



## **Assessment of the School Nurses Healthcare Delivery Services in Selected Private Institutions: Basis for Health Services Enrichment Program**

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### **Abstract:**

School nurses are essential for maintaining the health and welfare of students in an educational setting. They provide medical assistance, health education, and other health- or medical-related concerns. Nevertheless, challenges in procedures, processes, and resources for operation within private educational establishments might affect the provision of healthcare delivery services. The objective of this research was to assess the effectiveness and efficiency of healthcare services provided by school nurses in specific private schools. The goal was to improve students' health outcomes and provide valuable insights for future initiatives and procedures. A quantitative, descriptive and universal sampling research design were utilized. The respondents were 26 administrators, 62 teachers, and 2 school nurses from the two campuses of Saint Francis of Assisi College, for a total of 90. In determining the assessment of administrators, teachers, and school nurses in healthcare delivery services, an arithmetic mean and One-way Analysis of Variance (ANOVA) were used to determine if the assessment of administrators, teachers, and school nurses in healthcare delivery services exhibits a significant difference. The categorical mean of teacher and administrator respondents was both interpreted as strongly agreeing. While the self-assessment of the school nurses' categorical mean was also interpreted as strongly agreeing. The computed  $f$  value of 0.20 with the alpha value of 0.05 are less than the critical  $f$  value of 3.16 with the  $p$  value of 0.82, therefore the null hypothesis is failed to reject. The results showed that there was no significant difference between the school nurse's self-assessment and that of teachers and administrators regarding healthcare delivery services. An healthcare enrichment program was crafted to enhance and improve the existing healthcare delivery services implemented by the school nurse.

**Keywords:** School nurses, Healthcare Delivery Services, Private Educational Institutions

### **Introduction:**

School nurses are recognized globally as essential components in promoting student health and well-being. School nurses serve as primary healthcare providers in educational settings worldwide, providing preventive care, managing chronic conditions, and addressing students' immediate health concerns. They are critical in ensuring that students are healthy, safe, and ready to learn, bridging the gap between healthcare and education.

In the Philippines, the range of health problems students encounter, such as hunger, infectious illnesses, and mental health disorders, highlights the need for school nurses. In the Philippines, the Department of Education (DepEd) acknowledges the vital role that school nurses play in fostering a healthy school climate, which is essential to children's academic achievement and general development. In the Philippines, school nurses not only tend to patients' urgent medical needs but also play a role in health education by bringing attention to issues related to diet, cleanliness, and preventative care. Children and the larger school community rely heavily on the school nurse, particularly in under-resourced communities where access to healthcare may be limited.

Although healthcare systems at public schools are often well organized, private educational institutions may have variations in funding, regulations, and operational procedures that need a focused analysis. Furthermore, school nurses are emphasizing mental health services for students experiencing anxiety, depression, and trauma following the pandemic. In distant areas or regions, school nurses are the primary healthcare professionals for children, treating both physical and mental health issues. However, limited compensation and staffing make it difficult for some districts to attract and retain qualified school nurses. The National Association of School Nurses (NASN) has amended its practice framework to better equip nurses for changing needs, emphasizing evidence-based practices and student health and safety. Rising workplace violence and safety concerns are straining school healthcare services (Star Tribune, NASN, American Hospital Association).

The objective of this study was to address the existing disparity by assessing the efficiency and efficacy of healthcare delivery services offered by school nurses in certain private educational institutions. Moreover, this is to improve student health outcomes and have an impact on future policy and practice by conducting a comprehensive evaluation of the quality and extent of healthcare services available. There is a lack of consensus on the expectations and understanding of the school nurse's role, which could impact the effectiveness of healthcare



delivery in schools which in effect provides timely health care to students. (Green & Reffel, 2009, as cited in Tsiou et al. 2024) This gap in perception may lead to underutilization of school nurses and a lack of support for their programs.

Hence, this study aimed to address the gap in the literature and provide a foundation for the creation of customized healthcare programs in private schools by gaining a thorough knowledge of healthcare services. There exists a knowledge deficit pertaining to the collective viewpoints held by school teachers, administrators, and school nurses about the responsibilities and functions of school nurses within educational settings. Insufficient study has been conducted on these viewpoints, impeding the creation of comprehensive programs and promoting understanding among school personnel on the obligations and tasks of school nurses. Furthermore, there exists a dearth of research pertaining to certain areas within educational establishments where the expansion of school nurse programs might be pursued, as well as the improvement of understanding among school administrators. By addressing this disparity, significant knowledge may be gained about the enhancement of school nurse programs and the facilitation of optimum health outcomes for students.

This study might enhance healthcare services in the selected private schools, Saint Francis of Assisi College – Bacoar and Las Pinas Campuses with the aim of creating healthier conditions that promote the growth and well-being of students and other stakeholders.

### **Literature Review:**

The role of school nurses is multifaceted, with primary responsibilities focused on safeguarding the physical and mental well-being of students, which enables them to thrive academically and socially. As primary health professionals in schools, nurses address students' acute health needs, conduct screenings, and provide preventive care (Sammur et al., 2022; Lykopoulou et al., 2023). Historically, the role of school nurses has evolved significantly, expanding beyond first aid to address complex health issues, including mental health, chronic illnesses, and substance abuse, underscoring the need for comprehensive education and training (Morse et al., 2022). These responsibilities include coordinating care with families and interprofessional teams, particularly for students with chronic illnesses, promoting self-care practices, and providing health education to students (Willgerodt & Yonkaitis, 2021).

