

Academic and Clinical Interest: Influence to Intent-to-Work with Elderly People among Student Nurses in a Private College of Nursing

Abstract

Adiong, C. C., Divinagracia, N. A. D., Inocencio, R. L. C., Layson, M. M. A., Naciongayo, L. S., Tungol, K. Z., & Jagunap, M. S. (2026). Academic and Clinical Interest: Influence on Intent-to-Work with Elderly People among Student Nurses in a Private College of Nursing. [Unpublished undergraduate thesis]. Iloilo Doctors' College, Iloilo City, Philippines. The increasing population of elderly people highlights the need for nurses prepared to work in gerontological settings. However, the shortage of geriatric nurses continues to affect healthcare systems. This study aimed to determine how academic interest and clinical experiences influence student nurses' intention to work with elderly people. A descriptive-correlational design was used involving 275 Level 3 and Level 4 student nurses. Data were collected using a survey questionnaire measuring academic interest, clinical experience, and intent to work with older adults.

Results showed that students had moderate academic interest and positive clinical experiences in gerontological nursing. Despite strong academic and clinical exposure, their intention to specialize in gerontological nursing remained moderate, indicating a gap between exposure and career commitment. Nursing programs should strengthen strategies that encourage students to work with elderly populations. Educators should enhance teaching approaches, while healthcare institutions should provide quality clinical training and support. Future studies may include students from different institutions to further explore factors influencing career intention.

Keywords: Student Nurses, Gerontological Nursing, Clinical Experience, Academic Interest, Career Intention.

Introduction

Background

The world's demographic composition is changing drastically, with the primary feature of this change being a swiftly aging population. According to the World Health Organization estimates by 2050 "the elderly population who are aged 60 years and above is projected to reach 2.1 billion, which is a dramatic increase from 1 billion in 2020" (WHO, 2024). The complications and constant care that are part of this age group are a huge challenge for healthcare systems that will adapt to the change. Nurses play an important role in delivering appropriate care for elderly people, and therefore, the necessity for the ones with specialized skills in gerontological nursing constantly being filled as the elderly population grows (EBSCO, 2023).

Despite the growing demand for nurses who expertise in geriatric nursing, numerous studies conducted around the world show that student nurses are continuously uninterested in pursuing a gerontological nursing specialty. Research from a variety of countries, including Canada, China, and Turkey, shows that there are multiple factors determining student nurses' acceptance of careers in gerontological nursing. (Dai et al., 2021; Birimoglu Okuyan et al., 2020; Smith et al., 2022), these factors consist of personal attitudes toward aging and geriatrics, experience in clinical practices, familial relationships with elderly people, as well as past experience caring for the elderly. Negative clinical experiences and a lack of understanding regarding gerontological care, however, frequently deter trainees from choosing this focus. The Philippines' healthcare and social welfare systems are facing serious challenges as a result of the country's aging

population. Like many other countries, as of 2020, there were about 9.3 million senior citizens (aged 60 and above) in the Philippines (Philippine Statistics Authority [PSA], 2022). This number represents approximately 8.5% of the total population at that time. The senior citizen population is the group with the quickest rate of growth in the country, with a projected growth to approximately 23.7 million by 2050. As of mid-2025, about 8.4 million senior citizens are registered in the Philippine Identification System (PhilSys), reflecting the recent population statistics. An aging population might pressure healthcare institutions, social welfare programs, and families that may struggle to cope with the increased care demands of elderly people, with this said, the demand for nurses specializing in gerontological nursing is increasing. “There is a serious shortage of caregivers with an interest in caring for older adults. Given the projected increase in older adults who will need care outside the hospital, it is critical that we identify barriers to selecting work settings where the majority of older adults will be receiving care” (King et al., 2013). Working with elderly people is often seen as more difficult because their care requires higher complexity and intensity, “which can discourage student nurses from choosing gerontological nursing as a career path” (Okuyan et al., 2020). Many student nurses do not immediately think of focusing on gerontological nursing as a professional route, despite the growing need. Personal values including family relationships, experiences providing care, and financial issues have a considerable influence on student nurses career choices in the Philippines. In the Philippines, the choice of career of student nurses was heavily influenced by the personal value such as family ties, experiences they have either personally or in the communities have been the factors that influenced the view of the nursing profession by Filipino student nurses as a viable career with both

economic and personal aspects, thus, the latter having more preference than the former. For student nurses, providing care for the elderly is seen as a less prestigious professional and a less appealing career choice. One of the main perceived obstacles to student nurses experiencing ageist attitudes and actions is a lack of knowledge (Rababa et al., 2021). “Nursing students demonstrated insufficient knowledge about older adults, with positive attitudes and behaviors prevailing despite persistent negative behaviors” (Hammad et al., 2025).

One major issue facing the global healthcare system is the shortage of geriatric nurses. The absence of sufficient knowledge in geriatric nursing compromises the quality of care given to the elderly, which in turn, would result in higher morbidity, mortality, and increased healthcare costs (Alodhialah et al., 2024). Recognizing the factors that influence the student nurses’ decision to specialize in gerontological nursing becomes very important in solving the work gap issue.

Statement of the Problem

This study aimed to determine the influence of academic and clinical interest on the intent of student nurses to work with elderly people.

This study aimed to answer the following questions:

1. What is the profile of the student nurses in terms of:
 - a. Sex
 - b. Year Level
2. What is the level of academic and clinical interest of student nurses toward working with elderly people?
3. What is the level of intent to work with elderly people among student nurses?

4. Is there a significant relationship between academic and clinical interest and the intent to work with elderly people among student nurses in a private college of nursing?

Hypothesis

There is no significant relationship between academic and clinical interest and intention of student nurses to work with elderly people.

Theoretical Framework

This study was based on the “Theory of Planned Behavior” by Icek Azjen (1991), which stated that a person’s actions were primarily guided by intentional activity. These goals were impacted by three components: views of the behavior, perceived behavioral control, and subjective norms. Moreover, external circumstances could sometimes directly facilitate or hinder the execution of a behavior, regardless of an individual’s intentions. This occurred depending on the extent to which the person actually controlled the behavior and, “how accurately perceived behavioral control reflected this actual control” (Ajzen, 1991). Although “the theory” stemmed from the 20th century, it remained a valuable source as it helped the researcher understand how nursing interest was influenced by attitude, subjective standards, and perceived behavioral control of students to pursue geriatric nursing.

