

KNOWLEDGE ABOUT, ATTITUDES TOWARDS, AND FUTURE INTENTIONS TO WORK WITH OLDER ADULTS, OF SENIOR NURSING STUDENTS IN THE CITIES OF CEBU AND MANDAUE: PROPOSED ENHANCED COURSE PLAN

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Abstract: This study determines the correlation between knowledge about, attitudes towards, and future intentions to work with older adults, of senior nursing students in the cities of Cebu and Mandaue. A descriptive correlational method of research was employed using purposive sampling to arrive at the definite profiles of 185 senior nursing students from the colleges of nursing of Cebu Doctors' University, Velez College, Cebu Normal University, and Southwestern University PHINMA. The study utilizes three research tools, namely: Facts on Aging Quiz (FAQ) by Dr. Endman Palmore; Kogan's Attitudes Toward Old People (KAOP) Scale by Nathan Kogan; and The Intent to Work with Older People Questionnaire by Michael Nolan et al. Study participant profiles show that majority were between the ages of 18–36 years old, female, Filipino, and living with parents. The computed mean score for Knowledge was 12.71, with a score higher than 12.5 interpreted as knowledgeable. The computed mean score for Attitudes was 3.86 with a mean score equal to or higher than 4.00 interpreted as exhibiting a positive attitude. The computed mean score for Future Intentions to Work with Older Adults was 3.72, with a score of 4.00 or more interpreted as a greater desire to work with older adults. Results show that female respondents, those above 21 years old, were half-Filipino with Chinese, Vietnamese, or Spanish blood, and those living with relatives are more likely to have future intentions to work with older adults. A weak and negative correlation is seen between the respondents' knowledge about older adults and their future intentions to work with older adults, however, a moderate correlation is seen between the respondents' attitudes towards older adults and their future intentions to work with older adults. It can be concluded that senior nursing students of these schools are, on the average, knowledgeable about, exhibit negative attitudes towards, and lack the desire to work with older adults. A well-designed course plan emphasizing on enhancement of knowledge, attitudes, and skills necessary for the care of the older adults, along with improving classroom teaching-learning sessions and actual clinical experiences of the students is recommended.

Keywords: Attitudes of senior nursing students, future work intentions of senior nursing students, knowledge of senior nursing students, intentions to work with older adults

I. INTRODUCTION

In recent years, the global population of older adults has been increasing at an unprecedented rate. According to the World Health Organization (WHO), the number of people aged 60 years and older is expected to more than double by 2050, reaching approximately 2.1 billion. This demographic

shift presents both opportunities and significant challenges across various domains, including the health, socio-economic, political, and environmental sectors. One critical area of concern is the healthcare sector, particularly the readiness

and willingness of nurses to care for an aging population.

The U.S. Bureau of Labor Statistics (2018) in their news release on the occupational outlook handbook mentioned that jobs in the healthcare industry will account for a big share of employment leading up to the year 2026. This may account for the great demand for healthcare services for the older adult population. Labor force on the other hand will have a steady and slow growth as it becomes older. The growing demand for healthcare services tailored to older adults highlights a pressing need for nurses who are both trained and motivated to work in geriatric care.

This demand for healthcare services will increase because of the aging population, given that older people have more medical problems than younger people. Since the need for nurses to take care of the elderly is increasing, it would be alarming if graduating students were not willing to take care of them, this may result in nursing staff shortages in this area of practice or poor quality of care for older adults.

Many student nurses express reluctance to work with older adults, citing various professional and personal reasons. A study by Henderson, et al. (2008) revealed that while the students generally have positive attitudes towards older people, they do not want to work with them. Some reasons mentioned for the poor interest in working with older people include inadequate experience in providing care for the elderly, not being able to relate and effectively communicate with older people, and an observation that the work is miserable and uninteresting. There is a negative awareness of working with older people as aging is associated with disability. Celik et al. (2010) in their study on the views and attitudes of nursing students towards aging and older patients showed that more than half of their participants had negative views about growing old including difficulty in

communication towards them. Happell (2002, as cited in King et al., 2013) conducted a study that examined attitude and preference. In the study, student preferences for work in nine practice areas that included both preferences for work setting (e.g., medical units) and age group (e.g., older adults) were ranked and explored before and after educational exposure to older adults. The results showed that after exposure, there was an improvement in attitudes toward older adults. However, other studies have reported that some students perceive work with older adults as boring, frustrating, or unpleasant, and express discomfort with death and dying, as well as anxiety related to patients who may not improve (King et al., 2013).

