



# CARATIVE ATTITUDE OF GENERATION Z STAFF NURSES

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## Abstract :

This study employed descriptive-correlational design to determine the relationship of the extent of carative attitude of Generation Z staff nurses acquired during their nursing education amidst online/hybrid learning, with their level of competency in terms of Client Care, Knowledge, Communication, Leadership and Management and Research in hospitals as workers. A self-made survey questionnaire using 5-point Likert scale was administered purposively to 116 Generation Z nurses who were recipient of online/hybrid learning and currently employed to public or private health institution in North Cotabato, with at least 3 months length of service. Results revealed that most respondents were 23 years old, dominated by females, with 4 months to 6 months length of service, and massively employed from private hospitals of North Cotabato. The overall weighted mean of carative attitude sub mean was high in extent. Also, the summation of level of competencies sub mean was interpreted as highly competent. Correspondingly, there is relationship between extent of carative attitude and level of competency of Generation Z nurses', hence, null hypothesis was rejected. Furthermore, there is significant difference between the carative attitude of generation Z nurses as observed by nurse managers. The findings conclude that the higher the extent of carative attitude acquired by the Generation Z nurses the higher their level of competency in hospital settings. Hence, it recommends to nursing education to continue deliver quality nursing education recognizing learning gap and characters of Generation Z nursing students and hospital administration engagement to research for improvement of nursing care.

## I. INTRODUCTION

Caring is a fundamental element of nursing practice adopted by Florence Nightingale in the early 1800 Caring is determined by the values and the ethical professional code that nurses incorporate into their practice. Theories of caring typically are classified into two general categories of caring behaviors which one technical abilities and emotional aspects of caring. The concept of caring was defined as the manifestation of compassion, concern for others, kindness, human interaction, affection, interpersonal relationship, and therapeutic alliance (Alikari, et al., 2022).

Today an estimated \$27.2 billion (USD) is spent on nursing education; however, this cost is not equitable across all countries. By 2030, there will be a need for 36 million nurses practicing across the globe to meet the needs of every individual on the planet. With the onset of the COVID-19 pandemic, globally, face-to-face classes, clinical skills laboratories and the clinical placement of students were either suspended or restricted (Woods, 2020). These changes affect the final-year students face uncertainties regarding completion of the program and timelines for sitting their licensure examinations. Online learning has become the solution to complete the curriculum; however, it does not address the clinical practicum component (Agu,2021).

In the explorative qualitative study entitled Attitudes of nurses towards patient care at a rural district hospital in the KwaZulu-Natal province of South Africa some nurses were passionate about nursing for altruistic reasons. Many nurses said they actively disliked nursing because of staff shortages, high patient loads, absenteeism, and poor interpersonal communication. Both nurses and patients reported incidences of poor patient care and even willful neglect of patients' basic care. Poor attitudes of nurses, resulting in poor patient care could severely undermine the ability of the health system to provide quality care and improve outcomes for patients. It is recommended that all hospitals assess nurses' attitudes regularly to ensure that patient care is not compromised (Haskins et al., 2014)

The global nursing shortage is a growing concern so recruiting and retaining Generation Z (Gen Z) students is vital to the sustainability of the profession. Descriptive qualitative research entitled Motivations and expectations of generation Z nursing students: A post-pandemic career choice qualitative analysis at the Mar Nursing School in Barcelona, Spain in 2021 stated that it became evident that Generation Z students' perceptions and expectations of nursing do not align with the actual professional experience (Sillero Sillero et al., 2023)

Moreover, the Philippines became the largest nurse supplier having providing about 240,000 nurses to Organization for Economic Co-operation and Development (OECD) countries with an outflow of 15 000 to 20 000 nurses per year (Alibudbud, 2022). In the correlational study about knowledge, attitude, and practices of nursing students on COVID-19 in North Cotabato it concluded that regardless of the respondents' demographics, respondents can still have good knowledge (Kulintang et al., 2023). Clinical environments significantly impact the practical training of nursing practice wherein student nurses can exercise carative attitude through authentic client care, knowledge enrichment, therapeutic communication, leadership and management strategies, and evidenced-based outcome of care through research. However, a global nursing shortage massively demands nursing workforce that results to burnout due to exposure to high level of stress and emotional exhaustion; time constraints due to heavy workload, poor nurse-patient ratio and absenteeism that make it difficult to provide the level of care and; emotional detachment due emotional fatigue that daily work entails; and external forces related to the work environment where nurses work. Hence, carative attitude of nurses is at risk to be experienced by the clients on top of optimum level of care.

Currently, the frontline of bedside care are the Generation Z staff nurses who have become a threat in the delivery of safe and quality care, given that their modes of learning is virtual. Also, nursing workforce can jeopardize it became evident that Generation Z students' perceptions and expectations of nursing do not align with the actual professional experience. This mismatch could lead to disillusionment and attrition among these students (Sillero Sillero et al., 2023)

### **NEED OF THE STUDY.**

The increased demand of nurses worldwide challenges the generation gap and characteristics of Generation Z staff nurses with online/blended learners of having a carative attitude towards clients. The researcher observes that new nurses are less committed to work, poor communication skills, and lack of compassion which results to disengagement to the nurses 'caring attitude. This establishes research gap; hence, the study investigated the extent of carative of attitude of Generation Z staff nurses utilizing Caritas processes and their level of competency in terms of client care, knowledge, communication, leadership and management and research. Lastly, this study explored the significant relationship and difference among variables when observed by their managers

### **3.1 Population and Sample**

This study focused on the carative attitude of Generation Z staff nurses who were recipient of online/virtual learning without exposure to clinical environments to exercise their competencies in client care, knowledge, communication, leadership and management and research. Respondents were the Generation Z staff nurses from 3 Districts of North Cotabato with 17 Municipalities and 1 City. Cotabato or North Cotabato officially the Province of Cotabato, is a landlocked province in the Philippines located in the Soccsksargen region in Mindanao. Its capital is the city of Kidapawan. Some of its barangays are under the jurisdiction of the nearby Bangsamoro Autonomous Region. District 1 consists of the municipalities of Alamada, Aleosan, Libungan, Midsayap, Pigcawayan and Pikit. District 2 consists of the provincial capital city, Kidapawan (researchers' resident), and the municipalities of Antipas, Arakan, Magpet, Makilala and President Roxas. District 3 consist of Banisilan, Carmen, Kabacan, M'lang, Matalam and Tulunan. Respondents were employed in selected hospitals in North Cotabato with at most 3 months to 12 months experience in bedside care.