School nurses' roles extend beyond medical care. They act as vital links between healthcare and education, performing essential tasks such as health promotion, crisis response, and collaboration with external health agencies (Rothstein & Olympia, 2020; NASN, 2019). In line with this, school nurses are seen as leaders and integral partners in developing school-wide health plans and emergency procedures, highlighting their expanded leadership and coordination roles within the school system (Kasher, 2022).

Globally, they engage in health education, clinical services, and public health promotion tailored to the school environment, enhancing health literacy and supporting the integration of students with disabilities (de Buhr et al., 2020). In the Philippines, as per Department of Education guidelines, school nurses provide basic healthcare, screenings, and support sustainable feeding programs, further emphasizing their multifaceted role in both health and education (DepEd Order No. 49, 2014).

However, school nurses face numerous challenges. The COVID-19 pandemic intensified these difficulties, with school nurses experiencing personal and professional strain due to increased caregiving responsibilities, illness, and pandemic-related duties such as contact tracing (Morse et al., 2023). They often operate independently and face resource limitations, which restricts their ability to deliver evidence-based care.

These issues, along with administrative budget constraints, lead to communication and documentation challenges and can cause feelings of isolation among school nurses (Eduhealthsystem, 2020; Willgerodt & Yonkaitis, 2021). Moreover, they confront obstacles when dealing with students' mental health issues, as they may lack the expertise or authority to provide in-depth mental health support, underscoring the need for collaborative support from specialized professionals (Pawils et al., 2023; Moen & Jacobsen, 2022).

School nurses also have the critical responsibility of delivering difficult news to students and families, which requires sensitivity and strong communication skills. However, a lack of training in this area, along with limited understanding of colleagues' roles, complicates interprofessional cooperation and the handling of complex cases (Wahyuni et al., 2023; Hilli & Pedersen, 2021). Additional challenges include a lack of promotion opportunities and limited professional development resources, particularly within public school systems, which impacts job satisfaction and retention (Macairan et al., 2019; Timossi et al., 2008).



In conclusion, while school nurses play an essential role in ensuring the health and safety of students, they face substantial challenges that affect their capacity to deliver comprehensive care. Addressing these barriers, through increased support, training, and resources, is crucial for the continued effectiveness of school health services.

### Methodology:

#### Research Design

This study is a quantitative type of research that used descriptive design since it only determined the healthcare delivery services being provided by the school nurse of Saint Francis of Assisi College – Bacoar and Las Pinas Campuses. According to Siedlecki (2020), studies with a descriptive design aimed to provide a detailed description of people, occasions, or circumstances; the study took place without having the researchers alter or manipulate any of the variables mentioned. Descriptive research design allows two different methods of data collection: observation and survey. In this study, the researchers have applied the use of surveys as a method for data collection. Questionnaires are used in surveys to obtain data from the respondents. This method is helpful for understanding perceptions, opinions, beliefs, or attitudes which is suitable for the purpose of this study.

#### Research Site

The research was conducted at two campuses of Saint Francis of Assisi College. The campuses served as the main study locations for collecting and analyzing data. This data was utilized in developing a program focused on enriching the healthcare delivery services offered by school nurses. The campuses' locations are as follows: Saint Francis of Assisi College—Bacoar Campus is located at 96 Admiral Village, Bacoar, Cavite. The Saint Francis of Assisi College-Las Pinas Campus is situated at 045 Admiral Village, Talon 3, Las Pinas, Metro Manila.

#### Sampling and Design

The study used Universal, or census sampling is a method that involves the selection of all members of a population for a research study. Therefore, the sample encompasses all individuals within the population. In this approach, the sample was ensured to accurately represent the population without any kind of bias or exclusion. The total population of the respondents for both campuses of Saint Francis of Assisi College, the administrators, teachers, and school nurses were 90.

**Table 1. Number of Respondents**

|                       | <b>Bacoar Campus</b> | <b>Las Pinas Campus</b> | <b>Total</b> |
|-----------------------|----------------------|-------------------------|--------------|
| <b>Administrators</b> | 7                    | 19                      | 26           |
| <b>Teachers</b>       | 30                   | 32                      | 62           |
| <b>School Nurse</b>   | 1                    | 1                       | 2            |
| <b>TOTAL</b>          | 38                   | 52                      | <b>90</b>    |

Therefore, the number of the administrator – respondents were 26, nurse-respondents were 2 and for the teacher – respondents were 62. The total respondents for this study were 90. The teachers, nurses, and administrators of Saint Francis of Assisi College – Las Piñas and Bacoar Campus were chosen to participate with the study due to the exposure and experience in the healthcare services provided to respondents and their students that is being implemented and used by the school nurse of Saint Francis of Assisi College.

The researcher ensures that the data obtained from the respondents was dealt with utmost confidentiality to secure the privacy of the respondents.

#### Research Instrument

The instrument has a 20-item statement that describes the Healthcare delivery services being provided or delivered by the school nurses in an institution. The instrument for the quantitative research study, "Assessment of the School Nurses Healthcare Delivery Services in Selected Private Institutions: Basis for Health Services Enrichment Program," includes questions that aim to comprehensively assess the various aspects of the school nurse's duties and their impact on the health and well-being of students and staff. The questions include a broad spectrum of duties, which include providing direct healthcare, emergency assistance, managing chronic conditions, educating about health, offering referral services, and promoting a healthy school environment. In addition, they evaluate the nurse's capacity for leadership in health policy and emergency planning, as well as their aptitude for facilitating transitions between school, hospital, and home environments. Lastly, the questions provide a comprehensive structure for assessing the efficiency and excellence of healthcare delivery services offered by school nurses at private schools. This assessment may guide the creation of a health services enrichment program



that aims to improve these services. Referring to the four-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2– Disagree, and 1 –Strongly Disagree. The following four – point Likert scale will be used:

**Table 2. Four-Likert Scale**

| Option | Description       | Statistical Limit |
|--------|-------------------|-------------------|
| 4      | Strongly Agree    | 3.26 - 4.00       |
| 3      | Agree             | 2.60 - 3.25       |
| 2      | Disagree          | 1.76 - 2.59       |
| 1      | Strongly Disagree | 1.00 - 1.75       |

### Validation of Instrument

The researcher adapted a questionnaire that was formulated in the study of Green R, and Reffel J. entitled Comparison of Administrators' and School Nurses' Perception of the School Nurse Role published in 2009 in the Journal of School Nursing. The researcher modified the questionnaire to culturally fit the needs of Philippine School Nursing. The questionnaire was validated by Maria Rona Rhia E. Halaman, MAEd, Mr. Jhoniel Samoling, RPh, and Dr. Sharon V. Dimatulac, RN. The format of the questionnaire started with an introductory part of the questionnaire which asked respondents about their campus and position whether administrator or teacher. There were two questionnaires one is for the teachers and administrators and the other is for school nurses.

The researcher also used Cronbach's alpha to determine the internal consistency of the answers and to test if the data was reliable of all of the nurse respondents. Based on the results, the questionnaire for teachers has a value of 0.89 and an interpretation of Good.

### Data Gathering Procedure

Before the data gathering, the researcher secured permission from the administrator of Saint Francis of Assisi College through a formal letter. When the letter from the administrator was approved, following the standard health protocol for Covid-19, the questionnaire was distributed to all the clinical areas or departments. A consent was attached in each questionnaire and ensured that the respondents are properly advised on why data were collected and analyzed. The researcher explained the purpose of the data collection and the process of completing the questionnaires. The researcher assured confidentiality of the information given by the respondents and avoided any conflict of interest in answering the questionnaire that is free from any biases. Data gathering was carried out in the second week of April 2024 and the entire study was done within school year 2023-2024.

Upon collection of the responses from respondents, the researcher tallied the results by creating a frequency distribution table. With the help of the statistician, the collected data was processed for analysis, interpretation, and presentation. The questionnaires used were disposed by the researcher by means of burning all the hard copies of the data after six months to a year.

Participating in the research study assisted the researcher in evaluating Saint Francis of Assisi College's healthcare delivery services being provided by the school nurse and developing an enrichment program that might benefit students, faculty, and stakeholders. The researcher expresses appreciation and emphasizes that participation is voluntary and/or comes with no monetary or in-kind reward for the participants.

The researcher maintained an unbiased connection with the participants because the institution of the respondents has no direct relationship with the researcher since the data is collected from different departments. The researcher declared that: no financial or other support is received from any entity with an interest in the research work, and no other connections or actions appear to have jeopardized the research study.

### Data Analysis Procedure

To facilitate the clear interpretation of the data, the following statistical methods and measures will be employed:

1. To determine the assessment of administrators, teachers, and school nurses in healthcare delivery services, arithmetic mean was used. The formula mean is:

$$A = \frac{1}{n} \sum_{i=1}^n a_i$$

Where:

A = arithmetic mean; n = number of values; ai = data set values



2. To determine if there is a significant difference in the assessment of the healthcare delivery services between the school nurse and the teachers and administrators, One-way Analysis of Variance (One-way ANOVA) was used. The formula:

$$SS_T = \sum x^2 - \frac{(\sum x_T)^2}{N}$$

$$SS_B = \sum \frac{(\sum x)^2}{n} - \frac{(\sum x_T)^2}{N}$$

$$SS_W = SS_T - SS_B$$

$$Df_W = df_T - df_b$$

$$MS_B = \frac{SS_B}{df_b}$$

$$MS_W = \frac{SS_W}{df_W}$$

$$F = \frac{MS_B}{MS_W}$$

Where:  $SS_T$  = Total sum of squares  
 $SS_B$  = Between groups sum of squares  
 $SS_W$  = Within groups sum of squares  
 $Df_b$  = degrees of freedom for between groups  
 $Df_T$  = degrees of freedom for the total  
 $Df_W$  = degrees of freedom for the within groups  
 $MS_B$  = mean square between groups  
 $MS_W$  = mean square within groups  
 $F$  = F-value or the ANOVA value

### Ethical Considerations

To avoid violation in any of the existing laws on data privacy, the researcher prepared two sets of letters. The first letter was addressed to the school president asking for permission to allow the researcher to conduct the study and to collect data from administrators, teachers, and school nurses. The second letter was informed consent which would be signed by the respondents themselves agreeing that they allow the collection and analysis of their responses and information.

The data gathering procedure was personally administered by the researcher. To safeguard the respondent's privacy, the data gathered from the responses was handled with greatest confidentiality. The researcher organized meetings and gathered data through face-to-face surveys. After six months or a year, all data would be permanently deleted in the drive and all the hard copy would be destroyed. The researcher made sure that throughout the conduct of research, especially during data gathering, honesty and integrity were observed at all times. Results were presented with fidelity without alteration or exaggeration.

The researcher maintains an unbiased connection with the participants because the grade levels and campuses of the respondents have no direct relationship with the researcher. The researcher declares that: no financial or other support is received from any entity with an interest in the research work, and no other connections or actions appear to have jeopardized the research study.

### Results and Discussion:

This section includes tables of the gathered data that answers the raised research problems.