Over the past several years, nurse researchers have concluded that undergraduate students have no intention to work with older clients. The researcher firmly believes that this is true in the case of the nursing students in Cebu Doctors' University as well as those of the other nursing schools in Metro Cebu. The researcher had quite a few first-hand experiences with some nursing students in the clinical area wherein they voiced out that they would prefer to care for pediatric patients, young adults, or middle-aged adults rather than older adults. To embrace the challenges and rewards of working with older clients among nursing students is what nurse educators should understand (Hirst & Lane, 2016). Main factors influencing student nurses' motivation to choose gerontological nursing as a career include clinical practice environment, anxiety about aging and attitudes about geriatrics (Cheng et al., 2015). It is often very challenging to care for older clients than younger ones because they involve more healthcare services due to the fact that they are more likely to have one or more chronic health conditions. It is therefore of vital importance that all nurses need to have adequate knowledge about, a positive attitude towards, and the skills necessary for the care of older adults. These

factors could have an influence over future intentions to work with older adults.

One of the greatest challenges for nurse educators is to increase the number of nursing graduates who are not only knowledgeable on geriatric nursing but who have the interest and willingness to work with the older adult. It is necessary for nurse educators to focus on their students' views of the older adults, as attitudes—conceptualized as feelings, knowledge and beliefs—are important factors that influence both care and specialty selection (Soderhamn et al., 2001).

It is the researcher's intent to look into the student nurses' level of knowledge, attitudes, and future intentions to work with older adults in the hope of helping the former have a positive outlook to work with the latter. The output of this study is a proposed enhancement of the course plan in geriatric nursing that will be presented to the colleges whose student nurses are participating in this study. Specifically, the output would include educating the students about the myths and realities of aging in order to reduce ageism and provide more emphasis on the formal medical and caregiving needs of older adults today and in the future.

II. METHODOLOGY

A descriptive correlational design was employed to determine the relationship between level of knowledge, attitudes, and future intentions to work with older adults among 185 senior nursing students.

The data collection was conducted in four selected nursing colleges in the cities of Cebu and Mandaue, namely: Cebu Doctors' University College of Nursing, Velez College-College of Nursing, Cebu Normal University College of Nursing, and Southwestern University PHINMA College of Nursing.

Approval from the Cebu Doctors' University (CDU) Institutional Ethics Review Committee was obtained for the implementation of the study. Permission to

conduct the study was granted through a transmittal letter sent to the Dean of Cebu Doctors' University Graduate School. Permission for the participation of the senior nursing students was then obtained from the Dean of each of the colleges of nursing selected.

The study utilized three research tools. Tool 1 was Facts on Aging Quiz (FAQ) developed by Dr. Endman Palmore. The FAQ is composed of 25 statements that deal with the older adults' physical, psychological, and social facts. This can be answered with 'True', 'False' or 'I don't know'. Questions answered correctly are given a score of 1 point while all incorrect answers and questions answered with 'I don't know' are given a score of 0. The perfect score is 25; and a higher score indicates more knowledge about older adults. A participant who scores higher than 12.5 is considered knowledgeable about older adults. The FAQ 'True-False version' was first developed in 1977 by Palmore. In 1998, Palmore recommended modifying this format and included an 'I don't know' option. The internal consistencies of both versions were compared. A Cronbach's alpha of $\alpha = 0.40$ was found on the original 'True-False' version, and an alpha of $\alpha = 0.83$ was found with the added 'I don't know' option (Bleijenberg et al., 2012). A disadvantage in a True-False test is the tendency of the respondent to guess at an answer for the reason that they have a 50% chance of getting the correct answer (Harris & Changas 1994, as cited in Alsenany, 2009). Test for reliability for these types of quizzes is not applicable as their primary purpose is to determine whether a statement about aging is true or false. Since the item represents many different dimensions of knowledge on aging, including physical, psychological, economic, and social factors, the inter-item correlation tends to be low (Palmore, 1981, as cited in Alsenany, 2009). Undergraduate students on the average would score 14 (56%) and nurses in practice score 16.5 (66%) for this quiz (Palmore 1977, 1988, as cited in Alsenany, 2009).