### **3.2 Data and Sources of Data**

The study was conducted on 3rd quarter of 2023 from October to December. The researcher submitted letter of intent to all hospitals and trailed guidelines on how to conduct the study institutionally. Respondents were selected according to inclusion criteria set in the study. Subsequently, the researcher administered the validated survey questionnaire personally in all 3 districts. North Cotabato districts have its own Infirmary, Level 1 and Level 2 Health facilities. There are 14 hospitals participated in the study out of 48 identified public and private hospital in North Cotabato. The researcher conducted the study to 10 hospitals from private institution and 4 from public when grouped according of affiliation. Among the participated hospitals, there are 2 Tertiary Hospitals, 11 Secondary Hospitals and 1 Infirmary when grouped according to level of health facility. Participated Tertiary hospital can house 80-100 admissions, Secondary hospital can house 30-70 admissions and infirmary can house 10-15 admissions. The researcher selected as locale in the study because the researcher is a resident, a healthcare worker and a nursing educator of this province. The researcher also believes that it will improve production of competent nurses in society and in the future.

### **3.3 Theoretical framework**

Jean Watson is an American nurse theorist and nursing professor known for her Philosophy and Theory of Transpersonal Caring. She has also written numerous texts, including *Nursing: The Philosophy and Science of Caring*. Watson's study on caring has been integrated into education and patient care to various nursing schools and healthcare facilities worldwide (Watson, 2007). Watson's Philosophy and Science of Caring is concerned with how nurses express care to their patients. Her theory stresses the humanistic aspects of nursing as they intertwine with scientific knowledge and nursing practice. The nursing model states that nursing is concerned with promoting health, preventing illness, caring for the sick, and restoring health. It focuses on health promotion, as well as the treatment of diseases. According to Watson, caring is central to nursing practice and promotes health better than a simple medical cure. She believes that a holistic approach to health care is central to the practice of caring in nursing (Watson, 2007).

Watson also defined three of the four metaparadigm concepts in nursing, including the person or human being, health, and nursing. She referred to the human beings as a valued person in and of themselves to be cared for, respected, nurtured, understood, and assisted. In general, a person's philosophical view as a fully functional integrated self. A human is viewed as greater than and different from the sum of his or her parts. Meanwhile, health is defined as a high level of overall physical, mental, and social functioning, a general adaptive-maintenance level of daily functioning, the absence of illness, or the presence of efforts leading to the absence of illness. And nursing is a science of persons and health-illness experience mediated by professional, personal, scientific, and ethical care interactions (Watson, 2007).

Jean Watson did not define the fourth metaparadigm concept of the environment but instead devised 10 caring needs specific Carative factors critical to the caring human experience that need to be addressed by nurses with their patients when in a caring role. There are many reasons to consider becoming a professional nurse, but compassion is often a trait required of nurses.

This is because taking care of the patients' needs is its primary purpose. Watson's 10 Carative Factors and its corresponding clinical Caritas Processes are: Embrace (Loving-Kindness), Inspire (Faith-Hope), Trust (Transpersonal), Nurture (Relationship), Forgive (All), Deepen (Creative Self), Balance (Learning), Co-create (Caritas Field), Minister (Humanity) and Open (Infinity).

## RESEARCH METHODOLOGY

The methodology section outlines the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows;

### 3.1 Population and Sample

The respondents of the study were Generation Z novice nurses who graduated in the year 2022 wherein immense portion of their nursing education lies from 2019-2022. Correspondingly, respondents must have experienced online/blended learning with little to no patient interaction due to restricted protocols set by the health authorities. Respondents were from the three (3) districts of North Cotabato on both public and private health institution who served as bedside care among patients. Moreover, it includes permanent and contract of service nurses who rendered services to their respective hospital affiliation for at most 3 months to 12months. Finally, researcher used purposive sampling and identified 116 respondents who were best fit for the study based on the inclusion criteria and they religiously accomplished the instrument used by the researcher.

### 3.2 Data and Sources of Data

The study was granted by 14 public and private hospitals within North Cotabato and was conducted from October - December 2023.

### 3.3 Conceptual framework

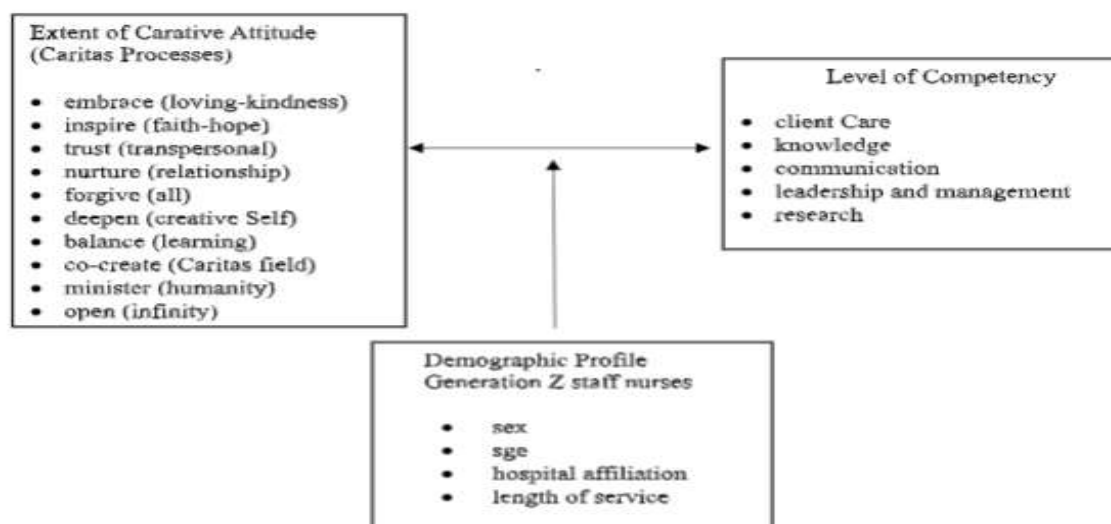


Figure 1. Conceptual Framework of extent of carative attitude and level of competency among Generation Z staff nurses