1. What is the assessment of the healthcare delivery services of the school nurse according to:
  - 1.1. Teachers

**Table 3. Level of Healthcare Delivery Services of the School Nurse as assessed by the respondents according to TEACHERS:**

| Indicators                                                                                                          | WM   | sd   | INTERPRETATION |
|---------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| 1. The school nurse provides direct health care to students and staff.                                              | 3.65 | 0.49 | Strongly Agree |
| 2. The school nurse provides emergency services including triage, illness and injury care, referral, and follow-up. | 3.42 | 0.71 | Strongly Agree |
| 3. The school nurse supervises the management and treatment of chronic health conditions                            | 3.23 |      |                |



|                                                                                                                                                                                                                                                                                                                         |      |      |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| within the school setting.                                                                                                                                                                                                                                                                                              |      | 0.71 | Agree          |
| 4. The school nurse provides leadership for the provision of health services.                                                                                                                                                                                                                                           | 3.40 | 0.72 | Strongly Agree |
| 5. The school nurse makes use of their professional education and skills to assist the school in the development, implementation, and evaluation of school health education.                                                                                                                                            | 3.53 | 0.70 | Strongly Agree |
| 6. The school nurse develops and implements individualized health care plans on health conditions.                                                                                                                                                                                                                      | 3.29 | 0.78 | Strongly Agree |
| 7. The school nurse provides screening and referral for health conditions.                                                                                                                                                                                                                                              | 3.53 | 0.58 | Strongly Agree |
| 8. The school nurse provides and/or assist in health counselling, including referral and follow-up to school physician.                                                                                                                                                                                                 | 3.35 | 0.79 | Strongly Agree |
| 9. The school nurse connects students and staff with community and clinical health care providers if necessary.                                                                                                                                                                                                         | 3.55 | 0.51 | Strongly Agree |
| 10. The school nurse generally promotes a healthy school environment.                                                                                                                                                                                                                                                   | 3.73 | 0.45 | Strongly Agree |
| 11. The school nurse is the health expert in the school setting. They have the educational knowledge and background to be actively involved in promoting a safe school environment.                                                                                                                                     | 3.69 | 0.49 | Strongly Agree |
| 12. The school nurse promotes health awareness and wellbeing through posters, fliers, brochures, and/or health teaching and seminars.                                                                                                                                                                                   | 3.40 | 0.56 | Strongly Agree |
| 13. The school nurse provides health education for students and staff.                                                                                                                                                                                                                                                  | 3.47 | 0.64 | Strongly Agree |
| 14. The school nurse has knowledge and expertise in the areas of nutrition, weight maintenance, and exercise. This knowledge can be applied in prevention programs and interventions for students at risk or overweight.                                                                                                | 3.61 | 0.65 | Strongly Agree |
| 15. The school nurse plays a vital role as a part of a multidisciplinary team to support early assessment, planning, intervention, and follow-up of students and staff in terms of health and wellness.                                                                                                                 | 3.65 | 0.51 | Strongly Agree |
| 16. The school nurse serves in a leadership role for health policies and programs.                                                                                                                                                                                                                                      | 3.58 | 0.65 | Strongly Agree |
| 17. The school nurse represents a unique and vital resource relative to the successful creation and implementation of disaster preparedness for chemical and radiological events in and around schools. They are in a position to monitor unusual signs, recognize symptom presentation, and act to protect against the |      |      |                |



|                                                                                                                                                                                                            |             |             |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| immediate spread of possible contaminants.                                                                                                                                                                 | 3.50        | 0.65        | Strongly Agree        |
| 18. The school nurse has the educational background and knowledge to assist school administrators to develop and implement practices that protect students and staff from any pathogens.                   | 3.68        | 0.45        | Strongly Agree        |
| 19. The school nurse helps to provide a smooth transition, referral, or endorsement from school to hospital, hospital to home, or school to home.                                                          | 3.56        | 0.50        | Strongly Agree        |
| 20. The school nurse, in the role of case manager, provides oversight of care and services and serves as the point of contact for communication among the student, school staff, and health care provider. | 3.65        | 0.49        | Strongly Agree        |
| <b>CATEGORICAL MEAN</b>                                                                                                                                                                                    | <b>3.52</b> | <b>0.30</b> | <b>Strongly Agree</b> |

Legend: 1.00-1.75 = Strongly Disagree (SD), 1.76-2.50 = Disagree(D), 2.51 – 3.25 = Agree(A), 3.26 – 4.00 = Strongly Agree (SA); WM- Weighted Mean; sg – Standard Deviation

Table 3 shows the assessment of the school nurses healthcare delivery services according to teachers. Result reveals that criteria no. 10 “the school nurse generally promotes a healthy environment” ranked 1, having a mean of 3.73 which is interpreted as strongly agree, while criteria no. 11, “the school nurse is the health expert in the school setting. They have the educational background to be actively involved in promoting a safe school environment” ranked 2nd with a mean of 3.69 interpreted as strongly agree. This suggests that teachers consider the school nurse's work meaningful and useful to the well-being of students and the whole school community. The school nurse plays a crucial role in creating a healthy and supportive school environment. Criteria no. 3, “the school nurse supervises the management and treatment of chronic health conditions within the school setting” has a mean of 3.23 interpreted as “Agree” had the lowest rank. This suggests that areas where the school nurse's chronic health support should be improved through better procedures, resources, or communication channels with students and stakeholders. Addressing these concerns might improve student chronic health support and management, creating a healthier school environment. Center for Disease Control and Prevention (2022) stated that school nurses play a significant role in the everyday treatment of chronic health disorder among students which needs improvement and utilization of resources.

Overall, the categorical mean of the teacher-respondents on the assessment of the school nurse's healthcare delivery services is 3.52 which is interpreted as “Strongly Agree.” Teacher respondents assess the efficacy and quality of the school nurse's healthcare delivery services. Furthermore, it suggests that the school nurse is successfully carrying out their responsibilities, hence promoting a nurturing and health-oriented atmosphere in the school. According to Lykopoulou et al. (2023), school nurses play a significant role in fostering the well-being and holistic growth of the school community. In addition, school nurses provide medical assistance and ensure the safety of students, and aid during critical situations.