The Kogan’s Attitudes Toward Old People (KAOP) Scale was developed by Nathan Kogan (1961, as cited in Alsenany, 2009). This was used to measure attitudes towards older adults. It is a 34-item tool with a 6-point Likert scale format. The point descriptors range from strongly disagree (1) to strongly agree (6). The tool contains 17 positively rated and 17 negatively rated statements about older adults. Negative items are reverse coded in the analysis so that total scores could range from 34–204 with 204 being extremely positive. Kogan (1961, as cited in Alsenany, 2009) stated that “correlations between positive and negative scales were significant in the direction of logical consistency of response.” Reliability coefficients of 0.76, 0.73 and 0.83 for the Old People Negative Scale, using the Spearman-Brown prophecy formula, were tested in three separate studies and achieved for the Old People Positive Scale. Intercorrelation of positive and negative scales ranged from 0.46 to 0.52 (Kogan, 1961, as cited in Alsenany, 2009). A mean score equal to or

higher than 4.0 is interpreted as exhibiting positive attitudes towards older adults.

The Intent to Work with Older People Questionnaire developed by Nolan et al. (2002, as cited in Alsenany, 2009) has 15 items and it explores intentions to work with older people in general, personal disposition to work with older people, and perceived consequences of working with older people. Items were rated from Strongly Disagree (1) to Strongly Agree (5), with 3 representing 'Undecided or Neutral'. Negative statements were coded in reverse giving possible scores ranging from 15 to 75 for the intention of respondents to work with older people. Reliability coefficient (Cronbach’s alpha) for this tool is 0.73, validity is at 0.856 (Alsenany, 2009). A mean score of 4.0 and above is interpreted as greater intent to work with older people.

The data collected for this study were processed and statistically analyzed using frequency distribution table, mean and standard deviation, Pearson correlation and Eta correlation.

III. RESULTS AND DISCUSSION

The data obtained during the empirical phase of the study which were

processed are presented, analyzed and interpreted in the tables below.

Table 1. Respondents Demographic Profile (N = 185)

Profile		f	%
Age	18-21 yrs. old	156	84.3
	Above 21 yrs. old	29	15.7
Gender	Male	24	13.0
	Female	161	87.0
Ethnicity	Filipino	172	93.0
	Filipino-American	10	5.4
	Filipino-Chinese/Vietnamese/Chinese	3	1.6
Family Background	Living with Parents	124	67.0
	Living with Parents and Grandparents	25	13.5
	Living with Relatives	13	7.0
	Living Alone	18	9.7
	Married with own family, living with grandparents/brothers and sisters	5	2.7

Table 1 shows that the majority of the respondents or 156 (84.3%) are between 18–21 years old. This was expected since

most respondents are undergraduates and are expected to be in the age range of 19–21 years old when they reach level IV or what is

categorized as senior level in college under the curriculum governed by the Commission on Higher Education (CHED) in the Philippines. According to the "Philippines – Educational System - An Overview" (n.d.), higher education in the Philippines is predominantly in the private sector and most bachelor's degrees are for four years; students are usually from 17 to 20 years old. This holds true for the age profile of the respondents as the youngest in this study is 18 years old and the oldest is 36 years old.

Gender profile shows the majority or 161 (87%) of the respondents are females as compared to 24 (13%) males. Nursing is predominantly a female profession which stems way back from the caregiving provided by women during the American precolonial era. Some women became midwives and nurses or ran taverns, inns, boarding houses, ferries and shops (Crow, 2006). History would tell us that Filipino women provided care for revolutionaries during the Spanish regime and as the American regime came, they were taught nursing. Today, nursing is a profession in the Philippines both for men and women. Slowly, more and more men have enrolled into nursing schools and their presence has been seen as a big help in the care of diverse patients around the globe.

The majority of respondents are Filipino by ethnicity, 172 (93%). This is also expected as the setting for the study is in the Philippines. Although 10 respondents are Filipino-Americans, this comprises only 5% of the population. The influx of bi-racial cultures with Filipino ascendancy, such as Filipino-Americans and other mixed races like Filipino-Chinese, Filipino-Vietnamese and Filipino-Spanish in this study are becoming more common these days in nursing schools around the Philippines. This may be attributed to many factors including affordable nursing education and the good quality of education being offered in the country.

Majority of the respondents live with their parents, 124 (67%), followed by those who live with both parents and grandparents, 25 (13.5%). Students at this age range still continue to live with their parents and they are also dependent on them for daily living expenses, including tuition fees for their education. Scroope (2017) mentioned that the family, whether nuclear or extended, is considered to be the foundation of social life for most Filipinos. This is what makes the Filipino family close-knit.

