

## Structural And Psychological Empowerment on Work Behavior and Attitude of Nurse Educators in Selected Universities in Ilocos Norte

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### ABSTRACT

**Background:** Structural and psychological empowerment of nurse educators is essential to improve their professional development, job satisfaction, and pedagogical competence. Structural empowerment offers access to information, decision-making opportunities, and professional growth, whereas psychological empowerment generates autonomy, significance, and confidence in practice. In contrast, unempowerment may result in burnout, reduced job satisfaction, and turnover, with adverse effects on nursing education and patient outcomes. Filling the research gap on empowerment among nurse educators, especially in areas like Ilocos Norte, can guide focused interventions towards enhancing educational performance and the quality of health care.

**Methods:** The study employed a descriptive correlational design to examine the relationships between structural empowerment, psychological empowerment, and work behaviors and attitudes among nurse educators in Ilocos Norte

**Result:** The findings showed that the respondents had a high perception of transformational leadership, professional development, and mentorship as shown by their composite mean scores. Out of the three variables, professional development had the highest mean, implying that nurses are greatly motivated towards career and skill development. Mentorship also had a high score, which implies that the advice from experienced colleagues is important in their development. Transformational leadership attained the lowest but still high mean score, which indicates that despite of the leadership behaviors being acknowledged, they could have points for the improvement. Overall, there are indications that there is a positive and facilitative organizational environment where leadership, development, and mentoring are equally valued by nurses.

**Conclusion:** The findings revealed that nurses generally perceive high levels of transformational leadership, professional growth, and mentorship, all of which are significantly and positively correlated. These results highlight the vital role of transformational leadership in enhancing mentorship and fostering professional development among registered nurses.

**Keywords:** structural, psychological, empowerment, work behaviour, attitude, nurse educators, university, Ilocos Norte

### INTRODUCTION

Empowering 21st-century Nurse Educators could improve the educational system of nursing education globally and nationally. Albasal (2022), employees are the key to success in a highly competitive work environment and a crucial agent in organizational performance.

In the Philippines, there has been an increased demand for the nurse educators owing to an influx of enrollees in nursing schools triggered by both local and foreign demands for the nurses. Yet, there is a scarcity of nursing educators that undermines the ability of nursing schools to admit students, as cited by the Philippine Federation of Professional Associations. Such educator shortage is compounded by the emigration of skilled nurses who seek greater opportunities overseas at the expense of a reduction of those left behind to teach.

It is these issues that require nursing education to be revolutionized. The Institute of Medicine report pinpoints the imperative of the significant transformations in health professional education, championing patient-centered care, interdisciplinary collaboration, evidence-based practice, quality improvement, and informatics. These essential competencies are fundamental to empowering the nurse educators in order to prepare for the current demands of healthcare.

In order to develop successful 21st-century nurse educators, it is crucial to invest in robust nursing education programs that are aligned with these competencies. These initiatives will ensure nurse educators are sufficiently prepared to train future nurses, thus making the overall healthcare system stronger.

## **METHODS**

### **Research Design**

The researcher used a descriptive correlation design to assess the levels of structural empowerment, psychological empowerment, and work behavior and attitude and to examine their relationships among Nurse Educators in Ilocos Norte. A descriptive correlational design seeks the link between variables without attempting to manipulate any of them (Copeland, 2022).

### **Respondents of the Study**

The target population for this study consists of all nurse educators employed in nursing schools and colleges within Ilocos Norte. This includes both public and private institutions offering nursing programs.

### **Instruments of the Study**

The instrument used in this study will be Conditions for Work Effectiveness I&II (CWOE). The Conditions for Workplace Effectiveness Questionnaire measures the concept of structural empowerment. In her theory of structural empowerment, Kanter (1977; 1993) defines power as the ability to mobilize information, resources, and support to get things done in an organization.