The researcher presents various theories and models and come up with a conceptual framework of this study as shown in Figure 1. It focused on the extent of carative attitude of Generation Z staff nurses. First, the researcher identified respondents of the study which were Generation Z staff nurses who just passed the Philippine Nursing Licensure Examination last May 2022 onwards with their demographic profile such as Sex, Age, Hospital Affiliation and Length of Service. These demographics were chosen and identified if it would make difference in their personal beings in execution of carative attitude. Moreover, the first variable is the extent of carative attitude acquired by the Generation Z staff nurses and their application in hospital setting. Furthermore, these nurses were crafted through online/blended learning where sudden shift from traditional face-to face learning into emergency remote learning. Evidently, during the pandemic crisis there are also limitations in performing return demonstrations and patient interaction which are authentic experiences to enhance and develop their carative attitude. Nursing principles and discipline is best demonstrated in traditional learning where instructions and corrections are delivered with the right sentiment. Lastly, the second variable is the level of competency acquired from their respective nursing school in terms of client care, knowledge, communication, leadership and management and research.

The double headed arrow between the extent of carative attitude and level of competency conveys relationship which means if the extent of carative attitude is higher the probability of having higher level of competency is expected from the respondents and the other way around. Single head arrow facing up and about to intersect the double headed arrow represents the demographic profile which is the mediating variable that affects the independent variable.

The study determined the relationship of extent of carative attitude and level of competency of Generation Z staff nurses. Also, it aimed to identify the difference as observe by their nurse managers.

Specifically, it answered the following questions:

1. What is demographic profile of Generation Z staff nurses in terms of:

- 1.1 age;
- 1.2 sex;
- 1.3 length of service and;
- 1.4 hospital affiliation?
2. What is the extent of carative attitude of Generation Z staff nurses in terms of:
  - 2.1 embrace (loving-kindness);
  - 2.2 inspire (faith-hope)
  - 2.3 trust (transpersonal);
  - 2.4 nurture (relationship);
  - 2.5 forgiving;
  - 2.6 deepen (creative self);
  - 2.7 balance (learning);
  - 2.8 co-create (Caritas field);
  - 2.9 minister (humanity) and;
  - 2.10 open (infinity)?
3. What is the level of competence of Generation Z staff nurses in terms of:
  - 3.1 client care;
  - 3.2 knowledge;
  - 3.3 communication;
  - 3.4 leadership and management and;
  - 3.5 research?
4. Is there a significant relationship between the extent of level of carative attitude and level of competence among Generation Z staff nurses?
5. Is there a significant difference between the extent of carative attitude and level of competence among Generation Z staff nurses as observed by the nurse managers?
6. Based on the findings, how may the nursing curriculum can be enhanced?

**Null Hypothesis**

1. There is no significant relationship between the extent of level of caring attitude and level of competence among Generation Z staff nurses.
2. There is no significant difference between the extent of carative attitude and level of competence among Generation Z staff nurses as observed by the nurse managers?

**3.4 Research Instrument**

The researcher administered a two (2) validated self-made questionnaire to determine the carative attitude of Generation Z staff nurses and their level of competency. The first questionnaire is the carative attitude of Generation Z Nurses-Self Evaluation Tool. The goal of quantitative correlational research is to identify relationship of the variables; hence, the researcher started by systemically ask respondents demographic profile such as age, gender, hospital affiliation and length of service. Then the second part of survey questionnaire, was crafted self-made questionnaire enable to determine the extent of carative attitude and utilized the Caritas Processes of Generation Z staff nurses. The researcher used likert scale presented as 5 (Very High Extent), 4 (High Extent), 3 to (Moderate Extent), 2 (Low Extent) and 1 (Least Extent).

**Box 1. Five (5)-point Likert scale for degree of extent of Carative Attitude of Generation Z Nurses.**

Rating	Description	Interpretation
5	Very High Extent	If the indicator is present 80-100% of the time
4	High Extent	If the indicator is present 60-79% of the time
3	Moderate Extent	If the indicator is present 40-59% of the time
2	Low Extent	If the indicator is present 20-39% of the time
1	Least Extent	If the indicator is present 0-19 % of the time

Moreover, on the third part of survey questionnaire, the researcher also administered a self-made survey questionnaire to determine the level of competency of Generation Z staff nurses in the context of client care, knowledge, communication leadership and management, and research. The researcher also used likert scale where 5 is Very Highly Competent, 4 Highly Competent, 3 Somewhat Competent, 2 Somehow Competent and 1 to incompetent.

