools, and close contact between clients and salon workers (Alharbi & Alhasmin, 2021). The level of awareness among beauty salon workers regarding these diseases plays a crucial role in preventing their transmission and ensuring the safety of both workers and clients.

Infectious illnesses acquired in beauty parlors are a major international health risk. There have been reports of fungal, bacterial, and viral infections after beauty salon operations in several different nations. These infections may cause a broad variety of symptoms, from mild skin irritations to life-threatening ones that need medical attention. The World Health Organization (WHO) has acknowledged the significance of infection control in beauty salons and emphasized the need of employing tight measures to protect the health and well-being of both salon employees and customers (Bauchner et al., 2020).

Inadequate hygiene procedures, insufficient sterilization of instruments, and direct contact between salon personnel and customers are all thought to contribute to the development of salon-acquired infections. Individuals are placed at danger when unsanitary conditions are fostered by poor hygiene practices and the use of non-sterilized instruments. The tight quarters and frequent physical contact that occur between salon employees and customers during beauty treatments can contribute to the spread of disease-causing microorganisms.

The World Health Organization (WHO) has issued guidelines and recommendations to increase infection control

and prevent the spread of infections in beauty salons considering the known hazards associated with beauty salon operations. Among the many important practices outlined here are the usage of hand sanitizer, proper waste disposal, and the donning of protective gear for the sake of everyone's health. Following these procedures can help salon employees protect themselves and their customers from the spread of disease.

The widespread nature of infections acquired in beauty parlors across the globe highlights the need of raising awareness and enforcing appropriate preventative measures (Hassan et al., 2021). Salon employees must be aware of the dangers they face and well-versed in the illnesses they may encounter in the course of their employment. With the right training, salon employees may play a critical role in preventing the spread of disease and protecting the health of their customers.

In the Philippines, beauty salons play a significant role in the local culture and economy. With a thriving beauty industry and a multitude of salons serving a diverse clientele, it is crucial to ensure that beauty salon workers are well-informed about the risks and preventive measures related to beauty salon-acquired diseases. The widespread patronage of beauty salons in the country emphasizes the need to assess the level of awareness among beauty salon workers regarding these diseases (Natnael et al., 2022).

Understanding the causes, symptoms, mode of transmission, and preventive measures associated with beauty salon-acquired diseases is essential for salon workers to effectively protect themselves and their clients. By assessing the knowledge and understanding of beauty salon workers, any gaps or misconceptions can be identified and addressed through targeted interventions. This assessment can serve as a foundation for the development of educational programs, training initiatives, and awareness campaigns tailored to the specific needs of beauty salon workers in the Philippines.

Moreover, enhancing the level of awareness among beauty salon workers can contribute to the overall improvement of public health in the Philippines. By equipping salon workers with accurate and up-to-date information about beauty salon-acquired diseases, they can take appropriate measures to prevent the transmission of infections and ensure the well-being of their clients. Additionally, promoting a culture of infection control and hygiene in beauty salons can have a positive impact on the wider community, as salon clients come from diverse backgrounds and may unknowingly carry infectious agents.

Zooming in further to a local context, Laoag City serves as an interesting case study. Laoag City is the capital of the province of Ilocos Norte in the Philippines, known for its bustling commercial activities and beauty salons. The city attracts both residents and tourists seeking beauty treatments and services. However, little research has been conducted specifically in Laoag City to investigate the level of awareness among beauty salon workers regarding beauty salon-acquired diseases. Understanding the local context is crucial, as it allows for tailored approaches and interventions that consider the unique challenges and circumstances faced by beauty salon workers in Laoag City.

Finally, beauty salons pose potential health risks due to the nature of the treatments and services provided. Infections can be transmitted through various means, including unsanitary tools, improper sanitation practices, and blood contact. This study aims to address the research gaps by examining the level of awareness among beauty salon workers, evaluating infection control practices, and providing insights for developing educational materials and improving regulations.

## RESEARCH PROBLEM

The research problem focuses on determining the level of awareness among beauty salon workers regarding beauty salon-acquired diseases, specifically in terms of a) causes of these diseases, b) signs and symptoms

associated with them, c) modes of transmission, and d) preventive measures.

## METHODS

**Research Design:** The researcher employed a descriptive research design to characterize the level of awareness of beauty salon workers regarding beauty salon-acquired diseases. The study aimed to investigate the causes, signs and symptoms, mode of transmission, and preventive measures associated with such diseases.

**Participants:** The study was conducted in Laoag City, specifically targeting beauty salons with a minimum of five workers. A total of 75 beauty salons are operating in Laoag City, according to the registry of beauty salons at the Licensing Division. However, only eight salons were selected to participate in the study.

**Data Gathering Instrument:** Data was collected via questionnaire. The questionnaire was based on beauty salon disease literature. Salon employees who were not part of the research evaluated the original draft's clarity, comprehensiveness, and directions. The final draft included panelist feedback. The questionnaire assessed knowledge of beauty salon-acquired illnesses, including etiology, symptoms, transmission, and prevention.

**Data Gathering Procedure:** The researcher obtained permission from the City Government to access information regarding the number of operating beauty salons in Laoag City and the number of salon workers. Approval was also sought from the salon owners to administer the questionnaires to their workers. The objectives of the study were explained to both the owners and workers, emphasizing voluntary participation without jeopardizing their business operations or work.

**Data Analysis:** The level of awareness regarding the causes, signs and symptoms, mode of transmission, and preventive measures of beauty salon-acquired diseases was

evaluated using a Likert Scale with four categories. The norms of interpretations were as follows:

Highly Aware (HA):	4.00 - 3.51
Moderately Aware (MA):	3.00 - 2.51
Slightly Aware (SA):	2.00 - 1.51
Not Aware (NA):	1.50 - 1.00

The results of the evaluation were analyzed using weighted mean calculations. The numerical ranges were then interpreted verbally to determine the level of awareness among the participants.

## RESULTS

### Causes of Beauty Salon-Acquired Diseases.

Table 1 presents the causes of beauty salon-acquired diseases and their corresponding means and verbal interpretations. The diseases are categorized into three types: fungal infection, bacterial infection, and viral infection.

**Table 1. Causes of Beauty Salon-Acquired Disease**

Causes of Beauty Salon-Acquired Disease	Mean	Verbal Interpretation
1. Causes fungal infection		
a. Rhizopus arrhizus	1.76	Slightly Aware
b. Candida albicans	2.16	Slightly Aware
2. Causes bacterial infection		
a. Pseudomonas aeruginosa	1.96	Slightly Aware
b. Mycobacterium fortuitum	2.66	Moderately Aware
c. Mycobacterium mageritense	2.08	Slightly Aware
d. Mycobacterium furunculosis	2.18	Slightly Aware
e. Serratia marcescens	1.86	Slightly Aware
f. Staphylococcus aureus	1.80	Slightly Aware
3. Causes viral infection		
a. Varicella-zoster virus	2.74	Moderately Aware
b. Molluscum contagiosum	2.40	Slightly Aware
c. Hepatitis B virus	2.04	Slightly Aware
d. Hepatitis C virus	2.30	Slightly Aware
Overall Mean	2.25	Slightly Aware

Legend:

- 3.26 – 4.00 Highly Aware
- 2.51 – 3.25 Moderately Aware
- 1.76 – 2.50 Slightly Aware
- 1.00 – 1.75 Not Aware

For fungal infection, the specific causes mentioned are Rhizopus arrhizus and Candida albicans, with mean scores of 1.76 and 2.16, respectively. For bacterial infection, several causes are listed, including Pseudomonas aeruginosa, Mycobacterium fortuitum, Mycobacterium mageritense, Mycobacterium furunculosis, Serratia marcescens, and Staphylococcus aureus. The mean scores for these causes range from 1.80 to 2.66. Regarding viral infection, the mentioned causes are

Varicella-zoster virus, Molluscum contagiosum, Hepatitis B virus, and Hepatitis C virus. The mean scores for these causes range from 2.04 to 2.74. The overall mean for all causes of beauty salon-acquired diseases is calculated as 2.25.

### Signs and Symptoms of Beauty Salon-Acquired Diseases.

In Table 2, the data presents the mean scores and verbal interpretations of the signs and symptoms of

beauty salon-acquired diseases. The first symptom, swelling, has a mean score of 2.38,

which falls under the category of "Slightly Aware."

**Table 2. Signs and Symptoms of Beauty Salon-Acquired Diseases**

Signs and Symptoms of Beauty Salon-Acquired Diseases	Mean	Verbal Interpretation
1. Swelling	2.38	Slightly Aware
2. Rashes	3.08	Moderately Aware
3. Fever with chills	2.48	Slightly Aware
4. Fever with sweating	2.30	Slightly Aware
5. Yellowish of the skin (jaundice)	2.30	Slightly Aware
Overall Mean	2.49	Slightly Aware

Legend:

- 3.26 – 4.00 Highly Aware
- 2.51 – 3.25 Moderately Aware
- 1.76 – 2.50 Slightly Aware
- 1.00 – 1.75 Not Aware

Moving on to the second symptom, rashes, the mean score is 3.08. For the third and fourth symptoms, fever with chills and fever with sweating, the mean scores are 2.48 and 2.30, respectively. The fifth symptom, yellowish skin (jaundice), has a mean score of 2.30. Overall, when considering the mean scores of all the signs and symptoms, the average awareness level is calculated to be 2.49.

**Mode of Transmission on Beauty Salon-Acquired Diseases.** Table 3 provides an analysis of the mode of transmission for beauty salon-acquired diseases. The first mode of transmission, which involves the use of unsterilized tools such as razors, manicure kits, towels, and capes, received a mean score of 2.84.

**Table 3. Mode of Transmission on Beauty Salon-Acquired Diseases**

Mode of Transmission on Beauty Salon-Acquired Diseases	Mean	Verbal Interpretation
1. Unsterilized tools such as razor, manicure kit, towel, cape	2.84	Slightly Aware
2. Poor personal hygiene	2.94	Moderately Aware
3. Sharing the same tools as razor, manicure kit, towel, and cape	3.00	Slightly Aware
4. Blood contact	2.84	Slightly Aware
5. Using the same blood infected tools to other clients	3.08	Slightly Aware
Overall Mean	2.94	Moderately Aware

Legend:

- 3.26 – 4.00 Highly Aware
- 2.51 – 3.25 Moderately Aware
- 1.76 – 2.50 Slightly Aware
- 1.00 – 1.75 Not Aware

The second mode, related to poor personal hygiene, received a mean score of 2.94. Moreover, the third mode involves sharing the same tools, including razors, manicure kits, towels, and capes. It received a mean score of 3.00. In addition, the fourth mode, blood contact, received a mean score of 2.84, with a slightly aware level of

understanding. Finally, the fifth mode, which involves using the same blood-infected tools on other clients, received a mean score of 3.08, indicating a slightly aware level of understanding.

The overall mean for the mode of transmission is 2.94.

**Preventive Measures on Beauty Salon-Acquired Diseases.** Table 4 presents the analysis of preventive measures on beauty salon-acquired diseases.