## 1.2 Administrators

**Table 4. Level of Healthcare Delivery Services of the School Nurse as assessed by the respondents according to ADMINISTRATORS:**

| Indicators                                                                                                          | WM   | sd   | INTERPRETATION |
|---------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| 1. The school nurse provides direct health care to students and staff.                                              | 3.65 | 0.49 | Strongly Agree |
| 2. The school nurse provides emergency services including triage, illness and injury care, referral, and follow-up. | 3.35 | 0.63 | Strongly Agree |
| 3. The school nurse supervises the management and treatment of chronic health conditions within the school setting. | 2.96 | 0.72 | Agree          |



|                                                                                                                                                                                                                                                                                                                                                                    |      |      |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| 4. The school nurse provides leadership for the provision of health services.                                                                                                                                                                                                                                                                                      | 3.35 | 0.69 | Strongly Agree |
| 5. The school nurse makes use of their professional education and skills to assist the school in the development, implementation, and evaluation of school health education.                                                                                                                                                                                       | 3.46 | 0.51 | Strongly Agree |
| 6. The school nurse develops and implements individualized health care plans on health conditions.                                                                                                                                                                                                                                                                 | 3.27 | 0.72 | Strongly Agree |
| 7. The school nurse provides screening and referral for health conditions.                                                                                                                                                                                                                                                                                         | 3.42 | 0.64 | Strongly Agree |
| 8. The school nurse provides and/or assist in health counselling, including referral and follow-up to school physician.                                                                                                                                                                                                                                            | 3.27 | 0.72 | Strongly Agree |
| 9. The school nurse connects students and staff with community and clinical health care providers if necessary.                                                                                                                                                                                                                                                    | 3.42 | 0.50 | Strongly Agree |
| 10. The school nurse generally promotes a healthy school environment.                                                                                                                                                                                                                                                                                              | 3.65 | 0.49 | Strongly Agree |
| 11. The school nurse is the health expert in the school setting. They have the educational knowledge and background to be actively involved in promoting a safe school environment.                                                                                                                                                                                | 3.65 | 0.49 | Strongly Agree |
| 12. The school nurse promotes health awareness and wellbeing through posters, fliers, brochures, and/or health teaching and seminars.                                                                                                                                                                                                                              | 3.35 | 0.56 | Strongly Agree |
| 13. The school nurse provides health education for students and staff.                                                                                                                                                                                                                                                                                             | 3.42 | 0.64 | Strongly Agree |
| 14. The school nurse has knowledge and expertise in the areas of nutrition, weight maintenance, and exercise. This knowledge can be applied in prevention programs and interventions for students at risk or overweight.                                                                                                                                           | 3.46 | 0.65 | Strongly Agree |
| 15. The school nurse plays a vital role as a part of a multidisciplinary team to support early assessment, planning, intervention, and follow-up of students and staff in terms of health and wellness.                                                                                                                                                            | 3.54 | 0.51 | Strongly Agree |
| 16. The school nurse serves in a leadership role for health policies and programs.                                                                                                                                                                                                                                                                                 | 3.54 | 0.65 | Strongly Agree |
| 17. The school nurse represents a unique and vital resource relative to the successful creation and implementation of disaster preparedness for chemical and radiological events in and around schools. They are in a position to monitor unusual signs, recognize symptom presentation, and act to protect against the immediate spread of possible contaminants. | 3.58 | 0.58 | Strongly Agree |
| 18. The school nurse has the educational background and knowledge to assist school administrators to develop and implement practices that protect students and staff from any pathogens.                                                                                                                                                                           | 3.77 | 0.43 | Strongly Agree |
| 19. The school nurse helps to provide a smooth transition, referral, or endorsement from school to hospital, hospital to home, or school to                                                                                                                                                                                                                        | 3.54 |      |                |



|                                                                                                                                                                                                            |             |             |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| home.                                                                                                                                                                                                      |             | 0.51        | Strongly Agree        |
| 20. The school nurse, in the role of case manager, provides oversight of care and services and serves as the point of contact for communication among the student, school staff, and health care provider. |             |             |                       |
|                                                                                                                                                                                                            | 3.69        | 0.47        | Strongly Agree        |
| <b>CATEGORICAL MEAN</b>                                                                                                                                                                                    | <b>3.75</b> | <b>0.15</b> | <b>Strongly Agree</b> |

Legend: 1.00-1.75 = Strongly Disagree (SD), 1.76-2.50 = Disagree(D), 2.51 – 3.25 = Agree(A), 3.26 – 4.00 = Strongly Agree (SA); WM- Weighted Mean; sg – Standard Deviation

As shown in Table 4 the assessment of the school nurses healthcare delivery services according to administrators, results reveal that criteria no. 18, "the school nurse has the educational background and knowledge to assist school administrators to develop and implement practices that protect students and staff from any pathogens" got the highest mean of 3.77 and has an interpretation of Strongly Agree. This implies that school administrators acknowledge the proficiency of school nurses in the field of public health and disease prevention, which inspires trust in their ability to alleviate health hazards in an educational setting. School administrators and nurses emphasize the importance of collaboration in ensuring the health and safety of students and staff, and the school nurse's crucial role in maintaining a secure and healthy school environment. The Center for Disease Control and Prevention (2022) stated that school health services personnel are capable of providing preventive care to all students.