The factors were understood by applying the Theory of Planned Behavior influencing student nurses intent to specialize in gerontological nursing. “*Attitude* toward the behavior refers to the individual’s positive or negative evaluation of performing the behavior” (Ajzen, 1991). In this study, attitudes evaluated how classroom instruction and clinical exposure shaped their academic interest in gerontological nursing. Academic

interest developed through classroom instruction and clinical exposure shaped these attitudes by influencing students' beliefs about the benefits, challenges, and rewards of caring for elderly people. *Subjective norms* referred to perceived social pressure to engage in or refrain from engaging in a behavior. These were perceived social pressures or influences from important persons, such as family, peers, educators, and clinical mentors regarding the pursuit of a specialization in gerontological nursing. *Perceived behavioral control* showed how someone felt about their ability to control their conduct. In this study it captured students' beliefs about their capability and control over choosing gerontological nursing as a specialty. Clinical experience and confidence in geriatric nursing skills contributed to their perceived ease or difficulty in pursuing this career path.

Making use of the Theory of Planned Behavior framework enabled a thorough examination of cognitive, social, and experiential aspects that influenced student nurses' career plans, hence addressing the gap in gerontological nursing workforce development. These three components collectively influenced student nurses' intention to specialize in gerontological nursing, which in turn predicted actual specialization behavior. By measuring academic interest, social influences, and clinical exposure and competence, this study sought to identify which factors most strongly impacted students' willingness and plans to enter this critical nursing field.

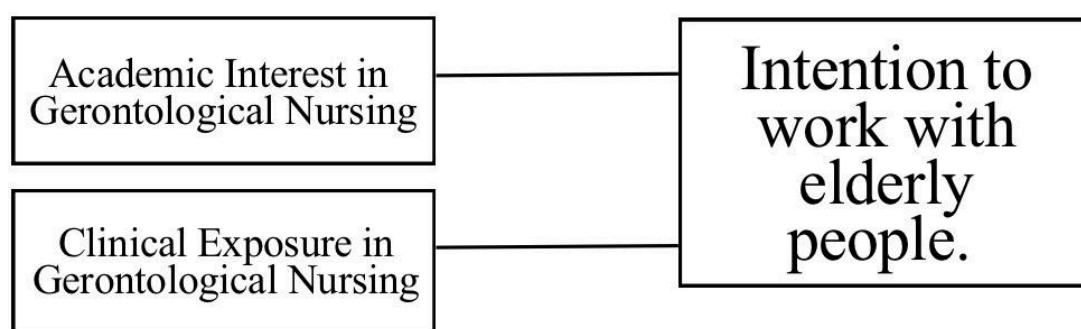
Conceptual Framework

In this study, the "Theory of Planned Behavior", was used as a framework to understand "how the academic and clinical interests of student nurses influenced their intention to work with elderly people" (Ajzen, 1991).

A positive attitude towards aging, frequent contact, and meaningful experiences with elderly adults were shown to influence student nurses' decisions to pursue geriatric nursing (Castro et al., 2023). The student nurses' level of understanding about geriatric care helped establish a foundation for forming positive attitudes, which may increase their interest and intention to work with elderly individuals. Additionally, the ability to transfer classroom learning into real clinical settings was an essential skill in nursing education (Sandra & Nowell, 2023).

Through clinical placement, student nurses applied theoretical knowledge, developed practical skills, and gained meaningful hands-on experience with elderly people. Positive mentoring in these settings further enhanced confidence and self-efficacy, supporting the development of interest and motivation to pursue a gerontological career path. Thus, academic input combined with quality clinical exposure — where knowledge, skills, and confidence are strengthened — encouraged the dedication of student nurses to working with elderly.

Figure 1. Relationship of the Variables under Study.



Definition of Terms

Academic interest. Academic interest is described as a personal orientation toward activities designed to increase one's academic skills and knowledge, which were essential variables that contributed to various aspects of student learning (Lee & Durksen, 2018).

In this study, academic interest referred to student nurses' interests in gerontology-related academic tasks. A 9-item questionnaire created by the researcher was used to measure this, and results were divided into three categories: Very High, Moderate and Very Low.

Clinical Exposure. Clinical exposure was defined as, "genuine human contact in a social or clinical situation" that increased learning about health, illness, and, disease, as well as function of the health professional, and happened during the early or preclinical years of undergraduate education (Salajegheh M et., 2024). In this study, clinical exposure was defined as students' hands-on experiences and involvement in delivering care to elderly persons, which served as a foundation for strengthening their interest to continue gerontological nursing. A 10-item questionnaire created by the researcher was used to measure this, and the results were divided into three categories: Very High, Moderate, and Very Low.

Intention. Intention referred to the expressed willingness of newly qualified nurses to work in specific clinical settings such as gerontology, which was influenced by educational preparation, clinical placements and personal attitudes toward elderly people (Smith et al., 2022). The readiness and intention of student nurses to pursue gerontological nursing as their desired career path was described in this study as intention. A 15-item adopted questionnaire was used to measure this, and the results were divided into three categories: Very High, Moderate, Very Low.

Gerontological Nursing. “Gerontological nursing” was an area of nursing practices that focused on promoting health, preventing illness, and maintaining functional capacity & quality of life in elderly individuals (WHO, 2021). In this study, gerontological nursing referred to the nursing specialization that focused on caring for elderly individuals, and served as a basis for evaluating students' interest and intention to enter this field of nursing.

Significance

The study will be significant and beneficial to the following:

Student Nurses. This study is beneficial to students because gerontological nursing is a specialized career in nursing. It provides opportunities for individuals to reflect on their values and career options, thereby promoting interest in high-demand, rewarding fields.

Nursing Educators. This study is beneficial to nursing educators because they were able to evaluate the efficiency of gerontology teaching strategies and clinical placement. The insights collected helped them improve curricula, establish good learning environments, and better support students in developing an interest and expertise in aged care.

Healthcare Institutions. This study helps healthcare facilities better understand the emerging trends and factors impacting nursing specialization. With this knowledge, the institutions were able to work with academic programs to provide better clinical exposure for student nurses to pursue gerontological nursing, thereby addressing staffing gaps and improving aged care services.

Future Researchers. This study is useful for other researchers who intend to conduct similar or comparable studies in the future.

Scope and Limitations

This study employed a descriptive quantitative research methodology, with survey questionnaires serving as the data gathering technique. It focused on student nurses' academic and clinical interest and intent to work with elderly people, examining classroom instructions, clinical exposures, and the intentions that influence their career choices. The dependent variable was the intention to work with elderly people, while the independent variables included academic and clinical interest in gerontological nursing (classroom learning and clinical exposure). The respondents of this study focused only on the Level 3 and Level 4 student nurses of a private college of nursing during the Academic Year 2025-2026 as they were already exposed in gerontological nursing. This study was carried out during the second semester of the academic year at a private college of nursing.