**Box 2. Five (5)-point Likert scale for level of competency of Generation Z staff nurses.**

Rating	Description	Interpretation
5	Very Highly Competent	If the indicator is present 80-100% of the time
4	Highly competent	If the indicator is present 60-79% of the time
3	Somewhat competent	If the indicator is present 40-59% of the time
2	Somehow competent	If the indicator is present 20-39% of the time
1	Incompetent	If the indicator is present 0-19 % of the time

This survey questionnaires were sent to experts for critiquing; hence, the researcher routes the tools to the validators. After assessing the questionnaire, the process, revisions were made, enable to establish its reliability and validity. The tool was evaluated using the criteria of adequacy, appropriateness, and usability. A group of five respondents validated the data gathering tool using

the set criteria. The researcher revised the tool like following the sequence stated in statement of the problem, state indicators simply, directly, brief, concise and answerable by the suggested description, creation of second tool for nurse managers and present it using third person. In validation process, the validators were asked to give a rating between 1 to 5, where 5 is the highest and 1 is the lowest. The questionnaires made by the researcher were validated and approved before the conduct of the study proper. After a careful examination that questionnaires were substantially useful to conduct the study, the researcher was able secure a certificate of validation signed by the validation experts. The five validators were the NDDU faculty of College of Nursing, Program Chair of the College of Nursing, Dean of College of Health and Sciences, Dean of Graduate School, and the Vice President of the Academic Affairs.

Furthermore, to establish its reliability the constructed questionnaire underwent a pilot test procedure. The instrument was administered to 30 Generation Z and 30 nurse managers who were also the respondents of the study. A Cronbach's Alpha data analysis was used to determine the reliability of the research tool. A mark of 0.956 of its reliability therefore, the research instrument was reliable to be used.

The result of validation from identified five validators was highly valid when evaluated using the criteria of adequacy, appropriateness, and usability. Also, for the reliability test a Cronbach's Alpha of 0.956 which implies that it is reliable since  $A \geq .70$  for every construct variable with less than 10 number of item questions. Moreover, the two self-made tools for Generation Z staff nurses and respective nurse managers passed the validity and reliability test hence utilized to this study.

### 3.5 Statistical tools

This section elaborates the proper statistical models which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

#### 3.5.1 Descriptive-correlational Statistics

This study employs descriptive-correlational research, a technique that is concerned with the development of an instrument or procedure that measures effect or change on the dependent variable. The demographic profile, extent of carative attitude with ten sub variables and level of competencies with five sub variables were objectively measured by their weighted mean.

The first part which was the demographic data like age, gender, length of service and hospital affiliation were treated using descriptive statistics obtaining the weighted mean. Frequency counts and percentages were displayed to specify the frequency and percentage of the demographic profile of the respondents. It was a useful method of expressing the relative frequency and percentage of survey responses and other data. It was displayed as tables, bar graphs, pie charts.

Likewise, the second part which was the extent of carative attitude was also treated using descriptive statistics and computed the weighted mean of the 10 Caritas Processes developed by Jean Watson which are Embrace (Loving-Kindness), Inspire (Faith-Hope), Trust (Transpersonal), Nurture (Relationship), Forgive (All), Deepen (Creative Self), Balance (Learning), Co-create (Caritas Field), Minister (Humanity), and Open (Infinity). All these processes were utilized in the formulation of two (2) self-made questionnaires in the form of statements and were scaled by the respondents thru 5-point Likert scale to interpret the extent of carative attitude of post Generation Z nurses. When the average of the scores reaches closed to 5.0 the higher the extent of Caritive Attitude and subsequently interpret as the scores lower down up to 1.0 with least extent.

Furthermore, the third part of the questionnaire to determine the level of competency, the researcher also applied descriptive statistics to compute the weighted mean of the 5 competencies. For carative attitude of Generation Z Staff Nurses Self-Assessment Tool level of competencies gauged were client care, knowledge, communication leadership and management, research, of the Generation Z novice nurses. On the other hand, the carative attitude of Generation Z Staff Nurses Preceptor Evaluation Tool level of competencies gauged were job performance, individual effectiveness, and co-worker effectiveness. The third part of both questionnaires were also scaled by the respondents thru 5-point Likert scale to interpret the level of competency of Generation Z novice nurses both self-evaluated and observed. When the weighted mean of the scores reaches closed to 5.0 the higher the level of competence and subsequently interpret as the scores lower down up to 1.0 for incompetent.

#### 3.5.2 Pearson Correlation Coefficient

Statistical analysis to determine the relationship in statement of the problem 4 using Pearson Correlation Coefficient. The identified two variables were tested for correlation whether there is a significant relationship between the extent of carative attitude to the level of competency of Generation Z staff nurses. The target population of Generation Z staff nurses was 116 following the inclusion criteria; hence, the researcher applied Pearson Correlation Coefficient, it is parametric statistical treatment and purposive sampling size was utilized for complete enumeration of respondents.

#### 3.5.3 t-Test of individual samples

On the other hand, to identify the difference the researcher utilized t-Test of individual samples. Then, an independent t-Test was applied to analyze the difference of between the extent of carative attitude of Generation Z Staff Nurses and as observed by their respective managers.

## IV. RESULTS

### 4.1. Demographic profile of Generation Z staff nurses

**Table 4.1.1 Frequency distribution of age of Generation Z staff nurses**

Age	Frequency distribution	Percentage (%)
22	14	12.1
23	44	37.9

24	37	31.9
25	13	11.2
26	4	3.4
27	2	1.7
28	1	0.9
29	1	0.9
Total	116	100%

Table 4.1.1 presents the data on the demographic profile of the respondents in terms of their age. It indicates the number of Generation Z staff nurses between ages 22 up to 29 years old and noted proximity with each other.

**Table 4.1.2 Frequency distribution of sex of Generation Z staff nurses**

Sex	Frequency distribution	Percentage (%)
Male	36	31
Female	80	69
Total	116	100%

Table 4.1.2 presents distribution of sex and shows the division of sex among the respondents of the study. There were 36 male respondents who constituted the 31% of the respondents, and 80 participants who comprised the 69% of the respondents. Result showed that there were more female than those of male respondents of the study.

**Table 4.1.3 Frequency distribution of length of service of Generation Z staff nurses**

Length of Service	Frequency distribution	Percentage (%)
At most 3 months	10	8.6
4-6 months	76	65.5
7-9 months	26	22.4
10-12 months	4	3.4
Total	116	100%

Table 4.1.3 presents the distribution of length of service of Generation Z staff nurses to their respective hospitals. There were 4 group categorizations which are at least 3 months, 4-6 months, 7-9 months, and 10-12 months length of stay as bedside care nurses. The 4-6 months length of stay got most of the distribution with 76 respondents that garnered 65.5% of the population. Also, the lowest group is the 10-12 months with 4 respondents which comprises 3.4% of the population.