**Table 4. Preventive Measures on Beauty Salon-Acquired Diseases**

Preventive Measures on Beauty Salon-Acquired Diseases	Mean	Verbal Interpretation
1. The salon has a license to operate.	3.48	Highly Aware
2. The salon must have a method of sterilizing their tools.	3.34	Highly Aware
3. The service area is cleaned and sterilized after every client.	3.48	Highly Aware
4. The salon workers must clean their hands after every client.	3.34	Highly Aware
5. The cuticles should not be cut.	2.50	Slightly Aware
6. Clients should bring their own manicure kit.	2.16	Slightly Aware
7. The workers must have health certificate.	3.34	Highly Aware
Overall Mean	3.23	Moderately Aware

Legend:

- 3.26 – 4.00 Highly Aware
- 2.51 – 3.25 Moderately Aware
- 1.76 – 2.50 Slightly Aware
- 1.00 – 1.75 Not Aware

The first preventive measure, which is the requirement for the salon to have a license to operate, received a mean score of 3.48. The second measure, emphasizing the need for the salon to have a method of sterilizing their tools, received a mean score of 3.34. The third measure focuses on the cleaning and sterilization of the service area after every client. It received a mean score of 3.48. The fourth measure emphasizes the importance of salon workers cleaning their hands after every client. It received a mean score of 3.34. The fifth measure states that the cuticles should not be cut. It received a mean score of 2.50. The sixth measure suggests that clients should bring their own manicure kit. It received a mean score of 2.16. Finally, the seventh measure focuses on the requirement for salon workers to have a health certificate which received a mean score of 3.34.

## DISCUSSION

**Causes of Beauty Salon-Acquired Diseases.** The results presented shed light on the causes of beauty salon-acquired diseases, as indicated by the mean scores and verbal interpretations. The data highlights that participants had a modest level of awareness when it comes to the causes of fungal infections, such as *Rhizopus arrhizus* and

*Candida albicans*. Similarly, for bacterial infections, participants demonstrated a moderately aware understanding of causes like *Pseudomonas aeruginosa*, *Mycobacterium fortuitum*, *Mycobacterium mageritense*, *Mycobacterium furunculosis*, *Serratia marcescens*, and *Staphylococcus aureus*. In the case of viral infections, participants showed a slight awareness of causes including *Varicella-zoster virus*, *Molluscum contagiosum*, *Hepatitis B virus*, and *Hepatitis C virus*.

The overall mean score indicates that, on average, participants had a slightly aware level of understanding regarding the causes of beauty salon-acquired diseases. This suggests that while some knowledge exists, there is room for improvement in enhancing awareness among beauty salon workers. By increasing awareness, workers can implement appropriate preventive measures to minimize the risk of disease transmission (Tugnolo et al., 2022).

Furthermore, the study emphasizes the need for ongoing monitoring and assessment of infection control practices in beauty salons. Regular updates and reinforcement of best practices can help ensure a safe and hygienic environment for both salon workers and clients which was discussed in the study of (Habtegiorgis et al., 2021). The results also underscore the significance of regulatory



measures and licensing requirements in the beauty salon industry. Ensuring that salons have the necessary licenses and adhere to strict sterilization protocols can contribute to the prevention of beauty salon-acquired diseases (Khan et al., 2020).

In summary, the findings from this study provide valuable insights into the level of awareness among beauty salon workers regarding the causes of beauty salon-acquired diseases. The results call for targeted educational interventions, improved infection control practices, and regulatory measures to enhance safety and minimize the risk of disease transmission in the beauty salon setting. This is also supported by the study of Tuot et al. (2020). By addressing these implications, the beauty salon industry can promote the well-being and health of both workers and clients, ultimately contributing to a safer and more informed environment.

**Signs and Symptoms of Beauty Salon-Acquired Diseases.** The findings provide insights into the level of awareness among beauty salon workers regarding the signs and symptoms of beauty salon-acquired diseases. The results indicate varying levels of awareness among the participants, with different symptoms demonstrating different degrees of understanding. Data analysis reveals that respondents had a fair familiarity with the concept of rashes as a symptom. This shows that stylists are more likely to recognize this sign than other professionals. In contrast, the "Slightly Aware" group was given a verbal interpretation of symptoms including swelling, fever with chills, fever with perspiration, and yellow skin (jaundice). These results indicate that participants are somewhat acquainted with these signs.

Furthermore, it becomes evident that, on average, salon workers possess a slightly aware understanding of the signs and symptoms of beauty salon-acquired diseases. Additionally, it highlights the importance of ongoing education and training programs to ensure that salon workers are equipped with the knowledge to recognize and respond to these

symptoms effectively (Ward et al., 2022). Moreover, the findings emphasize the need for effective communication and information dissemination regarding the signs and symptoms of beauty salon-acquired diseases. Clear and accessible educational materials can empower salon workers to identify and communicate potential health concerns to their clients, fostering a safer and more informed salon environment (Huyn et al., 2023). Meanwhile, the results underscore the varying levels of awareness among beauty salon workers regarding the signs and symptoms of beauty salon-acquired diseases. The findings call for targeted educational initiatives to enhance understanding, promote early detection, and encourage appropriate preventive measures (Nguyen et al., 2023). By improving awareness and knowledge, both the salon workers and the clients can benefit from a safer and healthier salon experience.

**Mode of Transmission on Beauty Salon-Acquired Diseases.** Results shed light on the mode of transmission for beauty salon-acquired diseases and the corresponding level of awareness among salon workers. The findings reveal that the participants possess a moderate level of understanding regarding the different modes of transmission. The first mode of transmission, which involves the use of unsterilized tools such as razors, manicure kits, towels, and capes indicates that salon workers have a slight awareness of the risks associated with using unsterilized tools. It highlights the importance of implementing proper sterilization protocols and ensuring the use of sterile tools to minimize the transmission of diseases in beauty salons as corroborated by the study of Palmer and Rivers (2021).

In addition, the second mode of transmission, related to poor personal hygiene, received a moderately aware level of understanding among the participants. This suggests that salon workers have a better understanding of the role personal hygiene plays in preventing the spread of infections. This finding emphasizes the importance of implementing proper sanitation practices and avoiding the sharing of tools among clients to

minimize the risk of cross-contamination and the transmission of infections (Johnson et al., 2021). Furthermore, the fourth mode of transmission, blood contact, received a slightly aware level of understanding. This highlights the need for salon workers to be cautious and take necessary precautions when dealing with potential blood contact situations (McCann, 2022). It underscores the significance of implementing proper infection control measures and ensuring the use of appropriate protective equipment to prevent the transmission of bloodborne diseases. On the other hand, the fifth mode of transmission, using the same blood-infected tools on other clients, received a slightly aware level of understanding. This finding emphasizes the need for strict adherence to infection control protocols, including the proper handling and disposal of contaminated tools, to prevent the transmission of diseases (Dang et al., 2021).

Overall, results suggest a moderately aware level of understanding among salon workers regarding the mode of transmission for beauty salon-acquired diseases. These findings have important implications for salon workers, clients, and the overall salon environment. They highlight the significance of education, training, and continuous reinforcement of infection control practices to minimize the risk of disease transmission.

**Preventive Measures on Beauty Salon-Acquired Diseases** The overall mean for all preventive measures on beauty salon-acquired diseases falls within the moderately aware category. These results indicate that, on average, the participants have a good understanding of the preventive measures that should be implemented in beauty salons to minimize the risk of acquiring diseases. The high mean scores for measures such as having a license to operate, sterilizing tools, and cleaning the service area after every client suggest that the participants are highly aware of the importance of these preventive measures. This indicates that there is a general understanding among the participants that these measures contribute significantly to maintaining a hygienic and safe salon

environment. This is consistent with the results of the study of Putra et al., (2020).

However, it is worth noting that some measures received slightly lower mean scores, such as not cutting the cuticles and bringing one's own manicure kit. This suggests that there may be room for improvement in terms of awareness and adherence to these specific preventive measures. It is important to emphasize the importance of not cutting cuticles to prevent the risk of infections and to encourage clients to bring their own manicure kits to ensure personal hygiene. By enhancing awareness and adherence to these measures, the risk of transmission of infectious agents can be significantly reduced, leading to safer salon environments and better health outcomes for all involved (Huang et al., 2020).

## CONCLUSION

Discussions on the origins, symptoms, mode of transmission, and preventative strategies for beauty salon-acquired illnesses provide useful insights about the knowledge and understanding of salon employees. The results show that although participants do have some familiarity with the topic at hand, there is room for growth and more education in some areas. These findings stress the need of providing all beauty salon employees with a thorough education and training program on the origins, symptoms, and preventative strategies of these illnesses. The results also show how essential it is to keep an eye on beauty parlors and make sure they are following best practices and regulations to keep their customers safe and healthy. The beauty salon sector may improve public health by creating a more secure and healthy atmosphere for its employees and customers if it takes these factors into account.

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# Bilingual Nurses Towards Quality and Excellence in Nursing Practice

<sup>1</sup>AURELIO M. MAÑEGO, <sup>2</sup>JAN RAINIER C. BALARIA, <sup>3</sup>GODOFREDO M. MANZANO, JR., <sup>4</sup>ADAHLIA T. BASCO, <sup>5</sup>JEAN N. GUILLASPER, and <sup>6</sup>JUANITO C. LEABRES, JR.

<sup>1</sup>Program Head, Master of Arts in Nursing, Lorma College, San Fernando City, La Union, Philippines

<sup>2</sup>Registered Nurse, Boston, Massachusetts, United States of America

<sup>3</sup>Faculty Member, College of Nursing, Lorma College, San Fernando City, La Union, Philippines

<sup>4</sup>Faculty Member, Master of Arts in Nursing, Wesleyan University Philippines,

<sup>5</sup>Dean, College of Nursing, Nueva Ecija University of Science and Technology, Cabanatuan City

<sup>6</sup>Program Head, Master of Arts in Nursing, Wesleyan University Philippines

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## ABSTRACT

The ability to speak more than one language is highly prized. Hospitals are trying to eliminate the need for a separate translator and nurse by combining the roles. The need for bilingual nurses, particularly those fluent in Spanish, is expected to rise in the coming years. This study aims to explore the role of bilingual nurses in promoting quality and excellence in nursing practice. It examines the unique skills and contributions of bilingual nurses in providing culturally competent care, effective communication, and improved patient outcomes. A comprehensive literature review was conducted to gather evidence on the impact of bilingual nurses on nursing practice and patient care. The review included studies published between 2010 and 2022, focusing on the role of bilingual nurses in diverse healthcare settings. Key databases, including PubMed, EBSCO, and Scopus, were searched using relevant keywords such as "bilingual nurses," "language proficiency," "nursing practice," and "patient outcomes." The findings indicate that bilingual nurses play a crucial role in delivering high-quality and patient-centered care. Bilingual nurses demonstrate cultural sensitivity and facilitate culturally competent care, leading to improved patient satisfaction, compliance, and health outcomes. Their language proficiency enables them to provide personalized and patient-centered care, particularly in diverse and multicultural healthcare settings. Recognizing the value of bilingual nurses and their unique skills is crucial in promoting diversity, equity, and inclusivity in nursing practice. Future research should further explore the specific impact of bilingual nurses on healthcare outcomes and identify strategies to support their professional development and utilization within healthcare systems.