On the other hand, criteria no. 3, "the school nurse supervises the management and treatment of chronic health conditions within the school setting" got the lowest mean of 2.96 interpreted as Agree. It suggests that there may be opportunities to enhance or strengthen the supervision of chronic health conditions in specific areas. While administrators recognize the school nurse's role in managing these conditions, the score indicates potential areas for improvement in communication channels, resources, protocols, or the approach to addressing these conditions in healthcare delivery. Addressing these issues could enhance support for students with chronic health conditions, significantly contributing to a safer and healthier school environment. Provisions of care for students with chronic illness and addressing injuries or acute illness are offered and managed by healthcare practitioners in school health services (Jansen et al., 2019).

Overall, the categorical mean of the administrator-respondents on the assessment of the school nurse's healthcare delivery services is 3.75 which is interpreted as "Strongly Agree." Administrator respondents assess the efficacy and quality of the school nurse's healthcare delivery services. The administrators' assessment indicates that the school nurse is effectively carrying out their duties and fostering a caring and health-oriented environment in the school.

## 2. What is the self-assessment of the school nurse on the implementation of healthcare services?

**Table 5. Level of Healthcare Delivery Services of the School Nurse as assessed by the respondents according to Nurses:**

| Indicators                                                                                                                                                   | WM   | sd   | INTERPRETATION |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| 1. I provide direct health care to students and staff.                                                                                                       | 3.50 | 0.71 | Strongly Agree |
| 2. I provide emergency services including triage, illness and injury care, referral, and follow-up.                                                          | 4.00 | 0.00 | Strongly Agree |
| 3. I supervise the management and treatment of chronic health conditions within the school setting.                                                          | 4.00 | 0.00 | Strongly Agree |
| 4. I provide leadership for the provision of health services.                                                                                                | 3.50 | 0.71 | Strongly Agree |
| 5. I make use of their professional education and skills to assist the school in the development, implementation, and evaluation of school health education. | 3.50 | 0.71 | Strongly Agree |
| 6. I develop and implement individualized health care plans on health conditions.                                                                            | 2.00 | 0.00 | Disagree       |
| 7. I provide screening and referral for health conditions.                                                                                                   | 3.00 | 0.00 | Agree          |
| 8. I provide and/or assist in health                                                                                                                         | 3.00 |      |                |



|                                                                                                                                                                                                                                                                                                                                                |             |             |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------------------|
| counselling, including referral and follow-up to school physician.                                                                                                                                                                                                                                                                             |             | 1.41        | Agree                 |
| 9. I connect students and staff with community and clinical health care providers if necessary.                                                                                                                                                                                                                                                | 3.50        | 0.71        | Strongly Agree        |
| 10. I generally promote a healthy school environment.                                                                                                                                                                                                                                                                                          | 3.50        | 0.71        | Strongly Agree        |
| 11. The school nurse is the health expert in the school setting. They have the educational knowledge and background to be actively involved in promoting a safe school environment.                                                                                                                                                            | 3.50        | 0.71        | Strongly Agree        |
| 12. I promote health awareness and wellbeing through posters, fliers, brochures, and/or health teaching and seminars.                                                                                                                                                                                                                          | 3.50        | 0.71        | Strongly Agree        |
| 13. I provide health education for students and staff.                                                                                                                                                                                                                                                                                         | 4.00        | 0.00        | Strongly Agree        |
| 14. I have the knowledge and expertise in the areas of nutrition, weight maintenance, and exercise. This knowledge can be applied in prevention programs and interventions for students at risk or overweight.                                                                                                                                 | 3.50        | 0.71        | Strongly Agree        |
| 15. I play a vital role as a part of a multidisciplinary team to support early assessment, planning, intervention, and follow-up of students and staff in terms of health and wellness.                                                                                                                                                        | 3.50        | 0.71        | Strongly Agree        |
| 16. I serve in a leadership role for health policies and programs.                                                                                                                                                                                                                                                                             | 3.50        | 0.71        | Strongly Agree        |
| 17. I represent a unique and vital resource relative to the successful creation and implementation of disaster preparedness for chemical and radiological events in and around schools. I am in a position to monitor unusual signs, recognize symptom presentation, and act to protect against the immediate spread of possible contaminants. | 3.00        | 1.41        | Agree                 |
| 18. I have the educational background and knowledge to assist school administrators to develop and implement practices that protect students and staff from any pathogens.                                                                                                                                                                     | 4.00        | 0.00        | Strongly Agree        |
| 19. I help to provide a smooth transition, referral, or endorsement from school to hospital, hospital to home, or school to home.                                                                                                                                                                                                              | 4.00        | 0.00        | Strongly Agree        |
| 20. As a school nurse, in the role of case manager, I provide oversight of care and services and serves as the point of contact for communication among the student, school staff, and health care provider.                                                                                                                                   | 3.50        | 0.71        | Strongly Agree        |
| <b>CATEGORICAL MEAN</b>                                                                                                                                                                                                                                                                                                                        | <b>3.48</b> | <b>0.32</b> | <b>Strongly Agree</b> |

Legend: 1.00-1.75 = Strongly Disagree (SD), 1.76-2.50 = Disagree(D), 2.51 – 3.25 = Agree(A), 3.26 – 4.00 = Strongly Agree (SA); WM- Weighted Mean; sg – Standard Deviation