The study excluded Level 1 and Level 2 students, as they had not yet been exposed to gerontological nursing. Furthermore, the findings did not fully capture the perspectives of students from other institutions, which restricted the generalizability of the results. In addition, the results could not be extended to explain student nurses' preferences for other areas of specialization.

Review of Related Literature

This chapter is divided into two (2) parts: Review of Related Concepts and Review of Related Studies.

Related Concepts

Gerontological Nursing

Gerontological nursing was defined as “an evidence-based nursing specialty practice that met elderly individuals' specific physiological, social, psychological, developmental, economic, cultural, spiritual, and advocacy needs” by the American Nurses Association (ANA, 2015). “Gerontological nursing was concerned with the process of aging and the protection, promotion, restoration, and optimization of health and function; the prevention of illness and injury; the facilitation of healing; the alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of elderly adults, caregivers, families, groups, communities, and populations.” Quality of life (QoL) was a concept that “sought to capture a population's or individual's well-being in terms of both positive and negative aspects of their existence at a given period” (Teoli D, Bhardwaj A., 2023). Gerontology was the study of aging from a social, cultural, psychological, cognitive, and biological perspective. There were numerous biases and negative attitudes toward elderly individuals that remained in the United States and around the world. This bias could be attributed to a general lack of awareness of the aging process and misconceptions about elderly persons. Because of these pressures, many people experienced concern about aging, which raised negative preconceptions of elderly people known as ageism (United States Census Bureau, 2018).

Understanding and addressing the factors that influenced gerontological nursing was an effective way to ensure that elderly individuals received comprehensive, caring, evidence-based nursing care. Understanding how these characteristics influenced elderly individuals' health and well-being enabled future nurses to create specific care plans that promoted independence, protected dignity, and improved quality of life. Addressing these issues strengthened the role of gerontological nursing in promoting healthy aging and improving outcomes for the elderly.

Related Studies

Academic Interest in Gerontological Nursing

The continuing global aging phenomenon reiterated a new healthcare challenge in the demand for nurses trained in gerontological care. It highlighted that gerontological nursing competencies developed during undergraduate training strongly predict their intention to work in aged care (Ho et al., 2023). Further, it also examined the experiences of student nurses in Canada and discovered that good attitudes toward elderly people and gerontological education have greatly boosted interest in a profession. Observing when the students saw gerontological mentors in encouraging teaching settings, their academic curiosity was cultivated (Smith et al. 2022). About half of those studying nursing worldwide stated that they would be willing to care for elderly individuals, according to a systematic study and meta-analysis. Still, the clinical encounters are obstacles to ongoing scholarly curiosity. It highlights how crucial organized, constructive academic and clinical experiences are for an academic interest in gerontology (Wang et al. 2024).

Although academic interest in gerontology was still lacking in the Philippine setting, related research indicated that student's career goals were shaped by cultural and

educational factors. The number of senior citizens in the nation was projected to increase to 23.7 million by 2050. The necessity of teaching student nurses to be interested in gerontological nursing was highlighted by this demographic reality (Philippine Statistic Authority, 2022). There were multiple factors that influenced student nurses' attitudes toward elderly adults. These factors included the range of gerontology content within the scope of the curriculum and exposure to good role models. Building on that idea, this had a direct relation to the academic interest variable in the current study, which proved that a well-structured and coherent curriculum promised to enhance students' learning interest regarding the care for elderly (Magan et al., 2023). Moreover, Garbrah and colleagues' study established and tested the Gerontological Nurse Teacher Scale (GeNTS), which measured teacher competence in gerontology teaching by nurse educators. The results of their study suggested that the competence, leadership ability, and subject matter confidence of the teacher within the subject area greatly affects students' involvement in gerontological nursing. Their prior investigation was later reinforced by the works of Garbrah and colleagues' which identified that academic exposure and teaching quality had the potential to improve student nurses' interest in the profession, which in turn impacted their choice to specialize in gerontology (Garbrah, Välimäki, Palovaara, & Kankkunen, 2020).

Further affirming these findings, a study of student nurses' views, interest, and preparedness to practice in gerontological nurse settings revealed that education, personal experiences, and culture played an important role in molding students' interest and intention to pursue the said profession. In particular, students who participated in impactful encounters with elderly individuals, as well as positive educational

experiences were more inclined to prefer this speciality (Hsu, 2018). Another study revealed that academic progression through a nursing course significantly improved students' knowledge and positive attitudes toward aging; however, this did not translate into career intent (Zynab et al., 2024).

Basic care networks in the Philippines provided essential services, such as basic care for the elderly and health education. Nonetheless, a shortage of Human Resources for Health (HRH) often forced people to seek further evaluation in higher-level medical facilities. Recently, various policies aimed at supporting elderly adults have been enacted. Yet, despite existing policies and the availability of geriatric services, many elderly Filipinos still encountered significant unmet needs in financial support, healthcare, social services, and family assistance. The purpose of this study was to assess the state of Infection Prevention and Control (IPC) practices among Filipino health and social workers who provide care for senior citizens. It identified barriers to implementing these practices, assessed their impact on geriatric care, and proposed solutions to enhance collaborative practice in this area. (Nakamura 2021).

A global demographic shift towards an aging population was increasingly evident, particularly impacting nations with low to moderate incomes, like the Philippines. To effectively address the needs of the Filipino elderly, it was essential to understand perceptions surrounding aging, resilience, vulnerability, and gender identity. World Health Organization stated that by 2020, people aged 60 and elderly were projected to outnumber children aged 5 and under. While this shift presented both opportunities and challenges, concerns regarding aging in the Philippines remained underexplored. Existing research had primarily focused on general perceptions of aging, quality of life, workforce

involvement, and family caregiving. This study contributed to the understanding of aging among elderly Filipinos, highlighting how cultural elements like gender roles, religion, and familial bonds influence their lives. The findings could inform strategies to support elderly individuals in navigating vulnerability and resilience for active and successful aging. (Carandang 2020).