Table 2. Item Analysis of Knowledge of Senior Students about Older Adults

FAQ Items	Correct answers	%	Incorrect answers	%
1. The majority of people (age 65+) are senile (have defective memory, are disoriented, or demented).	98	53.0	87	47.0
2. The five senses (sight, hearing, taste, touch and smell) all tend to weaken in old age.	171	92.4	14	7.6
3. The majority of old people have no interest in, nor capacity for, sexual relations.	103	55.7	82	44.3
4. Lung vital capacity tends to decline in old age.	154	83.2	31	16.8
5. The majority of old people feel miserable most of the time.	143	77.3	42	22.7
6. Physical strength tends to decline in old age.	171	92.4	14	7.6
7. More than one tenth of the aged are living in long-stay institutions (such as nursing homes, mental hospitals, homes for the aged, etc.)	72	38.9	113	61.1
8. Aged drivers have fewer accidents per driver than those under age 65.	45	24.3	140	75.7
9. Older workers usually cannot work as effectively as younger workers.	96	51.9	89	48.1
10. Over three-fourths of the aged are healthy enough to carry out their normal activities without help.	106	57.3	79	42.7
11. The majority of old people are unable to adapt to change.	107	57.8	78	42.2
12. Old people usually take longer to learn something new.	113	61.1	72	38.9
13. Depression is more frequent among the elderly than among young people.	99	53.5	86	46.5
14. Older people tend to react slower than younger people.	137	74.1	48	25.9
15. In general, old people tend to be pretty much alike.	103	55.7	82	44.3
16. The majority of old people say they are seldom bored.	68	36.8	117	63.2
17. The majority of old people are socially isolated.	115	62.2	70	37.8
18. Older workers have fewer accidents than younger workers.	39	21.1	146	78.9
19. Over 20% of the population are now aged 65 or over.	40	21.6	145	78.4
20. The majority of medical practitioners tend to give low priority to the aged.	31	16.8	154	83.2
21. The majority of old people have incomes below the poverty lines.	71	38.4	114	61.6
22. The majority of old people are working or would like to have some kind of work to do (including housework and volunteer work).	152	82.2	33	17.8
23. Old people tend to become more religious as they age.	15	8.1	170	91.9
24. The majority of old people say they are seldom irritated or angry.	66	35.7	119	64.3
25. The health and economic status of old people will be about the same or worse in 2030.	36	19.5	149	80.5

Table 2 presents the respondents' level of knowledge about older adults based on the correct and incorrect responses. Most of the senior students answered incorrectly on the social facts, as compared with the physical and psychological facts about aging and the older adults. Almost all of the participants responded that they were not knowledgeable about older adults becoming more religious as they age. This can be supported by a study from the U.S. Census Bureau (Breytspraak & Badura, 2015) that religiosity is not an aging effect but more of a generational difference due to the upbringing. More than three quarters of the senior students responded incorrectly towards the older adults because the latter are perceived to be more prone to accidents than those under 65. Many older adults drive with caution and avoid dangerous conditions as they age. This factor holds true for Item 18 where older workers have fewer accidents than young workers. Almost half of the

student nurses viewed older adults as often bored. Older adults involve themselves in many and diverse activities like volunteering in churches and other non-profit organizations. Additionally, they also engage in hobbies and other leisure activities and seldom get bored. Most of the student nurses regarded medical practitioners as always giving high priority to older adults. Studies show that most medical personnel tend to believe in stereotypes about older adults and prefer to work with children or young adults.

The maximum score for the FAQ is 25 and an average score higher than 12.5 is considered knowledgeable. The computed mean score for knowledge in this study is 12.71, which is interpreted as knowledgeable. According to Palmore (1977, 1988, as cited in Alsenany, 2009) undergraduate students on the average score 14 (56%) and nurses in practice score 16.5 (66%) for this quiz.