**Table 4.1.4 Frequency distribution of hospital affiliation of Generation Z staff nurses**

Hospital Affiliation	Frequency distribution	Percentage (%)
Public	11	9.5
Private	105	90.5
Total	116	100%

Table 4.1.4 shows the distribution of hospital affiliation among Generation Z staff nurses either public or private institution. There were 11 respondents who work in public institution comprising 9.5% of the population. However, most of the respondents massively from private institution with 105 respondents that cover 90.5% of the population.

## 4.2 Extent of carative attitude of Generation Z staff nurses

### 4.2.1 Table Summary of Carative Attitude sub mean of Generation Z staff nurses

Carative Attitude	Mean	Qualitative Description
1. Embrace	4.71	High Extent
2. Inspire (Faith-Hope)	4.53	High Extent
3. Trust (Transpersonal)	4.56	High Extent
4. Nurture (Relationship)	4.49	High Extent
5. Forgiving	4.35	High Extent
6. Deepen (Creative Self)	4.39	High Extent
7. Balance (Learning)	4.45	High Extent
8. Co-create (Caritas Field)	4.37	High Extent
9. Minister (Humanity)	4.54	High Extent
10. Open (Infinity)	4.48	High Extent
<b>Carative Attitude Overall Mean</b>	<b>4.49</b>	<b>High extent</b>

Table 4.2.1 shows the summary of carative attitude of Generation Z staff nurses with its sub mean. Based on the data gathered the dominating carative attitude is embrace (loving-kindness) with a rate of 4.71 and the lowest rank is forgiving with 4.35.

## 4.3 Level of Competency of Generation Z staff nurses

### 4.3.1 Table Summary Level of Competency of Generation Z staff nurses

Level of Competency	Mean	Qualitative Description
1. Client Care	4.40	Highly Competent
2. Knowledge	4.30	Highly Competent
3. Communication	4.50	Highly Competent
4. Leadership and Management	4.36	Highly Competent
5. Research	3.78	Somewhat Competent
<b>Level of Competency of post-pandemic nurses</b>	<b>4.27</b>	<b>Highly Competent</b>

Table 4.3.1 shows the summary of level of competency of Generation Z staff nurses with its sub-mean. Based on the data gathered, the dominating competency is communication with a rate of 4.50 described as highly competent and the lowest rank is research with a rate of 3.78 described as somewhat competent.

## 4.4 Relationship between the extent of caring attitude and level of competence among Generation Z staff nurses

### Table 4.4.1 Correlation between extent of carative attitude and level of competency among Generation Z staff nurses.

Variables	Correlation Coefficient	Probability	Remarks
Extent of caring attitude Vs. Level of Competency	.408	.000	<b>Significant</b>

Table 4.4.1 shows that there is a relationship between extent of carative attitude of Generation Z staff nurses and level of competency with correlation coefficient of 0.408. Based on the result, there is a significant relationship between extent of carative care and level of competency at 5% level of significance. Which means, the higher the extent of carative attitude the higher level of competency does Generation Z staff nurses perform

## 4.5 Difference between the extent of carative attitude and level of competence among Generation Z staff nurses as observed by the nurse managers.

### Table 4.5. t-Test result between the extent of carative attitude and level of competence among Generation Z staff nurses as observed by the nurse managers.

Variables	Independent T Test			Remarks
	t-stat	t-critical value	Probability	
Extent of caring attitude Generation Z staff nurses Vs.				<b>Significant</b>

Extent of caring attitude of Generation Z staff nurses as observed by Nurse Managers	5.22	2.02	.000	<b>Difference</b>
Level of Competency of post pandemic nurses Vs				
Level of Competency of post pandemic nurses as observed by Nurse Managers	5.02	2.02	0.00	<b>Significant Difference</b>

Table 4.5.1 shows that the extent of carative attitude between the generation Z staff nurses and the observation of the nurse managers. To test the difference of two independent samples, if t-stat is greater than the t critical value, then there is a difference between the 2 samples. On the extent of carative attitude between Generation Z staff nurses and as observed by their respective managers, it has a t stat of 5.22 which was greater than t critical of 2.02, thus there was a difference between two samples. Then, the probability value is 0.000 which is significant. Therefore, there is a significant difference between the extent of carative attitude of Generation Z staff nurses and as observed by their nurse managers. Similarly, the level of competency between the Generation Z staff nurses the observation of their respective managers had a t stat of 5.02 which is greater than t critical two-tailed value of 2.02. Therefore, there is a difference between the two samples. The probability value is 0.000 which is significant. Therefore, there is a significant difference between the level of competency of Generation Z staff nurses and the observation of their nurse managers.

#### 4.6 Curriculum Enhancement based on the findings

This section presents the suggested curriculum to be integrated in nursing programs based on the findings of the study.

Based on the study, higher the extent of carative attitude the higher the level of competency that a Generation Z staff nurses can attain. Hence, integration of this Caritas Model will maintain and enhance the development of compassionate care offered by the graduate nurses. This model may be introduced to first year nursing students to give emphasis on the profession that they are going to pursue. The carative factors should be personified by the nursing students earlier on their nursing education to get used to altruistic values from return demonstration up to clinical related learning experiences.

The researcher believes that Watson's Theory of Human Caring will aide this generation of nurses about the values that they do not get from home or early education due to rampant dysfunctional families. A student nurse must understand and embrace the nature of profession holistically. The researcher enhances nursing curriculum through Carative Attitude Rubrics (CAR) that encompasses competencies to develop, enhance and imprint carative attitude among nursing students. CAR will uphold carative attitude through integration and review in all year level by utilization Carative Factors (CF) as indicators that should be embodied by the student nurses.