### **Result**

#### **Age**

The survey data indicates that the majority of respondents are aged between 33 and 53 years, with (16.24%) at age 33 and (18.80%) at age 53. This suggests a significant representation of individuals in their mid-career stages, likely possessing substantial experience in their respective fields. Conversely, the least represented ages are 49 (0.85%) and 44 (1.71%), indicating minimal participation from these specific age groups.

#### **Gender**

The respondents are almost equally divided between male and female, with a slight predominance of female participants (50.43%).

#### **Civil Status**

More than half of the respondents are married (58.12%), while 41.88% are single

#### **Position in the Institution**

The data indicates that the majority of nurse educators occupy teaching-focused positions, with (37.61%) serving as faculty members and 31.62% as instructors. Assistant professors represent 19.66% of the respondents. Leadership and administrative roles are less common: program heads account for (2.56%), professors for (6.84%), and both assistant deans and research focal persons for (0.85%) each. This distribution suggests that most nurse educators are primarily engaged in instructional roles rather than administrative or leadership positions.

#### **Years of Experience**

The majority of the respondents have 2 years of experience (22.22%), followed by 5 years of experience (19.66%).

#### **Educational Attainment**

Most of the respondents hold a Bachelor of Science in Nursing (BSN) (52.99%), followed by those with a Master of Arts in Nursing (MAN) (27.35%), and a smaller group with a Doctor of philosophy (PhD) (19.66%).

### **Structural Empowerment of Nurse Educators**

The structural empowerment of nurse educators was shown with extensive access to opportunity supporting growth in the workplace and job efficiency. Important characteristics comprised access to activities that required using their total skill set, then access to difficult work as well as prospects to learn new skills in situ. These aided extensive structural empowerment as evident by the aggregate mean score.

In terms of access to information in institutions, nurse educators indicated a very high rate of openness and knowledge of organizational processes. Top-rated items were access to information on the state of the hospital or school at the moment, followed by values and top management goals. This access significantly contributed to their empowerment, with overall mean score indicating huge access to key work-related information. With regard to organizational support in the workplace, nurse educators felt high levels of support in situations such as the provision of good hints and solving of problems, clear feedback for areas of development, and feedback on job performance. This made them a structurally and psychologically empowered.

Moreover, access to the resources was also high, with nurse educators highly rating elements such as having temporary assistance when necessary and having time for the completion of the administrative tasks. Overall, the results indicate that the nurse educators in Ilocos Norte had a high degree of structural empowerment, with high access to opportunities,

information, support, and resources critical to their professional functions.

Research indicated that structural empowerment was directly linked to job satisfaction, professional motivation, and overall work effectiveness in nursing education (van Veggel et al., 2025). Higher access to training programs and skill development opportunities contributed to improved teaching practices and knowledge dissemination, which positively impacted students' learning outcomes (Abdulmohdi, 2025). Additionally, access to career advancement and role diversification enhanced professional growth, enabling educators to transition into leadership positions and influence institutional policies (Tsirigoti, 2025). However, limitations in opportunities for assuming different roles might have restricted professional mobility, potentially leading to stagnation in job roles and affecting long-term job satisfaction (Tariq et al., 2025). Additionally this has shown that access to challenging work and skill-building opportunities plays a critical role in enhancing job satisfaction, professional motivation, and psychological empowerment (Tsirigoti, 2025). Engaging in intellectually stimulating tasks allowed educators to refine their expertise and feel a stronger sense of professional fulfillment (Abdulmohdi, 2025). Furthermore, the ability to apply one's complete skill set in the workplace contributed to self-efficacy and long-term commitment to the profession (Tariq et al., 2025).

### **Psychological Empowerment of Nurse Educators**

As measured by their perception of job meaning, was high in professional fulfillment. They had a very strong belief that their job was meaningful and significant to them, indicating a high value placed on their job. In autonomy, nurse educators indicated a high sense of independence and control in professional responsibilities. They indicated that they had high autonomy in deciding how they carried out their work, handled their department, and completed tasks. In their confidence in professional skills, nurse educators exhibited a high sense of self-efficacy, showing high confidence in carrying out their work efficiently, acquiring essential skills, and being self-assured in their capabilities. Lastly, the feeling of impact within their departments was significant, as nurse educators saw themselves having an influential role on departmental processes and decision-making. Generally, these elements signify a high degree of psychological empowerment for nurse educators in Ilocos Norte.