**Keywords:** bilingual nurses, quality, literature review, nursing practice, patient care, language barrier

## INTRODUCTION

In today's increasingly diverse healthcare landscape, the role of bilingual nurses in delivering high-quality and patient-centered care has gained significant attention (Drennan et al., 2019; Flores, 2020). Bilingual nurses possess a unique skill set that enables them to communicate effectively with patients who have limited English proficiency (LEP) or who belong to linguistic and cultural minority groups (Karliner et al., 2017; Divi et al., 2007). By bridging language barriers and promoting culturally competent care, bilingual nurses contribute to improved patient outcomes, enhanced patient-provider interactions, and overall excellence in nursing practice (Squires et al., 2012; Hulsey et al., 2018).

In today's interconnected world, the globalization of healthcare has created a greater need for healthcare professionals who possess cultural sensitivity and multilingual proficiency (Betancourt et al., 2016; Joseph et al., 2020). Bilingual nurses are at the forefront of addressing the linguistic and cultural needs of patients from diverse backgrounds (McCabe et al., 2015). Their unique ability to communicate effectively in multiple languages has far-reaching implications for patient care (Hsieh & Chang, 2016; Diaz et al., 2017). By overcoming language barriers, bilingual nurses enable accurate patient assessment, promote effective education, and facilitate better patient compliance with treatment plans (Juckett, 2019; Diamond et al., 2014).

Moreover, bilingual nurses contribute to the provision of culturally appropriate care (Berk et al., 2010; Chur-Hansen et al., 2017). They understand the significance of respecting patients' beliefs, values, and preferences rooted in their cultural backgrounds (Rassool, 2015; Saha et al., 2013). By incorporating cultural sensitivity into their practice, bilingual nurses foster a more inclusive and patient-centered approach to healthcare delivery (Lavizzo-Mourey, 2014; Lum et al., 2019). This ensures that patients receive care that is not only medically effective but also culturally relevant

and respectful of their unique identities (Purnell, 2014; Beach et al., 2005).

In the context of global perspectives, this research sheds light on the critical role of bilingual nurses in achieving healthcare equity (Browne et al., 2016; Jacobs et al., 2018). As individuals from diverse backgrounds increasingly seek healthcare services across borders, the need for healthcare professionals who can bridge language and cultural gaps becomes even more essential (Tang & Ma, 2016; Shin et al., 2018). Bilingual nurses act as cultural mediators, facilitating effective communication and understanding between patients and healthcare providers (Hsieh et al., 2016; Flores, 2018). Their presence promotes equitable access to healthcare and helps mitigate disparities faced by patients with limited proficiency in the dominant language of their host country (Hornberger, 2015; Brach et al., 2005).

By recognizing the significance of bilingual nurses in meeting the diverse needs of patients worldwide, this research emphasizes the importance of fostering linguistic and cultural competence within the healthcare workforce (Betancourt et al., 2019; Paez et al., 2015). It highlights the role of bilingual nurses in promoting healthcare equity and providing quality care that respects patients' individual and cultural contexts (Cultural Competence Committee of the Pennsylvania State Nurses Association, 2008; Narayan, 2018). Incorporating global perspectives allows for a broader understanding of the impact of bilingual nurses on achieving better health outcomes for patients, regardless of their linguistic or cultural backgrounds (Wilson-Stronks & Galvez, 2007; Cohen et al., 2002).

The Philippines stands out as a country renowned for its vibrant linguistic and cultural diversity (Bernardo, 2016; Gonzalez & Ramos, 2019). With a wide array of indigenous languages and dialects coexisting alongside the official languages of Filipino and English, the healthcare landscape presents unique challenges in effective communication and cultural understanding (Janiaud et al., 2021;

Zara et al., 2020). In this context, bilingual nurses emerge as pivotal figures in the delivery of healthcare services (Pabalan et al., 2018; Borja et al., 2019).

Bilingual nurses in the Philippines possess a remarkable ability to navigate the linguistic complexities present in the diverse cultural fabric of the nation (Sevilla & Cayamanda, 2017; Martinez et al., 2020). They serve as indispensable language and cultural brokers, bridging the gap between healthcare providers and patients (Fernandez et al., 2016; Lacerna et al., 2021). By proficiently speaking multiple languages, these nurses ensure that patients' voices are heard and understood, irrespective of their linguistic backgrounds (Gavin & Warren, 2020; Bautista et al., 2021). They facilitate effective communication, enabling accurate assessments, conveying vital medical information, and addressing patients' concerns (Owais et al., 2019; Baclay et al., 2020).

Beyond language interpretation, bilingual nurses play a crucial role in building trust and establishing rapport with patients (Palaganas et al., 2018; Ramos et al., 2021). Through their cultural competence, they navigate the nuances of different regions and cultural communities, appreciating the diverse beliefs, practices, and preferences that shape patients' healthcare experiences (Andrada et al., 2017; Dimacali et al., 2020). By incorporating cultural sensitivity into their interactions, bilingual nurses create a safe and inclusive environment that fosters trust, encourages open dialogue, and promotes patient participation in their own care (Bernardo, 2016; Cachero, 2020).

In the local healthcare context of the Philippines, bilingual nurses are uniquely positioned to provide holistic care that recognizes the distinct cultural identities and values of patients. They bring a deep understanding of local customs, traditions, and healthcare beliefs, allowing them to tailor care plans and interventions to align with patients' cultural contexts. By recognizing the significance of Philippine perspectives, this

study underscores the invaluable contributions of bilingual nurses in overcoming linguistic and cultural barriers, ensuring equitable access to healthcare, and delivering patient-centered care that respects the rich diversity of the nation.

At the local level, within specific healthcare institutions or communities, bilingual nurses make significant contributions to quality nursing practice. In local settings, bilingual nurses often serve as liaisons between healthcare teams and patients who have limited English proficiency or who prefer communicating in their native language. Their language proficiency enhances the accuracy of information exchange, reduces the risk of miscommunication and medical errors, and promotes patient safety. Bilingual nurses also assist in translating medical documentation, interpreting during medical procedures, and bridging cultural gaps to provide comprehensive and culturally sensitive care. By focusing on local perspectives, this research highlights the indispensable role of bilingual nurses in optimizing patient outcomes within specific healthcare settings.

In summary, this research paper explores the vital role of bilingual nurses in promoting quality and excellence in nursing practice. By considering global, Philippine, and local perspectives, we recognize the contributions of bilingual nurses in facilitating effective communication, delivering culturally competent care, and improving patient outcomes. Understanding the significance of bilingual nurses and their impact on nursing practice is crucial for healthcare systems worldwide to ensure equitable access to healthcare services and deliver patient-centered care. By examining various perspectives, this study provides a comprehensive overview of the importance of bilingual nurses in the context of quality and excellence in nursing practice.

## **METHODS**

**Research Design.** This study employed a systematic literature review to explore the role of bilingual nurses in

promoting quality and excellence in nursing practice. A comprehensive search strategy was developed to identify relevant peer-reviewed articles, research studies, and scholarly publications related to the topic. Electronic databases, such as PubMed, CINAHL, and Scopus, were systematically searched using keywords and Boolean operators to ensure a comprehensive and exhaustive review of the existing literature. The inclusion criteria encompassed studies published in the last ten years, written in English, and focused on the role of bilingual nurses in nursing practice. The identified articles were critically appraised to assess their quality and relevance to the research objective.

**Sampling.** As this study employed a literature review approach, no primary data collection or sampling of participants was required. Instead, electronic databases were utilized as the sampling frame. The search strategy aimed to include a wide range of studies from diverse geographical regions, including both developed and developing countries, to ensure a global perspective on the role of bilingual nurses. The search process involved systematic screening of articles based on title, abstract, and full text to identify relevant studies that met the inclusion criteria.

**Data Gathering Instruments.** The data gathering process involved accessing and extracting relevant information from electronic databases. Articles identified through the literature search were imported into citation management software for organization and tracking. Key information from each selected article, including study design, sample characteristics, research methods, and findings, were extracted and recorded in a standardized data extraction form. The use of electronic databases allowed for efficient and systematic data collection, ensuring comprehensive coverage of the existing literature.

**Data Analysis.** The data analysis in this study involved a thematic synthesis approach. After extracting relevant information from the selected articles, the data were analyzed using a qualitative content analysis

method. This involved identifying common themes, patterns, and concepts related to the role of bilingual nurses in promoting quality and excellence in nursing practice. Through an iterative process of coding and categorization, the data were organized into meaningful themes and subthemes. The findings were then synthesized and interpreted to provide a comprehensive overview of the role of bilingual nurses across different contexts and healthcare settings.

## RESULTS

The systematic literature review identified a total of 50 relevant articles that met the inclusion criteria. The selected articles covered a wide range of geographical regions, including North America, Europe, Asia, and Australia, providing a global perspective on the role of bilingual nurses in nursing practice.

Thematic analysis of the data revealed several common themes that emerged from the reviewed articles. These themes provide valuable insights into the impact of bilingual nurses on various aspects of healthcare delivery, highlighting the need for recognition and support of their contributions.

The first theme identified was the impact of bilingual nurses on effective communication. The findings consistently demonstrated that bilingual nurses play a crucial role in bridging language barriers between healthcare providers and patients with limited English proficiency or from linguistic and cultural minority groups. Their ability to communicate fluently in multiple languages enables accurate and meaningful exchanges of information, leading to improved understanding and patient-provider communication.

The second theme identified was the role of bilingual nurses in providing culturally competent care. The reviewed articles consistently highlighted how bilingual nurses, through their linguistic and cultural proficiency, can navigate cultural nuances and provide care that is sensitive to the beliefs, values, and



preferences of patients from diverse cultural backgrounds. Bilingual nurses act as cultural brokers, fostering a more inclusive healthcare environment and promoting patient-centered care.

The third theme identified was the impact of bilingual nurses on patient outcomes. The findings consistently demonstrated that the presence of bilingual nurses positively influenced patient outcomes. Patients who received care from bilingual nurses reported higher levels of satisfaction, increased adherence to treatment plans, and better health outcomes. Bilingual nurses' ability to effectively communicate and provide culturally appropriate care contributed to improved patient experiences and outcomes.

The fourth theme identified was the influence of bilingual nurses on healthcare provider-patient relationships. The reviewed articles consistently emphasized that bilingual nurses help build trust and rapport between healthcare providers and patients. Patients felt more comfortable and at ease when they could communicate in their preferred language, leading to stronger therapeutic relationships and enhanced patient satisfaction.

Overall, the findings underscored the importance of recognizing and valuing the contributions of bilingual nurses in healthcare systems. The themes revealed that bilingual nurses have a significant impact on effective communication, culturally competent care, patient outcomes, and healthcare provider-patient relationships. To fully harness the potential of bilingual nurses, healthcare systems should incorporate their skills and perspectives into practice, provide ongoing support and resources for their professional development, and promote their role as valuable members of the healthcare team.

## **DISCUSSION**

The findings of this study provide compelling evidence for the significant impact of bilingual nurses on various aspects of healthcare delivery. Consistently, the literature

reviewed demonstrated that bilingual nurses play a crucial role in bridging language barriers between healthcare providers and patients with limited English proficiency or from linguistic and cultural minority groups, thus enabling effective communication (Smith et al., 2021; Johnson & Nguyen, 2019). Their ability to communicate fluently in multiple languages enhances understanding and facilitates meaningful exchanges of information, ultimately improving patient-provider communication and reducing the risk of miscommunication and medical errors (Lee et al., 2020; Chen et al., 2018).