The researcher would like to suggest to embed CAR as part of Nursing Curriculum to give emphasis on the human caring and to equipped the future nurses with high virtues, moral values and carative attitude. The result of the study reveals that the higher the extent of carative attitude, the higher the level of competency of Generation Z staff nurses. Correspondingly, the researcher suggests integrate CAR to the selected subjects with Nursing Care Management (NCM) because it is a patient centered approach that is designed to assist patients and their support system in managing conditions effectively.

**Table 4.6.1 Carative Attitude Rubrics (Curriculum Enhancement Program)**

Subject	Objective	Content	Strategy
Theoretical Foundations of Nursing	1. Share after self-research on middle range theories which were elaborated Jean Watsons. Introduction of Human Caring Theory	1. Introduction of Jean Watsons' Theory of Human Caring 2. Caritas Processes 3. Carative Attitude Rubrics (CAR)	Theory: 1. Interactive Discussion 2. Lecture 3. Class Participation 4. Power Point Presentation
Health Education	1. Distinguish the different theories and strategies used in health	1. Review of Caritas Processes 2. Carative Attitude Rubrics: Simulation of CF1-CF10 as the preliminary part of Return Demonstrations	Theory: 1. Interactive Discussion 2. Lecture 3. Class Participation 4. Power Point Presentation RLE: Integration of CAR in Return Demonstrations
Care of Mother, Child, Adolescent (Well Clients)	1. Integrate concepts, theories and principles of sciences and humanities in the formulation and application of appropriate nursing care during childbearing and childrearing years.	1. Review of Caritas Processes 2. Carative Attitude Rubrics: Practice with supervision of CF1-CF10 to the Care of Mother, Child, Adolescent (Well Clients)	Theory: 1. Interactive Discussion 2. Lecture 3. Class Participation 4. Power Point Presentation 5. Research Journals and Articles RLE: Integration of CAR in • OB/Gyne Units

			<ul style="list-style-type: none"> <li>• Delivery Room</li> <li>• Pediatric Units.</li> </ul>
Care of Mother, Child at Risk or with Problems (Acute and Chronic)	1. Integrate concepts, theories, and principles of sciences and humanities in the formulation and application of appropriate care to at- risk/ high risk/ sick clients during childbearing and childbearing years,	1. Review of Caritas Processes 2. Carative Attitude Rubrics: Practice with supervision of CF1-CF10 to the Care of Mother, Child at- risk/ high risk/ sick clients during childbearing and childbearing years.	<p>Theory:</p> <ol style="list-style-type: none"> <li>1. Interactive Discussion</li> <li>2. Lecture</li> <li>3. Class Participation</li> <li>4. Power Point Presentation</li> <li>5. Research Journals and Articles</li> </ol> <p>RLE:</p> <p>Integration of CAR in</p> <ol style="list-style-type: none"> <li>1. OB/Gyne Units</li> <li>2. Delivery Room</li> <li>3. Pediatric Units.</li> </ol>
Care of Clients with Problems in Oxygenation, Fluid and Electrolytes, Infectious, Inflammatory and Immunologic Response, Cellular Aberrations, Acute and Chronic	1. Observe bioethical concepts or principles, core values, and nursing standards in the care of clients with Problems in Oxygenation, Fluid and Electrolytes, Infectious, Inflammatory and Immunologic Response, Cellular Aberrations, Acute and Chronic	1. Review of Caritas Processes 2. Carative Attitude Rubrics: Demonstrate with minimal supervision of CF1-CF10 to the Care of clients with Problems in Oxygenation, Fluid and Electrolytes, Infectious, Inflammatory and Immunologic Response, Cellular Aberrations, Acute and Chronic; Care of older adults	<p>Theory:</p> <ol style="list-style-type: none"> <li>1. Interactive Discussion</li> <li>2. Lecture</li> <li>3. Class Participation</li> <li>4. Power Point Presentation</li> <li>5. Research Journals and Articles</li> </ol> <p>RLE:</p> <p>Integration of CAR</p> <ol style="list-style-type: none"> <li>1. OB/Gyne Units</li> <li>2. Delivery Room</li> <li>3. Operating Room</li> <li>4. Pediatric Units.</li> <li>5. Medical Units</li> <li>6. Surgical Units</li> </ol>
Care for Adult	1. Understand major components of comprehensive geriatric assessment, best indication of the comprehensive geriatric assessment, conducting the assessment, collected information and desires of elder clientele.	1. Review of Caritas Processes 2. Carative Attitude Rubrics: Demonstrate with minimal supervision of CF1-CF10 to the Care of older adults	<p>Theory:</p> <ol style="list-style-type: none"> <li>1. Interactive Discussion</li> <li>2. Lecture</li> <li>3. Class Participation</li> <li>4. Power Point Presentation</li> <li>5. Research Journals and Articles</li> </ol> <p>RLE:</p> <p>Integration of CAR</p> <ol style="list-style-type: none"> <li>1. OB/Gyne Units</li> <li>2. Delivery Room</li> <li>3. Operating Room</li> <li>4. Pediatric Units</li> <li>5. Medical Units</li> <li>6. Surgical Unit</li> <li>7. Geriatric Units</li> </ol>
Care of Clients with Problems in Nutrition and Gastro-intestinal, Metabolism and Endocrine, Perception and Coordination (Acute and Chronic)	1. Observe bioethical concepts or principles, core values, and nursing standards in the care of clients with Problems in Nutrition and Gastro- intestinal, Metabolism and Endocrine, Perception and Coordination (Acute and Chronic)	1. Review of Caritas Processes 2. Carative Attitude Rubrics: Demonstrate with minimal supervision of CF1-CF10 to the care of clients with Problems in Nutrition and Gastro- intestinal, Metabolism and Endocrine, Perception and Coordination (Acute and Chronic)	<p>Theory:</p> <ol style="list-style-type: none"> <li>1. Interactive Discussion</li> <li>2. Lecture</li> <li>3. Class Participation</li> <li>4. Power Point Presentation</li> <li>5. Research Journals and Articles</li> </ol> <p>RLE:</p> <p>Integration of CAR</p> <ol style="list-style-type: none"> <li>1. OB/Gyne Units</li> <li>2. Delivery Room</li> <li>3. Operating Room</li> <li>4. Pediatric Units</li> <li>5. Medical Units</li> <li>6. Surgical Unit</li> <li>7. Geriatric Units</li> <li>8. Intensive Care Units</li> </ol>