The study conducted by Suyasa (2025), posed that the healthcare system had been significantly impacted by the rapid global increase in the number of elderly people, particularly in terms of teaching future nurses to be healthcare professionals who had a good attitude toward the elderly. However, student nurses' perception of elderly people were linked to the degree of understanding of their the health of elderly people and their own subjective standard of individuals, excellent intentions, perceived behavioral control, and having educational encounters with project-base education regarding the health of elderly people on campus, as well as having prior experience providing care for elderly people while they were in school. Including more thorough gerontologic nursing information into the curriculum for nursing education, such as theoretical understanding and practical experience, was necessary. Increasing students' positive attitude toward elderly people required practice opportunities. "This study aimed to identify and describe current findings regarding student nurses' attitudes toward elderly people in Southeast Asian countries" (Indonesia, Malaysia, Thailand, Philippines, and Vietnam) (Suyasa 2025).

Clinical Interest in Gerontological Nursing

Student nurses' academic interest and desire to specialize in specific fields, like gerontological nursing, were found to be significantly influenced by clinical exposure.

The range and caliber of student nurses' clinical experiences shaped their academic, personal, and career guidance needs, strengthening their readiness and drive for specialization (Oducado et al., 2017). The standard of living and health-promoting behaviors of Iloilo City's elderly population were improved by community-based health initiatives. This implied that student nurses who actively participated in clinical rotations centered on geriatric care usually acquired competence and empathy, which cultivated their academic interest in gerontological nursing (Beliran and Legaspi, 2014).

Research indicated that exposure to both clinical and academic settings had a substantial impact on student nurses' desire to concentrate on gerontology. "The behavioral intentions of Filipino student nurses regarding geriatric care" were considerably influenced, as a structural equation model (SEM) revealed that their clinical experiences with elderly adults and educational background had an impact. (De Guzman et al., 2013). Gaps in health care education about the elderly were identified, emphasizing the significance of including geriatric clinical exposure in nursing programs to promote competence and interest in elder care (Moncatar et al., 2024). Students' professional preparedness and positive attitudes toward caring for senior citizens were enhanced by the inclusion of geriatric content in physical therapy education, indicating that similar integration could produce favorable results in nursing education (Perez, 2022). Faculty opinions on "the quality of nursing education in the Philippines" revealed that increased clinical exposure and practical experiences students' motivation and readiness to specialize in particular fields like gerontology (Appiah, 2020).

Students' aspirations to work in aged care were enhanced by positive clinical interactions with senior citizens (Cheng et al., 2022). Clinical placements with excellent

learning environments and supportive supervision fostered self-assurance and a desire to specialize (Pitkänen et al., 2018). The intention to work in elder care was significantly predicted by gerontological nursing competencies acquired through coursework and clinical training (Ho et al., 2023). The incorporation of gerontological clinical practice strengthened student nurses' sense of self and dedication to providing care for the elderly (Youdin, 2014). Advanced nursing programs that included gerontological content saw increases in competency and long-term interest in the field (Auerhahn and Kennedy-Malone, 2010). Ongoing exposure to geriatric medicine fosters interest in specializing in elder care by developing critical competencies (Orit et al., 2021). In nations with low and moderate incomes, training programs emphasizing clinical exposure effectively trained student nurses in order to provide care for the elderly (Abudu-Birresborn et al., 2019). The study suggests that clinical exposure can sometimes highlight the systemic challenges of geriatric care (low staffing, high workload), that may actually deter students rather than attract them (Bolling, C. N., & Graf, A. S. 2022).

Cultural understanding and clinical exposure significantly shaped student nurses' awareness of dementia, reinforcing the importance of gerontological training (Brooke et al., 2019). Finally, Curricula in Portugal and Spain concluded that strong integration of gerontology and geriatrics into undergraduate nursing programs led to improved readiness, intention to specialize in gerontological nursing, underscoring the global need for structured clinical exposure in this area (Alves, 2024).

Intention to work with Elderly People

An increasing number of elderly worldwide had called for more health care workers to work with the elderly, which, in turn, led to investigations of the reasons

behind student nurses' preferences of gerontological nursing as a specialization. It was confirmed that the impact of educational interventions and gerontology training was considerable in changing their unfavorable views and intentions towards caring for the elderly people. Various structured learning experiences, e.g., clinical placements, simulations and reflective practices, contributed positively to the students' readiness to enter geriatric nursing fields by enhancing awareness, empathy and competencies in elder care (Dahlke et al., 2024). Gerontological Nursing played a huge role in determining students' career choices in elderly care. Student nurses who demonstrated higher levels of competence in areas such as dementia care, communication, mental health support were "more likely to express intention to work with elderly people" (Ho et al., 2023). A systematic review further supported this finding, indicating that "the approximately 50% of student nurses globally were willing to care for elderly persons", although their willingness was strongly influenced by knowledge, experience, and educational exposure (Wang et al., 2024)

Cultural and motivational factors also significantly influenced students' decisions regarding geriatric nursing. A study conducted in Spain identified that motivation working with elderly people was shaped by personal values, empathy, perceived societal importance of caregiving, and career stability (Zubeldia-Etxerberia et al., 2024). Also, Turkish student nurses reported that positive clinical experiences, empathy, and personal relationships with elderly people enhanced their intention to work in geriatric care setting (Okuyan et al., 2020).

In the local context, Filipino student nurses confronted specific problems that influenced their desire to work with elderly adults. Students' expectations toward aging

showed that cultural respect for elderly people and family care giving responsibilities shaped positive attitudes towards elderly adults, but limited exposure in nursing education reduced their willingness to pursue gerontology-related careers (Tolentino, 2024). A structural equation model was utilized to examine Filipino student nurses' behavioral intention towards geriatric care and discovered that views, personal standards, and perceived behavioral control all influenced intention. Their findings demonstrated that students who had a good attitude towards gerontological nursing and received social support were more likely to pursue it as a specialization (De Guzman et al., 2013). Recent investigations considered psychosocial factors like level of knowledge, ageism, and intergenerational relationships besides the above. Increased knowledge of aging and decreased ageist attitudes were positively correlated with a higher propensity to choose a job in the field of the elderly (Vitman-Schorr & Rozani, 2025). Children's relationship with their grandparents and major meetings with elderly people were among the causes that contributed to a higher inclination to engage in geriatric care (Vitman-Schorr & Rozani, 2025). A multi-country study including the Philippines examined pre-registered student nurses' willingness to care for elderly adults, revealing that positive attitudes toward aging, previous caregiving experience, and gerontological education were significant predictors of their intent to work with elderly adults (Cheng et al., 2022).

Synthesis

The collection of literature included research that supported gerontological nursing and how it influenced students' intentions to specialize in this field of nursing. The discussion focused on how nursing education, teacher competence, and clinical experience influenced students' interest, confidence, and intention to care for elderly

people. Because gerontological nursing was important in a worldwide environment with rapidly aging populations, this study aimed to determine what factors might impact students' intentions to specialize in this field.