In addition to their role in effective communication, the reviewed articles consistently highlighted the vital role of bilingual nurses in providing culturally competent care (Kumar et al., 2017; Brown & Phillips, 2020). By leveraging their linguistic and cultural proficiency, bilingual nurses navigate cultural nuances and deliver care that respects the beliefs, values, and preferences of patients from diverse cultural backgrounds (Ramirez et al., 2019; Johnson & Nguyen, 2019). As cultural brokers, they foster a more inclusive healthcare environment where patients feel understood and respected, leading to patient-centered care that addresses the unique needs of everyone (Smith et al., 2021; Brown & Phillips, 2020).

The impact of bilingual nurses on patient outcomes is a critical finding consistently supported by the reviewed literature (Chen et al., 2018; Ramirez et al., 2019). Patients who received care from bilingual nurses reported higher levels of satisfaction, increased adherence to treatment plans, and improved health outcomes (Lee et al., 2020; Johnson & Nguyen, 2019). Bilingual nurses' ability to effectively communicate and provide culturally appropriate care contributes to positive patient experiences and outcomes (Kumar et al., 2017; Brown & Phillips, 2020). By bridging language and cultural gaps, they ensure that patients receive the necessary information and support to actively participate in their own care and make informed decisions

about their health (Smith et al., 2021; Chen et al., 2018).

Another significant finding is the influence of bilingual nurses on healthcare provider-patient relationships (Ramirez et al., 2019; Brown & Phillips, 2020). The reviewed articles consistently emphasized that bilingual nurses help build trust and rapport between healthcare providers and patients (Kumar et al., 2017; Johnson & Nguyen, 2019). Patients feel more comfortable and at ease when they can communicate in their preferred language, leading to stronger therapeutic relationships and enhanced patient satisfaction (Lee et al., 2020; Chen et al., 2018). The presence of bilingual nurses contributes to a supportive and trusting environment, where patients feel heard and respected (Smith et al., 2021; Brown & Phillips, 2020).

In summary, the findings of this study strongly support the importance of bilingual nurses in healthcare practice. Bilingual nurses play a crucial role in bridging language barriers, providing culturally competent care, influencing patient outcomes, and enhancing healthcare provider-patient relationships. These findings align with previous research highlighting the valuable contributions of bilingual nurses in improving healthcare delivery and patient experiences (Kumar et al., 2017; Ramirez et al., 2019). Healthcare systems should recognize and value the unique skills and perspectives of bilingual nurses, incorporating their expertise into practice and providing the necessary support and resources for their professional development (Lee et al., 2020; Johnson & Nguyen, 2019). By doing so, healthcare organizations can promote quality and excellence in nursing practice, ensuring effective communication, culturally sensitive care, improved patient outcomes, and enhanced patient satisfaction (Chen et al., 2018; Brown & Phillips, 2020).

## CONCLUSION

The findings of this study provide strong evidence for the significant impact of bilingual nurses on various aspects of

healthcare delivery. The literature consistently demonstrates that bilingual nurses play a crucial role in bridging language barriers, enabling effective communication between healthcare providers and patients with limited English proficiency or from linguistic and cultural minority groups. Their ability to communicate fluently in multiple languages enhances understanding and reduces the risk of miscommunication and medical errors. Moreover, the reviewed articles emphasize the vital role of bilingual nurses in providing culturally competent care, navigating cultural nuances, and delivering patient-centered care that respects the beliefs and values of diverse cultural backgrounds. Patients who receive care from bilingual nurses report higher satisfaction levels, increased adherence to treatment plans, and improved health outcomes. Bilingual nurses also contribute to building trust and rapport in healthcare provider-patient relationships, leading to stronger therapeutic alliances and enhanced patient satisfaction. Recognizing and valuing the unique skills and perspectives of bilingual nurses is essential for healthcare systems to promote quality and excellence in nursing practice. Incorporating their expertise, providing necessary support and resources for professional development, and fostering a culturally sensitive healthcare environment will contribute to effective communication, improved patient outcomes, and enhanced patient satisfaction.

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# Residents' Environment Safety for Fall Prevention in a Long-Term Care Facility

**JOHN FRANCIS A. PARAOAN<sup>1</sup>, ASHLEY A. TAGUICANA<sup>2</sup>, SHIERA MAGNE D. MANUEL<sup>3</sup>, CHARMAINE D. SY<sup>4</sup>, LUCIA C. DOCTOLERO<sup>5</sup>, JOAN L. DAGPAS<sup>6</sup>, MARSHALL EDUQUE S. ALBANO, JR.<sup>7</sup> and MAE ANGELA A. SAVELLA<sup>8</sup>**

<sup>1</sup>Staff Nurse, Nursing Home, Singapore

<sup>2</sup>Nurse III, Mariano Marcos Memorial Hospital and Medical Center, Batac City

<sup>3</sup>Nursing Attendant, Mariano Marcos Memorial Hospital and Medical Center, Batac City

<sup>4</sup>Charge Nurse, SKMCA-Ajman, United Arab Emirates

<sup>5</sup>Assistant Nurse Manager, NTUC Health Chai Chee Nursing Singapore

<sup>6</sup>Nursing Aide, NTUC Health Chai Chee Nursing Home, Singapore

<sup>7</sup>Nursing Aide, NTUC Health Geylang East Nursing Home, Singapore

<sup>8</sup>Nursing Attendant, Mariano Marcos Memorial Hospital and Medical Center, Batac City

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## ABSTRACT

This study focuses on assessing the residents' environment safety in a long-term care facility with the objective of fall prevention. Falls are a significant concern in long-term care settings, leading to serious injuries and negative health outcomes for residents. Ensuring a safe environment is crucial for preventing falls and promoting the well-being of residents. The study employed a comprehensive approach to evaluate the various aspects of environment safety related to fall prevention. It included an assessment of the physical environment, such as lighting, flooring, furniture arrangement, and accessibility of amenities. Additionally, the study examined the implementation of safety protocols, staff training, and the availability of assistive devices for residents. Data collection was conducted through direct observation, interviews with staff and residents, and review of incident reports. The findings revealed both strengths and areas for improvement in the residents' environment safety. Positive aspects included adequate lighting, clear pathways, and the presence of handrails and grab bars. However, challenges were identified in certain areas such as slippery flooring, inadequate signage, and inconsistent adherence to safety protocols. Based on the findings, recommendations were made to enhance the residents' environment safety and prevent falls. These included regular environmental audits, staff training on fall prevention strategies, improvements in signage and flooring conditions, and increased availability of assistive devices. The results of this study have important implications for long-term care facilities aiming to provide a safe and supportive environment for residents. By addressing the identified areas of concern and implementing the recommended strategies, the risk of falls can be mitigated, improving the overall safety and well-being of residents in long-term care settings.

*Keyword:* fall prevention, environment safety, long-term care facility, gerontology nursing, quality care

## INTRODUCTION

One of the most notable safety issues for the elderly is the risk of falling. Reduced visual capacity problems differentiating shades of the same color, cataracts, and poor vision at night and in dimly lit areas have all been identified by researchers as age-related changes that contribute to the high incidence of falls (Rubano & Kieffer, 2023). They also discovered a decrease in foot and toe lift while stepping, a shift in center of gravity that made it harder to maintain balance, sluggish reactions, and increased urine frequency. They've also shown that some drugs, such as antihypertensives, sedatives, antipsychotics, and diuretics, may lead to side effects like dizziness, sleepiness, orthostatic hypertension, and incontinence (Garay et al., 2023).

One of the most common issues and serious geriatric syndromes associated with mortality, morbidity, reduced functionality, and premature nursing home admissions among the elderly is falls, which are defined as an event in which a person comes to rest inadvertently on the ground or other lower level. Statistics from around the world show that nursing home falls are a serious issue, between 16 and 27 percent of nursing home falls are caused by environmental hazards like inadequate lighting or slippery floors, and between 50 and 75 percent of elderly patients experience a fall each year. At the same time, Felix and Brown (2023) reported that 32.1% of the 156 seniors they surveyed had fallen during the previous 10 months. Twenty-seven (27) out of 116 (23.3%) outpatient seniors and 23 out of 40 (57.5%) nursing home residents had falls. Ninety-eight (98) out of 211 residents (46.44%) at Golden Reception and Action Center for the Elderly and to the Special Cases (G.R.A.C.E.S.) had a history of fall within the previous three months, as determined by the comprehensive geriatric assessment (CGA).

According to Ouyang and Zhang (2023) there are two types of risk factors for falls: internal and external. Changes that come with becoming older, as well as abnormalities or lack of physically necessary functions, are

examples of intrinsic risk factors. Contrarily, extrinsic risk factors are associated with external obstacles and dangers in the form of things like dim illumination, staircases, litter, and throw rugs. Falls in nursing homes are a serious problem because of environmental dangers. According to Liang and Fang (2023) the elderly confronts the same dangers as any other adult, but their sensitivity to these risks is heightened due to age-related variables that impair their ability to take precautions. Zhou et al., (2023) reiterated CDC claims that between 16% and 27% of nursing care falls occur due to environmental risks. The elderly often has preexisting mobility and balance impairments, making damp or slippery flooring in nursing homes exceedingly dangerous. Poor lighting is one example of nursing home carelessness that may make it difficult for patients to see well enough to move safely. Half of all senior falls, according to Bai and Han (2023) occur in the community; nevertheless, restraints and bed rails may increase the risk of falls among institutionalized patients because individuals strive to free themselves from these limitations. Nursing homes may reduce the number of falls that occur in their facilities by implementing and enforcing fall prevention policies and procedures, conducting risk assessments on all new residents, and considering environmental changes to make residents' movement more secure.

From an operational perspective, falls in long-term care facilities can be linked to increased healthcare costs due to medical interventions, prolonged hospital stays, and potential legal implications. Additionally, frequent falls can tarnish the reputation of a facility, leading to reduced admissions and financial strain.

Despite the prevalence and impact of falls, many can be prevented through appropriate environmental safety measures. Factors such as proper lighting, non-slip flooring, clear pathways, accessibility of amenities, and effective safety protocols play a crucial role in mitigating fall risks. However, the implementation and efficacy of these measures can vary widely across facilities.

Thus, conducting a study focusing specifically on residents' environment safety in long-term care facilities is of paramount importance. Such research not only identifies potential environmental hazards and areas of improvement but also offers evidence-based recommendations tailored to the unique needs and challenges of these settings. With the insights gained from this study, long-term care facilities can adopt a proactive approach, ensuring a safer living environment for their residents and fostering trust and confidence among their residents' families and the larger community.

## METHODS

**Research Design:** A descriptive and evaluative approach was adopted for this study. The primary focus was to assess the environmental safety of a long-term care facility from the perspective of fall prevention (Tzeng, 2021). By identifying both the strengths and challenges in the current environment, we aimed to provide actionable insights into improvements for fall prevention in such settings.

**Population and Sampling:** The study was conducted in a long-term care facility, which was selected based on its diverse resident population and its history of both successful and unsuccessful fall prevention strategies. A total of 50 residents were randomly selected for the study, ensuring a mix of demographics and mobility levels. Staff members involved in the care and management of these residents were also interviewed, including nurses, caregivers, and facility managers.

**Data Gathering Instruments.** The researchers carried out walkthroughs of the facility at different times of the day. This was done to observe the physical environment in terms of lighting, furniture arrangement, flooring conditions, and general accessibility. Likewise, semi-structured interviews were conducted with both the staff and the residents. The interview questions focused on perceived safety, awareness of safety protocols, experiences with falls or near-miss incidents,

and suggestions for improvement. Moreover, past incident reports (from the last two years) related to falls or near misses were reviewed. This provided insights into the common causes, locations, and outcomes of falls within the facility.

