

2ND GLOBAL RESEARCH CONGRESS 2026

PROCEEDINGS

*"Advancing Global Knowledge through Research,
Innovation, and International Collaboration."*

May 30, 2026 (Saturday)

8:00 A.M. – 4:00 P.M.

Via Zoom



مستشفى كينجز كوليدج لندن
King's College Hospital London





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2ND GLOBAL RESEARCH CONGRESS (GRC) 2026 PROCEEDINGS

**EduHeart**

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Name	Country	Role/s in the event	Position/Institution
Dr. Mary Jane N. Rigor	Philippines	Co-Host, Inspirational Speaker & Member, Technical Working Group	Dean, College of Science Tarlac State University Tarlac
Dr. Artit Chutchaipolrut	Thailand	Keynote Speaker & Session Chair	College of Asian Scholars Konkhaen, Thailand
Mr. Sydney Joi R. Agcaoili	Philippines	Plenary Speaker	CEO, Medee, Inc. Makati City
Dr. Rossette Jackson	Nigeria	Co-Host, Inspirational Speaker & Technical Working Group	CEO, Rossette Humanitarian Medics LTD, Nigeria
Illuminada "MILES" Regalado Eguia MAN, RN	UAE	Inspirational Speaker & Technical Working Group	Obstetrics and Gynecology Service Coordinator Charge Nurse Women's Health Institute King's College Hospital London, Dubai, UAE
Dr. Roland D. Villegas, RN, MAN, ME	Philippines	Co-Organizer and Inspirational Speaker	President, St. Bernadette of Lourdes College, Quezon City, Philippines
Dr. Joel John Dela Merced	Philippines	Co-Organizer & Member, Technical Working Group	Dean, St. Bernadette of Lourdes College, Quezon City, Philippines



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MESSAGE FROM THE CEO

I would like to extend a warm welcome to all participants from around the world: distinguished guests, esteemed scholars, educators, and business associates.

The 2nd Global Research Congress is more than an ordinary conference—it is a celebration of ideas; a coming together of intellect; and a commitment to building an improved, more knowledgeable future. At no time has there been a greater need for research, given the rapid pace of change and the complex global challenges we face today. Advancements in society can only occur through research, whether by re-designing systems/policies or by addressing pressing issues in healthcare, education, technology, and climate change. However, knowledge alone is not enough; rather, it is through innovation that research is brought to life and translated into viable, inclusive, and sustainable solutions.

The spirit of international collaboration is equally important; today's challenges cannot be solved by any one country or discipline working independently. Through collaborative efforts among diverse peoples, cultures, and areas of expertise, we can capitalize on our differences and create collectively more comprehensive, flexible, and globally relevant bodies of knowledge.

The Congress is an opportunity for communication, exploration and collaboration. It is a place where young researchers interact with seasoned professionals, where ideas can be tested and refined, and where important partnerships can be formed. As we share results, let us also use this opportunity to motivate one another to exceed limitations, to encourage critical thought, and to act intentionally.

As we continue through this Congress, we are all bound by the common goal of advancing knowledge that enhances lives, supports communities, and positively impacts the greater good. Through participation in this Congress, we hope to provide new insights, form new connections, and reaffirm our commitment to each other as scholars and inventors.

I wish all of you a productive and inspiring Congress at the 2nd Global Research Congress. Thank you.


Mr. Jerome N. Chua

CEO, EduHeart Knowledge Network and Publishing, Inc.

Mr. Jerome N. Chua

CEO, EduHeart Knowledge Network and
Publishing, Inc.





MESSAGE FROM THE ORGANIZER

It is with great pride that we have compiled this academic collection of the intellectual resources from this year's Congress. This Global Research Congress 2026 platform provided opportunities to exchange ideas across disciplines and strengthen global partnerships in academia.

These proceedings represent the spirit of inquiry and innovation that were hallmarks of the Congress. Every paper in this volume demonstrates not only high-quality research and innovative thinking but also a strong commitment to finding solutions to real-world issues across multiple disciplines. Contributions across education, health sciences, information technology, social sciences, and sustainable development demonstrate the importance of research as a key component in creating responsive and transformative solutions for society.

As an organizer of this Congress, I am inspired by the passion and commitment of researchers, presenters, reviewers, and collaborators who traveled from around the world to see their contributions contribute to the quality and impact of the Congress and be reminded of the importance of international collaboration in advancing knowledge beyond countries' boundaries.

May this volume of proceedings serve as a record of academic achievement and as a means to stimulate and inspire future research projects. I hope to see future partnerships being established as this volume of proceedings is used to create avenues for research and knowledge that positively impact communities around the globe.

On behalf of the organizing committee, I sincerely thank you for contributing to the 2nd Global Research Congress 2026. I look forward to continuing to build on the success of the Congress and to accomplishing our shared goal of advancing knowledge globally.

Dr. Ethel Reyes-Chua (Doc Jeth)

*President, EduHeart Knowledge Network and
Publishing, Inc.*





MESSAGE FROM THE ORGANIZER

Warmest regards to all of the world's distinguished scholars, instructors, experts, and collaborators.

I convey my statement for the official proceedings of the 2nd Global Research Congress (GRC) 2026 with immense pride and respect. In my capacity as President of St. Bernadette of Lourdes College and one of the organizers of this important academic event, I am genuinely motivated by the outstanding convergence of creativity, intelligence, and teamwork shown in this collection.

This Congress, which has as its central topic "Advancing Global Knowledge via Research, Innovation, and International Collaboration," has shown the transformative potential of research in meeting our societies' changing demands. The research presented in these proceedings is a prime example of scholarly rigor, inventiveness, and a shared dedication to producing knowledge that is not only pertinent but also influential and attuned to global issues.

At St. Bernadette of Lourdes College, we firmly believe that research and education are essential tools for both national and international growth. By offering a forum for the exchange of ideas, the strengthening of collaborations, and the co-creation of solutions across disciplines and cultures, this Congress upholds that belief. It emphasizes the importance of fostering an inclusive, honest, and high-achieving research culture.

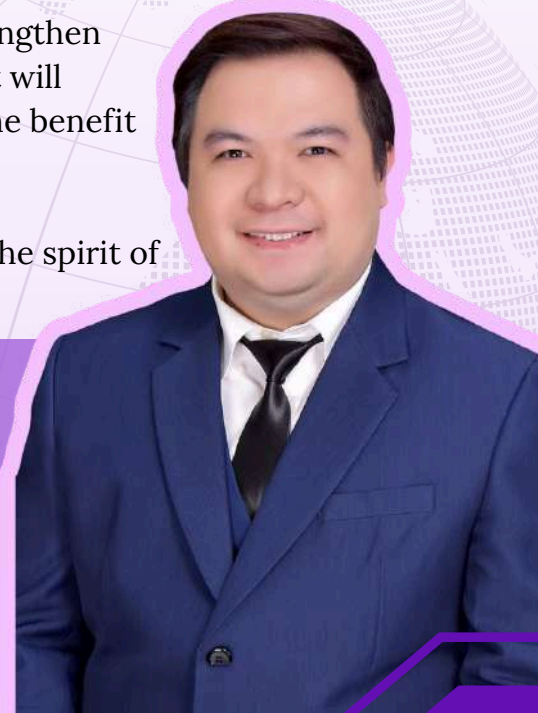
I would want to express my gratitude to all of the writers, speakers, reviewers, and organizers whose commitment and knowledge made this project possible. This academic community has benefited from your contributions, which have also raised the bar for upcoming research projects.

May this collection of works continue to stimulate creativity, strengthen teamwork, and lay the groundwork for upcoming discoveries that will advance humankind. Let us continue to advance knowledge for the benefit of all with a revitalized sense of purpose and passion.

I would like to congratulate all of the participants and hope that the spirit of research and cooperation will continue to flourish.

Dr. Roland D. Villegas, RN, MAN, MEd

*President, St. Bernadette of Lourdes College
Quezon City, Philippines*





MESSAGE FROM THE CONFERENCE CHAIRPERSONS

Greetings!

I have the great pleasure of welcoming you to the 2nd Global Research Congress (GRC) 2026, which has brought together a dynamic group of scholars and professionals dedicated to making significant discoveries and addressing the world's current problems. The contributions in this volume are prime examples of multidisciplinary involvement, academic brilliance, and a strong, cross-border collaborative spirit. I would like to express my profound gratitude to all of the writers, reviewers, partners, and attendees whose hard work made this event a success. I also hope that these proceedings will continue to stimulate research, build collaborations, and expand knowledge for the good of society.

Mabuhay!



Dr. Alfe M. Solina

*Chairperson, Management Department
Cavite State University – Imus Campus
Imus City, Cavite, Philippines*



It gives me great pleasure to welcome you to the 2nd Global Research Congress on behalf of the organizing committee and to introduce the proceedings, which demonstrate the shared quest for knowledge and innovation among global scholars and practitioners. This Congress, which has as its central topic has offered a significant forum for the exchange of ideas, the display of innovative research, and the development of cross-disciplinary and cross-border relationships. The studies compiled in this volume reflect not only academic rigor but also a shared commitment to addressing real-world challenges through evidence-based and collaborative approaches. I want to express my sincere gratitude to all of the contributors and stakeholders who helped make this Congress a success. I also hope that these proceedings will continue to spur significant research and long-term international cooperation.

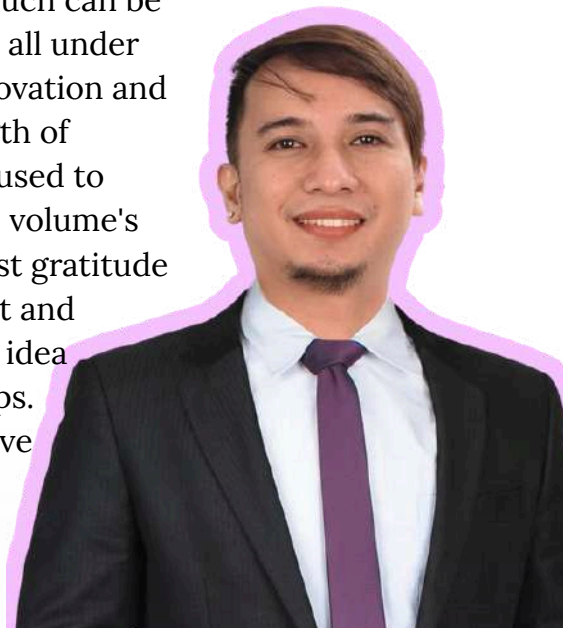
Dr. Liane Vina Q. Ocampo

*Conference Chair
Research Coordinator
Cavite State University – Imus Campus, Imus City, Cavite*



MESSAGE FROM THE CONFERENCE CO-CHAIRPERSONS

The Global Research Congress (GRC) 2026 demonstrates how much can be accomplished through research and international collaboration, all under the theme “Advancing Global Knowledge through Research, Innovation and International Collaboration.” The spirit of inquiry and the strength of partnership are evident in the innovative, data-driven methods used to address today's challenging global issues, as documented in this volume's GRC proceedings. As co-chair, I would like to express my deepest gratitude to all researchers, partners, and attendees for their commitment and professionalism in making this congress an invaluable forum for idea exchange and a building block for establishing global relationships. I hope these proceedings will continue to motivate transformative thought, build upon interdisciplinary relationships, and advance knowledge that benefits communities worldwide.



Dr. Joel John A. Dela Merced

*Dean, Graduate School
St. Bernadette of Lourdes College
Quezon City*

I am truly honored to be part of GRC 2026, under the theme “Advancing Global Knowledge through Research, Innovation and International Collaboration.” As we prepare for GRC 2026, we look back upon our Congresses held in 2023 as a celebration of the creativity of global scholars, practitioners, and thought leaders committed to advancing knowledge and finding solutions for the complex problems facing humanity through collaboration between countries and disciplines, with each of these Congresses embodying the true strength of a global academic community. Each Congress culminated in the establishment of innovative, credible and sustainable solutions generated by the collaboration among the participants across countries and disciplines; while providing a meaningful opportunity to engage in dialogue, exploration and the establishment of partnerships through the exchange of knowledge and research, ultimately emerging from each Congress as a dynamic, collaborative environment to transform ideas into actionable insights that will have real impacts in our world today. I express my sincere gratitude to all participants for their contributions and engagement that made this Congress a success, and I will be including you in the future as you continue to join efforts to generate new ideas and establish partnerships that will result in new research, innovation and international collaboration, with the hope that you can positively participate in GRC 2026.



Dr. Mary Jane N. Rigor

*Dean, College of Science
Tarlac State University*



BIOSKETCH

KEYNOTE SPEAKER

Asst. Prof. Dr. Artit Chutchaipolrut Vice president for Academic Affairs, Research and Quality Assurance, College of Asian Scholars 13 October 1974 Educational background 1997 Bachelor of Business Administration, University of Massachusetts, USA 2001 Master of Business Administration, Major in General Management, Khon Kaen University, Thailand 2011 Doctor of Education Administration Faculty of Education, Khon Kaen University, Thailand Work Experience 1998-2004 Lecturer, Phon Technology Commercial School 2001-2002 Exchange Teacher, Nagasaki College, Japan. and Lecturer, Seahat Community, Japan 2005 - 2012 Deputy Mayor of Ban Phai Municipality (Education Department) 2007-2011 Deputy Dean of graduate school 2012-2020 Dean of graduate school 2017- present Council Member 2020 Acting Dean of Science and Technology 2020 -present Dean of Education and Liberal Arts 2021- present Director of Krasaepiwat Institute 2023-2024 Working Group of the Minister of Higher Education, Science, Research and Innovation. 2025-present Committee for Promotion and Development of Professional Ethics for Educators of the Teachers' Council of Thailand 2025 -present Vice president for Academic Affairs, Research and Quality Assurance.

**Topic: “Advancing Global Knowledge
through Research, Innovation, and
International Collaboration”**

Asst. Prof. Dr. Artit Chutchaipolrut

*Vice President for Academic Affairs, Research
and Quality Assurance
CASNIC, Khonkaen, Thailand*





THE PLENARY SPEAKERS

Topic: “Global Trends in Research and Innovation in the 21st Century”

Rebecca dela Cruz-Miranda, CPA, DBA, is currently engaged with Emilio Aguinaldo College, Cavite, and serves as the Vice President for Academic Affairs and the Quality Management Representative. She has been actively involved in the Philippine higher education sector, with 25 years of administrative leadership experience, including service as Vice President for Academic Affairs at the University of Baguio.

As an educator and scholar, Miranda has taught undergraduate and graduate courses in Accountancy and Business Administration and has mentored numerous research projects that contribute to evidence-based practices and local development.

Currently, she is involved in projects aligned with CHED’s thrusts on internationalization and quality assurance. She serves as an Accreditor of the Philippine Association and the Universities Commission on Accreditation. She is also a member of the Philippine Institute of Certified Public Accountants and the Association of Certified Public Accountants in Education, contributing to policy and advocacy initiatives in Philippine education.



Dr. Rebecca D. Miranda (VPAA, EACC)

*Vice President for Academic Affairs
Emilio Aguinaldo College – Cavite
Dasmariñas, Cavite, Philippines*

Topic: “Interdisciplinary Research for Sustainable Development”

Loc Nguyen has been an independent scholar since 2017, with expertise in computer science, education, and interdisciplinary fields such as statistics, mathematics, and medicine. He earned his Master’s and PhD in Computer Science and Education from the University of Science in Vietnam, and later completed his postdoctoral studies in Computer Science, certified by INSTICC. His doctoral dissertation received international recognition for excellence.

He has actively contributed to the global academic community as a reviewer, editor, speaker, and lecturer in numerous international journals and conferences. He is also a volunteer with Statistics Without Borders and has been recognized by organizations such as the London Mathematical Society and other international institutions for his research contributions.

Dr. Nguyen has published over 100 research papers and preprints, authored five scientific books, and developed several scientific and technological products, reflecting his strong commitment to research, innovation, and knowledge dissemination.



Dr. Loc Nguyen

Independent Scholar, Vietnam



THE PLENARY SPEAKERS

Topic: “Artificial Intelligence, Data Science, and Future Research Directions”

Sydney Joi R. Agcaoili is a distinguished Engineering Leader with a career-long dedication to architecting high-impact software systems within the HealthTech sector. Known for bridging the gap between sophisticated technical infrastructure and patient-centric design, Sydney specializes in developing international-standard platforms that prioritize scalability, security, and global compliance. He was one of the resource speakers at the International Interdisciplinary Research Conference (IIRC) 2026 at Suan Sunandha Rajabhat University (SSRU), Bangkok, Thailand, on the topic: Using Artificial Intelligence to Promote Inclusive and Sustainable Human Development. He presented various types of research on AI, Medicine, Health, and Allied Sciences, and published his articles in Scopus-Indexed Journals.



Mr. Sydney Joi R. Agcaoili

*CEO, Medee Inc.
A HealthTech engineering leader specializing in scalable,
secure, and globally compliant software systems*

Topic: “Strengthening International Collaboration in Higher Education and Research”

Dr. Renato E. Salcedo is a Career Executive Service Eligible (CESE) and currently serves as Acting Vice President for Local and International Affairs of Pangasinan State University, as well as Campus Executive Director of the Urdaneta City Campus and Acting Executive Director of the School of Advanced Studies. He is an Associate Professor V specializing in Social Studies and Professional Education, teaching in both undergraduate and graduate programs.

He holds a PhD in Educational Administration, along with degrees in Social Studies, Development Management, and Instructional Leadership. A recognized academic leader, he is affiliated with institutions such as SEAMEO INNOTECH, Philippine Normal University, and AACCUP, and serves as a qualified assessor for the Philippine Quality Award.

Dr. Salcedo is actively involved in university leadership and quality assurance roles, and is currently an international research fellow in Malaysian universities. He has presented research and served as a resource speaker in various international conferences across Asia, and has been a scholar and fellow in several prestigious leadership programs in Southeast Asia.



Dr. Renato E. Salcedo

*Vice President for Local and International Affairs
Pangasinan State University
Pangasinan*



THE PLENARY SPEAKER

Topic: “Research Publication, Indexing, and Global Visibility”

Dr. Michael John Flores boasts a multifaceted career in the education and training sector, holding prominent roles across esteemed institutions. He serves as the Vice President and Quality Assurance Director at TopRank Review Academy, assumes the Academic Director at St. Bernadette of Lourdes College (SBLC), and fulfills the role of Training Director at the Institute for Continuing Career Advancement Inc. Notably, the latter organization specializes in providing training and seminars for both local and international nurses and nursing institutions.

Under Dr. Flores's guidance, the Institute for Continuing Career Advancement Inc. has garnered international recognition. Since 2015, it has been invited to present at prestigious conferences hosted by the Indonesian Ministry of Health and the Association of Nursing Education Institute of Indonesia. These conferences are integral to the Indonesian government's sustained efforts in labor migration programs.

Dr. Flores is a distinguished academician, holding a Bachelor of Science in Nursing and a Master of Arts in Nursing, with a concentration in Hospital Administration, from the esteemed Centro Escolar University in Mendiola. He holds nursing licenses in the United States and the Philippines, complemented by his licensed professional teacher. Despite his extensive accolades, Dr. Flores remains committed to personal and professional growth, culminating in attaining a Ph.D. in Nursing Education from St. Paul University Manila, followed by a post-doctoral degree in strategic leadership and management from Philippine Christian University. Dr. Flores's unwavering self-assurance propels him to pursue his aspirations with steadfast dedication and resolve.

In addition to his leadership roles, Dr. Flores is actively involved in professional associations. He serves as the national secretary of the Global Society of Philippine Nurse Researchers and contributes to the Governance Committee Psi Beta within Sigma Theta Tau International.

As an esteemed author, Dr. Flores has penned several authoritative texts and is renowned for his engaging presentations at both local and international forums. He remains deeply committed to advancing nursing education and research, actively participating in various research initiatives and collaborations. Dr. Flores's collaborative spirit extends to his leadership roles at TopRank Review Academy and St. Bernadette of Lourdes College (SBLC), where he collaborates closely with administrative counterparts to ensure organizational excellence. As an educator and nurse leader, Dr. Flores embodies a servant-leadership philosophy, striving not for personal accolades but to uplift and empower others to reach their full potential.

Dr. Michael John V. Flores

*Vice President for Education
St. Bernadette of Lourdes College, Quezon City
Research Publication, Visibility, and Indexing*





2ND GRC 2026

GLOBAL RESEARCH CONGRESS 2026

*“Advancing Global Knowledge through Research, Innovation,
and International Collaboration.”*

May 30, 2026 (8:00-4:00 P.M.)

THE MECHANICS/GUIDELINES

I. Rationale: Researchers, educators, professionals, and practitioners from around the world will come together at the Global Research Congress 2026 to present their research outputs and best practices. The Global Research Congress 2026 will provide an international forum for researchers and practitioners across disciplines to collaborate on addressing the challenges facing the world by sharing high-quality research that responds to both local and global issues.

The **Global Research Congress 2026** will include plenary sessions, presentations from parallel research clusters, panel discussions on the importance of developing new knowledge through interdisciplinary collaboration, and opportunities to network with other researchers to establish or strengthen existing academic partnerships.

II. Objectives:

- To provide an international platform for presenting research in various disciplines.
- To promote collaboration among researchers, universities, and industry partners.
- To encourage interdisciplinary and innovative research.
- To enhance the quality of research through peer review and scholarly discussion.
- To support professional development of faculty, students, and practitioners.
- To disseminate research outputs that contribute to sustainable development and global progress.