Table 3. Senior Nursing Students' Attitudes Towards Older Adults

Attitudes Items	Mean	Interpretation
1. It would probably be better if most old people lived in residential units with people their own age.	3.88	Negative
2. It would probably be better if most old people lived in residential units with younger people.	3.84	Negative
3. There is something different about most old people; it's hard to find out what makes them tick.	3.49	Negative
4. Most old people are really no different from anybody else; they're as easy to understand as younger people.	3.74	Negative
5. Most old people get set in their ways and are unable to change.	3.16	Negative
6. Most old people are capable of new adjustments when the situation demands it.	3.56	Negative
7. Most old people would prefer to quit work as soon as pensions or their children can support them.	3.46	Negative
8. Most old people would prefer to continue working just as long as they possibly can rather than be dependent on anybody.	4.55	Positive
9. Most old people tend to let their home become shabby and unattractive.	4.70	Positive
10. Most old people can generally be counted on to maintain a clean, attractive home.	4.37	Positive
11. It is foolish to claim that wisdom comes with age.	4.20	Positive
12. People grow wiser with the coming of old age.	4.82	Positive
13. Old people have too much power in business and politics.	3.61	Negative
14. Old people should have power in business and politics.	3.59	Negative
15. Most old people make one feel ill at ease.	3.67	Negative
16. Most old people are very relaxing to be with.	4.59	Positive
17. Most old people bore others by their insistence on talking "about the good old days".	3.76	Negative
18. One of the most interesting and entertaining qualities of most old people is their accounts of their past experiences.	5.30	Positive
19. Most old people spend too much time prying into the affairs of others and giving unsought advice.	3.54	Negative
20. Most old people tend to keep to themselves and give advice only when asked.	3.20	Negative
21. If old people expect to be liked, their first step is to try to get rid of their irritating faults.	3.76	Negative
22. When you think about it, old people have the same faults as anybody else.	3.82	Negative
23. In order to maintain a nice residential neighborhood, it would be best if too many old people did not live in it.	4.76	Positive
24. You can count on finding a nice residential neighborhood when there is a sizeable number of old people living in it.	3.89	Negative
25. There are a few exceptions, but in general, most old people are pretty much alike.	3.68	Negative
26. It is evident that most old people are very different from one another.	4.25	Positive
27. Most old people should be more concerned with their personal appearance; they're too untidy.	4.25	Positive
28. Most old people seem quite clean and neat in their personal appearance.	4.34	Positive
29. Most old people are irritable, grouchy, and unpleasant.	3.64	Negative
30. Most old people are cheerful, agreeable, and good humored.	4.33	Positive
31. Most old people are constantly complaining about the behavior of the younger generation.	2.22	Negative
32. One seldom hears old people complaining about the behavior of the younger generation.	3.50	Negative
33. Most old people make excessive demands for love and reassurance than anyone else.	3.01	Negative
34. Most old people need no more love and reassurance than anyone else.	2.89	Negative
Factor Average	3.86	NEGATIVE

In Table 3, the computed mean score of senior student nurses was 3.86, which is interpreted as exhibiting a generally negative attitude. Based on Welford (2014), negative attitudes arise out of work associated with caring for older people, such as providing constant physical care and managing cognitive impairment and its challenges. Their varied experiences on the undergraduate gerontological nursing courses have the potential to change student nurse attitudes toward older adults and to challenge widely held stereotypes (Mattos et al., 2015). Most of the student nurses

positively viewed the older adults' behavior towards their independence of longer hours of working, maintaining a clean and attractive home, wisdom and being wiser as they age, and the relaxation they provide while working with them. However, senior student nurses negatively viewed older adults with generational differences whose needs may be difficult to satisfy.

Having different opinions and beliefs may result in not understanding the distressing situation as it contributes to age

discrimination and poorer health as they age (Ritschel, 2018). Communication is encouraged between the younger and older generations so as to bridge the gap. Being in one’s comfort zone and having difficulty adjusting when the situation demands it is common to all age groups and not only to the older populations. Some older adults however may experience a period of prolonged adjustment.

According to Pillemer (2011, as cited in Erber, 2019), younger generations may often perceive advice from older adults as intrusive or unwelcome, leading to feelings of being pried into. However, such guidance is typically rooted in the older generation’s life experiences and intended to help the younger ones avoid potential hardships in areas such as health, finances, and relationships. Over time, younger individuals may come to value this advice, realizing it stems from wisdom and a genuine desire to help them succeed and make better choices.

This concept aligns with Erik Erikson’s theory of Psychosocial Development, particularly the stage of Generativity vs. Stagnation, where adults seek to guide and mentor the next generation, contributing to a sense of legacy and purpose (Erikson, 1982).