Research highlighted that job meaning was a fundamental component of psychological empowerment, influencing work engagement, motivation, and job satisfaction (Bellali et al., 2024). Autonomy was a critical factor in psychological empowerment, significantly impacting job satisfaction, motivation, and professional engagement (Henriques et al., 2024). Educators who exhibited high levels of confidence were more likely to engage in innovative teaching strategies, take on leadership roles, and contribute to institutional development (Rameshwari & Kaur, 2024). Nurse educators who felt they had meaningful influence over their departments were more likely to engage in leadership activities, curriculum development, and institutional decision-making, which contributed to overall educational effectiveness (Romano et al., 2025).

### **Work Behaviours and Attitudes of Nurse Educators**

The nurse educators in Ilocos Norte have mostly positive job satisfaction, with a strong perceptions of support from the workplace, supervision, and opportunities for a professional growth. Nevertheless, feedback-based institutional changes and performance recognition were slightly lower rated, this suggesting that an improvement is needed in participatory in decision-making and recognition of accomplishments.

Despite of the general job satisfaction, nurse educators in Ilocos Norte have a moderate to high burnout levels, especially in the emotional exhaustion and work stress. Overwhelming feelings, emotional detachment from the patients, and frustrations at work are common. These results are consistent with the general research that shows a high workload, emotional labor, and lack of institutional support as the major contributors to the burnout among nursing professionals. Interventions aimed at these issues may improve job satisfaction and decrease burnout levels

Research indicated that job satisfaction was a crucial factor in employee retention, engagement, and performance within nursing education (Ricks et al., 2024). Support from management and supervisors played a key role in fostering a positive work environment and improving job-related motivation (Howard, 2024). Emotional exhaustion was found to be a primary contributor to burnout, leading to decreased job satisfaction, reduced engagement, and increased turnover rates (Shanthi & Bernard, 2024). Studies indicated that prolonged exposure to emotionally demanding tasks, coupled with high expectations in educational settings, contributed to mental fatigue and decreased motivation (Harrafa et al., 2024).

### **Proposed Strategies**

#### **EmpowerNurseEd: A Comprehensive Structural and Psychological Empowerment Program for Nurse Educators**

A proposed program aim increase the structural and psychological empowerment of the Ilocos Norte nurse educators. The program is based on the studies showing strong correlations between the structural empowerment and positive work attitudes, behaviors, and psychological empowerment. By increasing the access to resources, information, and support, the program will increase job satisfaction, confidence, and professional development among nurse educators.

Based on the reported high levels of burnout and moderate job satisfaction among nurse educators, the program focuses on bolstering opportunities, enhancing leadership and mentorship, and refining workplace flexibility and appreciation. These tactics are crafted to build a more engaged and productive nursing faculty, which overall enhances job effectiveness. The focus participants for this initiative are nurse educators from Ilocos Norte, including faculty members, program heads,

assistant professors, and nursing administrators who are part of policy-making and professional growth.