III. Target Participants

- Faculty and Researchers
- Graduate and Undergraduate Students
- Professionals and Practitioners
- Government and Industry Representatives
- International Partner Universities
- Research Organizations
- Students/Learners

IV. Proposed Date and Venue

Date: May 30, 2026 (Saturday)

Venue: Zoom Platform





V. Program of Activities

Time Duration	Activity	In-Charge
7:50 A.M.	Open of Zoom link/Attendance	TECHNICAL WORKING GROUP
8:00-8:15 A.M.	Preliminaries AVP's	TECHNICAL WORKING GROUP
8:15-8:30 A.M.	Roll Call and Acknowledgments of Participants/Conference Reminders	Mr. Charles Dustein Soriano Master of Ceremonies
8:30-8:35 A.M.	Welcome and Opening Message	Mr. Jerome N. Chua CEO, EduHeart Knowledge Network and Publishing, Inc.
8:40-8:45 A.M.	Opening Number	AVP/TWG
8:45-9:00 A.M.	Introduction of the Keynote Speaker	Ms. Marie Christine S. Pasco Emilio Aguinaldo College-Cavite
	Keynote Address "Advancing Global Knowledge through Research, Innovation, and International Collaboration"	Dr. Artit Chutchaipolrut Keynote Speaker Vice President for Academic Affairs, Research, and Quality Assurance, College of Asian Scholars, Khonkaen, Thailand
	Awarding of the Certificate to Keynote Speaker & Photo documentation	Host TWG
9:00-9:10 A.M.	Inspirational Message	Dr. Wins C. Esteban, RMT, MD, MMPHA, MPH, DIPSUI
9:10-9:45 A.M.	Inspirational Messages from Co-Host Institutions	Dr. Alfe M. Solina (Conference Chair) Cavite State University - Imus Campus Dr. Liane Vina G Ocampo (Conference Chair) Cavite State University - Imus Campus Dr. Roland D. Villegas (Co-Organizer) President, St. Bernadette of Lourdes College, Quezon City. Dr. Mary Jane N. Rigor (Co-Host) Dean, College of Science Tarlac State University, Tarlac Dr. Rossette Jackson (Co-Host) CEO, Rossette Humanitarian Medics LTD, Nigeria Illuminada "MILES" Regalado Eguia MAN, RN King's College Hospital London, Dubai, UAE
	Awarding of Certificates to Inspirational Speakers	Host TWG



V. Program of Activities

Time Duration	Activity	In-Charge
9:30-9:45 A.M.	Introduction of the Resource Speaker	Ms. Joice Pamela R. Zorca EduHeart
	Plenary 1: Global Trends in Research and Innovation in the 21st Century/Q&A	Dr. Rebecca D. Miranda Vice President for Academic Affairs Emilio Aguinaldo College – Cavite Dasmariñas, Cavite, Philippines
	Awarding of Certificate to Plenary Speaker	Organizers and Co-Host Institutions
9:45-10:00 A.M.	Introduction of the Resource Speaker	Mr. John Philip Alexander
	Plenary 2: Interdisciplinary Research for Sustainable Development/ Q&A	Dr. Loc Nguyen Independent Scholar, Vietnam
	Awarding of Certificate to Plenary Speaker	Organizers and Co-Host Institutions
10:00-10:15 A.M.	Introduction of the Plenary Speaker	Mr. John Philip Alexander
	Plenary 3: Artificial Intelligence, Data Science, and Future Research Directions/Q&A	Mr. Sydney Joi R. Agcaoili Plenary Speaker CEO, Medee IT Software Engineer
	Awarding of Certificate to Plenary Speaker	Organizers and Co-Host Institutions
10:15-10:30 A.M.	Introduction of the Plenary Speaker	Ms. Marie Christine S. Pasco
	Plenary 4: Strengthening International Collaboration in Higher Education/Q&A	Dr. Renato E. Salcedo Vice President for Local and International Affairs Pangasinan State University Pangasinan
	Awarding of Certificate to Plenary Speaker	Organizers and Co-Host Institutions
10:30-10:45 A.M.	Introduction of the Plenary Speaker	Ms. Marie Christine S. Pasco
	Plenary 5: Research Publication, Indexing, and Global Visibility/Q&A	Dr. Michael John V. Flores Vice President for Education St. Bernadette of Lourdes College
	Awarding of Certificate to Plenary Speaker	Host



V. Program of Activities

Time Duration	Activity	In-Charge
10:45-11:00 A.M.	Photo Opportunity Raffle Draw Awarding of Best e-Poster Presentations	Ms. Joice Pamela R. Zorca, Head, TWG
11:00-11:15 A.M.	Conference Reminders/Mechanics/etc.	Dr. Charles Dustein Soriano Master of Ceremonies
11:15-12:00 NN	Lunch Break	AVP's/TWG
12:00-2:00 P.M.	Paper Presentations (Parallel Sessions)	
	CLUSTER 1: Global Health Leadership, Governance, and Policy Innovation	Session Chairs/Judges: Dr. Evelyn M. Del Mundo/ Dr. Grace Gamanos-De Vera Moderator: Dr. Santa M. Faltado Technical Support: Kim Saludo
	CLUSTER 2: Advanced Clinical Practice, Patient Safety, and Evidence-Based Care	Session Chairs/Judges: Dr. Arby James E. Abonalla Dr. Rosalinda G. Cochico Dr. Noriel A. Lastrollo Dr. Francia Formalejo Murao Moderator/Technical Support: Asst. Prof. Sixto Ras, Jr. Dr. Kara Angelica L. Benavente
	CLUSTER 3: Public Health, Community Engagement, and Health Promotion	Session Chairs/Judges: Dr. Patrick Benj Santos Bernabe Dr. Ma. Christine A. Soroten Moderator/Technical Support: Dr. Baby Kharen A. Cristal
	CLUSTER 4: Disaster Preparedness, Emergency Response, and Humanitarian Healthcare	Session Chairs/Judges: Dr. Ma. Mercedes Gaerlan-Loo Dr. Rosario B. Gumban Moderator/Technical Support: Mark Raffy M. Bacay
	CLUSTER 5: Digital Health, Artificial Intelligence, and Healthcare Technology Innovation	Session Chairs/Judges: Dr. Emmy Dela Rosa Macaraeg Dr. Wyllyn S. Salva Moderator/Technical Support: Marie Christine S. Pasco



V. Program of Activities

Time Duration	Activity	In-Charge
	CLUSTER 6: Mental Health, Wellness, and Psychosocial Care Across the Lifespan	Session Chairs/Judges: Dr. John S. Flores Dr. Gloryjean C. Altamera Moderator/Technical Support: Kyle Russelle P. Paredes
	CLUSTER 7: Interdisciplinary Research, Healthcare Education, and Workforce Development	Session Chairs/Judges: Dr. Mary Ann E. Lopez Dr. Sigrid Ann V. Jao Moderator: Dr. Marian S. Santos Technical Support: Lester John Vicente
	CLUSTER 8: Sustainable Healthcare Systems, Environmental Health, and Global Health Equity	Session Chairs/Judges: Dr. Michael Aggari Dr. Lauro C. Esquilona III Moderator/Technical Support: Dr. Robelyn P. Cunanan
	CLUSTER 9: Education and Social Sciences	Session Chairs/Judges: Dr. Ronalyn D. Topacio-Miave Dr. Jomar Mendoza Moderator: John Philip Alexander Technical Support: Gerard Ernest San Jose
	CLUSTER 10: Education, Social Sciences, and Interdisciplinary Innovation	Session Chairs/Judges: Asst. Prof. Lunining A. Valdez Dr. Loc Nguyen Assoc.Prof. Efren P. Cuellar Dr. Ma. Leah P. Ulanday Moderator/Technical Support: Ronalyn I. Garcia Moderator: Dr. Alice A. Cabingan Technical Support: Jeremiah Nombre
	Intermission Numbers	AVP's/TWG
2:00–3:00 P.M.	Finalizing the results for Best Presenters	Scientific Committee
3:00–3:50 P.M.	Awarding of Certificates to all Participants Certificate of Participation Certificate of Recognition Certificate of Appreciation for TWG Announcement of Winners: Best Abstracts Best Papers Best Presenters Innovation Awards	Awarding of Certificates to all Participants, Certificate of Participation, & Recognition: Host; Certificate of Appreciation for TWG: Ms. Joice Pamela R. Zorca Announcement of Winners for Best Abstracts and Best Papers: Dr. Alfe M. Solina Announcement of Winners for Best Presenters: Dr. Liane Vina G. Ocampo Innovation Awards: Dr. Jeth Chua
3:50–4:00 P.M.	Closing Message & Reflections	Dr. Jeth Chua President, EduHeart Knowledge Network and Publishing, Inc.



VI. Cluster Sessions (Paper Presentations)

- CLUSTER 1: *Global Health Leadership, Governance, and Policy Innovation*
- CLUSTER 2: *Advanced Clinical Practice, Patient Safety, and Evidence-Based Care*
- CLUSTER 3: *Public Health, Community Engagement, and Health Promotion*
- CLUSTER 4: *Emergency Management, Acute Care, and Crisis Response*
- CLUSTER 5: *Digital Health, Artificial Intelligence, and Healthcare Technology*
- CLUSTER 6: *Mental Health, Wellness, and Psychosocial Care Across the Lifespan*
- CLUSTER 7: *Healthcare Education and Nursing Workforce Development*
- CLUSTER 8: *Sustainable Healthcare Systems, Environmental Health, and Global Health Equity*
- CLUSTER 9: *Specialized Nursing Care for Vulnerable and High-Risk Populations*
- CLUSTER 10: *Education, Social Sciences, and Interdisciplinary Innovation*

VII. Expected Outputs

- Conference Proceedings with ISBN and DOI
- Best Paper Awards
- Certificates for Presenters and Participants
- Research Networking Opportunities
- Possible Journal Publication

VIII. Organizing Committee

Organizers: EduHeart Knowledge Network and Publishing, Inc. and St. Bernadette of Lourdes College, QC

Conference Chairpersons: Dr. Alfe M. Solina and Dr. Liane Vina G. Ocampo

Co-Chairpersons: Dr. Joel John Dela Merced and Dr. Mary Jane N. Rigor

Program Committee: Ms. Joice Pamela R. Zorca

Research Evaluators: Dr. Alfe M. Solina, Dr. Jeth Chua, and Dr. Liane Vina G. Ocampo, Dr. Felix Pocong, Jr., Dr. Erwin Olivar Estrella, Dr. Evelyn M. Del Mundo, Dr. Rebecca D. Miranda

Technical Support Committee Head: Mr. Wilson C. Bonifacio

Secretariat (Communications/Certificates): Ms. Marie Christine S. Pasco, Ms. Joana Marie Permejo, and Ms. April Joy D. Bonifacio

Finance Committee: Doc Jeth Chua

Technical Working Group Head: Mr. Jerome N. Chua

IX. Judges for e-Poster Presentations:

1. Ms. Marie Christine S. Pasco
2. Mr. Wilson C. Bonifacio
3. Mr. Jerome N. Chua
4. Ms. Pamela Joice R. Zorca
5. Dr. Joel John Dela Merced
6. Dr. Mary Jane Rigor
7. Dr. Ethel Reyes-Chua



X. Mechanics of the Event

1. The congress is open to all professionals and students in the country or abroad. Abstracts shall be submitted to the Google Form/registration form. This should be no more than 250 words and include only 5 keywords. Submission dates are April 1-30, 2026.
2. Accepted abstracts shall be categorized per cluster. A Notice of Acceptance (NOA) shall be sent to all accepted abstracts/papers within each cluster.
3. All presenters shall be given a 6-8-minute presentation with Q&A.
4. Important Dates:
 - Call For Full Papers: April 1-30, 2026
 - Notice Of Acceptance for Oral Presentation: After Review (Maximum Of 7 Days)
 - Payment Deadline for Presenters: April 30, 2026
 - Review Results for Best Paper/Best Abstract: May 7, 2026
 - Payment Deadline for Attendees: May 28, 2026
 - Final List of Presenters Per Cluster: May 15, 2026
 - Final List of Session Chairs & Moderators: May 15, 2026
 - Conference Proceedings: May 15, 2026
 - PPT Presentation: May 15, 2026
5. Awards: Best Abstracts, Best Papers, Best Presenters, and Innovation Awards, per cluster. All winners shall be recognized during the simple closing and awarding ceremony.
6. Templates shall be sent to all presenters, such as the Abstract Template, Manuscript Template, and PowerPoint Presentations.
7. e-Conference Proceedings shall be provided to all participants at no cost after the event.
8. Certificates of Oral Presentation and Participation shall be received by the presenters (only). All advisers shall receive Certificates of Recognition.
9. There will be one or two session chair/s per category. All participants shall be responsible for their PPT during the actual event.
10. Advisers shall also be given a Certificate of Recognition.
11. Each presenter's respective institution shall be given a Certificate of Recognition.

XI. Abstract Format:

- (1) Research Title
- (2) Name of researcher/affiliation, email address, mobile number
- (3) Abstract in IMRAD format
- (4) 250 words
- (4) Five (5) Keywords

XII. Full Paper Format:

The paper format includes the following:

- ✓ Abstract of 250 words
- ✓ Keywords (maximum of 5 words only)
- ✓ Introduction
- ✓ Methods
- ✓ Results and Discussion
- ✓ Conclusion/Recommendation
- ✓ References (APA, 7th edition format)



XIII. PowerPoint Presentations

SLIDES 1-2

- TITLE OF RESEARCH
- NAME
- AFFILIATION
- EMAIL ADDRESSES
- PHOTO OF PRESENTER

SLIDES 3-4

- INTRODUCTION
- BACKGROUND
- PROBLEM AREA/NEED OF RESEARCH
- RESEARCH METHODOLOGY

SLIDES 5-12

- RESULTS AND DISCUSSION
- INTEGRATE CONCLUSIONS/RECOMMENDATIONS

XIII. Abstract Guidelines

INTRODUCTION AND IMPORTANCE

What is the problem that you are researching, and why is this research necessary? Convince readers that your research is significant and worth reading. State a problem or explain why your present research is a time-effective solution to the gap.

METHODS

What did you do to conduct your study? Explain what you did. Your intervention and how you did it!

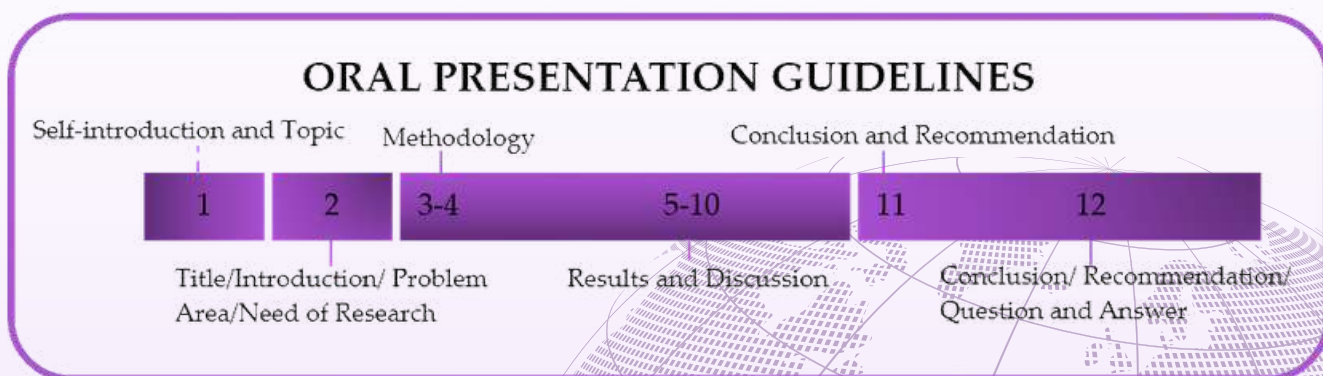
RESULTS

The essence of your paper. How did you arrive at your results (methods) and their significance (introduction)? Explain and interpret your findings. Assess or evaluate the outcomes.

DISCUSSION

Summarize the main findings of the study. Connect these findings to other results. They discuss the flaws in the current analysis and use them to suggest additional information, future research, recommendations, etc.

ORAL PRESENTATION GUIDELINES





XIV. Criteria

A. BEST ABSTRACT

Significance of the Topic/Issue to the field of Research	60%
A. Importance of the Issue to the field of research	20%
B. Value of writing and other elements	20%
C. Conceptual Consistency of writing (objectives/argument)	20%
Methods Used	10%
Relevance and Practicality of results/discussion/conclusion	20%
Paper's Contribution to research/institution/community	10%
TOTAL	100%

B. BEST PRESENTER

Presentation Strategy	30%
Delivery and Confidence	30%
Materials to capture the audience attention	20%
Ability to Answer Questions	20%
TOTAL	100%

C. BEST PAPER

Significance of the Topic/Issue to the field of Research	60%
A. Importance of the Issue to the field of research	10%
B. Value of writing and other elements	10%
C. Conceptual Consistency of writing (objectives/argument)	10%
D. Methodological Consistency (design/sampling/data collection)	10%
E. General discussion and Conclusion	10%
F. Paper's Contribution to research/institution	10%
Manuscript (Creativity/Originality/Quality of Work)	40%
TOTAL	100%

D. CRITERIA FOR EPOSTER EVALUATION

Online Voting

- Audience engagement and popularity.
- Reflects how well the poster resonates with viewers.

Content

- Relevance to the theme or topic.
- Accuracy, clarity, and depth of information.
- Originality and creativity in presenting ideas.

Design & Technicality

- Visual appeal (layout, color harmony, typography).
- Technical execution (resolution, readability, formatting).
- Innovation in design elements and digital presentation.



E. INNOVATION AWARD

Scientific Advancement (Breakthroughs in research, interdisciplinary progress) 20%

- Pushes boundaries of knowledge in the field.
- Demonstrates groundbreaking research with measurable impact.
- Encourages interdisciplinary collaboration to accelerate progress.
- Example: New theories, novel methodologies

Digital Innovation (Creative use of digital tools, transformative outcomes) 20%

- Adoption of cutting-edge digital tools or methods.
- Creative application of technology to solve complex problems.
- Evidence of transformative improvements in outcomes.
- Example: AI-driven analytics, blockchain applications

Sustainability & Societal Impact (Environmental responsibility, societal benefit) 20%

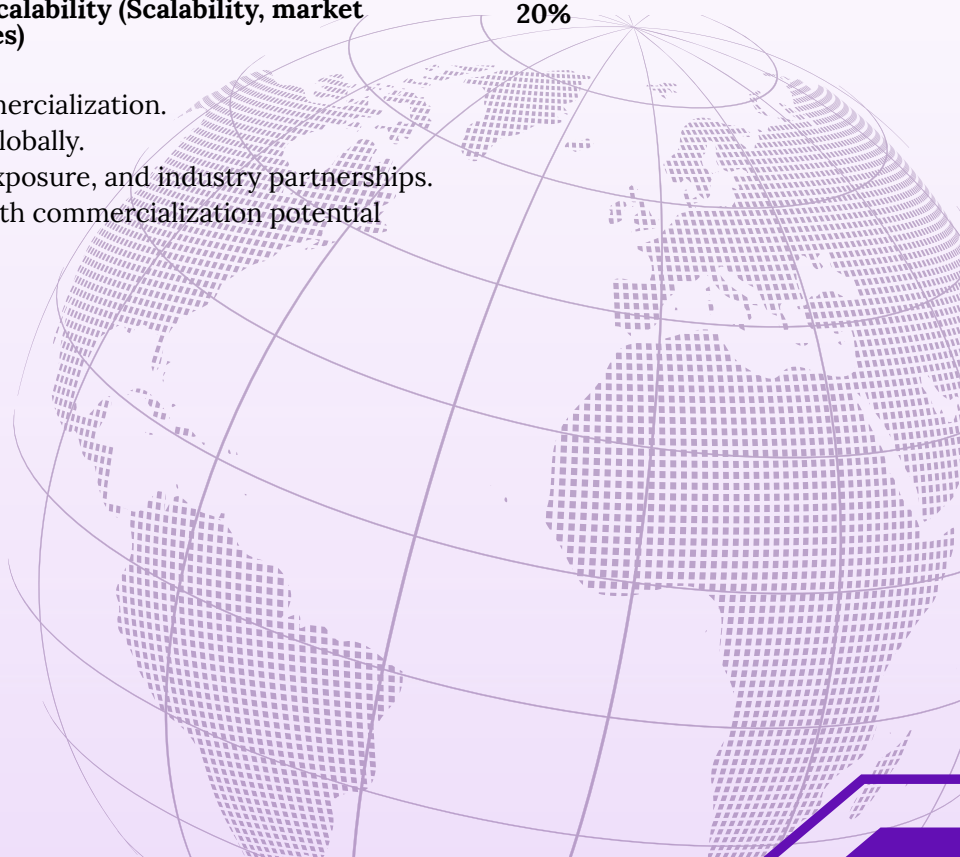
- Strong commitment to environmental responsibility.
- Innovations that reduce ecological footprint or set new industry benchmarks.
- Contributions that uplift communities or advance national development goals.
- Example: Green technologies, low-carbon solutions

Innovative Culture & Leadership (Visionary leadership, inclusivity, and fostering creativity) 20%

- Demonstrates visionary leadership and influence in promoting innovation.
- Creates an inclusive, diverse, and empowering environment for researchers.
- Inspires peers and younger innovators to pursue bold ideas.
- Example: Diversity programs, mentorship initiatives

Early-Stage Commercialization & Scalability (Scalability, market readiness, mentorship opportunities) 20%

- Emphasis is placed on:
 - Innovations at early-stage commercialization.
 - Potential to scale nationally or globally.
 - Access to mentorship, market exposure, and industry partnerships.
- Example: Startups, prototypes with commercialization potential





THE SESSION CHAIRS, MODERATORS, AND THE TECHNICAL SUPPORT TEAM

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Dr. Grace Gamanos-De Vera

Moderator

Dr. Santa M. Faltado

Technical Support

Kim Saludo

CLUSTER 2A

Session Chair

Dr. Arby James E. Abonalla
Dr. Rosalinda G. Cochico

Moderator/Technical Support

Asst. Prof. Sixto N. Ras, Jr.

CLUSTER 2B

Session Chair

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Moderator

John Philip M. Alexander

Technical Support

Gerard Ernest San Jose

CLUSTER 10A

Session Chair

Asst. Prof. Luningning A. Valdez
Dr. Loc Nguyen

Moderator/Technical Support

Ms. Ronalyn I. Garcia

CLUSTER 10B

Session Chair

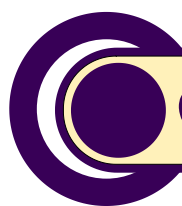
Assoc.Prof. Efren P. Cuellar
Dr. Ma. Leah P. Ulanday

Moderator

Dr. Alice A. Cabingan

Technical Support

Jeremiah Nombre



CLUSTER 1: Global Health Leadership, Governance, and Policy Innovation

RESEARCH TITLE:

Exploring the Lived Experience of Newly Hired Nurses on the onboarding challenges: Basis for Onboarding Program Development

CODE: GRC_C1_P005

Arlyn Mayo Anding, RN

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Abstract

This study explored the lived experiences of newly hired nurses as they navigated onboarding challenges in a government-owned secondary hospital in Southeastern Mindanao, Philippines. Using a descriptive qualitative phenomenological design, data were gathered through semi-structured interviews with 30 purposively selected nurses who had completed the institutional orientation program and had six months to one year of clinical experience. Colaizzi's method of data analysis was employed to identify significant statements, formulate meanings, and develop themes. Findings revealed three major onboarding challenges: role ambiguity, workload pressure, and lack of structured orientation. Despite these difficulties, nurses demonstrated resilience through peer support, seeking guidance from senior staff, and self-directed learning. Organizational influences, including supervisory support, team dynamics, and resource limitations, significantly shaped their integration. Onboarding experiences resulted in both emotional stress and professional growth, contributing to improved clinical competence, confidence, independence, and accountability over time. Participants strongly recommended implementing a structured orientation program, establishing a formal mentorship system, and ensuring gradual exposure to workload to enhance transition outcomes. The study concludes that comprehensive, supportive, and evidence-based onboarding programs are essential in promoting successful nurse integration, workforce retention, and quality patient care.

Keywords: *Adaptation, mentorship, nurse onboarding, professional competence, transition experiences*

RESEARCH TITLE:

The Level of Competency of the Nurses in Clinical Documentation Process: The Action Plan

CODE: GRC_C1_P007

Joseph S. Gumbao

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Abstract

This study assessed the level of competency of nurses in clinical documentation in the neurological ward of East Avenue Medical Center. Specifically, it examined competency in terms of knowledge, skills, and attitude, and determined whether a significant relationship exists between nurses' demographic profile and their level of competency. A quantitative descriptive-correlational research design was utilized, involving twenty registered nurses selected through total sampling. Data were collected using a validated self-structured questionnaire and analyzed using frequency, percentage, mean, standard deviation, t-test, and ANOVA. Findings revealed that nurses demonstrated a very high level of knowledge and high levels of skills and attitude in clinical documentation. However, moderate competency was noted in the use of electronic health record systems. Statistical analysis showed no significant relationship between demographic variables such as age, gender, and years of experience and the level of competency, leading to the acceptance of the null hypothesis. The results suggest that competency in clinical documentation is more influenced by institutional training and professional standards rather than demographic factors. Based on the findings, an action plan was proposed to enhance nurses' competency, particularly in technological aspects of documentation. This study contributes to improving clinical documentation practices, patient safety, and overall quality of healthcare delivery.