Most of the senior student nurses have negatively viewed the older adults in their constant complaints about the behavior of the younger generation. Tracing back from relative history, the older people of their generation would also complain about criticisms. In the case of today’s older adults, the complaints consist of the younger generation being too cautious but dangerous, too worried about the world and at the same time, too self-absorbed to care (Ruggeri, 2017). These complaints have good intentions, but they are afraid of what is in store for them. The world is fast changing and what was true before, may not be true now. To listen to and understand the experienced older adults should be the right approach for these complaints from the younger generation.

Table 4. Senior Nursing Students’ Future Intentions to Work with Older Adults

Work Intentions Items	Mean Score	Interpretation
1. Nursing older people is mainly about basic care—it does not require much skill.	3.78	Low Intention
2. I would definitely consider working with older people when I qualify.	3.67	Low Intention
3. Working with older people is a dead-end job.	4.09	High Intention
4. I am really looking forward / I really looked forward to my first placement with older people.	3.54	Low Intention
5. Nursing older people is challenging and stimulating.	3.97	Low Intention
6. Nurses work with older people because they cannot cope with hi-tech.	3.92	Low Intention
7. Working with older people has a high status.	2.96	Low Intention
8. Once you work with older people it is difficult to get a job elsewhere.	4.10	High Intention
9. The older you are the easier it is to have a good rapport with older people.	3.31	Low Intention
10. I am really anxious / I was really anxious about my first placement with older people.	3.11	Low Intention
11. Working with older people does not appeal to me at all.	3.74	Low Intention
12. Nursing older people is a highly skilled job.	3.99	Low Intention
13. Nursing older people provides little satisfaction as they rarely get better.	3.48	Low Intention
14. Working with older people is not a good career move.	4.19	High Intention
15. I think older people are really interesting to nurse.	4.03	High Intention
Factor Average	3.72	LOW INTENTION

Table 4 presents the senior nursing students’ future intentions to work with older adults. The two lowest mean scores for future work intentions were observed for

items 7 and 10. These items got a mean score of 2.96 and 3.11, respectively, and are interpreted as low intentions to work with older adults. The respondents do not see

working with older adults as a job having a high status and that they are anxious during their first placement with older adults. The students' perception of working with older adults, in general, reflected mean scores that are interpreted as low intention to work with them. With a mean score of 3.31 in item 9, respondents see some difficulty in having good rapport with older adults. Item 1 with a mean score of 3.78 suggests that nursing older people is mainly about basic care. These nursing students believe it does not require much skill. The students' personal disposition towards work with older people also reflect in mean scores that equate to low intentions to work with them. The respondents do not find working with older people as appealing. They do not also consider working with older people when they qualify and they do not look forward to their first placement with older people. One of the factors that could have contributed to the respondents' low intentions to work with older adults could be their experiences involving older adults. These experiences could be clinical or personal. They may have been exposed to clinical settings that could have discouraged them to interact again or

take care of older adults. This could have been a not so pleasant environment where the older adults stayed or a traumatic experience that stemmed from taking care of older adults in an institution or in their community or family. King et al. (2013) revealed in their study on "Nursing Student Attitudes Toward and Preferences for Working with Older Adults" that schools of nursing have the influence on how students perceive and prefer to work with older adults. Geriatric nursing courses are important to dismiss myths about caring for older adults and that positive clinical experiences are important for the student to be encouraged to choose working with older adults.

Of the 15 items in the Intent to Work with Older People Questionnaire, 11 items have a mean score below 4.0 indicating low future intention to work with older adults, while only 4 have mean scores of 4.0 and above indicating high future intention to work with older adults. Based on Kydd et al. (2014), a combination of a well-supported teaching method and good clinical placements is necessary for students to develop a positive approach to working in this field.

Table 5. Association between Respondent Profiles and Future Intention to Work with Older Adults

Profile		n	Mean ± SD	Coefficient*	Interpretation
Age	18–21 years old	156	55.78 ± 6.02	.039	Weak
	Above 21 years old	29	56.45 ± 7.57		
Gender	Male	24	55.25 ± 4.83	.023	Weak
	Female	161	55.83 ± 6.47		
Ethnicity	Filipino	172	55.97 ± 6.16	.110	Weak
	Filipino-American	10	53.50 ± 8.52		
	Filipino-Chinese/ Vietnamese/Spanish	3	59.00 ± 1.00		
Family Background	Living with Parents	124	55.54 ± 6.34	.212	Weak
	Living with Parents and Grandparents	25	56.64 ± 6.12		
	Living with Relatives	13	60.08 ± 5.56		
	Living alone	18	55.06 ± 6.01		
	Married with own family, living with grandparents /brothers/relatives	5	52.60 ± 4.39		