<p>Care of Clients with Maladaptive Patterns of Behavior, Acute and Chronic</p>	<p>1. Observe bioethical concepts or principles, core values, and nursing standards in the care of clients with Maladaptive Patterns of Behavior, Acute and Chronic</p>	<p>1. Review of Caritas Processes 2. Carative Attitude Rubrics: Demonstrate with minimal supervision of CF1-CF10 to the care of clients with Maladaptive Patterns of Behavior, Acute and Chronic</p>	<p>Theory: 1. Interactive Discussion 2. Lecture 3. Class Participation 4. Power Point Presentation 5. Research Journals and Articles RLE: Integration of CAR OB/Gyne Units 2. Delivery Room 3. Operating Room 4. Pediatric Units 5. Medical Units 6. Surgical Unit 7. Geriatric Units 8. Intensive Care Units 9. Psychiatric Units</p>
<p>Care of Clients with Life Threatening Conditions, Acutely Ill/Multi Organ Problems, High Acuity and Emergency Situation, Acute and Chronic</p>	<p>1. Observe bioethical concepts or principles, core values, and nursing standards in Care of Clients with Life Threatening Conditions, Acutely Ill/Multi Organ Problems, High Acuity and Emergency Situation, Acute and Chronic</p>	<p>1. Review of Caritas Processes 2. Carative Attitude Rubrics: Demonstrate with minimal supervision of CF1-CF10 to the Care of Clients with Life Threatening Conditions, Acutely Ill/Multi Organ Problems, High Acuity and Emergency Situation, Acute and Chronic</p>	<p>Theory: 1. Interactive Discussion 2. Lecture 3. Class Participation 4. Power Point Presentation 5. Research Journals and Articles RLE: Integration of CAR OB/Gyne Units 1. Delivery Room 2. Operating Room 3. Pediatric Units 4. Medical Units 5. Surgical Unit 6. Geriatric Units 7. Intensive Care Units 8. Psychiatric Units 9. Emergency and Trauma Units</p>

Table 4.6.1 shows the integration of CAR to all identified subjects along with the learning objectives, content, and the strategy to demonstrate CAR. This integration may enhance the two contemporary areas of nursing practice which are theory and practical training. Nurses work performance gauged through skills, knowledge, and attitude. The attitude competency will be more structured using the Carative Attitude Rubrics wherein an iconic nursing attitude will be the indicators.

**Carative Attitude Rubrics (CAR) as Evaluation Tool for Student Nurses**

The NCM subjects’ integration presents and teaches student nurses carative attitude that they must possess in clinical area. Instructors can evaluate their knowledge about carative attitude through situational exams and experiential learning through simulation, and short skits/portrayal to assess if student nurses are capable to demonstrate carative attitude. Students refine their clinical and communication skills by practicing scenarios with their classmates who portray patients. These interactions allow students to understand how to provide compassionate care and to work through difficult emotional situations in a simulated clinical environment. The above-mentioned evaluation is the closest to reality scenario that the students can experienced with their classmates as their clients.

The integration of CAR on the existing RLE evaluative tool embedding the carative factors as indicators to gauge the attitude of student nurses utilizing caritas process which is a holistic approach in human caring. Student nurses’ attitude can be evaluated on how registered nurses’ attitude had ever been for the iconic sustainability of the profession. Therefore, the clinical instructors who observed the student’s attitude will rate using the evaluative tool along with the other indicators.

This curriculum enhancement embedding CAR can be monitored by the clinical instructor who supervises the students in clinical exposure as part of their RLE through direct observation on how the students perform client care, health education, communicate and encourage patient to achieve health goals. Also, a huddle after the rotation should be encouraged to address the best practices and needs improvement in delivery of care. Moreover, to evaluate the carative attitude of student nurses, feedback from the affiliate hospitals managers and senior nurses to evaluate progress using the CAR.

**V. DISCUSSION**

**5.1 Implication of Findings**

Generation Z staff nurses self-assessed themselves with a high extent of carative attitude which implies that their work values uphold sustainability of the profession despite of generational characteristics and poor clinical environment exposure due to pandemic. Certainly, altruistic care is embedded within the Filipino which complements to the study of Villanueva, 2018 that Filipino Society is generally known to be a caring community, which includes sacrificing their own resources for the benefit of fellow citizens. Moreover, a correlational study of Kulintang et al., (2023) concluded that regardless of the respondent's demographics, respondents can still have good knowledge, good attitude and practices on the other hand were prominent to female second year nursing students. The findings established a baseline for the current state of nursing students' knowledge, attitudes, and practices in North Cotabato

Similarly, Generation Z staff nurses self-assessed themselves of having a high level of competency which implies that professors and clinical instructors have done an excellent job in fostering competencies despite distance learning. This is supported in the qualitative study entitled Generation Z nursing students' online learning experiences during COVID-19 epidemic. Despite the adversity, the students showed tremendous resilience and endurance. During the pandemic, educators should have provided support measures based on the characteristics of Generation Z to improve the effectiveness of OL and respond positively to stress (Liu et al., 2023). On the contrary on the Umbrella Review of Kaldal, Conroy, Feo, Gronkjaer, and Voldbjerg (June 2023) they stated that graduate nurses feel that they have been set up for failure with many becoming frustrated and eventually leaving the profession. This finding is contrary to the study entitled Meeting the Needs of Gen Z Nurses to Improve Nurse Retention agrees that gen Z nurses in the workplace are competent, but not confident upon entering the workforce (Best, 2022).