Keywords: *Attitude, Clinical Documentation, Competency, Knowledge, Nurses, Skills*



RESEARCH TITLE:

From Paper to Digital: A Study on the Digitization of Nursing Charting in the Neonatal Intensive Care Unit of Selected Hospital; Basis for Implementation

CODE: GRC_C1_P018

Maricar S. Tionghoy

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Abstract

This study examined the transition from paper-based nursing documentation to digital charting in the Neonatal Intensive Care Unit (NICU) of a selected private tertiary hospital in Manila. Guided by a quantitative descriptive design, the research assessed the demographic profile of NICU healthcare personnel, the level of implementation of current paper-based documentation practices, and their perceptions toward digital charting. Total population sampling was utilized, involving 22 NICU personnel directly engaged in patient documentation. A validated and reliable researcher-made questionnaire measured implementation dimensions such as accuracy, timeliness, accessibility, redundancy, legibility, confidentiality, and compliance with standards, as well as perception variables including usefulness, ease of use, efficiency, accuracy, accessibility, and confidentiality. Descriptive statistics and the Kruskal-Wallis test were applied to analyze the data. Findings indicated that while documentation practices were generally implemented, persistent issues in redundancy, legibility, and accessibility remained. Respondents expressed positive perceptions of digital charting, particularly regarding improved efficiency, error reduction, and enhanced patient safety. No significant differences were found in perceptions when grouped according to demographic variables. The study proposed evidence-based recommendations to guide the structured, context-appropriate implementation of digital charting in the NICU.

Keywords: Accessibility, digital charting, documentation practices, neonatal intensive care unit, nursing documentation, perception, patient safety

RESEARCH TITLE:

Implementation of Evidence-Based Practice in Nursing Care in The General Surgery Ward of a Tertiary Hospital in Kidapawan City

CODE: GRC_C1_P019

Elizabeth T. Perin

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Abstract

This study examined the implementation of Evidence-Based Practice (EBP) in nursing care in the General Surgery Ward of Cotabato Provincial Hospital. Specifically, it determined the demographic profile of nurses, assessed their level of EBP implementation in patient assessment, planning of care, implementation of interventions, evaluation of outcomes, and documentation of care, identified challenges affecting EBP adoption, and examined the relationship between demographic characteristics and EBP implementation. A quantitative descriptive-correlational research design was utilized, employing a researcher-made validated questionnaire administered to 20 nurses through total population sampling. Descriptive and inferential statistics were used for data analysis. Findings revealed a high level of EBP implementation across all domains, particularly in patient education, outcome evaluation, and use of standardized documentation formats. Time availability for patient care emerged as the most significant challenge, while knowledge, access to research materials, attitude toward change, and administrative support were moderate challenges. Statistical analysis showed no significant relationship between demographic variables and EBP implementation. The study concludes that organizational and systemic factors influence EBP integration more than personal characteristics, highlighting the need for institutional support to enhance evidence-based nursing practice.

Keywords: Care Planning, documentation, evaluation of outcomes, evidence-based practice, hospital administration, nursing care, patient safety, surgical nursing



RESEARCH TITLE:

Relationship of Clinical Nursing Practice in the Delivery of Patient Care in the Selected Government Hospital: Basis for Policy Enhancement

CODE: GRC_C1_P024

Khaycylene Loyola Erese
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Abstract

This study examined the relationship between clinical nursing practice and the delivery of patient care in a selected government hospital, providing a basis for policy enhancement. Specifically, it investigated nurses' demographic profile, level of clinical nursing competencies in terms of skills, knowledge, and values, and the challenges encountered in the nursing profession, including staff availability, nurse-patient ratio, availability of resources, and professional growth and development. The study employed a quantitative descriptive-correlational research design and involved 161 registered nurses selected from a total population of 276 through simple random sampling. Data were gathered using a researcher-made structured questionnaire administered through an online survey platform. Statistical tools such as frequency, percentage, weighted mean, and Chi-square test were utilized to analyze the data. Findings revealed that nurses demonstrated a generally high level of clinical competence, with values ranking highest, followed by skills and knowledge. However, challenges related to staffing, nurse-patient ratio, and resource availability were commonly experienced by respondents and were perceived to influence patient care delivery. Despite these challenges, nurses maintained strong professional attitudes and commitment to quality care. The study concludes that both competencies and workplace conditions play significant roles in patient care outcomes.

Keywords: Clinical Competence, Nursing Practice, Patient Care Delivery, Policy Enhancement, Professional Challenges, Work Environment

RESEARCH TITLE:

Effects of Job Mismatch on Job Satisfaction Among Registered Nurses in Bongao Tawi-Tawi: Basis for Improving Nursing Workforce Utilization.

CODE: GRC_C1_P030

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Abstract

The study examined the effects of job mismatch on job satisfaction among Registered Nurses in Bongao, Tawi-Tawi. Using a quantitative descriptive-correlational design, data were collected via a structured survey questionnaire that measured educational mismatch, skills mismatch, task-role mismatch, and work assignments beyond the scope of training, as well as dimensions of job satisfaction such as compensation, professional growth, supervision, and work roles. Findings revealed that nurses strongly perceived mismatches across various dimensions, particularly in the use of skills and responsibilities exceeding training. Despite this, overall job satisfaction remained relatively high, especially in compensation, professional growth opportunities, and supervision. Statistical analysis indicated a significant relationship between job mismatch and job satisfaction, suggesting that misalignment between nurses' competencies and assigned duties influences their professional experiences. Differences in job satisfaction were also examined according to demographic variables. The results underscore the importance of competency-based role allocation, supportive leadership, and structured transition programs to enhance workforce utilization. The study provides localized empirical evidence to guide healthcare administrators and policymakers in improving nursing role alignment, strengthening retention strategies, and promoting sustainable healthcare delivery in underserved areas.

Keywords: Compensation, Educational mismatch, Job mismatch, Job satisfaction, Professional growth, Registered nurses, Skills mismatch, Supervision, Task-role mismatch, and Workforce utilization.



RESEARCH TITLE:

Leadership Styles of Nurse Managers and Their Influence on Employee Retention Among Staff Nurses in a Selected Provincial Hospital

CODE: GRC_C1_P031

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Abstract

This study examined the influence of nurse manager leadership styles on employee retention among staff nurses in a selected provincial hospital, addressing a critical issue in healthcare workforce stability. Employee retention remains a major concern in nursing due to increasing workload demands and turnover, making leadership a key factor in sustaining a committed workforce. By focusing on transformational, transactional, and laissez-faire leadership, the study provided a conceptually consistent framework linking leadership behaviors to retention outcomes such as job satisfaction, organizational commitment, intent to stay, career development, and work environment support. A quantitative descriptive-correlational design was employed, involving 158 staff nurses selected through simple random sampling. Data were collected using a validated survey questionnaire and analyzed using descriptive statistics, t-test, ANOVA, correlation, and regression to determine differences and relationships among variables. Findings indicated high levels of employee retention and significant relationships between leadership styles and retention indicators, with transformational leadership showing the strongest positive influence. No significant differences were found across demographic groups. This study contributes to nursing research and practice by emphasizing the role of effective leadership in improving retention. It provides a basis for leadership development programs that enhance workforce stability and healthcare service delivery.

Keywords: Employee retention, laissez-faire leadership, nurse manager leadership, staff nurses, transactional leadership, transformational leadership

RESEARCH TITLE:

A Quantitative Assessment of Infection Control Practices and Healthcare-Associated Infections in a Tertiary Government Hospital

CODE: GRC_C1_P050

Katherine G. Pe Benito

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Abstract

Healthcare-Associated Infections (HAIs) remain a significant concern in modern healthcare systems due to their impact on patient safety, healthcare costs, and institutional credibility. This quantitative study assessed the prevalence, contributing factors, and compliance with infection control protocols in selected tertiary hospital in Iloilo City. Utilizing a structured Likert-scale questionnaire distributed among 100 healthcare professionals, the study examined four key dimensions: awareness of current HAI prevalence, infection control practices, contributing factors to HAI occurrence despite protocols, and the relationship between compliance and infection rates. Results indicated a generally high awareness of HAI prevalence, with "Agree" and "Strongly Agree" responses dominating across most statements. Infection control practices such as hand hygiene, PPE usage, and waste disposal protocols were reportedly well-implemented, although inconsistencies and resource limitations persisted. Major contributing factors identified included understaffing, outdated equipment, and inconsistent protocol implementation across departments. Moreover, findings demonstrated a strong perceived relationship between high compliance with infection control practices and reduced HAI incidence. The study concludes with recommendations to reinforce hospital-wide infection control training, ensure adequate staffing and resource availability, and enhance monitoring mechanisms. These steps are critical in reducing HAIs and safeguarding both patients and healthcare workers.

Keywords: Healthcare-associated infections, infection control, compliance, hospital protocols, quantitative research

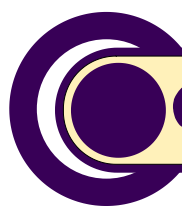
**RESEARCH
TITLE:****Clinical Nursing Practices and Patient Safety Outcomes among
Nurse Mangers in Selected Level 1 Hospitals In Cavite: Basis for
Policy Enhancement****CODE: GRC_C1_P064**

Jenina Jane J. Laparan, RN
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Abstract

This study examined the clinical nursing practices and patient safety outcomes among nurse managers in selected Level 1 hospitals in Cavite as a basis for policy enhancement. Specifically, it assessed the respondents' demographic profile, the extent of clinical nursing practices in terms of decision making and leadership, nursing intervention and techniques, teamwork and communication, and professional competencies, as well as the level of patient safety outcomes in terms of error reduction, adherence to safety protocols, and quality of patient care. The design the used to this study is descriptive correlational research design, involving nurse managers and supervisors from selected hospital and through total enumeration sapling. Data were collected using validated self-administered questionnaire and analyzed using descriptive and inferential statistics. The finding revealed that respondents were experienced the highly educated professionals. The overall extent of clinical nursing practices was rated "Strongly agree", indicating high level of leadership competence, evidence-based nursing interventions, teamwork, and professional accountability similarly patient safety outcomes were also rated "Strongly Agree", reflecting effective error reduction measures, strict compliance with safety protocols and high-quality patient care. Statistical analysis showed no significant differences in most variables grouped according to demographic profile, except for sex in the areas of decision making and leadership and quality of patient care. The study concludes the strong clinical nursing practices contribute positively to patient safety outcomes and emphasizes the importance of continuous leadership development, evidence-based practice, and supportive organizational policies to sustain quality healthcare delivery in Level 1 hospitals.

Keywords: Clinical Nursing Practices, Patient Safety outcomes, Nurse mangers, Leadership, Patient care quality, Level 1 hospitals, Policy enhancement



CLUSTER 2: Advanced Clinical Practice, Patient Safety, and Evidence-Based Care

RESEARCH TITLE:

Lived Experiences of Obstetric Nurses and Their Effects on Maternal Care at Selected Hospitals in Zamboanga City

CODE: GRC_C2_P004

Lora Ann P. Sampul, RN
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Abstract

This study explored the lived experiences of obstetric nurses and their effects on maternal care delivery in selected hospitals in Zamboanga City. Using a descriptive qualitative research design, the study aimed to understand the professional experiences, challenges, well-being, and coping mechanisms of obstetric nurses in maternal care settings. A purposive sample of thirty (30) registered obstetric nurses participated in the study. Data were collected through in-depth semi-structured interviews and analyzed using Colaizzi's phenomenological method. The findings revealed several key themes, including heavy workload and staffing shortages, emotional strain from patient outcomes, and moments of professional fulfillment that sustain nurses' motivation. Participants reported experiencing physical fatigue, emotional burnout, and psychological stress due to demanding work conditions, yet they demonstrated resilience through coping strategies such as peer support, personal self-care practices, and reflective thinking. The study also showed that nurses' well-being significantly influences maternal care delivery. Fatigue and stress may affect communication, attention to patient needs, and overall care quality, while professional commitment and emotional support help maintain safe and compassionate maternal care. Institutional support, including training programs, counseling services, and improved staffing policies, was identified as essential in promoting nurse well-being and sustaining quality maternal health services. The study highlights the importance of supportive work environments and resilience strategies in strengthening obstetric nursing practice and improving maternal care outcomes.

Keywords: Coping mechanisms, maternal care, nurse well-being, obstetric nurses, lived experiences

RESEARCH TITLE:

Evaluating The Impact of Nurses' Competencies on Patient Communication and Healthcare Outcomes

CODE: GRC_C2_P025

Elvie B. Caspe, RN
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Abstract

This study evaluates the impact of nurses' communication competencies on patient communication and healthcare outcomes at Bagumbayan Hospital in Sultan Kudarat. Guided by Hildegard Peplau's Interpersonal Relations Theory and Irwin M. Rosenstock's Health Belief Model, the research examines how competencies such as clarity, empathy, adaptability, cultural sensitivity, and active listening influence patient satisfaction, adherence to treatment, and overall well-being. A descriptive-correlational design was employed, utilizing total population sampling of 37 nurses and purposive sampling of 275 patients. Researcher-made questionnaires were validated and tested for reliability using Cronbach's alpha. Data were analyzed through frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient at a 0.05 level of significance. Findings revealed that nurses demonstrated high levels of communication competencies, while patients reported high satisfaction, adherence, and well-being. Statistical analysis indicated a significant positive relationship between nurses' communication competencies and healthcare outcomes. The study concludes that effective nurse-patient communication enhances the quality of care. It recommends strengthening communication-focused training programs and promoting patient-centered communication practices to further improve healthcare delivery.

Keywords: Adherence to treatment; Communication competencies; Healthcare outcomes; Nurse-patient communication; Overall well-being; Patient satisfaction



RESEARCH TITLE:

Factors Affecting Patient Falls in the Cardiac Ward of Two Selected Hospitals in Batangas City: Basis for Prevention Strategies

CODE: GRC_C2_P043

Shariemer A. Jilhano

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Abstract

This study examined the nurse-related factors influencing patient falls in the cardiac wards of two selected private hospitals in Batangas City. Using a descriptive-comparative research design, data were collected from 52 cardiac nurses through a validated researcher-made questionnaire. The study analyzed nurses' demographic profiles, including age, sex, years of experience, and position, as well as nurse-related factors such as nurse-to-patient ratio and workload, monitoring and supervision of high-risk patients, and compliance with hospital fall prevention protocols. Findings revealed that nurses strongly agreed that high workload and inadequate staffing compromise patient safety and increase fall risk. Vigilant monitoring, frequent patient assessment, family education, and strict adherence to hospital protocols were identified as essential strategies in preventing falls. Statistical analysis showed no significant relationship between demographic characteristics and nurses' perceptions of patient fall incidents, indicating that organizational culture, structured training, and standardized safety protocols play a more influential role in shaping fall prevention practices. Based on the findings, evidence-based prevention strategies were proposed, emphasizing optimal staffing, continuous education, strengthened supervision, and consistent policy implementation. The study highlights the importance of systemic and organizational support in enhancing patient safety and reducing fall incidents in cardiac care settings.

Keywords: Cardiac ward, compliance, monitoring, nurse-related factors, patient falls, prevention strategies, workload

RESEARCH TITLE:

Lived Experience of Newly Hired Nurses in Oncology Ward of Selected Hospitals in Manila

CODE: GRC_C2_P044

Rowena T. Rojas

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Abstract

This qualitative study was undertaken in selected hospitals in Manila to understand the lived experiences of newly hired nurses in the oncology ward. The study revealed that personal and professional challenges have a huge impact on newly hired nurses. Terminal care stress and lack of clinical skills, workplace interpersonal issues, patient load pressure, and emotional burnout have caused personal and professional pressure on nurses in the oncology ward. Likewise, the terms of the influence of their challenges, their experiences showed that it affects professional growth and resiliency, as well as understanding their roles. Despite the difficulty, the nurses learned to strengthen their confidence, advocate for the patient, and explain the holistic role of nursing. Their coping strategies and support are very important, especially if they have a combination of spiritual and practical coping strategies. The nurses' practical solutions found in the research regarding their lived experiences and challenges are the nurses' professional support and emotional support strategies.

Keywords: Oncology ward, Newly Hired Nurses, Burnout



RESEARCH TITLE:

Assessing the Competency and Compliance of Nurses in preventing Healthcare-associated Infections

CODE: GRC_C2_P046

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Abstract

This study aimed to assess nurses' competency and compliance in preventing healthcare-associated infections (HAIs) at a tertiary hospital in the Philippines. Specifically, it examined nurses' competence in knowledge, skills, and attitudes, as well as their compliance with infection prevention practices, including hand hygiene, use of personal protective equipment, aseptic technique, and environmental disinfection. It also determined whether significant differences existed when grouped according to demographic profile and explored the relationship between competency and compliance. A quantitative descriptive-correlational research design was utilized in the study. A total of 68 Intensive Care Unit (ICU) nurses were selected using proportionate stratified random sampling. Data were collected using a researcher-developed questionnaire based on established infection prevention and control guidelines, particularly from the World Health Organization (WHO), and a validated questionnaire. Descriptive statistics, Mann-Whitney U test, Kruskal-Wallis test, and Spearman's rank-order correlation coefficient were used to analyze the data. The findings revealed that nurses demonstrated a very high level of competency and a very high degree of compliance in preventing HAIs. The results also showed no significant differences in competency and compliance when grouped by age, sex, educational attainment, ICU area, and training. However, a significant difference in compliance was found when grouped by years of experience. Furthermore, the study revealed a significant moderate positive relationship between competency and compliance ($r = 0.416$, $p < 0.05$), indicating that higher competency is associated with higher compliance. The study concludes that ICU nurses possess adequate knowledge, skills, and positive attitudes, which contribute to their high level of compliance with infection prevention practices. The findings highlight the importance of sustaining competency through continuous training and reinforcement of infection control policies to further improve patient safety.

Keywords: Healthcare-associated infections (HAIs), nurses' competency, compliance, infection prevention and control (IPC), intensive care unit (ICU)

RESEARCH TITLE:

Safety Practices of Nurses in Preventing Surgical Site Infection Among Post-Operative Patients

CODE: GRC_C2_P048

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Abstract

Surgical site infections (SSIs) remain a significant concern in post-operative care, and nurses play a critical role in implementing safety practices to prevent them. This study aimed to assess nurses' safety practices for SSI prevention, describe their demographic profile, and examine the relationship between knowledge and practice. A quantitative descriptive-correlational design was employed, involving 34 nurses who met the inclusion and exclusion criteria. Data were collected using a researcher-developed and expert-validated questionnaire, with reliability confirmed by a Cronbach's Alpha of 0.948. Statistical analyses included frequencies, percentages, weighted means, and factor analysis.

Respondents were mostly aged 28–43 years, with a balanced sex distribution, and nearly half were staff nurses. Nurses demonstrated strong compliance with infection prevention practices, particularly hand hygiene, aseptic techniques, patient education, waste disposal, and medication adherence. Areas needing improvement included early reporting of infections, wound assessment, and consistent access to infection-control supplies. Workplace challenges such as inadequate staffing, long working hours, limited training, insufficient rest, and inconsistent supervision were identified. Factor analysis revealed four dimensions—core infection prevention practices, workload and staffing constraints, operational preparedness, and clinical support—that explained 75.09% of the variance. Nurses exhibited high adherence to infection prevention practices, reflecting strong knowledge and competence. However, systemic challenges constrain optimal performance. Strengthening workforce conditions and enhancing clinical support systems are essential to further improve SSI prevention and sustain high-quality patient care.

Keywords: Strategies Implemented by Nurses, Work conditions, Institutional support/resources, Knowledge/compliance behaviors.



RESEARCH TITLE:

Assessing the Relationship Between Perioperative Nurses Knowledge of Surgical Time Out and Its Key Components: A Correlational-Comparative Study

CODE: GRC_C2_P051

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Abstract

This study examines the relationship between perioperative nurses' knowledge of the Surgical Time-Out (STO) procedure and their compliance with its key safety components in operating room practice. Surgical Time-Out is a critical patient safety protocol designed to prevent surgical errors and ensure correct patient identification, surgical site verification, and procedure confirmation. The results revealed significant findings regarding the levels of knowledge and understanding of Surgical Time-Out protocols among the respondents. Specifically, the study assessed the extent to which nurses adhere to essential elements such as team communication, verification of patient identity, confirmation of the surgical procedure and site, and coordination among surgical team members. Furthermore, statistical analysis identified significant relationships between demographic variables and the levels of knowledge and compliance. The findings provide valuable insights into the correlation between nurses' knowledge and their compliance with patient safety protocols, highlighting the need for continuous education, enhancement, and reinforcement of safety procedures in surgical settings. Strengthening perioperative nurses' knowledge and adherence to Surgical Time-Out protocols can significantly contribute to improving patient safety and minimizing the risk of surgical errors.

Keywords: Surgical Time-Out, perioperative nurses, patient safety, operating room protocols, surgical safety checklist

RESEARCH TITLE:

Lived Experiences of Nurses in a Pioneering Hospital: A Phenomenological Study

CODE: GRC_C2_P055

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Abstract

This qualitative descriptive study explored the lived experiences of pioneering nurses in a newly established hospital in Jeddah, Kingdom of Saudi Arabia. Grounded in Benner's Novice to Expert Model, Meleis' Transition Theory, and Lazarus and Folkman's Stress and Coping Theory, the study examined how these experiences shaped professional identity, coping mechanisms, leadership development, and healthcare service formation. Fifteen purposively selected pioneering nurses participated in in-depth semi-structured interviews. Data were analyzed using Colaizzi's phenomenological method with the support of NVivo software. Findings revealed seven major themes: expanded professional roles; structural and operational challenges; adaptability and role expansion; coping strategies; contribution to hospital development; commitment to quality and patient safety; and professional growth and identity formation. Participants described assuming multispecialty responsibilities amid limited resources, undefined workflows, and staffing constraints. Despite these challenges, nurses demonstrated resilience through teamwork, communication, and positive cognitive reframing. Importantly, they actively helped establish workflows, safety protocols, and nursing standards, positioning themselves as foundational agents in institutional development. The study concludes that pioneering nurses function not only as care providers but also as system builders and emerging leaders. Their lived experiences significantly influence nursing practice, leadership structures, and the sustainability of healthcare services in newly established hospitals.

Keywords: Adaptability, Coping Mechanisms, Healthcare Service Development, Leadership, Patient Safety, Phenomenology, Pioneering Nurses, Professional Identity, Qualitative Research, Resilience



RESEARCH TITLE:

Lived Experiences of Aklan Nurses on Hospital Standard Operating Procedure

CODE: GRC_C2_P067

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Abstract

This qualitative study was undertaken in a selected hospital in Aklan to explore the lived experiences of nurses in implementing and adhering to the hospital's standard operating procedure in the daily practice. The study revealed that deviations from protocols are rarely acts of negligence; rather, they are often calculated, emotionally taxing decisions driven by systemic resource constraints, high patient volumes, and the urgent need to prioritize life-saving interventions over administrative sequences. The findings illustrate a professional evolution in which experienced nurses view standard operating procedures as navigational guides rather than inflexible rules, redefining accountability as "justifiable adaptation" grounded in clinical reasoning. Thus, this study shows that true professional accountability in Aklan's healthcare settings lies in the balance between following established protocols and exercising the moral courage to adapt when systemic failures or critical patient needs arise.