*Eta is significant with alpha coefficient of more than 0.05

Table 5 shows there is a weak relationship ($\eta = .039$) between age and future intention to work with older adults. Older respondents tended to have future intentions to work with older adults compared to the younger respondents although the association was weak. A weak relationship was found between gender and future intention to work with older adults ($\eta = .023$). Female respondents were more likely to have future intentions to work with older adults than male respondents ($M = 55.25$, $SD = 6.47$). A weak correlation was found between ethnicity and future intentions to work with older adults ($\eta = .110$).

Filipino-Chinese, Filipino-Vietnamese, and Filipino-Spanish respondents were more likely to have future intentions to work with older adults than pure Filipino or Filipino-American respondents. This may be considered as an advantage when fusing two cultures that are principally family-oriented and where caring for older adults is not an issue. In a bi-racial family, a child benefits

from being brought up by parents coming from different cultures but having the same values that promote love of family. The Filipino culture is family oriented and so are the Chinese, Vietnamese, and Spanish cultures.

For senior student nurses, living with relatives was found to increase future intentions to work with older adults more than other family backgrounds. This could be attributed to the desire in providing care for older adults. They may have gone through tough times and experiences in their lives and these relatives may have helped them emotionally or financially along the way. This could have an effect on their lives and they feel grateful. The respondents may have been encouraged to have relationships with their aunts and uncles that are just as strong as the relationship with their parents. One's genetic connections or bloodlines are not only gauge of close family ties. It goes beyond this and includes distant relatives, close neighbors, or friends (IES, 2019).

Table 6. Correlation Between Knowledge and Attitudes to Future Intention to Work with Older Adults

Variable	Coefficient	Interpretation
Knowledge on Older Adults	-.032	Weak negative
Attitudes Towards Older Adults	.385	Moderate positive

Table 6 shows that senior nursing students have a weak negative correlation between knowledge about older adults and future intention to work with older adults. This means that those who scored incorrect in *Knowledge* scored high for future intention to work with older adults. Knowledge as a variable in this study is not a significant factor for the respondents to have future intentions to work with older adults.

In contrast to the Knowledge-Attitude-Practices theory, students must display a sound educational base of knowledge in order to have an impact on their attitudes and intentions to work for older clients. Hirst and Lane (2016) mentioned that nursing students must embrace the

challenges and rewards of working with older clients. Notwithstanding their knowledge on older adults, some students may have been challenged and found fulfillment in their clinical experiences which prompted them to have the interest to work with older clients in the future.

On the other hand, there is a correlation between positive attitudes towards older adults and future intentions to work with older adults. The respondents who scored high in attitudes towards older adults also scored high in future intentions to work with older adults. This was seen in the overall results of the study showing negative attitudes among the respondents and a low future intention to work with older adults. A

future intention to work with older adults is influenced by attitude. This is supported by The Theory of Planned Behavior. According to this theory, a person's behavior is determined by his intention to implement it. The person's attitude towards the behavior determines the intention itself. In Celik et al. (2010), myths and stereotyping older people as passive, frustrating, boring, fragile, depressed, lonely, and useless could result in negative attitudes among nursing students. These negative attitudes can lead to ageism and discrimination against older people (Kearney et al., 2000, as cited in Celik et al., 2010). The result is a negative attitude where nursing students do not choose to work with older adults following graduation (McLafferty & Morrison, 2004, as cited in Celik et al., 2010).

The results of this study encourage the researcher to plan for ways on how to improve and increase the level of knowledge, attitude, and skills among the students as this could translate to better care for older adults.

IV. CONCLUSION

Based on the results, senior nursing students of the selected colleges of nursing in the cities of Cebu and Mandaue were, on average, knowledgeable about, exhibit negative attitudes towards, and have low future intention to work with older adults. The future intention of these students to work with older adults was related to their attitudes towards, but not to their knowledge about older adults.

A well-designed course plan for enhancement of the basic knowledge, attitudes, and skills necessary for the care of the older adults along with improvement of classroom teaching-learning sessions and a well-structured positive clinical placement of the students can be recommended.

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