Key Areas	Objectives	Content	Strategies	Person Assigned	Time Needed	Expected Outcomes
<b>Enhancing Structural Empowerment</b>	Improve access to resources, information, and support for nurse educators.	<ul style="list-style-type: none"> <li>- Understanding organizational goals and policies.</li> <li>- Optimizing workflow and resource allocation.</li> <li>- Strengthening decision-making power.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership seminars.</li> <li>- Policy awareness sessions.</li> <li>- Digital resource optimization.</li> </ul>	Organizational heads, HR personnel, Training & Development officers	6 months	Increased job satisfaction and confidence in workplace decisions.
<b>Professional Development and Growth</b>	Provide opportunities for skill enhancement and career progression.	<ul style="list-style-type: none"> <li>- Training programs in pedagogy and research.</li> <li>- Certification courses and professional networking.</li> </ul>	<ul style="list-style-type: none"> <li>- Sponsored trainings and workshops.</li> <li>- Research mentorship.</li> </ul>	Nursing faculty, external trainers, senior educators	6 months	Improved job performance and higher confidence in skill application.
<b>Promoting Psychological Empowerment</b>	Enhance autonomy, confidence, and meaning in work.	<ul style="list-style-type: none"> <li>- Understanding personal impact in the workplace.</li> <li>- Effective self-leadership strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal coaching and self-reflection exercises.</li> <li>- Development of self-leadership action plans.</li> </ul>	Psychologists, leadership coaches	3 months	Higher psychological empowerment, autonomy, and motivation.
<b>Improving Work Behavior and Attitude</b>	Foster positive work attitudes and job satisfaction.	<ul style="list-style-type: none"> <li>- Effective communication strategies.</li> <li>- Conflict resolution and emotional intelligence training.</li> </ul>	<ul style="list-style-type: none"> <li>- Communication workshops.</li> <li>- Team-building exercises.</li> </ul>	HR personnel, training specialists	4 months	Better teamwork, lower burnout, and increased collaboration.
<b>Burnout Mitigation and Mental Wellness</b>	Reduce burnout and stress-related issues.	<ul style="list-style-type: none"> <li>- Identifying burnout symptoms.</li> <li>- Coping mechanisms and mindfulness training.</li> </ul>	<ul style="list-style-type: none"> <li>- Stress management seminars.</li> <li>- Wellness initiatives like yoga and meditation.</li> </ul>	Wellness coordinators, mental health professionals	3 months	Reduced burnout and increased resilience to workplace stress.
<b>Recognition and Reward System</b>	Strengthen employee motivation and retention.	<ul style="list-style-type: none"> <li>- Creating a culture of appreciation.</li> <li>- Implementing a structured reward system.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual awards and recognition.</li> <li>- Performance-based incentives.</li> </ul>	Administrators, department heads	Ongoing	Higher employee engagement and satisfaction.
<b>Mentorship and Leadership Training</b>	Develop future nursing leaders and educators.	<ul style="list-style-type: none"> <li>- Leadership in academia and nursing education.</li> <li>- Effective mentorship</li> </ul>	<ul style="list-style-type: none"> <li>- Mentorship pairings.</li> <li>- Leadership development programs.</li> </ul>	Senior faculty, leadership trainers	6 months	Increased leadership skills and professional mentoring culture.

		strategies.				
<b>Enhancing Collaboration and Influence</b>	Strengthen professional networks and interdepartmental collaboration.	- Effective interdisciplinary teamwork. - Building influence in the organization.	- Networking sessions. - Participation in academic committees.	Organizational leaders, faculty members	Ongoing	Greater collaboration and influence in decision-making.
<b>Monitoring and Evaluation</b>	Measure the effectiveness of the program and make necessary adjustments.	- Tracking empowerment and work behavior improvements. - Conducting regular feedback sessions.	- Surveys and performance tracking. - Focus group discussions.	Research team, HR department	Ongoing	Continuous program refinement and increased long-term impact.

### Conclusion

From the outcomes of the analyzed research, it was concluded that mentoring, organizational support, and transformational leadership all contribute to facilitating nurses' professional development, satisfaction with their job, and stability. Such forms of leadership, which exhibit positive decision-making in terms of morality, honesty, and nurturing attitudes, generate motivated and stress-tolerant nurses. Mentoring programs, if well organized and supportive, help in the shaping of new nurses, enhance confidence, and close the gap between theory and practice. In addition, the work environment that is collaborative, inclusive, and well-resourced has a positive impact on nurses' career growth, work engagement, and performance. Together, all these findings highlight the need for leadership-based, mentoring-oriented strategies in the development of a healthy and engaged nursing workforce.

### CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest related to the research, authorship, and publication of this study. No financial or personal relationships with other individuals or organizations have influenced the content or results of the study. All procedures and methodologies followed were independent and impartial to ensure the integrity of the research.

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