Keywords: Standard Operating Procedures, Clinical Judgment, Nursing Ethics, Qualitative Phenomenology, Professional Evolution, Systemic Constraints, Aklan Nurses, Ethical Dilemma.

RESEARCH TITLE:

Exploring Healthcare Professional's Perspectives on Quality Improvement & Patient Safety Initiatives

CODE: GRC_C2_P079

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Abstract

This study utilized a qualitative phenomenological research design to explore healthcare professionals' perspectives on quality improvement (QI) and patient safety initiatives. Participants were purposively selected healthcare professionals from clinical settings who had direct involvement in QI and safety programs. Data were gathered through semi-structured online interviews, allowing participants to share their experiences, insights, and challenges. The collected data were analyzed using thematic analysis to identify key patterns and themes that reflect their engagement and perceptions in real-world practice. The findings revealed that healthcare professionals actively participated in QI initiatives, which enhanced their daily clinical practice through improved awareness, accountability, and adherence to safety standards. Participants demonstrated a strong understanding and consistent application of patient safety protocols, contributing to fewer errors and improved patient outcomes. The integration of QI principles into daily practice was evident in monitoring activities, data use, teamwork, communication, and continuous learning. Challenges such as heavy workloads, time constraints, staff resistance, and limited resources were identified as barriers to their full participation in QI and patient safety activities. The study suggests that strengthening organizational support, providing continuous training, and ensuring adequate resources are essential for sustaining quality improvement efforts. Enhancing leadership engagement and fostering a culture of safety can improve participation and overcome existing barriers. The findings highlight that effective implementation of QI and patient safety initiatives leads to improved patient outcomes, stronger teamwork, and professional growth, contributing to a more efficient and sustainable healthcare system.

Keywords: Quality Improvement, Patient Safety, Healthcare Professionals, Clinical Practice, Patient Outcomes, Teamwork, Continuous Improvement



RESEARCH TITLE:

**Impact of Nurses Support on the Delivery Experiences of
Obstetric Patients**

CODE: GRC_C2_P083

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Abstract

This study mainly examined the relationship between nurses' support and the childbirth experiences of obstetric patients in a selected birthing facility. A quantitative correlational research design was employed, involving 30 purposively selected nurses who were directly involved in labor and delivery care, using adapted instruments to measure both variables. Findings showed that nurses' support was generally high, particularly in baby care support (WM = 4.27) and information delivery support (WM = 4.20), while introducing resources support obtained the lowest rating (WM = 3.75). Childbirth experiences were also generally positive, with perceived safety (WM = 4.06) and professional support (WM = 3.98) among the higher-rated dimensions, while own capacity and participation reflected relatively lower ratings. Statistical analysis revealed a significant positive relationship between nurses' support and childbirth experiences ($r = 0.724$, $p = 0.000$), which indicates that higher levels of nursing support are associated with more favorable delivery experiences. These findings are supported by existing literature emphasizing the role of emotional support, communication, and maternal guidance in shaping childbirth experiences, which reinforces that both clinical competence and interpersonal care contribute to patient satisfaction and outcomes. The results highlight that childbirth experiences are influenced not only by physical care but also by how supported, informed, and involved patients feel throughout the process. However, the study is limited by its small sample size and focus on a single birthing facility, which may affect the generalizability of the findings. Despite this, the study provides practical and theoretical insights by reinforcing the importance of patient-centered nursing care in maternal health. It is recommended that nurses enhance patient engagement and awareness of post-discharge resources, while future researchers explore similar variables across different settings to further validate and expand these findings.

Keywords: Nurses' support; childbirth experience; obstetric patients; maternal care; labor and delivery

RESEARCH TITLE:

**Effectiveness of Post-Operative Care in Preventing Surgical Site
Infections Among Adult Patients Undergoing Abdominal Surgery
in Selected Secondary Hospitals in Quezon City, Philippines**

CODE: GRC_C2_P086

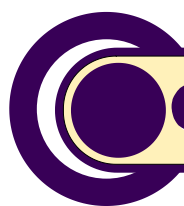
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Abstract

Surgical site infections (SSIs) are the most common yet preventable complication after an abdominal surgery. However, SSI cases in the Philippines continue to rise, specifically in secondary hospitals. To address this public health concern, the study aimed to evaluate the effectiveness of post-operative care practices among adult patients undergoing abdominal surgery in secondary hospitals in the Philippines. Fifty (50) patients participated in the quantitative research and responded to a validated questionnaire that assessed the level of effectiveness of post-operative practices among nurses. Data revealed that nurses employed in secondary hospitals in the Philippines demonstrated adequate knowledge of the occurrence and prevention of SSI. Hence, nurses were competent in post-operative care after abdominal surgery.

Keywords: Surgical site infection, abdominal surgery, post-operative care



CLUSTER 3: Public Health, Community Engagement, and Health Promotion

RESEARCH TITLE:

Faith, Culture, and Barriers: A Qualitative Study on Maranao Mothers' Lived Experiences of Family Planning in Marawi City

CODE: GRC_C3_P003

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Abstract

This qualitative phenomenological study explored the lived experiences of Maranao mothers regarding family planning in Marawi City. Grounded in Symbolic Interactionism and supported by the Health Belief Model and the Social Ecological Model, the study examined how faith, cultural norms, gender dynamics, social pressures, and structural constraints shape reproductive decision-making. Using purposive sampling, fifteen married Maranao mothers participated in in-depth semi-structured interviews. Data were analyzed through Colaizzi's seven-step method with the aid of NVivo software. Findings revealed that family planning is a negotiated and context-dependent practice rather than a simple acceptance or rejection of contraception. Faith functioned as both moral guide and source of ambivalence, as mothers sought religious validation before making decisions. Cultural expectations valorizing fertility and motherhood reinforced social pressure, while fear of side effects and misinformation hindered contraceptive use. Gendered power relations positioned husbands as key decision-makers, and stigma discouraged open discussion. Economic hardship and limited access to culturally sensitive services further constrained choices. The study concludes that faith-responsive, culturally grounded, and community-engaged interventions are essential to support informed and respectful reproductive health decisions among Maranao mothers.

Keywords: Barriers; Culture; Faith; Family planning; Gender dynamics; Lived experiences; Maranao mothers; Phenomenology; Reproductive decision-making; Social stigma; Structural constraints.

RESEARCH TITLE:

Lived Experiences of Community Clients on Holistic Care: Advancing Health Equity Through Comprehensive Healthcare Approaches

CODE: GRC_C3_P009

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Abstract

This study explored the lived experiences of community clients receiving holistic care and how these experiences shape their perceptions of health equity within a community healthcare setting. Using a qualitative descriptive phenomenological design, the research focused on thirty (30) middle-aged adults aged 40 to 65 years residing in Barangay Roxas, Solano, Nueva Vizcaya. Participants were selected through purposive sampling and had received holistic care services within the past 6 to 12 months. Data were gathered through in-depth, semi-structured interviews and analyzed using Colaizzi's seven-step phenomenological method, supported by NVivo software. Findings revealed that participants described holistic care as an approach that addressed their physical, emotional, social, and spiritual needs, fostering a sense of support, comfort, and trust toward healthcare providers. Participants emphasized the importance of compassionate communication, cultural sensitivity, and inclusive service delivery in shaping positive healthcare experiences. Moreover, perceptions of fairness, dignity, and respect in care significantly influenced their sense of well-being and confidence in accessing community health services. The study highlights that holistic, person-centered care plays a crucial role in promoting health equity by ensuring that healthcare services are responsive, inclusive, and respectful of individual needs. These findings provide valuable insights for healthcare providers, community health programs, and policymakers in strengthening equitable and comprehensive healthcare delivery.

Keywords: community clients, health equity, holistic care, lived experiences, phenomenology



RESEARCH TITLE:

Analysis of Barangay Health Workers Implementation of health and nutrition program: Basic for program intervention

CODE: GRC_C3_P028

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Abstract

This study was designed for analysis of barangay health workers' implementation of health and nutrition program. Specifically, this study aimed to: document the socio-demographic profile, determine the health and nutrition programs implemented in the selected barangays, explore how the health and nutrition programs are implemented, examine how do barangay workers describe their experiences in implementing health and nutrition programs in the community, and draw out recommendations from the respondents for effective implementation of health and nutrition programs.

As to the socio-demographic profile of the respondents, majority are more than thirty years old, female, married, college level, in the service for more than ten years, composed of five and above members, and earned ten thousand pesos per month. The topmost health and nutrition programs implemented in the selected barangays is infant and young child feeding program. There are six themes from coded statements that surfaced on implementation of health and nutrition program which include: Community Assessment, Planning and Coordination, Information Dissemination and Community Mobilization, Program Implementation, Monitoring and Follow-up, and Recording and Reporting.

There are four experiences by the BHWs in implementing health and nutrition programs in the community his include the following: difficulty in reaching residents, limited resources and supplies, communication and coordination challenges, and insufficient feedback collection. There are six identified recommendations for effective implementation of health and nutrition which include and the topmost is additional budget.

Keywords: Barangay Health Workers (BHWs), Health and Nutrition Programs, Implementation

RESEARCH TITLE:

Evaluating the Competency of Barangay Health Workers in the Community Health Care of Leganes, Iloilo: A Basis for Training Program Enhancement for BHWs

CODE: GRC_C3_P039

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Abstract

This study aimed to evaluate the competency of Barangay Health Workers (BHWs) in community health care in a barangay in Iloilo as basis for enhancing training program. Specifically, it determined the demographic profile of BHWs; sex, age, civil status, educational background, and years of experience, and assessed their competence as community organizer, health educator, and healthcare provider. The relationship between the demographic profile and competency levels was explored. A descriptive-correlational quantitative research design was used, with 102 BHW respondents selected through simple random sampling. Data were gathered using a validated questionnaire and analyzed using frequency, percentage, weighted mean, Spearman's rank correlation coefficient, and Kruskal Wallis test. Findings revealed that most BHWs were female, 37-44 years old, married, with mainly high school or vocational/technical education. Overall, they are generally competent in their roles as community organizer (mean = 3.92), health educator (mean = 3.82), and health care provider (mean = 3.85). Most demographic variables showed that there is no significant relationship with competency levels. However, educational background showed a significant relationship with competency, indicating that higher educational attainment is related with higher competency. The study concludes that while BHWs had high competence in community health roles, there are still areas needing improvement. These findings support the development of competency-based training programs aimed at strengthening knowledge, skills, and attitudes. Recommendations include comprehensive competency-based training program include theoretical knowledge, practical skills, and field application, with additional support for those with lower education, along with continuous evaluation and follow-up to improve performance.

Keywords: Barangay Health Workers, community health, basic enhancement program, competency, Philippines, healthcare providers



RESEARCH TITLE:

Navigating Language Barriers: Challenges and Coping Strategies of Nurses in a Multilingual Long-Term Care Facility in Abu Dhabi, UAE

CODE: GRC_C3_P057

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Abstract

Language barriers remained a significant challenge in healthcare, particularly in multicultural and multilingual settings such as long-term care facilities in Abu Dhabi, United Arab Emirates. These barriers contributed to miscommunication, reduced patient satisfaction, delays in care, and increased risks to patient safety. Although existing literature has examined language barriers in healthcare, limited research has focused on nurses' lived experiences in long-term care settings and how they navigate these challenges in practice. This study explored the lived experiences of nurses in managing language barriers, examining the challenges they encountered, the coping strategies they employed, and the role of institutional support in improving communication and care outcomes. This study employed a descriptive phenomenological qualitative research design, guided by Giorgi's Descriptive Phenomenological Method. Data were collected through semi-structured interviews with 10–15 purposively selected non-Arabic-speaking nurses working in a long-term care facility in Abu Dhabi. Data analysis followed Giorgi's systematic process, including reading for a sense of the whole, delineating meaning units, transforming these into psychologically sensitive expressions, and synthesizing them into a structural description of the phenomenon. Findings revealed that language barriers were a persistent, multidimensional challenge affecting communication, patient safety, quality of care, therapeutic relationships, and nurses' emotional well-being. The lived experience was characterized by continuous interpretive labor, in which nurses were required to actively construct meaning from limited verbal cues, nonverbal communication, and external supports. While participants demonstrated adaptability through coping strategies such as translation tools, teamwork, and nonverbal techniques, these approaches were often inconsistent and insufficient, particularly in complex and time-sensitive situations. The study concluded that addressing language barriers requires not only individual nurse adaptability but also structured institutional support, including interpreter services, standardized communication tools, and language training programs. These findings highlight the need for system-level interventions to support culturally competent, safe, and patient-centered care in multilingual long-term care settings.

Keywords: *Navigating, challenges, strategies*

RESEARCH TITLE:

Evaluating the Breastfeeding Policy Implementation and Its Influence on Breastfeeding Practices Among Primiparous Adolescent Mothers in a Primary Government Hospital

CODE: GRC_C3_P066

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Abstract

This study investigated the implementation of hospital breastfeeding policies and their influence on the breastfeeding practices of primiparous adolescent mothers in a primary government hospital in Palawan, Philippines. Employing a quantitative evaluative-correlational design, the research involved twenty adolescent mothers aged 14 to 19 who delivered their first child in the selected facility. Data collection used a structured questionnaire aligned with the Mother-Baby Friendly Hospital Initiative (MBFHI), which emphasizes immediate skin-to-skin contact, rooming-in, breastfeeding education, and follow-up support to sustain breastfeeding. Descriptive statistics, including frequency and percentage distributions, were used to describe demographic profiles and breastfeeding practices with respect to initiation, exclusivity, and continuation. Inferential statistics, specifically weighted mean, standard deviation, and Pearson Product-Moment Correlation, were applied to determine the relationship between policy implementation and breastfeeding practices. Findings revealed that most participants were late adolescents, in live-in relationships, high school graduates, and from low-income households. All respondents demonstrated positive breastfeeding practices, reporting early initiation, exclusive breastfeeding, and strong intentions to continue for up to two years. Perceptions of hospital breastfeeding policy implementation yielded very high mean scores, suggesting strong compliance with recommended standards. However, statistical analysis showed no significant relationship between policy implementation and breastfeeding practices. This outcome may be attributed to the small sample size and the ceiling effect in responses. The results imply that while hospital policies effectively support early breastfeeding behaviors, sustained practices may be influenced by external factors beyond hospital policy, such as family support, cultural norms, and socioeconomic conditions. The study underscores the importance of targeted breastfeeding interventions for adolescent mothers, the inclusion of family members in breastfeeding education, enhanced lactation support services, efficient discharge and follow-up monitoring systems, and future longitudinal research with larger samples to explore other determinants of breastfeeding practices.

Keywords: *Adolescent, primiparous, breastfeeding policy implementation, breastfeeding practices, MBFHI, skin-to-skin contact, rooming-in, initiation, exclusivity, continuation*



RESEARCH TITLE:

Exploring The Eating Habits And Their Perceived Effects On Health Among Nurses: A Qualitative Study

CODE: GRC_C3_P068

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Abstract

This qualitative study explored nurses' eating habits and how these influence their physical and mental well-being within the demands of their profession. The findings revealed a complex and often challenging relationship between nurses and their dietary practices. Many participants described irregular eating patterns, including skipped meals and reliance on fast or convenient food options, largely due to long shifts, time constraints, and workplace stress. Although nurses are knowledgeable about proper nutrition, this awareness does not always translate into practice. Several participants shared that while they intend to eat healthily, the realities of clinical work often make it difficult to prioritize balanced meals. As a result, both positive and negative effects were identified. Some nurses reported making intentional healthy choices when time allowed, which helped sustain their energy and focus. However, more commonly, unhealthy eating habits were associated with fatigue, low energy, decreased concentration, and increased stress. Importantly, nurses recognized that their eating behaviors directly affect their job performance and overall well-being. Poor nutrition was associated with reduced productivity and difficulty managing work-related demands, while healthier habits were associated with better stamina and mental clarity during shifts. Overall, the study highlights a gap between knowledge and practice, underscoring the need for supportive workplace strategies to help nurses maintain healthier eating habits. Addressing these challenges is essential not only for nurses' personal health but also for ensuring optimal patient care and safety.

Keywords: Nurses, eating habits, dietary practices, occupational health, work-related stress, qualitative study, health behavior, workplace environment

RESEARCH TITLE:

Lived Experiences of Community Health Officers in Policy Advocacy for Health System Strengthening: Basis for Awareness Program

CODE: GRC_C3_P082

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Abstract

This study explored the lived experiences of Community Health Officers (CHOs) in policy advocacy for health system strengthening at Hospital Annex 2 – Dalig Hospital. Guided by a descriptive phenomenological design and Colaizzi's method of analysis, in-depth interviews were conducted with nine CHOs selected through purposive sampling. Findings revealed that CHOs perceive policy advocacy as both empowering and challenging. Their roles extend beyond service delivery to include community representation, participation in planning activities, collaboration with local government units, and contribution to policy implementation. Participants identified barriers such as limited institutional support, heavy workload, insufficient policy literacy, and hierarchical decision-making structures. Despite these constraints, CHOs demonstrated resilience through coping strategies including peer collaboration, reflective practice, and sustained commitment to community welfare. Advocacy efforts were perceived to contribute to improved coordination, enhanced service accessibility, and strengthened community engagement. The study underscores the need for structured awareness and capacity-building initiatives to enhance CHOs' advocacy competencies. Based on the findings, an awareness program grounded in participants' lived experiences is proposed to strengthen their roles as policy advocates and support sustainable health system improvement.

Keywords: Advocacy, Awareness Program, Community Health Officers, Health System Strengthening, Lived Experiences, Policy Advocacy



CLUSTER 4: Emergency Management, Acute Care, and Crisis Response

RESEARCH TITLE:

The Lived Experiences of Operating and Delivery Room Generation Z Nurses

CODE: GRC_C4_P015

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Abstract

This qualitative phenomenological study explored the lived experiences of generation z nurses assigned in the operating room (or) and delivery room (dr) of selected hospitals in davao del norte. The study aimed to understand their professional experiences, challenges, coping mechanisms, and factors that influence their adaptation and performance in high-acuity clinical settings. Data were gathered through in-depth, semi-structured interviews and analyzed using thematic analysis to identify recurring patterns and meanings from the participants' narratives. Findings revealed that generation z nurses viewed their or and dr experiences as both fulfilling and demanding. They appreciated the collaborative environment, clinical exposure, and learning opportunities, but also encountered challenges such as heavy workload, multitasking pressure, emergency decision-making, unfamiliar procedures, high-risk cases, and performance expectations from senior staff. The participants coped through learning from experience, seeking support from mentors, colleagues, and family, practicing self-care, and developing professional adaptability and confidence. The study concludes that while generation z nurses face emotional, social, and professional pressures in or and dr settings, proper mentorship, supportive supervision, structured orientation, and psychologically safe workplaces can strengthen their resilience, competence, and long-term commitment to the nursing profession.

Keywords: Generation Z nurses, lived experiences, operating room, delivery room, coping mechanisms, high-acuity clinical settings, nursing adaptation

RESEARCH TITLE:

Obstetric Emergency Education Among Primipara Mothers: A Basis for Enhanced Maternal-Child Health Outcomes

CODE: GRC_C4_P016

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Abstract

The study evaluated the knowledge and preparedness of primiparous mothers before and after obstetric emergency management health education. This quasi-experimental study enables testing of the knowledge and preparedness of primiparous mothers to deal with such obstetric emergencies. Also, it assesses the effectiveness of the proposed obstetric emergency management health education in improving the knowledge and preparedness of primiparous mothers. In addition, the outcome of the study can be useful in the future in order to promote maternal health and prevent maternal-related complications and deaths. Findings revealed that preceptors' overall influence on professional development was very high. Among the dimensions, guidance and professional behavior had the strongest impact, followed by teaching, emotional support, and feedback. Correlation analysis showed a significant positive relationship between overall preceptorship and professional development ($r = 0.679$, $p < 0.001$). Specifically, guidance and professional behavior demonstrated strong positive correlations with skill development, confidence, and competence ($r = 0.6482$ and $r = 0.5707$, respectively; $p < 0.0001$). Meanwhile, teaching, feedback, and emotional support showed moderate yet significant relationships ($p < 0.05$), highlighting the combined contribution of all preceptorship elements. The experimental group of primiparous mothers has a moderate level of knowledge and a high level of preparedness for obstetric emergencies and their management before the proposed obstetric emergency management health education is administered. After the proposed obstetric emergency management health education was administered, the experimental group of primiparous mothers showed improved knowledge and preparedness. The overall model was not statistically significant, $F(26, 3) = 8.588$, $p = .109$, indicating that the differences between pre- and post-test scores do not predict the effectiveness of the proposed obstetric emergency management health education in enhancing respondents' knowledge. Post-test scores differed statistically from the respondents' pre-test scores. While the overall model was not statistically significant ($F(25, 4) = 8.488$, $p = .105$), the differences between the pre- and post-test scores predicted the effectiveness of the proposed obstetric emergency management health education. Post-test scores differed statistically from the respondents' pre-test scores. Therefore, the null hypothesis stating that there is no significant difference between the pre- and post-test scores was rejected.

Keywords: Primipara mothers, obstetric emergency management health education, pre-test, post-test, knowledge, and preparedness



RESEARCH TITLE:

Nurses as Vaccine Advocates: Effective Strategies for Over Coming Vaccine Hesitancy in the Pediatric Population

CODE: GRC_C4_P017

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Abstract

This study explored the role of nurses as vaccine advocates in addressing vaccine hesitancy among parents or guardians in the pediatric population. Using a qualitative descriptive phenomenological design, the research gathered data from nine registered nurses working in pediatric and immunization units. Data were collected through semi-structured interviews and analyzed using Colaizzi's method to identify emerging themes. Findings revealed that vaccine hesitancy is influenced by fear of side effects, misinformation from social media, low health literacy, and cultural beliefs. Nurses play critical roles as health educators, counselors, advocates, and trust builders in promoting vaccine acceptance. Effective strategies identified include health education, empathetic communication, use of simple language, and trust-building techniques. The study also found that nurse-led interventions significantly improve parental understanding and increase vaccine acceptance. However, challenges such as time constraints, parental resistance, communication barriers, and mistrust were noted. The findings highlight the importance of strong communication skills and institutional support in enhancing vaccine advocacy. The study concludes that nurses are essential in overcoming vaccine hesitancy and improving immunization outcomes. Strengthening training programs, providing educational resources, and ensuring organizational support are recommended to enhance the effectiveness of nurses in promoting childhood vaccination.

Keywords: advocacy, communication, education, hesitancy, immunization, nurses, pediatrics, strategies, vaccination

RESEARCH TITLE:

Enhancing Safe Practices in Medication Administration for Telephone Orders: An Evaluation of Compliance with Read-back and Confirmation Policies

CODE: GRC_C4_P033

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Abstract

This quantitative descriptive-correlational study examined nurses' compliance with the Read-Back and Confirmation Policy during telephone medication orders in oil and gas healthcare clinics in Abu Dhabi. Using audit data, surveys, and error tracking over six months, the study assessed compliance levels, influencing organizational and individual factors, and patient safety outcomes. Findings revealed 100% compliance across 732 audited orders and zero medication errors, while qualitative data highlighted workload pressure, communication challenges, fear of blame, and leadership support as key factors affecting sustainability of compliance.