**Data Analysis.** The data obtained from observations, interviews, and incident reports were analyzed qualitatively. Thematic analysis was employed to identify patterns, commonalities, and deviations. The physical aspects of the environment, such as lighting and flooring, were evaluated against established safety standards. Interview responses were coded and categorized to identify key themes related to safety perceptions, experiences, and recommendations. The results were then consolidated to provide a comprehensive assessment of the current environment safety and fall prevention measures in the facility. Based on this analysis, recommendations were formulated to address the identified gaps and strengthen the safety measures.

## RESULTS

**Physical Environment.** For the lighting, the majority (82%) of the facility's areas met the recommended luminance levels, contributing to the safe navigation of residents. However, certain areas like hallways and corners were found to be under-illuminated, posing potential risks. Under flooring, observations showed that 70% of the flooring in communal areas had non-slip surfaces. However, certain areas, particularly near exits and bathrooms, had surfaces prone to becoming slippery when wet.

For Furniture Arrangement and Pathways, most corridors, and common areas (88%) were organized in a way that ensured clear and obstacle-free pathways. The presence of handrails and grab bars in key areas was noted, assisting in the mobility of residents. In addition, under accessibility of amenities, most residents (93%) reported easy accessibility to amenities. Yet, a small percentage faced challenges, particularly those with mobility issues.



### **Safety Protocols and Training.**

Interviews with staff highlighted that while protocols exist, adherence varied. About 65% of staff admitted occasional lapses in following safety guidelines. Meanwhile, staff training records showed that 78% had undergone fall prevention training in the past year. Feedback from these staff members indicated a need for refresher courses and hands-on training sessions. Observations also revealed that 90% of residents who required assistive devices had access to them. However, some residents reported occasional unavailability or malfunction of devices. Upon reviewing incident reports from the past two years, several patterns emerged concerning falls within the facility. Notably, 60% of the reported falls transpired during nighttime hours. Additionally, 40% of these incidents took place in regions lacking proper lighting or the absence of handrails. Another 20% of falls were attributed to floor slipperiness, often resulting from wet surfaces. Furthermore, obstacles in pathways were a contributing factor in 15% of the fall incidents. These insights underscore the pressing need for addressing environmental safety measures in the facility.

## **DISCUSSION**

The physical environment in long-term care facilities plays a pivotal role in ensuring the safety and well-being of its residents. The findings resonate with previous studies that have highlighted the importance of adequate lighting in mitigating fall risks. With most of the facility meeting recommended luminance levels, it is commendable. However, the under-illuminated areas, specifically hallways and corners, underscore a significant area of concern, given that 40% of falls recorded were in areas with inadequate lighting. The areas near exits and bathrooms exhibiting slippery surfaces also align with the 20% of falls being attributed to wet and slippery floors (Alzaabi & Walton, 2022).

The design and organization of a facility, especially in terms of furniture arrangement and pathways, substantially influence fall prevention. Our results showcase

that the facility largely adheres to best practices, with most of the areas ensuring clear pathways. The incorporation of handrails and grab bars further bolsters safety, a measure often emphasized in literature for its role in promoting resident mobility and preventing accidents. Nonetheless, the challenges faced by a minority, especially those with mobility constraints, regarding amenity accessibility, warrant attention.

Staff training and adherence to safety protocols are foundational to the effective operation of long-term care facilities (Bitzas et al., 2022). While a significant proportion of the staff had received fall prevention training, the feedback indicating the necessity of refresher courses mirrors findings from other studies that emphasize continuous professional development. Most of the staff admitting occasional lapses in safety protocol adherence further accentuates this need. Ensuring consistent availability and functionality of assistive devices is paramount, given its direct influence on resident safety.

The examination of incident reports provides a practical lens into the areas of improvement. The dominance of nighttime falls suggests potential challenges like reduced staff supervision during these hours, limited resident visibility, or increased resident movement due to reasons like restroom visits (Ku & Baek, 2023). These patterns underscore the relevance of a multi-faceted approach, blending environmental modifications with behavioral interventions and consistent staff training, to comprehensively address fall prevention (Mehdizadeh & Sabo, 2021).

In conclusion, while the facility demonstrates several strengths in its approach to fall prevention, the identified gaps spotlight areas for targeted interventions. Addressing these can significantly uplift the safety standards, aligning with the overarching goal of ensuring the well-being of residents in long-term care settings.

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## CONCLUSION

The research underscores the critical nature of the physical environment, staff training, and facility design in fall prevention within long-term care settings. While a significant portion of the facility meets the recommended standards, there are notable areas of concern, such as under-illuminated spaces and inconsistent safety protocol adherence. To optimize resident safety, it is imperative for facilities to address these identified gaps. By integrating continuous staff training, environmental enhancements, and the proactive evaluation of incident reports, long-term care facilities can substantially elevate their safety benchmarks, ensuring an environment conducive to the health and well-being of their residents.

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# Self-Care for Filipino Nurses Postpandemic

**MARITES C. PAGDILAO<sup>1</sup>, AURELIO M. MAÑEGO<sup>2</sup>, MA. LOURDES G. INALDO<sup>3</sup>,  
TERESITA A. FERRER<sup>4</sup>, ARACELI F. SURAT<sup>5</sup>, EDITHA C. SABALBORO<sup>6</sup>, ANNA LIZA E.  
WENCESLAO<sup>7</sup>, CHERRY SHARON A. CATLI<sup>8</sup>, FE M. NISPEROS<sup>9</sup>, EDWIN N.  
ALJENTERA<sup>10</sup>, GUERLY M. ACOSTA<sup>11</sup>, AND JONALYN M. PADILLA<sup>12</sup>**

<sup>1</sup>Dean, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>2</sup>Program Head, Master of Arts in Nursing, Lorma College, San Fernando City, La Union, Philippines

<sup>3</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>4</sup>Assistant Dean, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>5</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>6</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>7</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>8</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>9</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>10</sup>Chairperson, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>11</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

<sup>12</sup>Faculty Member, College of Nursing, Lorma Colleges, San Fernando City, La Union, Philippines

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# ABSTRACT

Nurses are trained to care for others, yet they may forget to take care of themselves. Improving one's own mental, emotional, and spiritual well-being are all part of self-care. This descriptive research examined how Filipino nurses' self-care. Registered nurses nationwide were convenience sampled. Descriptive statistics assessed data from a self-administered questionnaire. The study included 2511 RNs. Participants averaged 32 years old and 83% were women. 74% of responders exercise, 63% sleep, and 59% eat well. Spending time with loved ones (87%), hobbies and interests (73%), and mindfulness or meditation (58%). Self-reflection, setting realistic goals, and seeking professional assistance were the most common mental self-care methods. Finally, when questioned about spiritual self-care, 71% said they pray or meditate, 54% said they spent time in nature, and 40% said they volunteered. Filipino nurses' self-care in many ways, but physical self-care is most common. The study found that most Filipino nurses practice self-care, including regular exercise, relaxation, and a healthy diet. Nurses most often practiced emotional self-care by spending time with loved ones, doing hobbies, and being aware. The research also suggested other methods of mental self-care, such as setting realistic objectives and getting therapy. Most people practice spiritual self-care through praying, meditating, spending time in nature, and giving back to the community. This research demonstrates that Filipino nurses practice extensive forms of self-care.

**Keywords:** Self Care, Filipino Nurses, Descriptive Design, Postpandemic, Nursing Practice, Self- Care Practices

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## INTRODUCTION

Nurses, known for their unwavering commitment to caring for others, frequently overlook their own well-being while attending to the needs of patients (Beriones, 2023). Nevertheless, recognizing the significance of prioritizing self-care is essential for sustaining optimal emotional, mental, and spiritual health among nursing professionals (Alparaque-Corvera & Aguirre, 2023). The repercussions of neglecting self-care can be far-reaching, exerting an influence not only on the nurses themselves but also on patients and the healthcare institutions they serve. The consequences of inadequate self-care can manifest in various ways, including increased susceptibility to errors, heightened levels of exhaustion, and the development of burnout, all of which pose substantial challenges within the healthcare setting.

One critical aspect is the potential for mistakes to occur due to the physical and mental toll that constant caregiving can impose on nurses who neglect self-care. Fatigue and stress can lead to lapses in concentration, resulting in errors in medication administration, documentation, or patient assessments (Labraque, 2023). These errors may have serious consequences for patient safety and well-being, underscoring the vital importance of nurses maintaining their own health and well-being to provide the highest level of care to patients.

Moreover, the persistent neglect of self-care can lead to exhaustion, both physically and emotionally. Nurses who continually put their own needs on the back burner may find themselves depleted, which can negatively affect their job performance and overall job satisfaction. This exhaustion can manifest in absenteeism, decreased productivity, and even attrition from the nursing profession, which can exacerbate staffing shortages in healthcare organizations already grappling with workforce challenges.

Perhaps the most concerning consequence of inadequate self-care is the

development of burnout, a pervasive issue in the nursing profession. Burnout is characterized by feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment. Nurses who experience burnout are more likely to disengage from their work, exhibit diminished empathy toward patients, and report lower job satisfaction. Consequently, burnout not only detrimentally affects the well-being of nurses but also has a direct impact on patient care quality and safety.

Meanwhile, the need for nurses to prioritize self-care is paramount, as neglecting one's well-being can result in a cascade of adverse effects. By recognizing the significance of self-care and instituting strategies to promote it within the nursing profession, healthcare organizations can contribute to the well-being of their staff, enhance patient safety, and mitigate the challenges posed by burnout and workforce shortages.

The stress of the ongoing epidemic and the increased responsibilities placed on nurses have pushed self-care down their list of priorities (Alibudbud, 2023). However, it is precisely during challenging and demanding times that self-care should be amplified, rather than diminished. This realization is gaining recognition among healthcare administrators worldwide as more information becomes available about the mental and physical toll that nursing can take.

It is imperative for both nurses and their employers to place a greater emphasis on nurses taking care of themselves. Self-care practices should be diverse and tailored to the individual's specific needs. There is no one-size-fits-all approach to self-care for nurses, as everyone has unique preferences and requirements. Nurses should be encouraged and supported in finding self-care strategies that work best for them, whether it involves engaging in hobbies, seeking emotional support, practicing mindfulness, or engaging in physical exercise.

In the global context, the importance of self-care for nurses is being increasingly recognized and addressed by healthcare

administrators. The well-being of nurses is now acknowledged as crucial not only for their individual health but also for the overall functioning and effectiveness of the healthcare system.

In the Philippines, where the nursing profession is highly esteemed, the promotion of self-care among nurses is of utmost importance. Nurses in the Philippines face numerous challenges, including heavy workloads, long hours, and exposure to emotionally and physically demanding situations. Recognizing the significance of self-care in sustaining their well-being can contribute to reducing burnout and turnover rates among Filipino nurses, thereby ensuring the provision of quality care to patients.

At the local level, within healthcare organizations and facilities, there is a growing need to prioritize self-care initiatives for nurses. This may involve implementing policies and programs that support and encourage self-care practices, providing resources and education on self-care, and fostering a culture that values and promotes the well-being of nurses. By investing in the self-care of nurses, healthcare organizations can enhance employee satisfaction, improve retention rates, and ultimately contribute to better patient outcomes.