Furthermore, clinical exposure has proved to be an effective inspiration for students' professional interest and proficiency. Students applied theory to practice and acquired confidence in their abilities to communicate with elderly people through hands-on experience in community settings, long term care centers, and hospitals. Placements that are well-structured and supervised led to greater compassion and perceived readiness, whereas limited or negative experiences discouraged students from working in aged care. In addition to skills and experience, societal influences and cultural concepts influenced one's willingness to work with elderly individuals. For example, ageism, a lack of institutional support, and a lack of gerontological material in the curriculum continued to discourage students from pursuing a geriatric nursing specialization in the Philippines.

Methodology

Research Design

This study used a descriptive correlational research methodology to explore the relationship between academic and clinical interests and the intention to work with elderly people among student nurses at a private college of nursing. “Descriptive research was a study method that attempted to identify the characteristics of a population or specific phenomenon (Shinija, 2024). Correlational research was a scientific approach that sought to uncover and study the link between two or more variables without requiring manipulation” (Putri et al, 2025). The method was appropriate for the study as it allowed researchers to describe the relationship between interest and intention.

Study Setting

The study took place in a private college of nursing, a higher education school located on West Avenue in Molo, Iloilo City that provided a bachelor of science in nursing program. The total population of the respondents was 959 student nurses. Data were collected from level 3 and level 4 student nurses at this institution, and the study was carried out with the nursing department's approval letter. This private college of nursing was the best option for this study since it provided simple access to respondents and improved nursing education methods at the institution.

Population and Sampling

Inclusion Criteria

The study population consisted of 959 student nurses in their third and fourth years who were enrolled in a private college of nursing and met the following inclusion criteria:

1. Officially enrolled student nurses in the second semester of the academic year 2025-2026.
2. Showed understanding of the terms and conditions mentioned in the permission form, and willingly agreed to participate in the study without any force or threat.

Exclusion criteria

The following persons were excluded from the study:

1. Newly transferred students.
2. Students who participated in the pilot study

Sampling

The third and fourth year student nurses enrolled in a private college of nursing were the primary respondents.

From the total population of 959, a sample size of 275 was calculated using a Raosoft Sample Size Calculator, providing a confidence level of 95% and a margin of error of 5%.

The stratified sampling technique was used to determine the number of samples per year level. This technique allowed proportional representation of subgroups within the population. “This method was done to increase the efficiency of a sample design with respect to survey costs and estimator precision” (Parsons, 2017).

$$n_h = \left(\frac{N}{N_h}\right) n$$

Where: n_h was the sample size of sub-population in a stratum, N_h was the size of sub-population in a stratum, N was the total population, and n was the sample size.

Table A. Distribution of Respondents according to Sex and Year Level

Variables	N	%	n
Sex			
Third Year			
Male	91	9.49	26
Female	350	36.50	100
Fourth Year			
Male	87	9.07	25
Female	431	44.94	124
Year Level			
Third Year	441	45.82	126
Fourth Year	518	54.18	149
Total	959	100	275

Instrument

The primary tool the researchers used to gather the information required for the research was a survey questionnaire. The questionnaire consisted of three sections and was administered through an online Google form. The instrument tested the constructs of academic interest, clinical exposure, and intention to work with elderly people among student nurses using both researcher-made portions and sections that had been adopted.

Part 1. Respondent Profile: This section gathered basic demographic information including details on the subjects of the study, such as their name (optional), sex and year level.

This data was crucial to comprehending the characteristics and makeup of the sample.

Part 2. Academic learning: This section evaluated interest including academic and clinical experiences. It comprised 19 items.

- The *academic interest in gerontological nursing* subscale contained a 9-item researcher-made questionnaire to measure students' interest, motivation, and engagement in their academic studies related to gerontology. A 5-point Likert scale was used to rate each item: (5) Strongly Agree, (4) Agree, (3) Neutral (2)Disagree, and (1) Strongly Disagree.
- The *clinical interest in gerontological nursing* subscale contained a 10-item researcher-made questionnaire to measure students' interest and experiences in clinical or hospital settings, and was modified from a previously approved tool. Each item was rated using a 5-point Likert scale: (5) Strongly Agree, (4) Agree, (3) Neutral (2)Disagree, and (1) Strongly Disagree.

Part 3. “Intention-to-work with elderly people” (Colichi et al., 2025): This section contained a 15-item adopted questionnaire to measure student nurses' desire and readiness to collaborate with senior citizens in the future. For uniformity, the same 5-point Likert scale was used.

By designing the survey in this way, the researchers systematically gathered information on various topics, such as the respondents' demographics, their interests in academic and clinical, and their intent-to-work with elderly people. The responses were quantitatively and comparatively analyzed using the Likert Scale, which ranged from Strongly Agree to

Strongly Disagree. This helped identify patterns, connections, and possible correlations in the data.

Validity

The most important factor for developing and evaluating tests was validity, defined as the extent to which theory and evidence supported the interpretations of the test results for recommended tests. “In order to give the suggested score interpretations a solid scientific foundation, this validation process entailed gathering pertinent data” (Wesolowski and Wind, 2019). A panel of experts assessed instrument elements and rated them according to their representativeness and relevance to the content domain to determine content validity (Almanasreh et al., 2019).

The instrument was verified by three (3) validators, consisting of clinical instructors with master's degrees and expertise in the field of gerontological nursing.

The Survey Instrument Validation Rating Scale (SIVRS) by Oducado (2020) categorized scores as Excellent for the range 4.21 - 5.00; Very Good for 3.41 - 4.20; Good for 2.61 - 3.40; Fair for 1.81 - 2.60; and Poor for the lowest range, 1.00 - 1.80 (Pineda, 2014).

Part 3 of the questionnaire was adopted from Colichi, R. M. B., Perez, F. C. D. S., Nunes, H. R. D. C., & Lima, S. A. M (2025) Nolan's Intent to Work with elderly People Questionnaire: translation and cross-cultural adaptation into Brazilian Portuguese, an instrument measuring the intent-to-work with elderly people .

Reliability

Consistency across testing procedure replications was the general definition of reliability. When test results were consistent across replications, reliability was high;

when scores were inconsistent across replications, reliability was low (Wesolowski and Wind, 2019). The instrument or measurements were expected to yield reliable results, as well as the degree to which the results could be repeated under identical circumstances. By evaluating reliability, it was possible to determine how much of the measured results' variability could be attributed to measurement errors and how much to actual results (Armour, 2022).