Keywords: Medication errors; telephone orders; read-back; confirmation; patient safety; nursing practice.



RESEARCH TITLE:

Living Under Pressure A Phenomenological Studies of ICU Nurses' Stress, Coping and Resilience

CODE: GRC_C4_P040

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Abstract

While many studies discussed stress and burnout in ICU nurses, few focus on their personal stories and lived experiences. There is a need to better understand how nurses experience, manage, and make sense of stress in their daily work. This study used Husserlian phenomenology to explore nurses' lived experiences. Ten ICU nurses were purposely selected. Data were collected through synchronous, text-based interviews, with the researcher serving as the primary instrument. The data were analyzed using Braun and Clarke's thematic analysis. Findings showed that ICU nurses experience constant, multifaceted stress, mainly due to heavy workloads, high patient acuity, staffing shortages, and the need for quick decisions. Nurses described feeling overthinking, anxiety, emotional exhaustion, and physical fatigue, showing how stress affects them mentally, emotionally, and physically. Relationships and communication with colleagues, patients, and families also played a big role, sometimes reducing stress, but at times making it more challenging. To cope, nurses used strategies such as prioritizing tasks, taking short breaks, seeking support from others, and engaging in spiritual practices. Over time, many nurses developed resilience, adaptability, and professional growth, making these experiences part of who they are as professionals. In conclusion, stress in ICU nursing is continuous and ever-changing, affecting nurses' well-being, coping ability, and professional growth. The study highlighted the importance of stronger support systems, better communication, and stress management programs to help ICU nurses maintain their well-being. Future efforts may focus on creating supportive workplace environments that promote resilience.

Keywords: Stress, ICU nurses, high stress experiences, coping strategies, Professional growth

RESEARCH TITLE:

Effects Of Extended Work Shifts on Patient Safety of Nurses in a Selected Tertiary Government Hospital

CODE: GRC_C4_P059

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Abstract

Extended work shifts have become increasingly common in tertiary government hospitals due to staffing shortages and high patient census. This study aimed to determine the effects of extended work shifts on patient safety among nurses in a selected tertiary government hospital, considering demographic characteristics as moderating variables. A quantitative descriptive correlational design was employed, involving 130 registered nurses selected through simple random sampling. Data were collected using a validated researcher-made survey questionnaire measuring demographic profile, length and frequency of extended shifts, and patient safety indicators. Descriptive statistics, Spearman's rank-order correlation, and Kruskal-Wallis H test were utilized for data analysis. Findings revealed that majority of nurses worked shifts exceeding 12 hours, with many rendering extended shifts daily. Although nurses generally agreed that patient safety was maintained, fatigue-related factors such as reduced concentration and communication challenges were reported. A weak but statistically significant negative correlation was found between extended work shifts and patient safety. Age and years of nursing experience significantly influenced patient safety outcomes. The study concludes that prolonged and frequent shifts may subtly compromise patient safety and recommends optimized scheduling and fatigue management strategies to enhance nurse well-being and healthcare quality.

Keywords: Age, extended work shifts, nurse fatigue, nursing experience, patient safety, tertiary government hospital



CLUSTER 5: Digital Health, Artificial Intelligence, and Healthcare Technology

RESEARCH TITLE:

Assessing The Implementation and Impact of Paperless Records System at the Calamba City Health Office

CODE: GRC_C5_P041

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Abstract

This study assessed the implementation and impact of the paperless records management system at the Calamba City Health Office, focusing on efficiency and workflow, accuracy and record quality, user satisfaction and adaptation, system accessibility and usability, technical and operational challenges, and privacy and security. Guided by the Technology Acceptance Model (TAM), the study employed a sequential explanatory mixed-method research design combining quantitative and qualitative approaches. Quantitative data were gathered through survey questionnaires administered to 68 respondents composed of healthcare staff, administrative personnel, and patients who directly interacted with the paperless records system. The questionnaire underwent expert validation and pilot testing, obtaining a Cronbach's alpha reliability coefficient of 0.990. Descriptive statistics, weighted mean, standard deviation, and Pearson Product-Moment Correlation were utilized to analyze the data. Qualitative data were collected through semi-structured interviews and analyzed using Braun and Clarke's thematic analysis framework. Findings revealed that respondents strongly agreed that the paperless records management system positively impacted operational efficiency and workflow (WM = 4.23), accuracy and record quality (WM = 4.38), and user satisfaction and adaptation (WM = 4.26). The overall impact of the system obtained a weighted mean of 4.29, interpreted as Strongly Agree. In terms of system effectiveness, respondents strongly agreed on system accessibility and usability (WM = 4.25), while technical and operational challenges (WM = 3.93) and privacy and security (WM = 4.18) were interpreted as Agree, resulting in an overall weighted mean of 4.13. Correlation analysis revealed a significant high positive relationship between the perceived impact of the system and the level of system effectiveness ($r = 0.755$, $p = 0.0001$), leading to the rejection of the null hypothesis. Thematic analysis identified five major themes: infrastructure dependency, operational efficiency and burden, workforce adaptation and literacy, systemic trust and security, and impact on patient care. Participants emphasized that the system improved patient record retrieval, reduced waiting times, and enhanced communication among healthcare providers. However, recurring challenges included unstable internet connectivity, repetitive data encoding, resistance to technological change, and the need for additional training among less digitally literate staff. The study concluded that the paperless records management system at the Calamba City Health Office represents a generally successful digital transformation that improved workflow efficiency, data accuracy, and patient care quality.

Keywords: Paperless records system, healthcare, infrastructure dependency, patient care, digital transformation

RESEARCH TITLE:

Exploring Lived Experience of Rural Health Unit Nurses on Telemedicine (mWell) Platform Utilization in Sitangkai, Tawi-Tawi: A Qualitative Study

CODE: GRC_C5_P042

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Abstract

This qualitative phenomenological study explored the lived experiences of rural health unit nurses in using the mWell telemedicine platform in Sitangkai, Tawi-Tawi. The study examined how telehealth was utilized in community nursing practice and how it influenced healthcare delivery in a geographically isolated island municipality. Using purposive sampling, nine community nurses from the Rural Health Unit of Sitangkai who had used or attempted to use mWell participated in semi-structured interviews. Data were analyzed using Braun and Clarke's six-phase thematic analysis. Findings revealed that mWell functioned as a support mechanism for sustaining healthcare delivery, improving access to consultation, reducing travel burden, assisting nurses during physician shortages, and strengthening referral links with doctors and specialists. However, implementation remained constrained by poor internet connectivity, inadequate digital infrastructure, technical difficulties, limited training, and the continued need for face-to-face care in complex cases. The study concludes that telehealth has meaningful potential to strengthen rural healthcare delivery in underserved island communities, but its success depends on provider readiness, sustained institutional support, stable connectivity, and context-sensitive implementation.

Keywords: Telemedicine, mWell, rural health unit, nurses, Sitangkai, rural healthcare delivery



RESEARCH TITLE:

**Enhancing Patient Care Through Technology in Nursing Practice:
Basis for Quality Policy Enhancement**

CODE: GRC_C5_P058

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Abstract

Integrating advanced healthcare technology in nursing practice is a critical driver for improving clinical outcomes and patient safety in modern healthcare. This study examined the integration of advanced healthcare technology in nursing practice as a basis for quality policy enhancement in a provincial hospital setting. Specifically, it assessed the demographic profile of staff nurses, their level of competencies in terms of skills, knowledge, and values, the common challenges encountered in utilizing technological systems in patient care, and the significant relationship between competencies and challenges. Anchored on the Technology Acceptance Model (TAM) and the philosophy of pragmatism, the study employed a descriptive-correlational research design involving fifty (50) staff nurses assigned in various high-volume clinical units, including the Medicine Ward and Emergency Room. A validated and pilot-tested questionnaire was used to gather data. The instrument covered three main areas: (1) demographic profile; (2) level of competencies in terms of skills, knowledge, and values; and (3) challenges in utilizing technological systems, specifically cybersecurity risks, technical competency, equipment downtime, and training and education gaps. Data were analyzed using frequency, percentage, weighted mean, and Pearson correlation coefficient. Findings revealed that staff nurses demonstrated a high level of competencies in healthcare technology utilization, particularly in operating digital medical devices (WM = 4.36) and understanding cybersecurity protocols (WM = 4.30). They also exhibited strong professional values toward technology, emphasizing patient safety and continuous digital learning. Despite these competencies, several institutional challenges were identified. Equipment downtime emerged as a frequent concern (Overall Mean = 3.46), often resulting in workflow disruptions and increased reliance on manual documentation. Training and education gaps were also evident (Overall Mean = 3.495), particularly in relation to limited hands-on simulation and ward-specific guidelines. Correlation analysis showed that nurses' skills, knowledge, and values significantly reduce technical competency challenges; however, they do not significantly influence cybersecurity risks, equipment downtime, and training deficiencies. These findings indicate that such challenges are largely institutional and system-driven rather than individual-based. Based on these results, a Quality Policy Enhancement Framework was developed, focusing on strengthening digital health infrastructure, establishing structured and simulation-based training programs, enhancing cybersecurity systems, and implementing ward-specific technology guidelines. The study concludes that while staff nurses are highly competent and positively inclined toward healthcare technology, effective integration requires stronger institutional support, resource allocation, and continuous professional development to fully optimize technology-enhanced nursing care.

Keywords: Nursing practice, healthcare technology, clinical competency, cybersecurity, equipment downtime, training and education, Technology Acceptance Model, quality policy enhancement

RESEARCH TITLE:

**From Alert to Action: A Qualitative Exploration of Sepsis Alert
Systems and Their Impact on Clinical Decisions and Outcomes in
Pediatric Patients**

CODE: GRC_C5_P069

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Abstract

This study explored healthcare professionals' experiences with sepsis alert systems and their influence on clinical decision-making and pediatric patient outcomes in a government hospital in Qatar. Using a qualitative design, data were collected through semi-structured interviews and non-participant observations and analyzed thematically. Findings showed that alerts improved early recognition, prioritization, and teamwork but were challenged by alert fatigue, false positives, and workflow issues. Despite limitations, the system supported timely interventions and better outcomes. Continuous refinement, improved integration, and staff training are essential to optimize effectiveness and sustain high-quality pediatric care delivery.

Keywords: Sepsis alert system, pediatric care, clinical decision-making, early detection, patient outcomes, qualitative research

**RESEARCH
TITLE:****Exploring The Nurses' Perceptions on the Artificial Intelligence-
Powered Triage System in Improving the Patient Emergency
Nursing Outcomes****CODE: GRC_C5_P071**

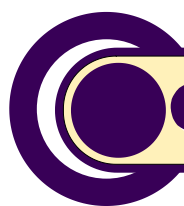
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Abstract

This qualitative study is rooted in Grounded Theory and guided by the philosophical doctrine of subjectivism. Face-to-face interviews were conducted with seven (7) randomly selected nurses at Dr. Rafael Tumbokon Memorial Hospital. Data analysis followed an ontological interpretive approach, mapping emerging narratives onto Roy's Adaptation Model to conceptualize how clinical staff navigate technological advancements in healthcare environments. Findings revealed that there were three core thematic clusters that emerged from the data: Positive Outlook, Training and Proper System Utilization, and AI-Powered Triage as Support. While the hospital relies strictly on manual, traditional triage protocols, all respondents demonstrated baseline theoretical knowledge of AI algorithms. Nurses universally perceived AI triage as a valuable tool capable of standardizing workflows, accelerating patient prioritization, and reducing wait times—particularly for novice staff during peak hours. However, respondents unanimously rejected the notion of AI as a standalone assessment mechanism, emphasizing that algorithms lack clinical intuition, critical observation, and qualitative reasoning. Nurses maintain a highly positive receptivity toward adapting to AI innovations, provided the technology is introduced gradually with structured training. Crucially, clinicians view AI-driven platforms strictly as an objective decision-support mechanism to assist, rather than replace, human clinical judgment and hands-on nursing assessments.

Keywords: Artificial Intelligence, emergency nursing, grounded theory, nursing perceptions, Roy's Adaptation Model, triage systems.





CLUSTER 6: Mental Health, Wellness, and Psychosocial Care Across the Lifespan

RESEARCH TITLE:

Exploring The Role of Community Nurses in Addressing Mental Health Stigma and Promoting Access to Mental Health Services

CODE: GRC_C6_P010

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Abstract

Mental health stigma continues to impede individuals from seeking appropriate care, particularly in communities with limited awareness and access to services. This study explored the experiences of 18 community nurses in Daraga, Albay, regarding mental health stigma and access to mental health services. Using a descriptive qualitative design, data were collected through semi-structured interviews, transcribed verbatim, and thematically analyzed. Findings revealed that community nurses perceive stigma as a major barrier, influenced by negative attitudes, cultural beliefs, and fear of social judgment. Clients often hesitate to acknowledge mental health concerns, while families may resist professional interventions due to shame or traditional beliefs. Despite these challenges, nurses employ strategies such as health education, counseling, and community outreach to reduce stigma, promote mental health awareness, and encourage help-seeking behaviors. Additionally, they facilitate access to care through early identification of mental health concerns, referrals to specialists, and continuous follow-up. The study highlights the critical role of community nurses as educators, advocates, and facilitators of mental health services, emphasizing their contribution to bridging gaps in care. Strengthening nurses' capacity through training, resource allocation, and policy support can further enhance community-based mental health promotion and reduce stigma.

Keywords: Community nursing, mental health access, mental health promotion, mental health stigma, public health nursing

RESEARCH TITLE:

Close to the Heart: A Phenomenological Study on Mothers' Experiences with Kangaroo Mother Care

CODE: GRC_C6_P013

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Abstract

Kangaroo Care is a nurturing approach that promotes infant stability and strengthens bonding. This study explored the lived experiences of mothers practicing Kangaroo Mother Care (KMC) in Bauko, Mountain Province. Using a descriptive phenomenological design, eight mothers participated in interviews analyzed via Colaizzi's method. Four major themes emerged: Emotional and Psychological Empowerment, Physical and Health Benefits, Coping Strategies and Adaptation, and Cultural and Social Support. These findings highlight KMC as a medical and transformative experience empowering mothers through bonding and confidence.

Keywords: Kangaroo mother care, maternal empowerment, neonatal health



RESEARCH TITLE:

Assessing the different Strategies for Managing Chronic Pain in the Aging Population: A Quantitative Study

CODE: GRC_C6_P026

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Abstract

Chronic pain significantly affects older adults, limiting independence and quality of life. This study assessed strategies for managing chronic pain in the aging population and their perceived effectiveness. A quantitative design was employed using structured surveys among older adults with chronic pain. Data were analyzed through descriptive statistics and correlation tests. Pharmacological interventions were widely used but varied in effectiveness depending on comorbidities and pain duration. Non-pharmacological strategies, including exercise, relaxation, and social support, were perceived as more effective among resilient and socially engaged participants. Findings highlight the need for multimodal, patient-centered approaches to chronic pain management. Integrating pharmacological and non-pharmacological strategies tailored to individual profiles can improve outcomes. Nurse-led interventions and interdisciplinary collaboration are strongly recommended.

Keywords: Chronic Pain, Aging Population, Pain Management Strategies, Quantitative Study, Patient-Centered Care

RESEARCH TITLE:

Exploring the Journey of Young Adult Patient Undergoing Kidney Replacement Therapy

CODE: GRC_C6_P034

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Abstract

This qualitative study explored the lived experiences of young adults aged 18–26 years undergoing hemodialysis in Tacurong City, Philippines, guided by Roy's Adaptation Model. Using a descriptive qualitative design, data were collected through semi-structured interviews with fifteen participants and analyzed using Colaizzi's phenomenological method. Findings revealed six interconnected themes: onset of illness, physical burden, psychological distress, social disruption, adaptive coping, and identity and quality of life shifts. Participants attributed disease onset to both lifestyle and genetic factors. Hemodialysis imposed significant physical strain, including fatigue, pain, and dietary restrictions, alongside profound psychological distress marked by fear, helplessness, and dependency. Social roles were disrupted through limited participation, employment challenges, and family role reversal. Despite these difficulties, participants demonstrated adaptive coping through acceptance, spirituality, social support, and positive reframing. Over time, many experienced identity reconstruction and varying perceptions of quality of life, often marked by resilience and personal growth. The study underscores the need for holistic, developmentally appropriate, and patient-centered interventions to enhance well-being and treatment adherence among young adults undergoing hemodialysis.

Keywords: Adaptation, coping mechanisms, hemodialysis, kidney replacement therapy, quality of life, young adults



RESEARCH TITLE:

Exploring the Lived Experiences of Newly Diagnosed Breast Cancer Patients using Online Platforms: A Qualitative Phenomenological Study

CODE: GRC_C6_P037

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Abstract

Breast cancer remains one of the most serious health conditions that affects not only the physical state of patients but also their emotional and psychological well-being, particularly those who are newly diagnosed. In the digital age, many patients rely on online platforms for information and support; however, their experiences using these platforms are both beneficial and challenging. This study aimed to explore the lived experiences of newly diagnosed breast cancer patients in using online platforms, focusing on their experiences, challenges, coping mechanisms, and recommendations. A qualitative phenomenological design was utilized, employing purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed five major themes: Emotional Online Experiences, Informational Platform Use, Information-Related Challenges, Adaptive Coping Strategies, and Platform Improvement Needs. Results showed that while online platforms help patients gain knowledge and better understand their condition, they also contribute to emotional distress due to excessive and sometimes unreliable information. Patients cope by consulting healthcare professionals and seeking emotional and spiritual support. The study highlights the need for clearer, simpler, and more reliable online health information to better support newly diagnosed patients.

Keywords: Breast cancer patients, online platforms

RESEARCH TITLE:

Assessing the Role of Emotional Intelligence in Achieving Work-Life Balance Among Clinical Nursing Professionals

CODE: GRC_C6_P054

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Abstract

This study examined the role of emotional intelligence (EI) in achieving work-life balance (WLB) among clinical nursing professionals at Mendez Specialists Medical Center. A quantitative descriptive-correlational research design was utilized, involving 67 nurses selected through simple random sampling. Data were gathered using validated survey instruments measuring five dimensions of emotional intelligence, self-awareness, self-regulation, motivation, empathy, and social skills and four domains of work-life balance, namely stress management, personal time, professional satisfaction, and compensation. Statistical tools such as frequency, weighted mean, Pearson's r, and Analysis of Variance (ANOVA) were employed to analyze the data. Findings revealed that respondents demonstrated a moderate level of emotional intelligence, with stronger competencies in self-awareness, self-regulation, and motivation, while empathy and social skills were less developed. Work-life balance was also found to be moderate, with limitations particularly in personal time and organizational support. The relationship between emotional intelligence and work-life balance was weak and not statistically significant, suggesting that external workplace factors may have a greater influence. Significant differences in emotional intelligence were observed based on age, marital status, and area of assignment. The study concludes that while emotional intelligence contributes to nurses' well-being, institutional support and work conditions are critical in improving overall work-life balance.

Keywords: Compensation, emotional intelligence, empathy, motivation, personal time



RESEARCH TITLE:

Exploring the Lived Experience of Home Care Nurses in the Philippines :A Phenomenological Study

CODE: GRC_C6_P063

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Abstract

This phenomenological study explored the lived experiences of home care nurses in General Santos City in addressing social isolation and supporting the mental health of older adults. Using a qualitative research design grounded in Colaizzi's seven-step method of analysis, in-depth interviews were conducted to capture participants' firsthand experiences in delivering geriatric care within home settings. Findings revealed key themes related to emotional connection, challenges in managing loneliness among older adults, limited family involvement, resource constraints, and the development of adaptive coping strategies among nurses. Participants described their roles as extending beyond clinical responsibilities to include emotional support, companionship, and mental health advocacy. Despite constraints such as workload demands and limited institutional support, nurses demonstrated resilience, empathy, and commitment to holistic care. The study underscores the importance of strengthening home-based geriatric services and integrating mental health support into community nursing practice. The findings may serve as a basis for developing supportive programs and policies that enhance the well-being of both older adults and home care nurses. Ultimately, the study contributes to a deeper understanding of community-based geriatric nursing care in the Philippine context.

Keywords: Community nursing, geriatric care, home care nurses, lived experiences, mental health, phenomenology, social isolation

RESEARCH TITLE:

Exploring the Balance Between Mental Health and Professional Fulfillment in BPO Nursing: Challenges and Strategies

CODE: GRC_C6_P074

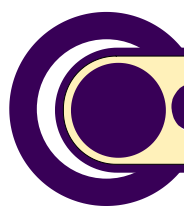
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Abstract

The evolving nursing landscape in the Philippines has created nontraditional roles, particularly in the BPO sector. This study examined the balance between mental health and professional fulfillment among Filipino nurses in these settings, focusing on their challenges and coping strategies. A mixed-methods design was used, combining survey data from purposively selected nurses and qualitative insights from participants chosen through maximum variation sampling. Standardized tools measured mental health, burnout, engagement, work-life balance, and coping, with data collected through online surveys and interviews in accordance with ethical guidelines. The study is anchored on an integrative conceptual framework grounded in key nursing theories, specifically Faye Abdellah's Typology of 21 Nursing Problems, Roy's Adaptation Model, and Neuman Systems Model. These theoretical perspectives provide a comprehensive lens for examining the mental health and professional fulfillment of nurses working in the BPO sector by addressing both individual and environmental dimensions of nursing practice.

Keywords: Mental health, BPO, professional fulfillment, Filipino nurses



CLUSTER 7: Healthcare Education and Nursing Workforce Development

RESEARCH TITLE:

Assessing The Level of Communication and Patient Safety Among Nurses in Selected Hospital in Quezon City

CODE: GRC_C7_P006

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Abstract

This study assessed the level of communication efficiency in nurse-to-nurse handovers and its relationship with demographic profile and workload-related factors among nurses in the surgery ward of East Avenue Medical Center. A quantitative descriptive-correlational research design was employed, involving 27 registered nurses selected through a total sampling approach. Data were collected using a validated, researcher-made questionnaire covering demographic characteristics, communication efficiency, and workload factors such as nurse-patient ratio and shift transitions. Statistical tools including frequency, percentage, mean, standard deviation, t-test, and ANOVA, were used for analysis. Findings revealed that communication efficiency was generally at a good level ($M = 4.22$), indicating that nurses effectively exchange patient information during handovers. However, workload-related factors, particularly high nurse-patient ratios and demanding shift transitions, were found to significantly influence communication quality and patient safety ($M = 3.96$ and $M = 4.01$, respectively). Furthermore, no significant relationship was found between communication efficiency and demographic variables such as age, sex, and years of experience ($p > 0.05$). The study concludes that communication effectiveness is more influenced by organizational and workload factors rather than individual characteristics. An action plan focusing on structured communication, workload management, and staffing improvement was recommended.