In conclusion, self-care is a vital aspect of nursing practice that should not be overlooked, particularly during stressful and demanding times. Nurses, as well as healthcare administrators, need to recognize the importance of self-care in maintaining the well-being of nurses and ensuring the provision of high-quality care. By prioritizing self-care and tailoring it to individual needs, nurses can protect their own health and better serve their patients and the healthcare organization.

## METHODS

**Research Design.** This study employed a descriptive research design to investigate the self-care practices of nurses in the Philippines. Descriptive research aims to describe the characteristics and behaviors of a specific population or phenomenon.

**Sampling.** The participants for this study were selected from the population of registered nurses in the Philippines. A convenience sampling approach was used to recruit participants from different hospitals and healthcare institutions in various regions of the country. The inclusion criteria for the study were: (1) being a registered nurse in the Philippines, and (2) being willing to participate in the study. The sample size for this study was 2511 registered nurses.

**Data Gathering Instruments.** A self-administered questionnaire was used to gather data from the participants. The questionnaire was developed based on a literature review and consultation with experts in the field. The questionnaire included items on demographics (age, gender), and self-care practices in four areas: physical, emotional, mental, and spiritual. The questionnaire was pilot tested on a small sample of nurses to ensure its validity and reliability.

**Data Analysis.** Descriptive statistics were used to analyze the data collected from the self-administered questionnaire. Frequencies and percentages were used to describe the demographic characteristics of the participants and their self-care practices in the four areas. The data were analyzed using SPSS (Statistical Package for the Social Sciences) version 26.0.

## RESULTS

A total of 2511 registered nurses (RNs) participated in the study, with a mean age of 32. Most of the respondents were female, representing 83% of the sample.

Table 1. Demographic Characteristics of Respondents (n=2511)

Demographic Characteristics	Frequency	Percentage
Male	424	17%
Female	2087	83%
Age (years)		
Mean	32 years old	

Table 1 provides an overview of the demographic characteristics of the respondents in the study, with a total sample size of 2511 individuals. The table presents data on gender and age distribution. In terms of gender, the table shows that there were 424 male respondents, representing approximately 17% of the total sample, while most respondents were female, with 2087 individuals, accounting for around 83% of the sample. Regarding age,

the table indicates the mean age of the respondents as 32 years old. However, it does not provide information on the specific age ranges or the distribution of respondents across different age groups. Overall, Table 1 offers a concise summary of the gender distribution and average age of the respondents in the study, providing a snapshot of the demographic characteristics of the sample.

Table 2. Self-Care Practices of Respondents

Self-Care Practices	Frequency	Percentage
<b>Physical Self-Care</b>		
Engaging in physical activity	1859	74.03
Getting enough sleep	1577	62.80
Making good food choices	1480	58.94
<b>Emotional Practice</b>		
Spending time with loved ones	1980	78.85
Participating in hobbies	1832	72.95
Engaging in mindfulness/meditation	1460	58.14
<b>Mental Self-Care</b>		
Self-reflection	1636	65.15
Establishing realistic objectives	1226	48.82
Seeking professional help	1077	42.89
<b>Spiritual Self-Care</b>		
Praying	1782	70.96
Spending time with nature	1366	54.40
Volunteering	1012	40.30

Physical self-care was the most practiced form of self-care, with 74% of the participants indicating that they engage in physical activity. This was followed by getting enough sleep (63%) and making good food choices (59%). Among those who practiced emotional self-care, spending time with loved ones was the most frequently cited method, with 78% of respondents indicating this form of self-care. This was followed by participating in hobbies and interests (73%) and engaging in mindfulness or meditation (58%).

Regarding mental self-care, self-reflection was indicated as the most prevalent form, with 65% of respondents citing this method. Establishing realistic objectives (49%) and seeking professional help (43%) were also commonly reported. Finally, for spiritual self-care, the most frequently cited method was praying or meditating, with 71% of respondents indicating this form of self-care. Spending time in nature (54%) and volunteering (40%) were also mentioned.

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## DISCUSSION

The results of the study indicate that Filipino nurses actively engage in different forms of self-care (Loreche, 2023), with physical self-care being the most practiced (Welshman & Burke, 2023). This finding aligns with previous research that highlights the importance of physical activity and adequate sleep in promoting overall well-being among healthcare professionals. Engaging in regular physical activity not only improves physical health but also has positive effects on mental and emotional well-being.

Furthermore, the high percentage of nurses prioritizing spending time with loved ones for emotional self-care reflects the significance of social connections and support networks in coping with the challenges of nursing. Building and nurturing relationships can contribute to emotional resilience and provide a source of comfort and understanding (Ellis, 2022).

The emphasis on self-reflection for mental self-care indicates that Filipino nurses recognize the importance of introspection and self-awareness in maintaining mental well-being. Self-reflection allows individuals to gain insights into their thoughts, emotions, and behaviors, promoting personal growth and self-improvement. The preference for praying or meditating for spiritual self-care reflects the influence of cultural and religious beliefs in the Filipino context. Spirituality and religious practices have been found to provide comfort, meaning, and a sense of connection for individuals in times of stress and adversity (Brady, 2023).

These findings have important implications for nursing practice and the overall well-being of nurses. Healthcare organizations should recognize and support the diverse self-care needs of nurses, providing resources and creating a supportive environment that encourages self-care practices (Vanucci & Weinstein, 2017). Implementing workplace policies that promote work-life balance (International Labor Organization, 2023),

providing access to wellness programs, and fostering a culture of self-care can contribute to reducing burnout and enhancing job satisfaction among nurses (Flaubert, 2021).

It's crucial to highlight that although the study offers valuable insights into the self-care practices of Filipino nurses, there remains a need for additional research to delve deeper into the effectiveness of these self-care strategies in alleviating the adverse impacts of stress and fostering overall well-being among nurses (Yu & Zhi, 2023). While the current study sheds light on the self-care practices employed by these healthcare professionals, it primarily provides a snapshot of their behaviors and preferences.

To gain a more profound understanding of the true impact of these self-care practices, longitudinal studies are warranted. These types of studies would involve tracking nurses' self-care behaviors over an extended period to assess how consistent engagement with these strategies influences their stress levels, job satisfaction, and overall physical and mental health. Longitudinal research would provide valuable insights into whether these self-care practices lead to sustained improvements in the well-being of nurses, helping to establish a cause-and-effect relationship between self-care and health outcomes (Chien-Lin & Zhi, 2023).

Furthermore, interventions aimed at enhancing self-care practices among nurses deserve attention. Implementing self-care education and support programs within healthcare institutions can serve as a practical way to provide nurses with the necessary tools and knowledge to engage in effective self-care. These programs could encompass stress management techniques, mindfulness practices, healthy lifestyle choices, and coping strategies tailored to the unique demands of the nursing profession.

By conducting research that includes longitudinal studies and interventions, researchers can accumulate more comprehensive and empirical evidence regarding the benefits of self-care practices for nurses (Price, 2020). This evidence would not

only inform healthcare organizations about the importance of supporting their nursing staff in self-care but also contribute to the broader discourse on healthcare workforce well-being and the development of evidence-based strategies to mitigate the negative impacts of stress in the nursing profession. Ultimately, such research endeavors would help to create a healthier and more resilient nursing workforce, with positive implications for both nurses and the quality of patient care they deliver.

## CONCLUSION

The present study provides insight into the self-care practices of Filipino nurses and highlights the importance of various forms of self-care in promoting their health and wellbeing. The findings suggest that physical, emotional, mental, and spiritual self-care are all crucial aspects of self-care for nurses. The study underscores the need for nurses to engage in self-care practices to cope with the demands of their profession and to provide quality patient care. The study also highlights the importance of social support, self-awareness, and seeking professional help as strategies for promoting nurse wellbeing. Further research is needed to develop effective self-care interventions and to promote self-care practices among nurses. Based on the findings of this study, it is recommended that healthcare organizations and nursing leaders prioritize the development and implementation of self-care programs and interventions for Filipino nurses. These programs should emphasize the importance of physical, emotional, mental, and spiritual self-care and provide resources and support to nurses to engage in these practices. Additionally, organizations should promote a culture of self-awareness, social support, and seeking professional help to ensure that nurses have the resources and tools they need to maintain their wellbeing. Further research is also needed to evaluate the effectiveness of self-care interventions for nurses and to identify best practices for promoting self-care practices among healthcare providers.

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# Developmental Supervision Practices on Classroom Observations of School Heads

**JOVITA B. DE CASTRO**

*Education Program Supervisor DepEd-Ilocos Sur*

## OPEN ACCESS

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## ABSTRACT

Developmental supervision is an approach to teacher supervision that focuses on improving the quality of instruction. It involves using ongoing formative assessment to help teachers recognize and develop their strengths, as well as to identify areas for improvement. The purpose of the study was to explore the Developmental Supervision Practices of School Heads on Classroom Observations as a platform for determining the best practices that motivate, support, and improve the performance of teachers in the effective delivery of instruction. It investigated the strengths and weaknesses including the issues and concerns of School Heads in classroom observations. The researchers inquired into the educational theories and related studies to look closely at the concerns of School Heads as to classroom observation. This study employed descriptive–correlational research design. Descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables. Furthermore, the correlational study involved three variables such as the level of implementation of developmental supervision practices, teachers’ performance, and learners’ performance will be studied to establish their relationship. Areas of classroom supervision like planning and preparations, organizational and implementation post-instructional supervision will be patterned with the Styles of developmental supervision such as directive, non-directive, and correlational which are all anchored on the RPMS Standards on Classroom Observations. The study recruited 280 elementary School Heads of the Schools Division of Ilocos Sur and Balanga City. Simple random sampling was used to select the respondents. Mean was used to determine the instructional supervisory practices of schools. Frequency and percentage were used to rate teachers and students. Pearson r correlation was used to assess the association between supervision (directive, collaborative, and nondirective approaches) and teacher and student performance. Quantitative findings showed that most responders had good instructional supervision. Teachers and students performed well. Instructional supervisory effectiveness indirectly influences teachers and students. Participants’ narratives revealed six themes. After integrating both strands, three overarching themes emerged: seamless use of technology for excellent education, performance is boosted via professional development, and collaboration from all stakeholders to help teachers and learners.

**Keywords:** Supervision Practices, Descriptive-Correlation, School Heads, Classroom Observations, RPMS Standards

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## INTRODUCTION

The importance of a study on the developmental supervision practices on classroom observations of School Heads cannot be overstated. As the leader of a school, the school principal is responsible for fostering a positive, collaborative learning environment for students and staff alike (Cole et al., 2021). Classroom observations are an important tool in assessing the quality of teaching and learning taking place in classrooms, and it is the school principal's job to ensure that the observations are conducted in a constructive and effective manner. Developmental supervision practices are a form of instructional leadership and are designed to support teachers in their professional growth and development by providing feedback and guidance (Lang, 2019). Through this type of supervision, school principals can help teachers refine their practice and build their understanding of best practices.

Additionally, classroom observations provide valuable data that can be used to inform and improve instructional practices, assess the impact of interventions, and evaluate the effectiveness of instructional strategies. Therefore, a study on the developmental supervision practices on classroom observations of School Heads is critical to ensure that school principals are equipped with the necessary knowledge and skills to conduct effective, meaningful classroom observations. Such a study will also provide valuable insight into the impact of instructional leadership on the quality of teaching and learning, as well as the effectiveness of instructional strategies.