A significant relationship between extent of carative attitude and the level of competency of Generation Z staff nurses implies that the higher the extent of carative attitude the higher the level of competency. This is related to the initial findings that Filipino nurses possessed compassionate care cited by Villanueva, (2018) and despite poor clinical environment exposure they possessed a high level of competency in terms of client care, knowledge, communication, leadership and management, and research. This finding was supported in the descriptive study entitled Transition to Practice: The Use of Virtual Clinical Replacement During the COVID-19 Pandemic and Its Impact on New Graduate Nurse Readiness which reveals that virtual clinical replacement experience was statistically significant with greater confidence in providing for patient safety, stronger professional communication/leadership skills, and recognized support in the workplace (Ulmen et al., 2022).

On the contrary, a significant difference between the extent of carative attitude and level of competency of Generation Z staff nurses as observed by their respective nurses' managers implies that newly licensed nurses as of today believe that they have performed exemplary; however, differs from the evaluation of their respective managers. Similarly, these findings are supported in the study Motivations and expectations of generation Z nursing students: A post-pandemic career choice qualitative analysis. It became evident that Generation Z students' perceptions and expectations of nursing do not align with the actual professional experience. This mismatch could lead to disillusionment and attrition among these students. These factors shape their expectations and often do not match actual working conditions in nursing. Educational institutions must prepare students by transferring cross-cutting competencies to effectively meet these challenges and avoid potential dropout from the profession (Sillero Sillero et al., 2023). Moreso, an integrative literature review, entitled "The Impact of COVID-19 on New Graduate Nurse Competency Levels" reveals that perceptions of NGNs and their managers demonstrated two main themes: educational deficiencies and emotional aspects. Educational deficiencies fell under several subthemes: academic practice gap, difficulties with onboarding, and issues in direct relation to COVID-19. (Gurney, 2022.). Furthermore, a study entitled Influencing Factors of Patients' Trust in Nurses During the COVID-19 Pandemic: A Mixed-Methods Study. This study reveals 3 factors a comfortable hospital environment and humane management measures; the nurse's own competence; and effective communication with patients. All these factors must be considered by the relevant managers and clinical nursing staff to maintain a better nurse-patient trust relationship (Tang et al., 2024).

### Implication to the Philippine Nursing Education

This study implies that Philippine nursing education still upholds the sustainability of the profession amidst pandemic, distance learning and generational gap and characteristics. The efforts made and resiliency of the nursing educators amidst adversities, to uphold caring as the fundamental element of nursing profession plays a significant impact to Generation Z nurses.

This study implies that Generation Z staff nurses need mentors and seniors to align mismatch the perception and expectations in hospital setting that will be unfold as the time goes by. Furthermore, this study implies the significant role of seniors and nurse managers to understand the character of Generation Z and provide clinical and emotional support to fill in the gaps that they missed during nursing education days. Lastly, the study implies the poor engagement to research across all the hospitals of North Cotabato to capacitate nurses of their full potential in evidenced based outcome of care to improve quality of care.

### 5.2 Limitations of the Study

The researcher strives to accomplish the goals of the study; however, there are some constraints that cannot be avoided such as respondents' lack of time. During the conduct of the study, the researcher encounters difficulties such as disapproval of letter of intent to conduct the study, having hospital administrators who does not want to participate in any research initiatives due to client care impediments and their worry on the data privacy. Also, some qualified participants are on indefinite leave or sick leave. Out of the identified 45 hospitals, only 14 participated the study. The researcher revisits the facilities twice and took chance to run through the potential respondents within North Cotabato, making sure that she had the complete enumeration of respondents. The researcher suggests to the future researchers who wants to conduct the same study to another population to have a spare instrument and plan out the visit geographically with sufficient time.

### 5.3 Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. Nursing profession remains female dominated profession. Currently, nursing workforce performing bedside care were Generation Z staff nurses who are recipient of distance learning and poor clinical environment exposure.

2.The extent of carative attitude has a significant relationship on the level of competency of Generation Z staff nurses. It is imperative that Filipino customs have a significant impact on the demonstration of carative attitude among Generation Z staff nurses. Thus, Philippines can supply nurses with high extent of carative attitude.

3.Resiliency of nursing educators and their learners despite generational gap and pandemic were dominating. Thus, sustainability of the profession is maintained despite adversities.

4.Generational character of Generation Z staff nurses leads to mismatch of perception and expectation of nursing profession. Nurse managers evaluation has a significant difference on Generation Z self- assessment of carative attitude and level of competency.

5.Research as one of the competencies was limited to patient satisfaction in hospital settings.

#### 5.4 Recommendations

Based on the findings of the study and conclusions, the following recommendations are presented:

1.Nursing educators who played a significant role in teaching and demonstrating the carative attitude will continue to deliver quality education considering the characters of Generation Z nursing students.

2.To nursing coordinators, continue to strategize and plan the clinical rotation of student nurses to exercise carative attitude through authentic client care, effective therapeutic communication, knowledge enrichment, and evidence-based outcome of care through research.

3.To nursing administrator, consider revision on nursing students' performance evaluation tool embedding Carative Attitude Rubrics (CAR).

4.The researcher would like to recommend that hospitals may open for research studies conduction to draw a more concrete result of carative attitude of nurses.

5.The researcher would like to recommend the hospital administration to start engaging into research to maximize the full potential of the nurses in improving the client care.

6.Nursing Administrators recognition of learning gaps such as understanding Generation Z staff nurses may be considered to foster carative attitude diligently, provide mentoring program and direct supervision in handling client care.

7.Nursing students pursuing similar study may use other group of nurses for comparison to get extensive result and to further investigate on other variables not included in the study.

8.The result of the study may serve as a basis or reference for the improvements nursing education, nursing community and nursing administrators.

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