Keywords: Communication efficiency; Demographic profile; Nurse-to-nurse handover; Nurse-patient ratio; Patient safety; Shift transitions; Workload factors

RESEARCH TITLE:

Lived Experiences of Newly Graduated Nurses Transitioned to Professional Nursing Practice as Staff Nurses

CODE: GRC_C7_P011

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Abstract

The shift from student to professional staff nurse is a complex process of emotional, cognitive and professional change. The phenomenological study aimed to describe the lived experiences of ten newly graduated registered nurses in Laguna, Philippines with less than two years of clinical experience in public and private hospitals. This research draws on Patricia Benner's Novice to Expert Theory to explore the ways in which these novice practitioners manage the challenges of operating in a high-stakes professional nursing context. The research finds that a strong characteristic of the first stage of professional practice is "transition shock". They described a crushing sense of responsibility, and a deep "reality shock" in the move from the structured, supervised world of academia to the unpredictable intensity of independent clinical practice. One recurrent theme was the 'theory-practice gap'. Nurses verbalize that the theoretical knowledge they had learned in university was not always enough to deal with the complexities and fast decisions they faced when caring for patients. So many suffered with severe anxiety, self-doubt, and a constant fear of making serious mistakes in their first few months. This change also brought further practical problems. Nurses reported significant difficulties with time management, multitasking, and heavy workloads, often resulting in physical and emotional exhaustion. However, the study also recognizes that resilience and competence are gradually built through continued clinical exposure and experiential learning. The strongest factor for successful transition and identity development was found to be strong support systems, especially structured mentorship, comprehensive orientation programmes and positive peer relationships. External factors, such as not enough staff and a lack of resources, sometimes strained job satisfaction, but still participants felt a great sense of personal fulfilment in helping patients recover. Overall, the study highlights the urgent need for collaboration between healthcare and academic institutions to develop more structured transition programmes that address the training gap, improve nurse retention and ensure the highest standards of patient safety.

Keywords: Nurses, professional nursing practice, peer relationship, collaboration, healthcare



RESEARCH TITLE:

The Influence of Preceptors on the Professional Skills, Personality Development, and Growth of Novice Renal Nurses at Selected Dialysis Centers in Davao Del Norte

CODE: GRC_C7_P029

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Abstract

The study investigated the effect of preceptorship on the professional development of novice renal nurses in selected dialysis centers in Davao del Norte. It was anchored on Benner's Novice to Expert Theory, emphasizing the progression of nurses through guided clinical experience. The research focused on key dimensions of preceptorship, including guidance and teaching, teaching attitude, feedback provision, and emotional support. A descriptive-correlational research design was utilized to examine both the level of preceptorship and its relationship with professional development outcomes. The participants consisted of 35 novice renal nurses with six months to one year of nephrology nursing experience who had undergone preceptorship. Data were collected using structured questionnaires and analyzed through descriptive statistics, Pearson correlation, and regression analysis. Findings revealed that the overall level of preceptorship was very high, with guidance and teaching receiving the highest ratings. Novice nurses also demonstrated high levels of clinical competence, personality development, and overall professional growth. A significant positive relationship was found between preceptorship and professional development ($r = 0.679$, $p < 0.001$), indicating a strong association. Regression analysis further showed that preceptorship significantly predicts professional development, confirming its vital role in enhancing nurses' competence and growth.

Keywords: novice renal nurses, personality traits, preceptor behavior, dialysis care, professional development, preceptorship, rural healthcare, nurse retention

RESEARCH TITLE:

Exploring the Generational Gap: Lived Experiences of Generational Nurses in Providing Quality Patient Care

CODE: GRC_C7_P049

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Abstract

The modern healthcare environment is increasingly defined by a multi-generational nursing workforce, where practitioners from different age cohorts collaborate to deliver patient care. Understanding how generational identity influences perceptions of quality care is essential for maintaining clinical standards and fostering workplace harmony. This study explored and described the lived experiences of Generation X, Millennial, and Generation Z nurses in providing quality patient care in clinical settings, aiming to identify the unique perspectives, values, and approaches inherent to each generational group. A qualitative phenomenological design was employed to capture the subjective meanings nurses attach to quality care, informed by their professional journeys, clinical histories, and generational backgrounds. Through purposive sampling, nine registered nurses were selected, with three representatives from each cohort: Generation X (12–14 years of experience), Millennials (7–9 years), and Generation Z (1–2 years). Semi-structured interviews were conducted using a validated guide, and transcripts were analyzed to extract significant statements, formulated meanings, and emergent themes, which were organized into a Kelly Grid for clarity. Findings revealed distinct generational themes. Generation X nurses defined quality care through clinical judgment and intuition, emphasizing anticipating problems and relying on physical observation rather than technology. Millennials viewed quality care as a balance between competence and emotional support, highlighting evidence-based practice, teamwork, and technology as tools for efficiency. Generation Z nurses associate quality care with accuracy and speed, relying heavily on digital tools and systematic organization while seeking mentorship to strengthen clinical confidence. The study concludes that while all nurses strive for excellence in patient outcomes, their priorities are shaped by generational experiences. It recommends intergenerational mentorship programs where Gen X nurses share clinical wisdom and Gen Z nurses provide digital literacy support. Flexible leadership strategies that recognize diverse values are essential for enhancing collaboration and improving the quality of patient care.

Keywords: Generational Nurses, Quality Patient Care, Lived Experiences, Phenomenology, Generation X, Millennials, Generation Z, Intergenerational Collaboration, Clinical Competence, Nursing Workforce



RESEARCH TITLE:

Generational Differences in Communication and Collaboration Competencies among Nurses in a Level 2 Hospital

CODE: GRC_C7_P062

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Abstract

This study examined the generational differences in communication and collaboration competencies among nurses working in a Level 2 hospital in San Jose del Monte, Bulacan. Specifically, it aimed to determine whether nurses from different generational groups such as Baby Boomers, Generation X, Millennials, and Generation Z, differ significantly in their ability to communicate and collaborate in the clinical setting. A quantitative, non-experimental descriptive-comparative research design was utilized. Data were collected from 80 nurses using a structured questionnaire, and statistical tools such as frequencies, percentages, weighted means, and one-way ANOVA were used for analysis. Findings revealed that the majority of respondents were Millennials and Generation Z, with most being early in their clinical careers. Overall, nurses demonstrated a high level of competency in both communication and collaboration across all indicators, including verbal, interpersonal, digital communication, teamwork, and technological adaptability. While slight differences in mean scores were observed among generations, these were minimal. The ANOVA results showed no statistically significant differences in communication and collaboration competencies across generations. The study concludes that generational differences do not significantly influence nurses' communication and collaboration competencies. Instead, these skills appear to be shaped by shared professional training, workplace environment, and organizational culture. The findings highlight that a multigenerational nursing workforce can function effectively when supported by inclusive practices and a positive work environment. It is recommended that healthcare institutions implement unified strategies to further strengthen communication and teamwork among nurses, regardless of generational background.

Keywords: Collaboration competencies, Generation Z, nurses, strengthen communication

RESEARCH TITLE:

Nurse Educators Teaching Methodology For Undergraduate Nursing Students: A Framework For Enhancing Faculty Development Plan

CODE: GRC_C7_P065

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Abstract

The rapid transformation of healthcare systems and the increasing demand for competent, practice-ready nurses necessitate the continuous enhancement of teaching methodologies in nursing education. This study evaluated the teaching methodologies employed by nurse educators in undergraduate nursing programs and examined their relationship with student learning outcomes, with the end goal of developing a structured Faculty Development Plan. Using a developmental-descriptive correlational research design, the study involved purposively selected respondents composed of 100 nurse educators from Calamba Doctors' College. Data was collected using a validated researcher-developed questionnaire that measured teaching methodologies, faculty readiness, institutional support, digital competence, and student learning outcomes in terms of academic performance, critical thinking and clinical reasoning, and clinical competence and practice readiness. Findings revealed that nurse educators consistently utilized a combination of traditional lectures, student-centered methods, simulation-based strategies, and digital or AI-integrated approaches, with traditional lectures remaining the most frequently used method. Instructional design strategies were the strongest area of practice, while mode of delivery posed greater challenges due to technological limitations and workload pressures. Faculty readiness and institutional support were rated as high, although technological issues emerged as the most significant barrier to instructional innovation. Student learning outcomes were rated very high, particularly in values formation, followed by knowledge acquisition and skills development. Statistical analysis showed a significant moderate positive relationship between teaching methodologies and student learning competencies, indicating that frequent and varied instructional strategies contribute to improved student outcomes. Based on these findings, a comprehensive Faculty Development Plan was proposed focusing on needs-based training, continuous professional development, mentoring, technology integration, and systematic monitoring and evaluation. The study underscores the importance of sustained institutional support and targeted faculty development in enhancing teaching effectiveness and preparing undergraduate nursing students for contemporary healthcare practice.

Keywords: nursing education, teaching methodologies, nurse educators, faculty development plan, undergraduate nursing students, student learning outcomes.



RESEARCH TITLE:

Lived Experience of Generation Z Clinical Instructors in Tabaco City During Clinical Rotation

CODE: GRC_C7_P070

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Abstract

This study explores the lived experiences of Generation Z clinical instructors in Tabaco City during clinical rotations, focusing on how they navigate their dual roles as nurse-educators in dynamic healthcare environments. Grounded in Benner's Novice to Expert Theory, the study aims to understand the challenges, coping mechanisms, and professional growth of young clinical instructors within the context of clinical teaching and patient care. A qualitative phenomenological research design was employed, utilizing purposive sampling to select Generation Z clinical instructors actively engaged in clinical rotations. Data were gathered through in-depth, semi-structured interviews and analyzed using Colaizzi's seven-step method, with NVivo software to support systematic coding and theme development. The findings revealed six major themes: embodying the dual role of nurse-educator, navigating the complexity of clinical teaching environments, facilitating student growth and professional formation, experiencing emotional ambivalence in teaching, transformative personal and professional growth, and constructing meaning and purpose in clinical instruction. Participants highlighted the challenges of balancing patient care and teaching responsibilities, managing student anxiety, and adapting to high-pressure clinical settings. Despite these challenges, they demonstrated resilience, adaptability, and a strong commitment to mentorship, contributing significantly to student development and the nursing profession. The study concludes that Generation Z clinical instructors experience both strain and fulfillment in their roles, with their experiences shaping their professional identity, leadership skills, and teaching competence. The findings underscore the need for institutional support, structured mentorship, and wellness programs to enhance clinical instruction and sustain the well-being of clinical educators.

Keywords: Generation Z, clinical instructors, lived experiences, nursing education, phenomenology, clinical teaching, professional development

RESEARCH TITLE:

Coping Strategies and Job Satisfaction Among Nursing Clinical Instructors in a Private College Institution

CODE: GRC_C7_P077

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Abstract

This study investigated the relationship between coping strategies and job satisfaction among 100 nursing clinical instructors. Using a quantitative descriptive-correlational design with the Brief COPE Inventory, findings revealed that instructors prioritize adaptive coping over avoidant behaviors. While job satisfaction is generally high—bolstered by peer relationships—critical gaps exist in management appreciation and benefits. Analysis showed a significant positive correlation between adaptive coping and professional fulfillment, with sex significantly influencing satisfaction levels. These results highlight that institutional success requires structured wellness programs and improved reward systems. A proposed Coping-Satisfaction Matrix aims to bridge the gap between professional demands and institutional recognition.

Keywords: Nursing Clinical Instructors, Coping Strategies, Job Satisfaction, Descriptive-Correlational, Resilience, Institutional Support, Private College Institution.



**RESEARCH
TITLE:**

**Lived Experiences of Newly Hired Nurses During Transition to
Hospital Practice: A Phenomenological Study**

CODE: GRC_C7_P081

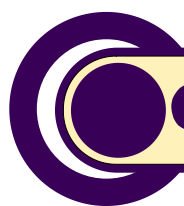
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Abstract

The transition from academic preparation to clinical practice is a critical and often challenging stage in the professional development of newly hired nurses. This phenomenological study explored the lived experiences of newly hired nurses during their transition to hospital practice at Adventist Hospital Palawan. The study aimed to understand their challenges, perceived preparedness, experiences of hospital support and orientation, and their recommendations for improving transition programs. A qualitative research design using a phenomenological approach grounded in interpretivism was employed. Twenty newly hired nurses were selected through purposive sampling. Data were gathered using semi-structured interviews, allowing participants to share their experiences freely and in depth. Thematic analysis was used to interpret the transcribed narratives and identify significant themes reflecting their transition experiences. Findings revealed that newly hired nurses experienced a combination of emotional, psychological, and clinical challenges during their transition period. Common difficulties included feelings of inadequacy, low confidence, limited clinical exposure, and difficulty adjusting to high-pressure hospital environments. Participants also expressed varying levels of preparedness, often describing their academic training as insufficient for real-world clinical demands. Regarding hospital support, responses indicated inconsistencies in orientation programs and mentorship, which affected their adjustment process. Despite these challenges, participants provided valuable recommendations, emphasizing the need for structured orientation programs, strengthened mentorship systems, and continuous clinical support to enhance transition experiences. The study concludes that the transition experience of newly hired nurses is complex and influenced by both educational preparation and institutional support systems. Enhancing structured orientation and support programs may significantly improve nurse confidence, performance, and retention. The findings of this study may serve as a basis for developing an improved transition and orientation program for newly hired nurses at Adventist Hospital Palawan.

Keywords: *newly hired nurses, transition experience, phenomenology, clinical practice, orientation program, hospital support*





CLUSTER 8: Sustainable Healthcare Systems, Environmental Health, and Global Health Equity

RESEARCH TITLE:

Exploring the Relative Service User Through the Lens of Family Involvement Towards Quality of Care

CODE: GRC_C8_P012

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Abstract

This qualitative study explored the lived experiences of family caregivers in a psychiatric home care facility in Metro Manila. Using a phenomenological approach, fifteen (15) caregivers participated in semi-structured interviews. Data were analyzed using Colaizzi's method. Findings revealed that caregivers play vital roles in emotional support, medication monitoring, and coordination with healthcare providers. Despite challenges such as emotional burden, lack of training, and financial strain, caregivers demonstrated resilience and commitment. Family involvement was found to significantly enhance patient engagement, continuity of care, and overall quality of care. The study concludes that strengthening family-centered interventions and caregiver support systems is essential in improving psychiatric home care outcomes.

Keywords: Family involvement, caregivers, mental health, home care, quality of care.

RESEARCH TITLE:

Culturally Responsive Nursing in the Middle East (UAE): Exploring the level of Communication and Emotional Well-Being through Holistic Care

CODE: GRC_C8_P020

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Abstract

This qualitative study was conducted in multicultural urgent care clinics in Abu Dhabi, United Arab Emirates, to explore how culturally responsive nursing practices influence nurse-patient communication and emotional well-being through holistic care. The study revealed meaningful improvements in patient trust, comfort, and emotional security when nurses practiced culturally sensitive communication. Nurses used simple and clear language, active listening, empathy, and respectful nonverbal behaviors to foster understanding. The use of interpreters, translation tools, visual aids, and teach-back methods helped overcome language barriers. Patients reported that holistic care addressing emotional, cultural, spiritual, and physical needs enhanced their sense of safety and well-being. Respect for cultural and religious practices, such as prayer and fasting, strengthened nurse-patient relationships. Despite positive outcomes, challenges related to language differences and cultural misunderstandings persisted. Overall, culturally responsive communication and holistic nursing care were found to be vital in promoting emotional well-being in multicultural healthcare settings.

Keywords: Culturally responsive nursing, holistic care, communication, emotional well-being, multicultural healthcare



RESEARCH TITLE:

Lived Experiences of Blue-Collar Worker: A Phenomenological Study on Barriers, Coping Strategies, and Community-Based Interventions of Health Equity

CODE: GRC_C8_P027

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Abstract

This phenomenological study explored the lived experiences of blue-collar workers in Mayantoc, Tarlac, Philippines, regarding barriers to healthcare access and community-based interventions for health equity. Informal jobs, low income, and limited access to healthcare among blue-collar workers in provincial regions create a significant health gap, yet they tend to be underrepresented in health studies. This qualitative phenomenological research involved in-depth interviews with 15 participants engaged in various jobs, including welding, carpentry, electrical work, vending, street sweeping, road maintenance, and fitness instruction. Data were analyzed using Braun and Clarke's six-phase thematic analysis, supported by Roy's Adaptation Model, Abdellah's 21 Nursing Problems Theory, and Orlando's Nursing Process Theory. Results revealed five key themes: occupational identities and employment duration, barriers to healthcare access due to logistical challenges, work schedules contributing to self-medication, financial constraints, and high demand for barangay clinics and free healthcare. Participants reported that structural barriers—such as geographic distance, long wait times, financial anxiety, and scheduling conflicts—were more significant than cultural barriers. Many workers resorted to self-medication and traditional healers, which provided short-term relief but posed long-term health risks. Respondents suggested community-based interventions, including workplace health initiatives, mobile clinics, extended clinic hours, and free basic medicines. The study concludes that structural barriers, rather than cultural factors, are the primary cause of difficulties in accessing healthcare among blue-collar workers. Addressing financial and time constraints through community-based interventions is essential for enhancing equitable healthcare access in Philippine provincial communities.

Keywords: Blue-Collar, Strategies, healthcare

RESEARCH TITLE:

Assessing the Level of Competencies of Caregivers in Elderly Patient Nursing Home Care: Basis for Quality Development Program

CODE: GRC_C8_P047

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Abstract

This study assessed the level of competencies of caregivers in elderly patient nursing home care as basis for a Quality Development Program. Using a descriptive-correlational mixed-method design, data were gathered from 134 caregivers through a validated researcher-made questionnaire and qualitative open-ended responses. The instrument demonstrated excellent reliability based on pilot testing, with a Cronbach's alpha coefficient of .989. Descriptive statistics were used to summarize respondents' profiles and competency levels, while Spearman's rho was applied to determine significant relationships among variables. Findings revealed that most respondents were young, male, vocational, or TESDA graduates, and commonly handled dementia or Alzheimer's disease cases. Caregivers demonstrated a very high overall level of clinical competency, with values ranking highest, followed by knowledge, while skills ranked lowest. Spearman's rho results showed statistically significant positive relationships between competency domains and selected training-related variables, indicating that stronger competencies were associated with greater engagement in professional development. Qualitative findings identified behavioral challenges, chronic disease management, communication difficulties, caregiver burnout, and training gaps as major concerns. Respondents preferred hands-on simulations, refresher courses, dementia care training, communication enhancement, and mental health support. Results support the development of a structured CARE-COMPETENCE+ Quality Development Program to strengthen caregiver performance and improve elderly nursing home care.

Keywords: Caregiver competencies, elderly care, nursing home, quality development program, geriatric care



RESEARCH TITLE:

Lived Experiences of Dialysis Nurses in Caring in Caring for an Aging Population with End-Stage Renal Disease Undergoing Dialysis Treatment as a Basis for implications for Improving the Quality of Care

CODE: GRC_C8_P053

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Abstract

This study seeks to highlight the lived experiences of dialysis nurses who provide care for an aging population with End-Stage Renal Disease (ESRD) undergoing dialysis treatment. Guided by a phenomenological approach, it captures the voices of nurses as they share the challenges, emotional burdens, and meaningful connections that arise during their practice. Their narratives reveal not only the complexity of caring for elderly patients with chronic illness but also the resilience, compassion, and professional commitment that sustain them. The insights drawn from these experiences offer valuable implications for improving the quality of care, emphasizing the need for supportive policies, holistic training, and systems that honor both patient dignity and the well-being of nurses.

Keywords: Dialysis Nurses, aging population, End-Stage Renal Disease (ESRD), Quality of Care

RESEARCH TITLE:

Filipino Nurses' Experiences in Caring for Children with Medical Complexities in Qatar: A Qualitative Study

CODE: GRC_C8_P060

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Abstract

This study explored the lived experiences of Filipino nurses caring for children with medical complexities in Qatar. Using a descriptive qualitative design, the research aimed to understand the challenges, coping strategies, and professional growth of nurses working in a multicultural healthcare setting. Findings revealed that caring for children with medical complexities is both highly demanding and deeply fulfilling. Key challenges included emotional strain, heavy workload, time constraints, limited resources, and communication barriers influenced by cultural differences. Despite these difficulties, nurses demonstrated adaptability, compassion, and strong commitment to patient-centered care. The findings emphasize the need for improved institutional support, including adequate staffing, continuous training, and mental health resources, to sustain quality care and nurse well-being. This study contributes to the limited body of knowledge on Filipino nurses' experiences in Qatar and provides insights for policy development, nursing education, and future research in pediatric complex care.

Keywords: Children with medical complexities (CMC), challenges, coping strategies, Filipino Nurses, multi-cultural healthcare setting



RESEARCH TITLE:

Caring Across Cultures: Exploring Holistic Approaches and Cultural Sensitivity in the Practice of Filipino Nurses in the UAE

CODE: GRC_C8_P073

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Abstract

This study explored the lived experiences of Filipino nurses in the United Arab Emirates (UAE) as they provided culturally sensitive and holistic care within a multicultural healthcare environment. Guided by Leininger's Culture Care Theory, Sister Callista Roy's Adaptation Theory, Watson's Theory of Human Caring, and the SEEK method, the study used a qualitative descriptive phenomenological design grounded in Husserlian phenomenology. Eleven Filipino nurses from selected UAE healthcare institutions were chosen through purposive sampling. Data were collected using a structured open-ended questionnaire and analyzed through Colaizzi's descriptive phenomenological method. Findings revealed that Filipino nurses view holistic care as a compassionate, whole-person practice addressing patients' physical, emotional, social, spiritual, and cultural needs. Cultural sensitivity was demonstrated through respect for beliefs, religion, privacy, modesty, communication patterns, and family involvement. Participants also encountered challenges such as language barriers, same-gender care preferences, and differing expectations. Despite these difficulties, they showed adaptability, empathy, resilience, and professional growth. The study concludes that culturally responsive and holistic nursing care is essential in multicultural settings and may support nursing education, hospital training, and patient-centered policy development.

Keywords: Filipino nurses, cultural sensitivity, holistic care, Roy's Adaptation Theory, SEEK method, phenomenology, UAE, transcultural nursing caring

RESEARCH TITLE:

Lived Experiences of Healthcare Providers in Enhancing Quality of Life and Managing Chronic Conditions

CODE: GRC_C8_P080

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Abstract

Healthcare providers (HCPs), whether trained in Austria or abroad, play a key role in caring for the country's aging population. With an increasing number of older adults living with multiple chronic conditions, these providers are doing far more than simply assisting with medical needs. They also help residents stay comfortable and dignified, and maintain a quality of life in long-term care. Yet, despite healthcare teams being at the center of our lives, we still know remarkably little about them on a day-to-day basis. It helps to appreciate their lived experiences, for instance, how they overcome challenges, form relationships, and work across cultures. Such insights could enhance the quality of care, more effectively support the integration of international staff, and, most importantly, lead to better health outcomes for older adults. This study explored how HCPs describe and make sense of their lived experiences in enhancing residents' well-being while managing chronic conditions. Using a descriptive phenomenological design, seven healthcare providers, including registered nurses, care assistants, and international healthcare professionals, participated in semi-structured interviews conducted face-to-face or online. Data were analyzed using Colaizzi's method with member checking, bracketing, and reflexivity to ensure trustworthiness. Researcher found that healthcare providers' experiences in supporting individuals with chronic conditions in long-term care were characterized by six themes: (1) providing holistic and person-centered care, (2) building therapeutic relationships through compassion and trust, (3) understanding and promoting quality of life, (4) encountering emotional, communication, and professional challenges, (5) using teamwork, communication, and coping strategies, and (6) experiencing professional growth and multicultural understanding. Healthcare providers in Austria's long-term care facilities have found that addressing long-term health issues involves more than just medical tasks. It also involves navigating different cultures, building emotional connections, and collaborating as a team. Having people from many different cultures improves care and enhances the overall quality of life for older people. This means we need good policies to help everyone fit in, cultural awareness training, and workplaces that truly value the contributions of diverse teams. Addressing these issues can improve the management of long-term health problems and enhance the overall well-being of residents in long-term care.