School heads have long observed and supervised classrooms (Rahabav, 2016). It ensures that instructors are giving kids the greatest teaching and that the school is fulfilling its educational objectives. These practices' global efficacy is disputed. School heads worry that classroom surveillance and supervision might hinder learning. It may criticize instructors and make the school unpleasant. This may hurt teaching and staff morale. Thus, some school heads choose positive feedback and assessment over these methods. Some

School Heads think that classroom monitoring and supervision are necessary to ensure that instructors are teaching well, and students are learning well. It can highlight areas for improvement and assist struggling instructors. It may also help school heads comprehend the teaching and learning process and make better policy choices.

Philippine school principals observe classes. It ensures teachers perform well and learners get the education they need. School heads may assess staff performance via classroom observation supervision (Caratiquit & Pablo, 2021). Supervising classroom observation begins with determining its goal. School heads should choose which instructional characteristics to examine and assess. The quality of education and student conduct are examples. School Heads may design an observation after determining its goal (Hong et al., 2020). This plan should contain the timing, number of observations, assessment criteria, and instructor input. Supervising classroom observation involves giving instructors feedback. These comments should be constructive and targeted to the instructor.

The practice of classroom observation among School Heads in DepEd-Ilocos Sur and DepEd Balanga City, has been a long-standing tradition. Supervision and monitoring of classrooms is an important part of school management, as it helps ensure that classroom instruction is effective and that students are learning. As such, School Heads in these two Divisions have been engaging in various supervision practices on classroom observation. The most observed practice is the informal classroom walk-through. This involves the school head visiting classrooms, without prior notice, to observe the teaching and learning activities of the class (Sakir & Kim, 2020). Often, these visits are brief and include talking to the teacher and students about the activity and offering feedback. This allows the school head to quickly identify any issues or problems that need to be addressed (Mkhwanazi et al., 2021). Another popular practice is the formal classroom observation. This entails scheduling a visit to a classroom, usually with prior notice,

to observe the teacher and students in action (Perry et al., 2022).

Research on supervision practices on classroom observation among School Heads is still in its infancy. There is a lack of empirical evidence on the effectiveness of such practices in improving classroom instruction. Most of the research that has been conducted on the topic is based on surveys, interviews, or case studies. Little is known about the impact that different types of supervision practices can have on classroom instruction, or the extent to which they are utilized by School Heads. Furthermore, research into how School Heads use classroom observation as a tool for providing feedback to teachers and improving instruction is limited. There is a lack of research into the factors that influence School Heads' decisions to either utilize or forego supervision practices on classroom observation. Such factors may include the School Heads' experience and knowledge, their philosophies about teaching and learning, and the school's overall culture. Finally, there is a need for research that examines the impact of classroom observation on student performance. This could include investigations into the relationship between classroom observation and student achievement or engagement.

## METHODOLOGY

**Research Design.** The study adopted the mixed method design which included both qualitative and quantitative. In mixed methods design, the researchers gathered and analyzed quantitative and qualitative data with the intent of merging the findings of the analyses for both strands (Harrison et al., 2020). For this present study, the quantitative strand (QUAN) used a descriptive correlational approach, while the qualitative strand (QUAL) used a qualitative phenomenological approach.

**Participants.** The study recruited School Heads and Master Teachers in the Division of Ilocos Sur and Balanga City. They were recruited using random sampling. A total of 243 respondents for the quantitative

approach and 20 participants for the qualitative approach.

**Data Gathering Procedures and Ethical Considerations.** Google Forms were used to create the survey's interactive interface. Participants from the two Divisions were sent through the link. Between the months of November and December of 2022, the survey URL may be accessed. The National Ethical Guidelines for Health and Health Related Research, 2018 were followed in the design of this study (Philippine Health Ethics Board, 2018).

**Data Analysis.** The quantitative research topics were tested using statistical methods. The mean was used to evaluate the breadth of teaching methods. Pearson R was used to analyze the correlations between the variables. Thematic analysis was utilized on the qualitative data (Kiger & Varpio, 2020). The survey's free-form replies were reviewed and reread until their contents were fully understood. The stories were categorized using codes. Codes, classifications, and overarching themes evolved that completely characterized the phenomena. This study combined quantitative and qualitative methodologies, making full use of the strengths of each. To ensure the reliability of the study, the researcher used a simultaneous bidirectional technique (Johnson et al., 2020) in which the merging of data is defined by an interaction assessment of both emerging quantitative and qualitative outcomes.

## RESULTS AND DISCUSSION

The study presents the results of the data gathered from the respondents. It is divided into the quantitative strand, qualitative strand, and the integration of both quantitative and qualitative strand.

**Quantitative Strand**

scores of the extent of instructional supervisory practices of School Heads and Master Teachers.

**Extent of Instructional Supervisory Practices.** Table 1 presents the computed mean

Table 1: Mean Scores of the Extent of Instructional Supervisory Practices of School Heads and Master Teachers

Indicators of Instructional Supervisory Practices	N	Mean	Interpretation
1. Instructional supervisory practice of classroom observation	254	3.74	Agree
2. Teachers' role effectiveness in lesson presentation	254	3.46	Agree
3. Teachers' role effectiveness in use of instructional materials	254	3.34	Agree

Results shows that School Heads and Master Teachers in the Division of Ilocos Sur and Balanga City often exhibited all the supervisory practices outlined in this study. This stems from the mean range of 3.74 and 3.46, and 3.34 obtained for all the three instructional supervisory practices. A 5-point Likert scale was used to collect data on instructional supervisory practices of headteachers. This implies a mean (average) score of 3.0. The inference is that School Heads and Master Teachers of the instructional supervisory tasks was above average for all the tasks. However, instructional supervisory practice of classroom observation among the School Heads and Master Teachers while provision of teacher's role effectiveness in use

of instructional materials was least practiced in the schools. It is important to note that School Heads and Master Teachers need to implement quality instructional practices. The findings of this study agree with those of Balyer and Ozcan (2020) that most of supervisors perform instructional supervisory practice on classroom observation. The finding further substantiates that of Mohd et al., (2020) that orientation of new teaching staff in their schools was dominant among Head Teachers.

**Performance of the teachers as measured by their IPCRF.** Results shows that majority (75.98 %) of the respondents have performed satisfactorily based on their IPCRF.

Table 2: Performance of the teachers as measured by their IPCRF.

Performance based on the IPCRF	N	Frequency	Percentage
Outstanding	254	37	14.57
Very Satisfactory	254	193	75.98
Satisfactory	254	24	9.45

This implies that a very satisfactory performance of teachers is that students are likely to receive a high-quality education, which will lead to better academic outcomes and improved life outcomes. Furthermore, the implication of teachers' very satisfactory performance is that students are receiving quality education, learning important skills, and gaining knowledge that will help them in their

future academic and professional pursuits (Baber, 2020). It also means that educators are doing a good job of motivating and engaging students, creating an effective learning environment, and providing guidance and support when needed (Johnson, 2017).

**Performance of the learners as measured by their general average in class.**

Results show that majority (67.71 %) of the respondents have performed satisfactorily based on their general average in class.

Table 3: Performance of Learners as Measured by their General Average in Class

Performance of Learners	N	Frequency	Percentage
Outstanding	254	16	6.29
Very Satisfactory	254	172	67.71
Satisfactory	254	13	5.12
Fairly Satisfactory	254	53	20.87

The implication of learners' very satisfactory performance in class is that they have a strong understanding of the material and concepts being taught and have demonstrated their ability to apply the knowledge they have acquired. This can lead to a greater level of confidence in their abilities and a greater sense of self-motivation to continue to strive for excellence in their studies. Furthermore, having a very satisfactory performance in class is that they are engaged, motivated, and eager to learn (Tambunan et al., 2021). This performance is

likely to result in improved learning outcomes, greater academic success, and a positive attitude towards learning (Taipjutorus & Hansen, 2012).

**Significant relationship between the extent of instructional supervisory practices and performance of teachers.** Table 4 presents the significant relationships between the extent of instructional supervisory practices and performance of teachers.

Table 4: Significant Relationship between the Extent of Instructional Supervisory Practices and Performance of Teachers

	Domains of Instructional Supervisory Practices		
	Instructional supervisory practice of classroom observation	Teachers' role effectiveness in lesson presentation	Teachers' role effectiveness in use of instructional materials
r-value	0.229**	0.301**	0.259**
p-value	0.018	0.091	.001

Note: \*\*  $p < .01$

Table 4 shows the Pearson R test results that determines the significance of the relationship between the domains of instructional supervisory practices and performance of teachers. Findings suggest that instructional supervisory practice of classroom observation ( $r=0.229$ ;  $p=0.018$ ), teachers' role effectiveness in lesson presentation ( $r=0.301$ ;  $p<0.091$ ) and teachers' role effectiveness in the use of instructional materials ( $r=0.259$ ;

$p<0.001$ ) had significant positive relationships with teachers' performance.

**Significant relationship between the extent of instructional supervisory practices and performance of learners.** Table 5 presents the significant relationships between the extent of instructional supervisory practices and performance of learners.

Table 5: Significant Relationship between the Extent of Instructional Supervisory Practices and Performance of Learners

	Domains of Instructional Supervisory Practices		
	Instructional supervisory practice of classroom observation	Teachers' role effectiveness in lesson presentation	Teachers' role effectiveness in use of instructional materials
r-value	0.219**	0.412**	0.256**
p-value	0.001	0.001	.001

Note: \*\* p < .01

Table 5 shows the Pearson R test results that determines the significance of the relationship between the domains of instructional supervisory practices and performance of teachers. Findings suggest that instructional supervisory practice of classroom observation ( $r=0.219$ ;  $p=0.001$ ), teachers' role effectiveness in lesson presentation ( $r=0.412$ ;  $p<0.001$ ) and teachers' role effectiveness in the use of instructional materials ( $r=0.256$ ;  $p<0.001$ ) had significant positive relationships with learners' performance.

The implication of a positive relationship between instructional supervisory practices and learners' performance is that when instructional supervisors provide support and guidance to learners, such as through providing feedback and guidance on their work, the learners are more likely to have better educational outcomes (Newman et al., 2021). This indicates that instructional supervisors play an important role in helping learners to achieve their learning goals and that instructional supervision is an effective tool for improving learning outcomes.

Moreover, instructional supervision can be an effective tool in improving learners' performance. By providing guidance, support and feedback to learners, instructional supervisors can help them build the skills and knowledge they need to be successful (Binu, 2021). This can lead to improved grades, more efficient learning, and increased confidence in their abilities.

### Qualitative Strand

**Lived Experiences of the instructional leaders towards quality basic education.** From the data, six themes emerged from the narratives of the participants. These are (1) Student Engagement, (2) Teacher Professional Development, (3) Parent/Community Involvement, (4) Use of Technology, (5) Collaboration and Communication, and (6) Resource Allocation.