A pilot testing was carried out before the actual data collection to guarantee the instrument's dependability. Thirty student nurses participated in the pilot test, fulfilling the sample size of 30% requirement, whichever was greater. To prevent data contamination and guarantee the independence of the final results, the actual study did not include these students.

Reliability was evaluated using Cronbach's alpha value, with a minimum reliability threshold of 0.70. Cronbach's Alpha was used to assess the instrument's reliability by determining the internal consistency of each scale's items. A "Cronbach's Alpha value of 0.70 or greater was considered to be satisfactory, signifying strong dependability" (Taber, 2018). The test results using Cronbach's alpha value showed positive results in Academic Interest (0.97) and Clinical Interest (0.98) a researchers-made questionnaire and, Intent-to-work with elderly people (0.88) an adopted questionnaire.

Data Gathering

Prior to the beginning of the research, after obtaining ethical approval, the researchers formally informed the College of Nursing Dean through a written letter of permission to carry out the study among Level III and IV student nurses. Before the

questionnaire was distributed to a large audience, validation was performed by a nursing research specialist to ensure the questionnaire was easy to understand, relevant, and reliable. The complete questionnaire was ready for distribution to the respondents within the timeframe specified for data collection. A structured survey questionnaire was the primary tool used in this study to collect the data.

The researcher worked with the nursing faculty or class advisers to share the Google form link to eligible student nurses through official communication such as group chats. The link was accompanied by a short message introducing the study and inviting students to participate voluntarily. The researcher was available to provide clarification and answer any questions from respondents regarding the survey procedure.

The researchers distributed the questionnaires in digital format via Google Form. Each responder received one questionnaire and consent form. During the data collection, the researchers were present to provide explanations as required but did not influence the respondents' answers. Respondents had enough time to complete the questionnaire. This duration ensured that responders had sufficient time to read, understand, and answer all of the questionnaire without feeling rushed. The researchers did not require them to finish any missing items. Once the respondents submitted the form, all responses were automatically recorded and securely saved in the researchers Google Drive, which was accessible only to the researcher and treated with strict confidentiality throughout the study.

Data Analysis

To ensure that the data were organized and ready for analysis, they were encoded in the Microsoft Excel Spreadsheet.

The Statistical Package for the Social Sciences (SPSS) software was used to encode and analyze all of the data. The results were presented in a tabular format for clarity, and interpretations were made based on the derived statistical values and corresponding significance levels.

The following codes were applied to the demographic data.

The sex data were coded as follows:

Sex	Code
Female	1
Male	2

The year-level data were coded as follows:

Year Level	Code
Level 3	3
Level 4	4

To gather and analyze descriptive data the following statistical methods were used.

Frequency. This identified the number of respondents that fell under each group of variables, such as sex and year level

Percentage. This was calculated to indicate the percentage of those in each set of the demographic variables

Mean. This was used to determine the level of academic interest, clinical interest, and intent to work with elderly people. Each questionnaire was weighed using a number in the survey to provide an explanation for the mean score as the overall respondents' attitude with reference to the specified variables. A high mean indicated a rise in the level of participation or agreement.

Standard Deviation. This was used to assess the consistency of the answer among respondents. A smaller standard deviation indicates more homogenous responses. The larger one implies greater variation in perceptions or practices.

To test whether there was a significant relationship between academic and clinical interest and the intention to work with elderly people, the data underwent a normality test using the Kolmogorov-Smirnov test to determine the appropriate statistical analysis.

Spearman's rho correlation was used to determine the relationship between two variables when the relationship did not conform to a linear pattern (McClenaghan, 2024). Spearman's rank correlation coefficient, denoted by ρ and pronounced "rho", or sometimes denoted by r_s , measured the strength and direction of an association between two variables in ranked or ordered data (McClenaghan, 2024).

The statistical test is carried out. The null hypothesis is rejected if the p-value is <0.05 , indicating a significant relationship between variables. P-value of >0.05 indicates that there is no significant relationship between variables, the null hypothesis is accepted.

Ethical Considerations

Prior to data collection, this study underwent review and approval by the Iloilo Doctors' College Institutional Research Ethics Committee (IDIREC) and was granted ethical clearance (IDIREC-2025_OI_248). In accordance with globally accepted

standards for research ethics, all ethical procedures upheld the values of beneficence, justice, and respect for human dignity.

This research aimed to offer meaningful insights and recommendations to nursing schools and to help student nurses better understand their perspectives on caring for elderly adults. The study posed minimal risk, though some questions may have caused slight emotional discomfort. Participation was strictly voluntary, and respondents' rights and welfare were protected through informed consent and the guarantee that they may withdraw from the study at any point without penalty.

Student nurses at Levels 3 and 4 were chosen randomly to participate in the questionnaire. Respondents' names were replaced with coded identifiers to maintain confidentiality and anonymity. Only the research team, the research adviser, and the evaluation panel had access to the securely stored data. There was no monetary compensation for this study; it was anticipated that its conclusions would have a significant impact on the nursing community by encouraging the growth of future nurses who were better informed, skilled, and inspired to care for elderly adults. The researchers declared that there were no conflicts of interest in the conduct of this study.

Dissemination Plan

Upon completion of this study, the researchers intend to use the findings in several ways. First, they plan to present the results to the College of Nursing's faculty and academic administrators to encourage the integration of key insights into curriculum development and student advising practices. Second, the findings were discussed with clinical instructors and nurse supervisors in healthcare settings to inform student placement decisions and to design more effective career guidance programs. Third, the

researchers aim to share the outcomes at relevant conferences, with a particular focus on nursing research gatherings. Finally, pending approval, the study was submitted for publication to further disseminate its contributions to this field.

AI Disclosure.

The researchers used Gemini and Grammarly to help in refining grammar and organizing ideas. All information produced was verified and cross-checked with credible academic sources to ensure accuracy and integrity.

Results and Discussions

Descriptive Analysis

Profile of the Respondents

Table 1 shows the profile of respondents based on their sex and year level. A total of 275 respondents consented to participate in the study, the gender of the majority of respondents are female (81.5%), followed by the respondent are male (18.5%). In terms of year level, the majority of the respondents were fourth year students (54.2 %), followed by the result of (45.8 %) third year students.