Keywords: lived experiences of health care providers, managing chronic conditions, quality of life, long-term care, international health care providers



CLUSTER 9: Specialized Nursing Care for Vulnerable and High-Risk Populations

RESEARCH TITLE:

Exploring the Lived Experiences of Generation Z Nurses Working in a Secondary Private Hospital in Quezon City

CODE: GRC_C9_P014

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Abstract

This study examined the experiences of Generation Z nurses working in a private hospital in Quezon City. The researchers wanted to know how these nurses see their jobs, what challenges they face, what motivates them, and who supports them. To do this, they talked to eleven Generation Z nurses in depth. Analyzed what they said. The researchers found six things:

- * How Generation Z nurses balance work and life by setting boundaries, managing time, and taking breaks
- * How Generation Z nurses work with professionals like doctors and other nurses as a team, and respect each other
- * What stops Generation Z nurses from growing in their careers, like not having money, being too busy, and feeling burned out
- * What causes Generation Z nurses stress and burnout, such as having many patients dealing with emergencies and feeling emotionally drained
- * What values are important to Generation Z nurses, like being kind, caring about patients, being honest, and respecting people
- * What support Generation Z nurses need from their organizations, such as having staff, resources, and training

The study shows that Generation Z nurses are strong and care about their work even when things are tough. They want to grow and learn. They need help from their organizations. The researchers think that hospitals and schools should support Generation Z nurses by giving them chances to learn and grow and help them take care of themselves. This will help keep Generation Z nurses happy and doing a job, which is good for patients.

Keywords: Generation Z nurses, what it is like for Generation Z nurses studying Generation Z nurses, stress at work, growing as a support, from organizations

RESEARCH TITLE:

Profile, Problems and Needs of Barangay Health Workers in Catarman, Northern Samar: Basis for Program Enhancement

CODE: GRC_C9_P021

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Abstract

This study was designed and conceptualized to determine the profile, problems, and needs of Barangay Health Workers (BHWs) in Catarman, Northern Samar. Specifically, this study aimed to document the socio-demographic profile of the respondents, measure the degree of problems encountered by the BHWs, determine the level of needs of the Barangay Health Workers to better improve their duties and responsibilities, and ascertain if there is a significant relationship between the degree of problems and level of needs of the BHWs in performing their duties when grouped according to demographic profile. As to the socio-demographic profile of the respondents, out of 183 BHWs, the majority are 33 years old and above, with 80 frequencies, female, 183 frequencies, married, 149 frequencies, college level with 117 frequencies, more than 12 years, 99 frequencies, composed of 7-9 family members, 113 frequencies, and gross family income of 5,001 -10,000 with 93 frequencies. The overall problems encountered by the barangay health workers in performing their duties and responsibilities have a grand mean of 4.02, which is considered a problem. The overall level of BHWs' needs to better perform their duties and responsibilities has a grand mean of 4.42, which is considered very high. As to the significant relationship between the degree of problems and level of needs of the BHWs in performing their duties when grouped according to demographic profile, all variables do not have a significant relationship between the dependent and independent variables.

Keywords: Barangay Health Workers, Profile, Problems, and Needs



RESEARCH TITLE:

Student Nurses' Attitudes and Anticipated Challenges Toward The care of People Living with HIV/AIDS: Proposed BSN Curriculum Enhancement

CODE: GRC_C9_P036

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Abstract

This study examined student nurses' attitudes and anticipated barriers in caring for people living with HIV/AIDS (PLWHA), with the aim of informing evidence-based enhancements to the Bachelor of Science in Nursing (BSN) curriculum. It described respondent demographics, measured attitudes toward PLWHA, assessed perceived challenges across physical, psychosocial, economic, and health system domains, and analyzed differences based on profile variables. A descriptive-comparative quantitative design was utilized, involving 88 Level 3 and Level 4 nursing students from a selected academic institution in Laguna. Data were collected through a structured questionnaire comprising a profile form, an adapted AIDS Attitude Scale (AAS), and a researcher-developed tool for anticipated challenges. Statistical analyses included frequency, percentage, mean, standard deviation, t-test, ANOVA, and Pearson correlation. Findings revealed generally positive attitudes toward PLWHA (mean = 4.09), reflecting willingness to provide care and adherence to professional ethics. However, respondents identified physical health-related challenges as moderately difficult (mean = 3.49), particularly in managing opportunistic infections, patient deterioration, and occupational exposure risks. These results suggest that while attitudes are favorable, gaps remain in clinical preparedness and confidence. The study recommends integrating simulation-based learning, enhanced clinical exposure, stigma reduction initiatives, and infection prevention training into the BSN curriculum.

Keywords: PLWHA, Student Nurses, Aids Attitudinal scale, BSN curriculum, Attitudes, Anticipated Challenges, Clinical preparedness, Stigma reduction, Infection prevention.

RESEARCH TITLE:

Exploring Nursing Competency and Care Issues in an Infirmary Hospital in Tacurong City, Sultan Kudarat

CODE: GRC_C9_P045

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Abstract

Nursing competency and quality of care are essential in providing safe and effective patient services. In the hospital infirmary, many challenges can affect nursing competence and the delivery of care. This study aims to explore nurses' experiences, the issues they face in patient care, and the impact of competence on the quality of care and patient experience, and to propose an enhancement plan. The study found that nursing competency in the infirmary hospital develops through continuous learning via actual clinical exposure, mentorship from senior nurses, and participation in seminars and training. Daily multitasking and limited resources strengthen nurses' adaptability, critical thinking, and decision-making skills. However, major problems such as a lack of staff, high workload, stress, fatigue, and burnout were observed, which negatively affected performance and emotional well-being. In addition, shortages of medical supplies, equipment, and limited institutional support reduced the quality of service and delayed proper patient care. Despite these challenges, nurses remain committed to their roles and adjust by prioritizing patient needs and fostering teamwork. Nursing competency was seen to directly influence patient safety, trust, communication, satisfaction, and recovery outcomes. It is continuously developed through experience and learning. To improve the quality of care, more training opportunities, additional staffing, and stronger patient education programs are recommended.

Keywords: Patient safety, clinical judgment, patient-centered care, nursing competence, communication skills



RESEARCH TITLE:

Lived Experiences of Staff Nurses in Handling Palliative Care Patients

CODE: GRC_C9_P056

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Abstract

This study explores the experiences, emotional challenges, and professional growth of staff nurses in handling palliative care patients in hospital settings. Three major themes emerged: Emotional and Psychological Challenges, which highlights nurses' experiences of compassion fatigue, emotional exhaustion, and moral distress when caring for patients facing life-limiting illnesses, as well as their struggle to balance professional responsibilities with personal emotional responses; Meaningful Professional Growth, which discusses how nurses developed deeper empathy, strengthened clinical judgment, and gained a renewed sense of purpose in providing holistic and compassionate care despite the difficult circumstances of end-of-life situations; and Coping Mechanisms and Support Systems, which emphasizes the role of peer support, spirituality, reflective practice, and family connections in helping nurses manage stress and maintain emotional resilience. The findings provide a comprehensive understanding of the emotional, psychological, and professional dimensions of palliative care nursing, highlighting the importance of institutional support, emotional preparedness, and training in end-of-life care. Despite the challenges associated with caring for terminally ill patients, nurses demonstrated resilience, compassion, and professional dedication as they continued to provide dignified and patient-centered care.

Keywords: palliative care, staff nurses, lived experiences, end-of-life care, nursing resilience

RESEARCH TITLE:

The Impacts of Nurse-Led Child-Centered Play Therapy (CCPT) On Pediatric Nurses in Qatar: A Qualitative Study

CODE: GRC_C9_P061

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Abstract

This study utilized a qualitative phenomenological research design to explore the impacts of nurse-led Child-Centered Play Therapy (CCPT) on pediatric nurses in Qatar. Participants were purposively selected pediatric nurses working in hospital settings with direct experience implementing CCPT. Data were collected through semi-structured interviews and non-participant observations, allowing nurses to share their lived experiences, perceptions, and challenges in integrating therapeutic play into clinical practice. The collected data were analyzed using thematic analysis to identify key patterns and themes reflecting the emotional, professional, and clinical impacts of CCPT. The findings revealed that CCPT significantly enhanced pediatric nursing care by improving children's emotional responses, reducing anxiety, and increasing cooperation during medical procedures. Nurses reported that CCPT strengthened communication and therapeutic relationships with pediatric patients, leading to more holistic, child-centered care. CCPT had a positive impact on nurses themselves, contributing to increased empathy, emotional fulfillment, job satisfaction, and professional growth. Nurses also identified CCPT as an effective coping mechanism that helped reduce stress and burnout during demanding clinical situations. However, challenges such as heavy workload, time constraints, limited resources, and insufficient institutional support were identified as barriers to consistent implementation. The study suggests that strengthening organizational support, providing continuous training, and allocating adequate resources are essential for sustaining the effective implementation of CCPT in pediatric settings. Enhancing teamwork, leadership engagement, and policy integration can help overcome existing barriers and promote a more supportive work environment. The findings highlight that nurse-led CCPT not only improves patient outcomes but also enhances nurses' well-being and professional development, contributing to a more compassionate, holistic, and sustainable healthcare system.

Keywords: Child-Centered Play Therapy, Pediatric Nursing, Qualitative Study, Emotional Impact, Professional Growth, Patient Care, Qatar



RESEARCH TITLE:

**Enhancing Quality of Life in Oncology Patients: A Qualitative
Exploration of Nursing Intervention and Patient Experience**

CODE: GRC_C9_P078

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Abstract

This qualitative study was conducted in an outpatient oncology setting in the Philippines to explore how nursing interventions influence the quality of life of oncology patients from the perspectives of both patients and nurses. The study revealed that nursing care plays a critical role beyond clinical treatment, shaping patients' lived experiences through emotional support, communication, and holistic care. Patients reported improved comfort, coping ability, and overall well-being when nurses demonstrated compassionate presence and provided clear, supportive communication. Furthermore, the findings highlighted that quality of life is not solely defined by physical health, but by how care is experienced throughout the treatment process. At the same time, nurses reported experiencing emotional and workload-related challenges yet demonstrated resilience by finding meaning and fulfillment in their roles. Overall, the study underscores the importance of patient-centered, holistic, and relational approaches in oncology nursing to enhance quality of life and support both patients and healthcare providers.

Keywords: Quality of Life, Oncology Patients, Nursing Interventions, Phenomenological Study Patient Experiences

RESEARCH TITLE:

**Silent Suffering: A Phenomenological Study of Elder Abused
Experiences in Filipino Private Homes**

CODE: GRC_C9_P084

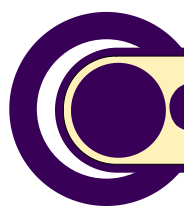
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Abstract

This study explored the lived experiences of elderly individuals who experienced abuse in Filipino private homes. Using a phenomenological qualitative approach, ten (10) elderly participants from Maguindanao del Sur were interviewed through face-to-face, in-depth interviews. Data were analyzed using thematic analysis. Findings revealed that elderly individuals experienced physical pain, emotional distress, fear, anxiety, and social withdrawal due to abuse commonly occurring within family settings. Fear, shame, dependency, and emotional attachment prevented many from reporting abuse. The study concluded that elder abuse remains a serious yet underreported issue, highlighting the need for stronger family, community, healthcare, and government support for elderly protection and well-being.

Keywords: Elder abuse, elderly experiences, phenomenological study, Filipino private homes, silent suffering, qualitative research



CLUSTER 10: Education, Social Sciences, and Interdisciplinary Innovation

RESEARCH TITLE:

Strategies and Practices in Teaching Mandarin as a Foreign Language in the Philippines: Basis for a Training Plan

CODE: GRC_C10_P001

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Abstract

This study examined the level of utilization of teaching strategies and the level of implementation of classroom practices in teaching Mandarin as a foreign language as perceived by Mandarin teachers and students. It also identified the challenges encountered in Mandarin learning, explored the relationship between teacher profile variables and instructional practices, and determined differences in perceptions between teachers and students. The study employed a descriptive-correlational research design. Data were collected from Mandarin teachers and students using a structured questionnaire and were analyzed using frequency, percentage, mean, correlation, and multivariate statistical tests. The results showed that teaching strategies were used a lot, and classroom practices were mostly or completely followed. Students consistently rated both strategy utilization and classroom practice implementation higher than teachers. Significant differences were found in selected domains, particularly in pedagogical content knowledge and teacher training support. Challenges related to tone production, character writing, limited practice time, and insufficient exposure to native speakers moderately affected Mandarin learning. Teacher profile variables showed limited overall influence on instructional effectiveness, although language proficiency and access to resources were associated with specific practices. Based on the findings, a structured and needs-based training program was proposed to enhance instructional quality and strengthen professional development support for Mandarin teachers.

Keywords: Mandarin as a foreign language, teaching strategies, classroom practices

RESEARCH TITLE:

Lived Experiences of Nurses with Post Graduate Studies: A Phenomenological Study

CODE: GRC_C10_P002

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Abstract

This phenomenological study explored the lived experiences of nurses in La Union who completed postgraduate studies while fulfilling professional and personal responsibilities. Guided by adult learning, self-determination, and nursing adaptation theories, the study sought to understand motivations, challenges, coping mechanisms, and transformative outcomes associated with advanced education. Thirty nurses participated in in-depth interviews, and data were analyzed thematically to capture the essence of their experiences. Findings revealed that nurses were primarily motivated by professional advancement, desire for competence, leadership aspirations, and commitment to improving patient care. However, participants encountered significant challenges, including work-study conflict, financial strain, fatigue, time constraints, and emotional stress related to family responsibilities. To manage these difficulties, nurses relied on adaptive coping strategies such as effective time management, spiritual faith, peer collaboration, and strong family support. Despite hardships, participants described postgraduate education as a transformative journey that enhanced self-confidence, critical thinking, professional identity, and leadership capability. The experience fostered personal growth, resilience, and a deeper sense of purpose in nursing practice. The study concludes that institutional support systems, flexible academic policies, and workplace accommodations are essential to sustain nurses pursuing advanced education. These findings contribute to the development of supportive frameworks that promote academic success, professional advancement, and retention of highly educated nurses in regional healthcare settings.

Keywords: challenges; coping mechanisms; lived experiences; nurses; postgraduate education; professional transformation



RESEARCH TITLE:

User Engagement, Resource Optimization and Library Access and Its Relationship on Academic Achievement of Students in MUNPARLAS

CODE: GRC_C10_P008

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Abstract

Academic libraries are recognized as essential components of higher education institutions, supporting student learning, research engagement, and overall academic development. This study examined the relationships among user engagement, resource optimization, and library access, and their relationship with students' academic achievement in selected MUNPARLAS (Muntinlupa, Parañaque, and Las Piñas) schools during the second semester of Academic Year 2025–2026. Anchored in Constructivist Learning Theory, the research examined how user engagement, resource optimization, and library access relate to students reported academic achievement. A quantitative descriptive-correlational research design was employed. Data were collected from 404 systematically selected student library users using a validated researcher-developed questionnaire. The instrument measured user engagement (library usage, types of resources accessed, and satisfaction with services), resource optimization (information literacy skills, research activities, collaborative learning, and self-directed learning), and library access (physical access to facilities, digital access to online resources, availability and adequacy of print and digital resources, and quality of the physical learning environment), alongside students' self-reported academic achievement. Descriptive statistics and Spearman's rho correlation were used to analyze the data. Findings revealed that students demonstrated moderate levels of user engagement and library access, while resource optimization reflected comparatively lower levels in certain areas. Spearman's rho analysis showed that among the examined variables, only physical access to library facilities had a statistically significant relationship with academic achievement. No significant relationships were found between academic achievement and user engagement, resource optimization, digital access to online resources, availability and adequacy of print and digital resources, and quality of the physical learning environment. The study concludes that physical accessibility of library facilities plays a more direct role in students' academic achievement within the context examined. However, the absence of significant relationships among other dimensions suggests that academic achievement may be influenced by broader instructional, institutional, and individual factors beyond the measured library-related variables. These findings provide evidence-based insights for educational leaders and library administrators in planning strategic improvements that support student learning and institutional effectiveness.

Keywords: User Engagement, Resource Optimization, Library Access, Academic Achievement, Academic Libraries, Higher Education, Polytechnic University of the Philippines, Doctor in Education Management

RESEARCH TITLE:

Technology-Enabled Recognition of Prior Learning: Feasibility of an Online Learning Management System for ETEEAP at Pangasinan State University

CODE: GRC_C10_P022

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Abstract

This study examined the feasibility of developing and utilizing an Online Learning Management System (LMS) for the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) at Pangasinan State University. Specifically, it determined the profile of ETEEAP students, their level of technological literacy, their acceptability of the proposed LMS, the relationship between technological literacy and LMS acceptability, and the perceived challenges and recommendations for implementation. The study employed a descriptive-correlational research design involving 357 ETEEAP students. Data were gathered using a researcher-made survey questionnaire and analyzed through frequency, percentage, weighted mean, standard deviation, and Pearson product-moment correlation. Results revealed that most respondents were adult learners aged 30–39 years old, predominantly full-time employed, and many were residing or working outside Pangasinan or outside the Philippines. The respondents demonstrated a very high level of technological literacy, with an overall mean of 4.37, and rated the proposed LMS as highly acceptable, with an overall mean of 4.62. A significant positive relationship was found between technological literacy and LMS acceptability, $r = 0.639$, $p < .001$. However, limited or unstable internet connection, time constraints, lack of available devices, technical support needs, and data privacy concerns emerged as serious challenges. The study concludes that an LMS for ETEEAP is feasible, provided that it is mobile-friendly, secure, flexible, user-centered, and supported by orientation, technical assistance, and continuous monitoring.

Keywords: Adult learners, ETEEAP, flexible learning, learning management system, LMS acceptability, technological literacy



RESEARCH TITLE:

Career Mobility, Employability, and Program Relevance among ETEEAP Graduates of Pangasinan State University: A Graduate Tracer Study

CODE: GRC_C10_P023

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Abstract

This graduate tracer study examined the career mobility, employability, and perceived program relevance among graduates of the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) at Pangasinan State University. Using a descriptive-correlational research design, the study gathered data from 88 ETTEEAP graduates through a structured tracer questionnaire. Descriptive statistics, weighted mean, standard deviation, reliability analysis, analysis of variance, and Pearson correlation were used to analyze the data. Results showed that the respondents were mostly adult learners and working professionals, with 96.6% economically active as employed, self-employed, or overseas-employed graduates. Employability was rated very high, with a composite mean of 4.74, while career mobility was also rated very high, with a composite mean of 4.40. Perceived program relevance obtained the highest composite mean of 4.76, indicating that graduates strongly valued the program's recognition of prior learning, curriculum relevance, assessment activities, faculty mentoring, learning modules, and support services. Significant differences were found in career mobility based on employment sector and residence or work assignment. Program relevance was significantly related to employability and career mobility. Findings suggest that ETEEAP contributes meaningfully to professional advancement, lifelong learning, and inclusive access to higher education.

Keywords: Career mobility, employability, ETEEAP, graduate tracer study, recognition of prior learning

RESEARCH TITLE:

Assessing Hybrid Modality Learning Implementation at Parañaque City College Across All Programs for Academic Year 2024-2025

CODE: GRC_C10_P032

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Abstract

The global shift toward hybrid learning models in higher education has accelerated, and schools need to ensure their teaching is fair and high quality. This study assesses the efficacy of implementing hybrid modalities at Parañaque City College (PCC) for the Academic Year 2024-2025 across all programs, specifically employing the ACCER Student Learning Framework, which includes Accessibility, Comprehensiveness, Continuity, Experiential Learning, and Reflectivity. Using a mixed-methods approach and a descriptive-One-Way ANOVA research design, the study collected data from 153 participants, comprising 131 students and 22 professors. Participants were divided into groups based on their programs: Bachelor of Science in Entrepreneurship, Bachelor of Science in Tourism Management (BSTM), and Bachelor of Science in Real Estate Management (BSREM). Quantitative analysis employed mean scores and standard deviations to assess effectiveness, whereas qualitative thematic synthesis was utilized to contextualize institutional challenges. The results show that people think the hybrid model works very well, since all parts of the ACCER framework are above the 3.0 mean. The Reflective ($M = 3.42$) and Continuous ($M = 3.41$) dimensions were the most successful, creating a strong culture of self-evaluation and ongoing learning. Nonetheless, the study revealed considerable disparities across disciplines: the BSREM program showed high satisfaction, whereas the BSTM curriculum had difficulties in the Comprehensive dimension. Also, although the overall accessibility ratings were high, qualitative feedback highlighted significant structural problems, including the digital divide, unreliable internet access, and student burnout from too many deadlines. To make the hybrid modality work better, the study suggests standardizing learning materials, improving technical support, and collaborating with professors to enhance instructional design so that students have a fair amount of work to do. Interventions that are specific to the program, especially for the BSTM curriculum, are needed to close the gap between "High Effectiveness" and "Optimal Implementation."

Keywords: Hybrid Modality, ACCER, Accessibility, Comprehensive, Continuous, Experiential, Reflective



RESEARCH TITLE:

**Teaching Science in Multicultural International Classrooms:
Challenges, Adaptive Practices, and Support Needs of Secondary
Teachers**

CODE: GRC_C10_P035

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Abstract

In multicultural international classrooms, science teaching is influenced by students' diverse linguistic, cultural, and academic backgrounds. These differences may create challenges in understanding scientific concepts and participating in classroom discussions, particularly for learners with limited proficiency in the language of instruction. This study focuses on the challenges encountered by secondary science teachers and the instructional adaptations they employ to address the needs of diverse learners. This study aims to examine the perceived multicultural instructional challenges and instructional adaptations employed by secondary science teachers in multicultural international school classrooms. It also seeks to determine whether a relationship exists between these variables and to identify the forms of institutional support needed to improve science teaching in such settings. A descriptive-correlational research design was utilized in this study. The respondents comprised 25 secondary science teachers working in multicultural international school settings. Data were collected using a validated questionnaire and analyzed using frequencies, percentages, weighted means, and Pearson correlation coefficients. Qualitative responses were analyzed through thematic analysis. The findings revealed that language-related challenges and differences in students' academic readiness were the most significant difficulties teachers encountered. In response, teachers employed various instructional adaptations, particularly language and content adaptations, scaffolding, and visual and multimedia strategies. The correlation analysis showed a weak positive relationship ($r = 0.389$) between perceived challenges and instructional adaptations; however, the relationship was not statistically significant ($p = 0.055$). The study concludes that while teachers actively adapt their instructional practices to address multicultural challenges, these adaptations are not solely influenced by perceived challenges. It is recommended that schools provide stronger institutional support, including professional development, instructional resources, and curriculum flexibility, to enhance effective teaching in multicultural science classrooms.