Displayed in Table 5 is the self-assessment of the school nurse on the implementation of healthcare services. Criteria no. 2: "I provide emergency services including triage, illness and injury care, referral, and follow-up"; criteria no. 3: "I supervise the management and treatment of chronic health conditions within the school setting"; criteria no. 13: "I provide health education for students and staff"; criteria no. 18: "I have the educational background and knowledge to assist school administrators to develop and implement practices that protect students and staff from any pathogens"; and criteria no. 19: "I help to provide a smooth transition, referral, or endorsement from school to hospital, hospital to home, or school to home" got the highest mean of 4.0 interpreted as Strongly Agree. The results indicate confidence and efficacy in the school nurse's duties, creating a good and supportive healthcare environment for students and staff. This self-assessment shows the school nurse's commitment and skill in delivering comprehensive healthcare to the school community. As stated by Kashner (2022), nurses can be a coordinator for students' health care between the physicians, parents, and school. This coordination includes making appropriate referrals, health screening, and education. While criteria no. 6: "I develop and implement individualized health care plans on health conditions" got the lowest mean of 2.0 interpreted as Disagree. It implies that the school nurse may have challenges meeting the aforesaid criteria. This suggests improvement or more help to meet students' health needs in school. These may improve student health assistance and management, creating a healthier, more inclusive school climate.

Overall, the categorical mean of the self-assessment of the school nurse's implementation of healthcare services is 3.48 which is interpreted as "Strongly Agree." This shows that the school nurse considers they are doing their task well and making a good difference in the health and well-being of the school community. It shows that the school nurse is skilled and committed to providing full health services in the school setting.

3. Is there a significant relationship among the self-assessment of the school nurse and the teachers and administrators on the healthcare delivery services?

**Table 6. Significant Difference Between the Self-assessment of the School Nurse and the Teachers and Administrators on the Healthcare Delivery Services as Assessed by the Respondents**

| Source of Variation   | ANOVA |       |      |      |         |        | Remarks                |
|-----------------------|-------|-------|------|------|---------|--------|------------------------|
|                       | SS    | df    | MS   | F    | P-value | F crit |                        |
| <i>Between Groups</i> | 0.04  | 2.00  | 0.02 | 0.20 | 0.82    | 3.16   | <b>Not Significant</b> |
| <i>Within Groups</i>  | 5.26  | 57.00 | 0.09 |      |         |        |                        |
| TOTAL                 | 5.30  | 59.00 |      |      |         |        |                        |

Level of Significance is 0.05

Table 6 shows the specific significant difference between the self-assessment of the school nurse and the teachers and between the self-assessment of the school nurse and administrators on the healthcare delivery services.

The computed f value of 0.20 with the alpha value of 0.05 are less than the critical f value of 3.16 with the p value of 0.82, therefore the null hypothesis is failed to reject. It only means that there is no significant difference between the self-assessment of the school nurse and assessment of the teachers and administrators on the healthcare delivery services as assessed by the respondents. The result implies that both respondents' have a unison assessment on the healthcare delivery services. The teachers and administrators affirm that the existing functions and programs of the school nurses are being seen and implemented proficiently. Moreover, it implies that the school nurse acknowledges that they are effectively fulfilling their responsibilities, functions, and existing programs positively impacting the school community's health and well-being.

4. Based on the result, what is the recommended enrichment program?

**Table 7. Healthcare Enrichment Program**

|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                             |                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------|
| <b>OBJECTIVES</b>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>To provide a more healthy and secure atmosphere within the school community, thereby enriching the development, welfare, and academic performance of students and other stakeholders.</li> </ul>                                                                                                            |                             |                                                                |
| <b>SUCCESS INDICATORS</b>                                                                                                                                                          | <b>STRATEGIES/PROGRAMS/ ACTIVITIES</b>                                                                                                                                                                                                                                                                                                             | <b>TIME FRAME</b>           | <b>PERSONS RESPONSIBLE</b>                                     |
| <i>Criteria no. 3: "School Nurse supervises management and treatment of chronic health conditions within the school setting" To close the gap from 2.96 interpreted as "Agree"</i> | <ol style="list-style-type: none"> <li>Conduct a routine or regular health assessments and monitoring for students with chronic conditions to track progress and health outcomes.</li> <li>Provide training for school personnel on managing chronic diseases and ensuring that required resources are accessible in the school clinic.</li> </ol> | September 2025 – April 2026 | School Nurse<br>School Physician<br>Teachers<br>Administrators |



|                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------|
| to 3.26 – 4.00 interpreted as “Strongly Agree”                                                                                                                                                                                            | <ol style="list-style-type: none"> <li>3. Creation of standardized template for individual health plans and ensure relevant health information is documented accurately.</li> <li>4. Collaborate with School Physician in creating scheduled check-ups.</li> </ol>                                                                                                                                                                                                                                                                                                                                 |                               |                                                                |
| <i>Criteria no.6: “I develop and implement individualized healthcare plans on health conditions. “To close the gap from 2.00 interpreted as “Disagree” to 2.60 – 3.25 interpreted as “Agree.”</i>                                         | <ol style="list-style-type: none"> <li>1. Provide opportunities or fund allocation for Professional Development and Training.</li> <li>2. Mentorship. Promote collaboration among nurses, encouraging them to share successful strategies and tools that can streamline the development and execution of healthcare plans.</li> <li>3. Streamline processes and documents making it standardized. Standardized documents that are easy to use and adapt for individual student needs. In addition, ensure that school nurses have access to updated resources, including digital tools.</li> </ol> | September 2025 – April 2026   | School Nurse<br>Administrators                                 |
| <i>Criteria no. 8:” The school nurse provides and/or assist in health counselling, including referral and follow-up to school physician”</i><br>To close the gap from 3.00 interpreted as “Agree” to 3.26 interpreted as “Strongly Agree” | <ol style="list-style-type: none"> <li>1. Establish efficient communication channels by working together with teachers, administrators, and other medical professionals to plan health counselling and follow-up.</li> <li>2. Develop a standardized process or procedure for determining students that need health assistance or counselling.</li> <li>3. Create a system for tracking to keep track of the number of students that are sent to school physician or other health providers and the result of their follow-up treatment.</li> </ol>                                                | September 2025 – April 2026   | School Nurse<br>School Physician<br>Administrators<br>Teachers |
| <i>Criteria no. 7:” Provide screening and referral for health condition”</i><br>To close the gap from 3.00 interpreted as “Agree” to 3.26 interpreted as “Strongly Agree”                                                                 | <ol style="list-style-type: none"> <li>1. Establish partnerships with local healthcare providers for timely referral and follow-up care for individuals identified through screening.</li> <li>2. Create an organized, scheduled health screening for each grade level to evaluate their well-being—the cephalocaudal health assessment with the school physician and school dentist.</li> <li>3. Proper and accurate documentation and referrals to primary or secondary healthcare providers or institutions as needed.</li> </ol>                                                               | September 2025 – October 2026 | School Nurse<br>School Physician<br>School Dentist             |
| <i>Criteria no. 17: “Disaster Preparedness for Chemicals and Radiologic Events Prevention”</i><br>To close the gap from 3.00 interpreted as “Agree” to 3.26 interpreted as “Strongly Agree”                                               | <ol style="list-style-type: none"> <li>1. Create Fliers, brochures, and social media posting to raise health awareness.</li> <li>2. Develop and implement a disaster preparedness plan for chemical and radiologic events prevention.</li> <li>3. Conduct regular drills and exercises to test the effectiveness of the preparedness plan.</li> </ol>                                                                                                                                                                                                                                              | Annually                      | School Nurse<br>Administrators                                 |