Table 1

Profile of the Respondents (n = 275)

Variables	<i>f</i>	%
Sex		
Female	224	81.5
Male	51	18.5
Year Level		
3rd Year	126	45.8
4th Year	149	54.2
Overall	275	100.0

Academic Interest on Gerontological Nursing

Table 2a represents the distribution of respondents according to specific items related to academic interest in gerontological nursing. The mean responses from each indicator of the academic interest questionnaire were used to assess the level of interest of

student nurses toward working with elderly people. The results reveal an overall mean score of 3.98 out of 5, indicating a positive level of academic interest among the respondents. Each indicator has a numerical equivalent that reflects the degree of academic interest, with higher mean values indicating a more positive perception of interest. The highest mean score (M=4.17) shows that student nurses strongly agree that classroom discussions on gerontological nursing are relevant to their future nursing careers. This suggests that students recognize the importance of gerontological knowledge in their professional practice. Meanwhile, the lowest mean score (M=3.84) relates to the students' confidence in exams and quizzes about gerontological nursing. Although the value still indicates a positive response, it suggests that students may experience uncertainty when their knowledge is formally assessed. The descriptive analysis revealed positive engagement with gerontological nursing content, as most items obtained mean scores above 3.90. However, the relatively lower score in examination confidence indicate areas where instructional strategies and evaluation methods can be further improved to strengthen students' mastery and confidence in the said subject. The result of the study is aligned on a research conducted by Wang comprehensive review and meta-analysis discovered many student nurses around the world are eager to care for the elderly, clinical encounters frequently challenge their continuous academic interest, underlining the importance of structured, pleasant educational experience (Wang et al., 2024). Another study from Canada suggested that positive gerontological education and exposure to mentors significantly boosted academic curiosity and interest in the profession (Smith et al., 2022). These results imply the need for educators to integrate

more interactive learning approaches and practice assessments to further strengthen students' understanding and readiness in caring for elderly patients.

Table 2a

Academic Interest on Gerontological Nursing (n=275)

Items	Mean	Standard Deviation
Classroom discussions on gerontological nursing are relevant to my future nursing career.	4.17	0.75
The topics in gerontological nursing influenced the way I view and understand elderly care.	4.12	0.73
The course covered the essential concepts needed for understanding gerontological nursing.	4.06	0.75
Course activities help me understand important skills related to gerontological nursing	4.04	0.72
I am satisfied with the amount of classroom time devoted to gerontological nursing.	3.95	0.75
I feel motivated to learn more about gerontological nursing after class discussion.	3.91	0.76
The teaching strategies need help stimulate my interest in gerontological nursing	3.89	0.74
I find it easy to understand gerontological nursing topics discussed in class.	3.88	0.74
I feel confident that I can perform well in quizzes and exams on gerontological nursing.	3.84	0.70
Overall	3.98	0.74

Clinical Interest on Gerontological Nursing

Table 2b represents the distribution of respondents according to specific items related to clinical interest in gerontological nursing. The mean responses from each indicator for the clinical interest questionnaire were used to assess the level of interest of student nurses toward working with elderly people. The results reveal an overall mean

score of 4.05 out of 5 indicating a positive level of clinical interest in caring for elderly people among the respondents. The highest mean score (M=4.24) revealed that student nurses understand the importance of providing holistic and compassionate care to elderly people, indicating their awareness of the essential values in gerontological nursing practice. The second highest mean (M=4.10) showed that student nurses experience satisfaction when interacting with elderly patients during clinical exposure, indicating that students are motivated by empathy in providing care to elderly people. Meanwhile, the lowest mean score (M=3.94) represents the students' attitude during their first exposure to elderly care, indicating that although responses remain positive, some uncertainty may occur during initial clinical encounters. The second lowest mean (M=3.96) relates to the students' confidence in their ability to care for elderly patients, suggesting that further clinical training and skill development may help strengthen their competence in gerontological care. Overall, the descriptive analysis indicates that student nurses demonstrate positive engagement and interest in caring for elderly, as reflected by the high mean scores related to enjoyment, satisfaction, and fulfillment during clinical interactions. These findings are aligned with the study conducted by Cheng, which found that positive clinical interactions with older adults significantly enhance student nurses' interest in working in aged care settings (Cheng et al., 2022). The findings suggest that meaningful clinical exposure to elderly patients plays an important role in strengthening student nurses' interest in gerontological nursing.

Table 2b*Clinical Interest on Gerontological Nursing (n=275)*

Items	Mean	Standard Deviation
I believe it is important to provide holistic and compassionate care to elderly people.	4.24	0.79
I enjoy interacting with elderly people during clinical exposure.	4.10	0.78
I feel satisfied when caring for elderly people even if their progress is gradual.	4.09	0.79
Caring for elderly people gives me a sense of fulfillment.	4.07	0.85
I feel motivated and eager to learn during my clinical exposure with elderly people.	4.07	0.74
I find working with elderly people engaging and meaningful.	4.01	0.81
My clinical exposure increased my interest in working with elderly people.	3.99	0.80
I am satisfied with the quality of my clinical learning experiences related to gerontological nursing.	3.98	0.79
I feel confident in my ability to care for elderly people as a result of our clinical exposure.	3.96	0.81
I feel positive about my first exposure to elderly patient care.	3.94	0.84
Overall	4.05	0.80

Intention to work with Elderly People

Table 3 shows the result of the intention to work with elderly people. The overall mean score of 3.10 suggests a positive mean score. Based on the items presented, the highest mean score (M=3.63) revealed that some student nurses perceived working with elderly people is not a good career move which suggests concern regarding the professional viability of this specialty. The second highest mean score (M=3.46) student

nurses suggested that once you work with elderly people it is difficult to get a job elsewhere. The result revealed that this workfield is a professional trap that does not offer transferable skills. The third highest mean score ($M=3.68$) suggested the belief that working with elderly people is a dead-end job. The lowest mean score ($M=2.18$) revealed that some student nurses perceive working with elderly people is really interesting to work with, this suggests a fundamental lack of curiosity or engagement with the elderly people. The second lowest mean score ($M=2.25$) revealed that some student nurses consider working with elderly people a highly skilled job. It indicates that student nurses perceive elderly people care as a basic care rather than a specialized medical field. The third lowest mean score ($M=2.32$) suggested the belief that working with elderly people is challenging and stimulating. These findings are supported by previous studies indicating that positive attitudes and recognition of the skill required in elderly care significantly correlate with student nurses' intent to pursue geriatric nursing as a career (Saharuddin and Makhtar, 2022). Another study suggested that student nurses often perceive geriatric nursing as having lower professional status and fewer opportunities for career advancement compared to the other nursing specialties (Stevens, 2011).