Keywords: Multicultural classrooms, science teaching, instructional challenges, instructional adaptations, multilingual learners, language barriers, international schools

RESEARCH TITLE:

**Balancing Pulpit and Blackboard: An explanatory sequential study
of Pastor - Teachers' Lived experiences, coping strategies, and
ministry teaching outcomes in Cavite**

CODE: GRC_C10_P038

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Abstract

This study examined the lived experiences, coping strategies, time allocation, and performance outcomes of pastor-teachers serving in public schools and churches in Cavite, Philippines. Using an explanatory sequential mixed-methods design, the research explored how individuals navigate the dual demands of ministry and teaching. Quantitative data measured time investment and performance ratings, while qualitative data captured lived experiences and coping mechanisms. Findings revealed that pastor-teachers face significant time constraints and role conflict due to overlapping responsibilities, often leading to physical fatigue and emotional strain. However, adaptive coping strategies—such as spiritual disciplines, time management, boundary setting, and reliance on social and institutional support—enabled them to sustain effectiveness in both roles. The study also highlighted the importance of purpose and calling as motivational anchors that reinforce resilience. The findings support the Pastor-Teacher Resilience Quadrant, which emphasizes faith anchoring, personal sustainability, relational support, and role integration as key domains of balance. The study concludes that bivocational ministry is not merely a pragmatic necessity but a meaningful vocational integration requiring both personal adaptation and institutional support.

Keywords: Bivocational ministry, pastor-teachers, coping strategies, role conflict, resilience, teacher performance



RESEARCH TITLE:

Knowledge and Practices of SNED Teachers on Assessing Learners with Disabilities Under the Transition Program at General Trias City

CODE: GRC_C10_P052

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Abstract

This study examined the knowledge and assessment practices of Special Needs Education (SNED) teachers in implementing the K-12 Transition Curriculum Program for learners with disabilities in self-contained classes in the City Division of General Trias. Anchored on Bronfenbrenner's Ecological Systems Theory and Kohler's Taxonomy for Transition Programming, the study determined the extent of SNED teachers' knowledge in assessment, their assessment practices, and their engagement in professional development, as well as the significant relationships of these variables with the implementation of the transition program. A convergent parallel mixed-methods design was employed. Quantitative data were collected through a validated survey questionnaire administered to SNED teachers, while qualitative insights were gathered through interviews to support and validate the survey findings. The results revealed that SNED teachers demonstrated a very high level of knowledge in assessing learners with disabilities, particularly in understanding assessment tools, applying functional and academic assessment principles, and aligning assessment with transition goals and learner development. Teachers also demonstrated strong assessment practices, including the use of individualized assessments, systematic documentation and progress tracking, and collaboration with multiple stakeholders such as parents and related service providers. In contrast, professional development engagement was observed only at a high level, particularly in participation in transition-related seminars, access to updated SPED resources, and the application of training in classroom contexts. Qualitative findings revealed key challenges encountered by SNED teachers, including limitations in assessment resources, need for specialized training, and limited resources and institutional support in implementing transition assessment. Correlation analysis showed that understanding assessment tools, knowledge of transition goals and learner development, and multi-stakeholder collaboration were significantly related to the implementation of the transition program, whereas the other variables were not. Based on the findings, the study proposes the development of an Institutionalized Upskilling Program for SNED teachers focused on strengthening assessment literacy, collaborative assessment practices, and context-responsive professional development. The study highlights the need for sustained capacity-building initiatives to support inclusive education and promote effective transition outcomes for learners with disabilities.

Keywords: Special Needs Education (SNED) Teachers, Transition Program Assessments, Learners with Disabilities (LWD)

RESEARCH TITLE:

Decision- Making Experiences of Nurse Managers Handling Multicultural Staff in Tertiary Hospitals: A Qualitative Inquiry

CODE: GRC_C10_P072

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Abstract

The increasing cultural diversity in healthcare settings has created complex challenges for nurse managers, particularly in decision-making when leading multicultural teams. Differences in language, values, and communication styles may affect team dynamics, staff performance, and patient care outcomes. This study aimed to explore the decision-making experiences of nurse managers handling multicultural staff in tertiary hospitals, focusing on the challenges encountered, strategies used, and the influence of leadership, cultural competence, and organizational factors. A qualitative research design grounded in interpretivism was employed to capture the lived experiences of participants. Purposive sampling was used to select nurse managers supervising multicultural teams, and data were gathered through semi-structured interviews supported by field notes. The data were analyzed using thematic analysis to identify patterns and core themes.

The findings revealed five major themes: culturally sensitive decision-making, challenges in multicultural leadership, adaptive leadership and communication, conflict resolution and ethical decision-making, and organizational support and leadership development. Results showed that nurse managers rely on inclusivity, fairness, cultural awareness, and institutional policies in decision-making, while facing communication barriers, cultural misunderstandings, and organizational constraints. Strategies such as flexible leadership, clear communication, and ethical judgment were essential in managing diverse teams. The study concluded that effective leadership in multicultural healthcare environments requires a balance of cultural competence, adaptive leadership skills, and strong organizational support.

The findings imply the need for structured leadership training programs, enhanced institutional support, and continuous professional development to strengthen decision-making practices. These insights contribute to improving leadership effectiveness, team performance, and patient care in culturally diverse healthcare settings.

Keywords: Multicultural leadership, nurse managers, decision-making, cultural competence, healthcare management



RESEARCH TITLE:

Item Development and Validation of Mathematics Self-Efficacy Scale: An Improved Construct Measure

CODE: GRC_C10_P075

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Abstract

Mathematics remains a fundamental driver of academic and career success in today's data-driven world, yet many students' struggle with high anxiety and low achievement continue to persist in the Philippine higher education landscape. While mathematics self-efficacy is a known predictor of performance, existing measurement scales are often culturally detached and fail to account for the digital behaviors of Generation Z students. This research developed and validated the Improved Mathematics Self-Efficacy Scale (IMSES), a tool designed to capture the evolving psychological landscape of modern learners. This ensures inclusive quality education and promotes equitable education to identify how a student perceives themselves and how confident they are in mathematics. Using a systematic six-phase development process, the study integrated Bandura's Self-Efficacy Theory involving literature-based item generation, expert validation, pilot testing, exploratory and confirmatory factor analyses, reliability testing, and predictive validation using Partial Least Squares Structural Equation Modeling. The instrument's psychometric properties were evaluated through multi-stage sampling, with the final validation involving 150 college students where Mathematics in the Modern World (MMW) served as the contextual testing subject, confirming a robust 22-item structure with exceptional internal consistency and excellent model fit. Although respondents reported high self-efficacy, a statistically significant but weak correlation ($r = -0.199$; $p = 0.014$) was found between IMSES scores and academic grades. This "calibration gap" shows that while IMSES reliably measures confidence, external factors dictate performance. Ultimately, this research provides a culturally sensitive and technologically relevant tool for educators to diagnose and support the mathematics self-efficacy of the digital-native generation.

Keywords: Calibration gap, factor analysis, Generation Z, mathematics self-efficacy, scale development

RESEARCH TITLE:

Influence of Modular Distance Learning to the Performance in Mathematics of Primary Learners in Mabini District, Pangasinan

CODE: GRC_C10_P076

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Abstract

The study focused on investigating the impact of Modular Distance Learning (MDL) on the Mathematics performance of Primary Learners in Mabini District, Pangasinan. MDL utilizes Self-Learning Modules (SLMs) based on essential learning competencies provided by the Department of Education, offering individualized instruction through print or digital formats. The research analyzed student and school profiles, identified factors affecting Mathematics performance, explored challenges faced by teachers, evaluated coping strategies, and examined the interrelationships among these aspects. Results indicated that student performance was influenced by their attitudes, family backgrounds, resource availability, and teacher readiness. Teachers encountered challenges throughout the MDL process, employing coping mechanisms like well-being strategies and peer mentoring. Recommendations include increased funding for MDL resources, development of comprehensive modules, localization of materials, enhanced parental involvement, and training programs for administrators to enhance the MDL experience. These suggestions aim to enhance the educational experience and support systems within the MDL framework.

Keywords: Modular Distance Learning, Performance, Mathematics



RESEARCH TITLE:

**Quality Assurance And Student Readiness In Aviation Education:
Insights From Clark, Pampanga**

CODE: GRC_C10_P085

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Abstract

This qualitative study examined how quality assurance (QA) practices influence student readiness within the Aviation Education Hub of Pampanga, Philippines. It focused on how institutional QA mechanisms affect academic preparedness, technical competence, and professional behavior in relation to aviation industry standards. The study utilized semi-structured interviews and document analysis involving aviation instructors, QA personnel, administrators, and students. Findings showed that QA practices are implemented through curriculum monitoring, standardized assessments, faculty evaluations, and compliance with aviation regulations. Participants emphasized that these mechanisms help maintain instructional quality and ensure alignment with industry standards. However, inconsistencies in implementation were observed across departments, particularly in feedback systems and access to simulation facilities. Students reported that readiness is strengthened through the integration of theoretical and practical learning, simulation-based activities, and competency-based assessments. Despite these strengths, limited experiential learning opportunities and unequal resource distribution hinder full preparedness. One participant noted that increased access to simulation facilities would improve confidence in handling real-life aviation situations. The study concludes that effective QA systems significantly support student readiness. However, improvements in infrastructure, faculty development, and experiential training are needed to achieve consistent and globally aligned aviation education standards.

Keywords: Quality assurance, student readiness, aviation education, competency-based training, aviation standards

RESEARCH TITLE:

**Evaluating Information Literacy Programs in Dynamic Learning
Environments: A Mixed-Methods Study of Effectiveness,
Adaptability, and Sustainability in Philippine Private Universities**

CODE: GRC_C10_P087

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Abstract

Information literacy remains a critical competency in higher education, particularly in environments characterized by rapid technological change and increasing information complexity. This study examines Information Literacy Programs (ILPs) in selected Philippine private universities, focusing on their effectiveness and the roles of adaptability and sustainability in shaping outcomes. Using a convergent mixed-methods design, data were collected through surveys and supplemented by qualitative insights from interviews and group discussions. The results indicate that ILPs are generally effective in supporting student learning and skill development, particularly regarding engagement and perceived knowledge gains. However, evidence of sustained application and broader impact remains limited. Adaptability—through flexible, context-responsive instruction—and sustainability—through reinforcement and continued practice—were found to significantly influence program effectiveness. The findings underscore the importance of designing ILPs as ongoing, responsive learning processes rather than isolated instructional interventions.

Keywords: Information literacy programs; higher education; mixed-methods research; program evaluation; adaptability; sustainability; dynamic learning environments; Kirkpatrick model; Philippines

**RESEARCH
TITLE:****The Role of Standard Qualifications in Enhancing Philippine Air
Force Civilian Training Programs****CODE: GRC_C10_P088****Ms. Stephanie Jane O. Ayap, LPT**<https://orcid.org//0009-0002-3913-1465>¹**Ma. Trinidad V. Estrada**<https://orcid.org//0000-0002-3573-1503>**Dr. Noriel A. Lastrollo**<https://orcid.org/0000-0003-4708-9746>**Abstract**

This study investigated how other organizations' standard qualifications can improve the training of PAF civilians, with an emphasis on the effectiveness of using Subject Matter Experts (SMEs) in training. The purpose of the study was to identify which competency qualifications SMEs currently need, gauge the maturity of competency-based systems, investigate any compliance problems, and assess the value that competency qualifications bring to training and the quality of organizational development. This research design combined quantitative and qualitative approaches. He filled out the survey questionnaires, which were administered to 183 respondents, comprising PAF enlisted personnel, civilian human resources personnel, and officers who had attended PAF civilian training programs. Selected informants, such as trainers, HR managers, and SMEs, were also interviewed in a semi-structured manner. Descriptive statistics were computed using frequencies, percentages, weighted means, and standard deviations, and the Kruskal-Wallis Analysis of Variance was used to determine significant differences among the variables. For the qualitative data, a thematic analysis approach was used.

Analysis results showed that the respondents were very convinced that the qualification of SMEs in terms of being eligible, experienced in working in the public sector, trained, educated, experienced in ethical standards, and contributing to the development of the institutions is important. These results also indicated that competency-based standards have a positive impact on training quality, teaching effectiveness, and job worker performance. Yet barriers such as uneven resource allocation, unstandardized implementation, and a lack of awareness of qualification standards exist. The study also confirmed that well-integrated knowledge and life-long learning play a crucial role in enhancing the effectiveness of civilian training programs.

The research found that defining standard requirements for SMEs increases the quality and consistency of civilian training programs for SMEs. The Philippine Air Force should consider embedding robust competency-based assessment frameworks and ongoing professional development programs for SMEs to improve training outcomes and strengthen the organization's capabilities.

Keywords: *Philippine Air Force, civilian training, professional development*



E-POSTER

FINALIST

RESEARCH TITLE:

Effectiveness of Bilingual Instruction on the Performance of Secondary Students at Kajonkietsuksa School, Phuket, Thailand: Basis for Enhancement Program

CODE: GRC_E01_P001

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Effectiveness of Bilingual Instruction on the Performance of Secondary Students at Kajonkietsuksa School, Phuket, Thailand: Basis for Enhancement Program

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ABSTRACT

This study determined the effectiveness of bilingual instruction on the Science performance of Grade 9 students at Kajonkietsuksa School, Phuket, Thailand. Using a quasi-experimental pretest-posttest design, two groups were compared: bilingual instruction (Thai-English) and English-only instruction. Results revealed that both groups improved; however, the bilingual group demonstrated significantly higher gains. Students also showed positive perceptions toward bilingual instruction, which were significantly correlated with academic performance. The findings indicate that bilingual instruction enhances conceptual understanding and reduces language barriers. The study serves as a basis for an instructional enhancement program.

INTRODUCTION

Science learning is language-intensive and requires understanding complex concepts and technical vocabulary. In English-only instruction, students may struggle to express their understanding despite knowing the concept. Bilingual instruction supports comprehension, confidence, and participation by allowing students to process ideas in their first language before connecting them to English.

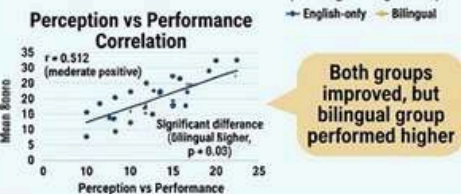
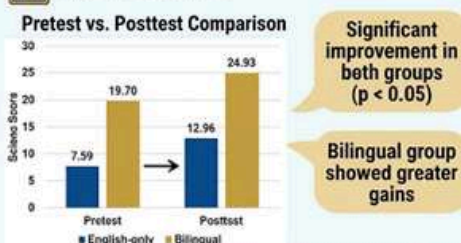
OBJECTIVES

1. Compare pretest and posttest performance of students.
2. Determine significant differences within each group.
3. Compare bilingual and English-only instructional outcomes.
4. Assess students' perception toward bilingual instruction.
5. Determine the relationship between perception and performance.
6. Identify challenges in bilingual instruction.

CONCEPTUAL FRAMEWORK



RESULTS



DISCUSSION

Bilingual instruction enhances conceptual understanding, engagement, and confidence. It supports Cummins' Interdependence Hypothesis, Krashen's Input Hypothesis, and Vygotsky's Sociocultural Theory.

Language acts as a bridge rather than a barrier in Science learning.



CONCLUSION

Bilingual instruction is more effective than English-only instruction in improving students' Science performance. It reduces language barriers and promotes deeper conceptual understanding.



RECOMMENDATIONS

- Integrate bilingual strategies in Science teaching.
- Provide teacher training on translanguaging.
- Develop bilingual instructional materials.
- Implement an instructional enhancement program.

SIGNIFICANCE OF THE STUDY

Supports inclusive and multilingual education and aligns with Sustainable Development Goal 4 (Quality Education).



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RESEARCH TITLE:

E-SKO Interactive Kiosk-Based Student Support System for the City College of Calamba (CCC)

CODE: GRC_E01_P002

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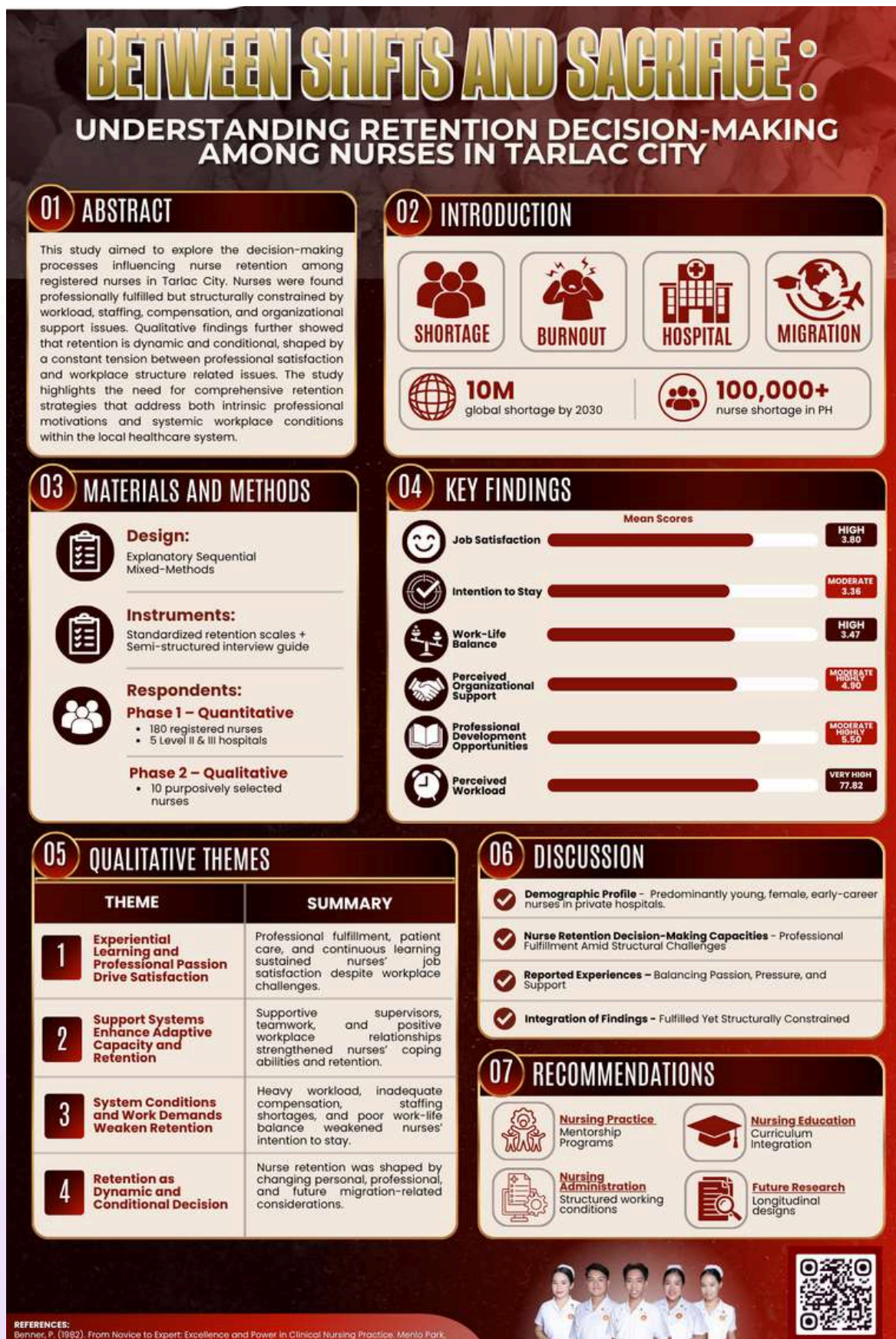


RESEARCH TITLE:

Between Shifts and Sacrifice: Understanding Retention Decision-Making Among Nurses in Tarlac City

CODE: GRC_E01_P003

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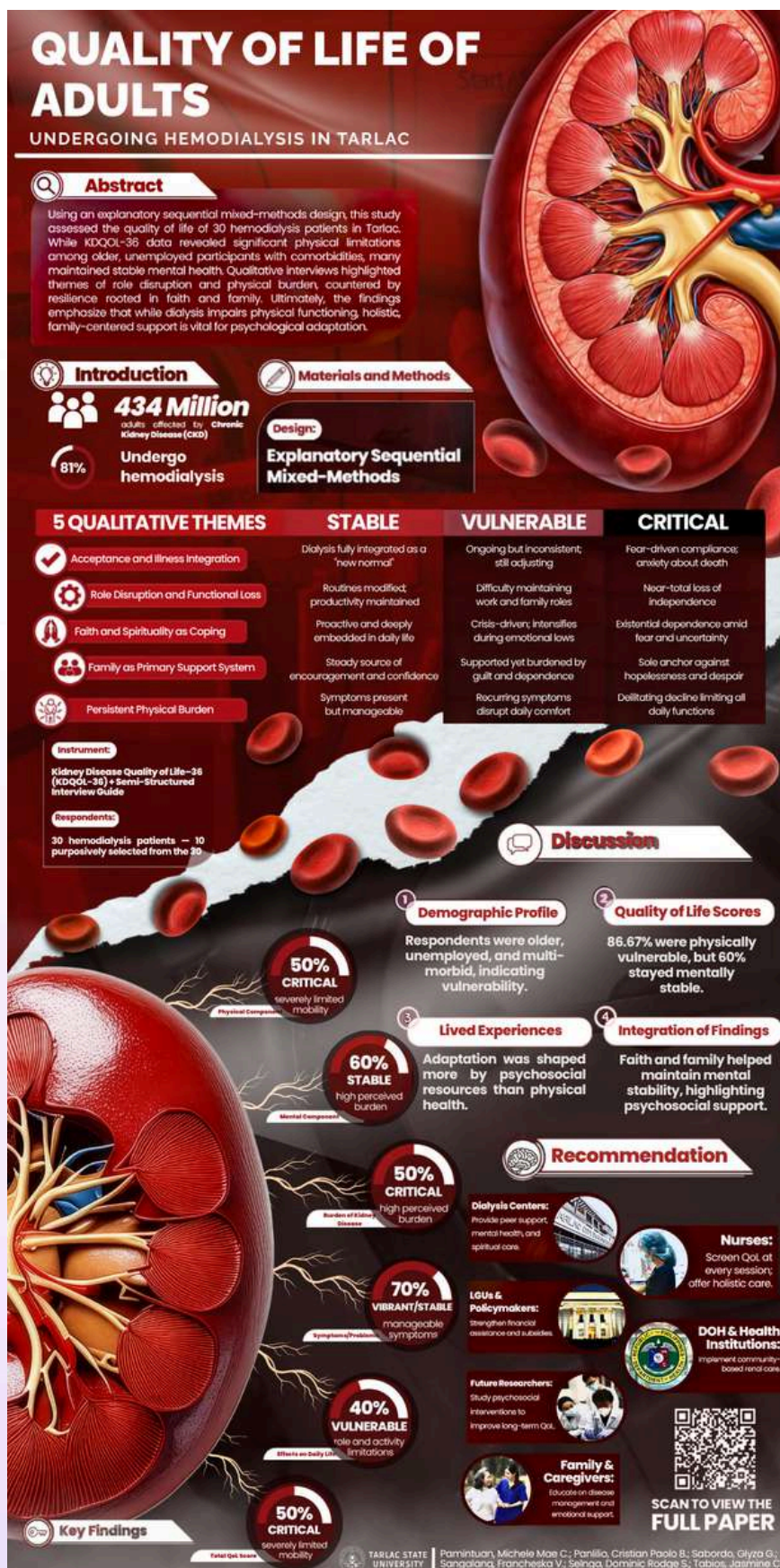


**RESEARCH
TITLE:**

Quality of Life of Adults: Undergoing Hemodialysis in Tarlac

CODE: GRC_E01_P004

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