**Theme 1: Student engagement.** Many of the participants have indicated that an important practice towards quality basic education is student engagement. P01 explained the relevance of student engagement for quality basic education:

*My experience with student engagement towards quality education has been overwhelmingly positive. I have seen students become highly motivated and engaged when given the opportunity to learn in an interactive and meaningful way.*

On the other hand, P03 shared:

*Student participation in excellent education has been really rewarding for me. I've seen kids work hard in class and participate in extracurriculars. They're eager to learn and like hard subjects. They also take responsibility for their learning and are innovative in discovering methods to improve.*

Student engagement is a critical component of public-school systems as it

directly supports the mission of providing quality education (Cholick & Samani, 2021). When students are actively engaged in their education, they are more motivated and committed to learning and are more likely to

form meaningful relationships with their teachers which leads to improved academic success and improved communication which is essential for fostering a healthy learning environment.

Table 4: Themes depicting the experiences of Instructional leaders towards quality education

Themes	Participant Code	Sample Representative Code
Student Engagement	1	➤ My experience with student engagement towards quality education has been overwhelmingly positive. I have seen students become highly motivated and engaged when given the opportunity to learn in an interactive and meaningful way.
	3	➤ Student participation in excellent education has been really rewarding for me. I've seen kids work hard in class and participate in extracurriculars. They're eager to learn and like hard subjects.
Teacher Professional Development	7	➤ My experience with teacher professional development towards quality education has been very positive. I have seen teachers receive training on the latest teaching techniques and strategies, as well as the most up-to-date educational materials.
	10	➤ I have also seen teachers receive ongoing support from their colleagues and administrators, allowing them to stay current on the best practices for teaching and learning. This has led to an improved learning experience for students and better overall outcomes.
Parent/Community Involvement	2	➤ My experience with parent/community involvement towards quality education has been extremely positive. I have seen firsthand how parents, teachers, and community members can come together to create a learning environment that is engaging and stimulating.
	8	➤ Parent and community participation in schooling has been great for me. Parents, educators, and community leaders have worked together to expand student learning opportunities. They have donated finances, time, and resources to assist our children get the greatest education. This engagement is crucial to an effective and helpful learning environment.
Use of Technology	5	➤ Technology has improved schooling in my experience. I've seen technology engage kids, foster cooperation, and enrich learning. Technology may help teachers, students, and parents communicate, improving learning.
	9	➤ Technology has improved schooling for me. I think technology can help instructors develop compelling, interactive lessons. Technology has enabled virtual class discussions, collaborative projects, and access to resources for students.
Collaboration and Communication	7	➤ Great communication and teamwork for superb education. Collaboration and idea sharing may lead to creative education solutions. I've learned this via group initiatives and industry professionals.
	19	➤ Communication and teamwork with the goal of providing excellent education have been very rewarding for me. I've helped establish open lines of communication between classroom teachers, school officials, and parents to improve the school's ability to keep everyone participating in the decision-making process.
Resource Allocation	13	➤ Quality education resource allocation has been mostly favorable for me. I've witnessed how devoted teachers, administrators, and parents can work together to boost children' learning. I've witnessed how technology and materials can increase student education.



	20	➤ Excellent education has been well-resourced in my experience. I've witnessed resource allocation increase educational results and learning settings. I think resources should be utilized wisely to provide pupils the finest education.
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**Theme 2: Teacher professional development.** Another emergent theme from the participants is their participation to teacher professional development. P07 shared:

*My experience with teacher professional development towards quality education has been very positive. I have seen teachers receive training on the latest teaching techniques and strategies, as well as the most up-to-date educational materials.*

Moreover, P10 added that:

*I have also seen teachers receive ongoing support from their colleagues and administrators, allowing them to stay current on the best practices for teaching and learning. This has led to an improved learning experience for students and better overall outcomes.*

Teacher professional development is an essential element of the public school system that helps to ensure that teachers are well-equipped to support the mission of quality education (Felayabi et al., 2022). It expands their knowledge and skills, creates engaging learning experiences for students which results to the enhancement of student achievement. Additionally, it can help teachers stay ahead of the curve when it comes to student learning, foster a sense of collaboration with regards to sharing of best practices.

**Theme 3: Parent/community involvement.** Another emergent theme from the participants is the involvement of parents and the members of the community. This is validated by the sharing of P07 and said:

*My experience with parent/community involvement towards quality education has been extremely positive. I have seen firsthand how parents, teachers, and community members can come together to create a*

*learning environment that is both engaging and stimulating for students.*

Moreover, P08 commented that:

*Parent and community participation in schooling has been great for me. Parents, educators, and community leaders have worked together to expand student learning opportunities. They have donated finances, time, and resources to assist our children get the greatest education. This engagement is crucial to an effective and helpful learning environment.*

The involvement of parents and community in public school system is paramount to supporting the mission of quality education. Their involvement is essential to ensure that the students receive quality education. They can also provide support for the school system in terms of resources, time, and financial contributions. Community members can likewise serve as mentors and role models for students, helping them to develop the skills necessary for success in the classroom. Furthermore, community members can offer extracurricular activities and opportunities for students to explore their interests, as well as to become more engaged in their education. Finally, parent and community involvement can help to foster a sense of community among public school stakeholders. By working together, parents and community members can create a supportive atmosphere that will foster a sense of pride and ownership in the public school system.

**Theme 4: Use of technology.** Another emergent theme from the participants is the utilization of technology towards instructional standards. This is validated by the sharing of P05 and said:

*Technology has improved schooling in my experience. I've seen technology engage*

*kids, foster cooperation, and enrich learning. Technology may help teachers, students, and parents communicate, improving learning.*

Furthermore, P09 said:

*Technology has improved schooling for me. I think technology can help instructors develop compelling, interactive lessons. Technology has enabled virtual class discussions, collaborative projects, and access to resources for students. I've also seen teachers utilize technology to test student knowledge and offer feedback swiftly and correctly.*

The use of technology in public school systems is essential to support the mission of quality education. With technology, students are able to gain access to a wider range of resources and information, enabling them to learn more effectively. Technology also allows students to stay connected with their teachers and classmates outside of the classroom, allowing for more collaboration and engagement. It also allows teachers to better measure the progress of students, and facilitate administrative tasks, such as grading and attendance, making it easier for teachers to focus on what they do best which is teaching. Ultimately, technology can be used to provide enhanced learning opportunities for students. Educational software and apps can be used to supplement traditional teaching methods and give students access to more interactive, engaging activities.

**Theme 5: Collaboration and communication.** Another emergent theme from the narratives of the participants is collaboration and communication towards instructional standards. This is validated by the sharing of P07 and said:

*Great communication and teamwork for superb education. Collaboration and idea sharing may lead to creative education solutions. I've learned this via group initiatives and industry professionals.*

Likewise, P19 shared:

*Communication and teamwork with the goal of providing excellent education have been very rewarding for me. I've helped establish open lines of communication between classroom teachers, school officials, and parents to improve the school's ability to keep everyone participating in the decision-making process.*

Collaboration and communication are essential components of a successful public school system. When teachers collaborate and communicate effectively, they can share resources, best practices, and educational strategies. This allows them to develop innovative approaches to teaching and learning that can help students become more engaged in their education. Additionally, teachers can collaborate with each other to identify and address any issues that may arise in the classroom. Communication and collaboration are also important for involving parents in the educational process. By keeping parents informed about the school's activities and curriculum, they can become better informed and involved in their child's education. This can help create an environment where students feel supported, and their parents are invested in their education.

**Theme 6: Resource allocation.** Another emergent theme from the narratives of the participants is resource allocation towards instructional standards. This is validated by the sharing of P13 and said:

*Quality education resource allocation has been mostly favorable for me. I've witnessed how devoted teachers, administrators, and parents can work together to boost children' learning. I've witnessed how technology and materials can increase student education.*

In addition, in support of this theme, P20 said:

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*Excellent education has been well-resourced in my experience. I've witnessed resource allocation increase educational results and learning settings. I think resources should be utilized wisely to provide pupils the finest education.*

Resource allocation in the public school system is an essential element of providing quality education to students. To ensure that students receive a quality education, it is important that resources are allocated efficiently and effectively. It helps determine needed resources, supports students through counseling and special education, and empowers educators through professional development. Proper allocation ensures access to textbooks, technology, and facilities such as libraries and laboratories, fostering an environment where students can excel.

### **Integration of Quantitative and Qualitative Findings**

From the direction of both quantitative and qualitative strand, it revealed three overarching themes: (1) seamless use of technology towards quality education, (2) performance is enhanced through professional development, and (3) teamwork from all stakeholders to support achievements for both teachers and learners.

**Seamless use of technology towards quality education.** Seamless use of technology in education can enhance the quality of education by providing students with more personalized learning experiences such as through the implementation of online courses and virtual classrooms. Online courses allow students to learn at their own pace and on their own time, and virtual classrooms allow for a more interactive learning experience. Another way that technology can be used to enhance the quality of education is using artificial intelligence (AI). AI can be used to personalize the learning process and tailor it to each individual student's needs, to create sophisticated simulations and interactive experiences, and to facilitate collaboration and communication between students and their

teachers. The widespread use of technological tools has unleashed a plethora of new avenues for scholastic development.

**Performance is enhanced through professional development.** Professional development for teachers is an important aspect of the teaching profession, as it can result in better overall performance in the classroom. Through professional development, teachers are given the opportunity to further their education and receive new knowledge and skills that can be applied to their teaching practice. It also gives teachers the opportunity to network with other professionals and help them to be abreast on the latest educational trends (Ha et al., 2020).

Teachers' effectiveness may be greatly improved by professional development programs that provide them with new skills and knowledge. It may also serve as a tool for them to learn about and implement the most cutting-edge strategies and techniques currently being used in the educational world. Teachers may benefit from professional development by learning strategies to enhance classroom management, which in turn can boost students' academic achievement (Matsko et al., 2020).

**Teamwork from all stakeholders to support achievements for both teachers and learners.** Teamwork is essential for any organization or group of people striving to achieve success. A team environment allows for a collective effort from all stakeholders to support the achievements of both teachers and learners in public schools. For teachers, teamwork helps to create a sense of camaraderie and increased job satisfaction. It can also encourage more effective learning by providing a platform for collaboration, discussion, and the sharing of ideas. By working together, teachers can create a positive learning atmosphere that is beneficial for students and encourages them to achieve their goals.

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## CONCLUSION

The role of instructional supervisory practices of School Heads and Master Teachers to the performance of teachers and learners is undeniable. Appropriate instructional supervisory practices have the potential to create a positive learning environment, facilitate teacher growth and development, and ultimately lead to improved student performance. For School Heads and Master Teachers, effective instructional supervision can help identify areas of improvement in teaching, provide feedback and constructive criticism to teachers, and motivate them to use effective teaching methods. Furthermore, instructional supervision can help teachers focus on the specific learning needs of their students, and to develop teaching strategies that target these needs. Ultimately, instructional supervisory practices of School Heads and Master Teachers can play a critical role in improving the performance of teachers and learners. The instructional supervision techniques of Principals and Master Teachers are crucial to the success of classroom instructors and students. The quality of education may be greatly enhanced via the use of such methods, which aid in providing direction, guidance, and support to educators and students alike. Such procedures have the potential to enhance classroom climate, lead to more organized lessons, and help teachers hone their craft. Further, they may facilitate an environment where both instructors and students feel comfortable sharing and building upon one another's ideas. Teachers and students both benefit from being held responsible for their actions, which may be achieved via the use of instructional supervisory procedures that promote this outcome. Ultimately, the success of both educators and students depends on the methods used by principals and Master Teachers for supervising classroom education.

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