*Administrators' view on the present healthcare delivery services offered by the school nurse: what are the perceived strengths and limitations, and how do these perceptions influence prospective modifications or upgrades to the program?*

The administrators state that the responsibilities of a school nurse in healthcare delivery cover a range of activities, including delivering fundamental medical care, dispensing prescriptions, performing health screenings, promoting health education, and overseeing student health records. The organization's perceived qualities include easy accessibility to students, swift attention to minor health issues, active participation in health education, and early detection of prospective health problems. Nevertheless, restrictions often apply to the fields of health education



and emergency response, as obstacles such as heavy workloads, time limits, and few resources impede the ability to provide the most effective delivery. Implementing standardized processes, assigning additional health workers, and prioritizing qualities such as humility, compassion, and resilience, along with sufficient training and resources, may address these restrictions and provide efficient healthcare provision in schools. The following are the main concerns as checked by the researcher: Lack of formal referral system, Standardized procedure or process flow, and Insufficient resources.

*What is the perception of teachers about the effectiveness of healthcare delivery services provided by school nurses in meeting the health requirements of students, taking into account characteristics such as accessibility, communication, and responsiveness?*

The teachers highlighted the vital role of school nurses in providing healthcare within the school setting. The teachers emphasize the crucial role of school nurses in enhancing the effectiveness of school activities, swiftly addressing health issues, and playing a crucial part in safeguarding the health and welfare of students, professors, and staff. The perception of the healthcare service offered by school nurses is mostly good, with a strong focus on their exceptional quality, efficiency, and ease of access. Educators see school nurses as invaluable assets that enhance the safety of the learning environment by providing effective communication and prompt healthcare services. Overall, it emphasizes the crucial significance of school nurses in addressing the health requirements of children and cultivating a favorable and supportive educational atmosphere inside schools. The following are the main concerns as checked by the researcher: Clear communication and Resources provided by the school nurse.

*From the perspective of the school nurse, what are the obstacles and achievements experienced in providing healthcare services to students in the educational setting, and how do they consider their responsibility in promoting student health and well-being?*

School nurses have expressed challenges in obtaining resources and ensuring regular support for school health programs, emphasizing the need for ongoing financial assistance and personnel. In addition, the nurse has difficulties handling crises independently due to the exclusive obligation assigned during working hours. Nevertheless, they also recognize the positive aspects of their position, such as the adaptable working schedule and the opportunity to establish significant connections with students and parents, highlighting their ability to have a significant impact on the lives of those they assist. The following are the main concerns as checked by the researcher: Requesting resources and Funding budget for programs and materials.

## **Conclusion:**

In conclusion, the study assessed the school nurses' implementation of the healthcare delivery services of Saint Francis of Assisi College – Las Piñas and Bacoor Campuses. The finding in the categorical mean of the assessment of the teacher-respondents and administrator-respondents on the school nurses' healthcare delivery services indicates strongly agree which implies that the school nurse is effectively performing their role and satisfying their healthcare needs. By providing direct medical care, emergency services, and health education, the school nurse helps create a compassionate and health-focused atmosphere. They build trust with students and other stakeholders by promptly and competently addressing health issues and promoting safety and wellbeing.

Moreover, the result of the self-assessment of the school nurse also indicates strongly agree which implies that the school nurse acknowledges that they are effectively fulfilling their responsibilities and positively impacting the school community's health and well-being. It demonstrates the school nurse's proficiency and dedication to providing comprehensive healthcare services within the school environment.

Furthermore, the findings showed the calculated  $f$  value of 0.20 with an alpha value of 0.05 is less than the critical  $f$  value of 3.16 with a  $p$ -value of 0.82; hence, the null hypothesis is not rejected. The school nurse's self-assessment and the teachers' and administrators' assessments of healthcare delivery services as assessed by respondents are not significantly different.

The results indicate that both respondents agree on healthcare delivery. Teachers and administrators agree the school nurse's duties and programs are well executed. It also means the school nurse recognizes that their roles, functions, and activities are improving the school community's health. An enrichment program was created and presented to close the gap of the criteria/results that needs to be enhanced/improved.



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