Table 3

Intention to Work with Elderly People (n=275)

Intentions	Mean	Standard Deviation
Working with elderly people is not a good career move.	3.63	1.09
Once you work with elderly people it is difficult to get a job elsewhere.	3.46	1.01
Working with elderly people is a dead-end job.	3.43	1.00
Working with elderly people does not appeal to me at all.	3.31	0.97
Working with elderly people is mainly about basic care it does not require much skills.	3.30	1.05
People work with elderly people because they cannot cope with hi-tech care	3.21	1.03
Working with elderly people has a high status.	2.95	0.84
The elderly you are, the easier it is to have a good rapport with elderly people.	2.89	0.89
Working with elderly people provides little satisfaction as they rarely get better.	2.87	1.06
I am really anxious/I was really anxious about my first placement with elderly people.	2.70	0.89
I am really looking forward/ I really looked forward to my first placement with elderly people.	2.45	0.82
I would definitely consider working with other people when I qualify.	2.43	0.80
Working with elderly people is challenging and stimulating.	2.32	0.82
Working with elderly people is a highly skilled job.	2.25	0.85
I think elderly people are really interesting to work with.	2.18	0.86
Overall	3.10	0.93

The relationship between academic and clinical interest and intent to work with elderly people among student nurses

Table 4 presents the results of Spearman's rho-order correlation, which was used to assess the relationship between academic and clinical interest and the intention of student nurses to work with elderly people. The findings revealed no significant

correlation between intention and clinical interest ($p = .178$) and intention and academic interest ($p = .347$) These results indicate that although student nurses demonstrate positive academic and clinical interest with gerontological nursing, this does not necessarily relate into an intention to pursue a career working with elderly people. Academic and Clinical Interest alone does not appear to influence students' career intention towards gerontological care. The result of the study aligned with the research findings of Bolling and Graft, which revealed that clinical exposure with older adults was not significantly related to enhanced interest in working with this population. Their findings suggest that clinical exposure may sometimes highlight the systemic challenges in geriatric care such as low staffing levels and high workloads, which can deter students rather than motivate them to enter the field (Bolling & Graf, 2022). Another findings conducted by Zynab found that while academic progression through a nursing course significantly improved students' knowledge and positive attitudes toward aging, this did not translate into career intent (Zynab et al., 2024). These findings suggest that academic and clinical interest may not be sufficient to influence student nurses' career commitment to gerontological nursing. Other external factors may influence student nurses' intention to work in gerontological nursing.

Table 4

Relationships between academic and clinical interest influence intent to work.

	Intention
Clinical Interest	p= .178
Academic Interest	p= .347
Sig at 0.05	

Conclusions and Recommendations

Summary

This chapter summarizes the findings, conclusions and recommendations on the influence of academic and clinical interest in intent-to-work with elderly people among student nurses in a private college of nursing. This study aims to determine the influence of academic and clinical interest in the intent of student nurses to work with elderly people.

This study used descriptive correlational research to explore the relationship between academic and clinical interest and the intention to work with elderly people among student nurses. This method was appropriate for the study given that it allows researchers to describe the relationship between interest and intention.

The respondents of this study consists of a total of 959 student nurses in the third and fourth year enrolled in a private college of nursing. From the 959 total number of population, the sample size of 275 was calculated using a Raosoft Sample Size Calculation, with a 95% level of confidence, and 5% margin of error to ensure reliable results.

Findings

The following are the major finding of the study:

Most of the student nurses were female and in terms of year level, most of the respondents were the 4th year students. This indicates that the respondents were predominantly female and mostly in their senior year level.

In terms of academic interest, the majority of the student nurses reported a good level of academic interest with gerontological nursing. However, lower mean scores were observed in items related to the teaching strategies, specific gerontological nursing topics, as well as the quizzes and exams regarding gerontological nursing. These results suggest that, while students generally show interest in the subject, certain aspects of instruction and assessment may need improvement. In terms of clinical interest, the majority of the student nurses reported a good level of interest in clinical duties regarding gerontological nursing. However, lower scores were observed in items concerning the confidence and the positivity of their exposure in taking care of elderly. This indicates that some students feel less confident or have less favorable experiences in clinical settings involving elderly.

The majority of the student nurses have shown a good level of intention in working with elderly people in the future. While student nurses acknowledged interesting intentions to work with elderly people, items with lower scores were observed in lacking intention to pursue specific career options in elderly care.

There is no significant relationship between academic and clinical interest and the intention to work with elderly people among student nurses in a private college of nursing.

Conclusion

Based on the findings of the study, it is concluded that student nurses generally reported high levels of academic and clinical exposure in gerontological nursing, indicating that geriatric concepts and experiences are sufficiently integrated into their environment. A significant positive relationship between academic exposure and clinical exposure, suggesting theoretical learning is associated with practical experiences. However, the high level of exposure, students demonstrated only a moderate level of intention to pursue specialization in gerontological nursing, indicating that exposure alone may not be enough to foster strong career intentions. Furthermore, gender and year level were not found to significantly influence intention, implying that demographic characteristics may not be key determinants of specialization decisions. The negligible relationship between academic exposure and intention further suggests that factors beyond educational exposure, perceived job opportunities, salary expectation, professional growth, career flexibility and personal interest, may have a greater influence on students' intention to specialize in gerontological nursing.

Recommendation

For Nursing Programs. In light of the findings and conclusions nursing programs are encouraged to place stronger emphasis on enhancing students' intention to work with elderly people. Although the results revealed that student nurses demonstrated high academic and clinical interest in gerontological nursing, their intention to pursue employment in elderly care was only moderate, indicating a gap between educational exposure and career commitment.

For Nursing educators. Nursing educators are recommended to continuously improve and enhance their teaching approaches and strategies in gerontological nursing education. Effective teaching approaches and learning may positively influence student nurses' perception and career intention in gerontological nursing.

For Healthcare institutions. Healthcare Institutions are encouraged to strengthen collaboration with academic institutions by providing greater clinical exposure to gerontological nursing. Supportive supervision, adequate learning resources and positive role modeling from healthcare professionals can further help reinforce students' motivation to consider careers in elderly care.

For Future researchers. Future researchers are advised to widen the limitations encountered in the present study by expanding the sample to include student nurses from different year levels and institutions. Conducting studies in multiple academic settings may enhance the generalizability of the findings. Additionally, future research may explore nursing students' interest in other areas of specialization and consider the use of mixed method and longitudinal design to gain a more comprehensive understanding of factors influencing career intention over time.

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