

**Lived Experiences of Nursing Students with Blended Learning
During Covid-19 Pandemic**

A Thesis

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by

Kathleen Raye C. Salvilla

Therese Mari A. Samoro

Irwin Ross P. Samulde III

Keith Kaira P. Sanchez

Anjela G. Santiago

Jhara Jhalil V. Saplada

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Kathleen Raye C. Salvilla

Therese Mari A. Samoro

Irwin Ross P. Samulde III

Keith Kaira P. Sanchez

Anjela G. Santiago

Jhara Jhalil V. Saplada

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ABSTRACT

The COVID-19 pandemic forced dramatic shifts in education, prompting widespread adoption of blended learning models in nursing programs. While this method ensured study continuity, it also presented novel challenges for nursing students regarding their academic journey and preparation for clinical practice.

This qualitative study delved into the lived experiences of nursing students who transitioned to blended learning during the pandemic. It aimed to understand the impact of this approach on their learning process, clinical skill development, and overall professional preparation.

Utilizing in-depth, face-to-face interviews, the study explored the perspectives of level 3 Nursing Students of S.Y. 2022-2023 with blended learning during the COVID-19 Pandemic. The interviews looked into students' perceptions of blended learning's effectiveness, challenges encountered, adaptations made, and anxieties towards clinical preparedness.

This study sought to generate rich qualitative data revealing the nuances of nursing students' experiences with blended learning during the pandemic. The findings would illuminate potential benefits and drawbacks of this approach, informing future pedagogical strategies and supporting the effective training and development of competent future nurses.

CHAPTER 1

INTRODUCTION

Background and Rationale of the Study

In the year 2019, the world began to shift towards a new era. People were obliged to adapt to, learn from, and practice all of the changes that occurred over time. The COVID-19 epidemic has had a devastating impact on many people, particularly youths. Classes at all levels were disrupted and essentially halted. This occurrence causes thousands of Nursing students to put a halt to the unexpected course adjustments. Students endured severe effects, particularly in learning, as a result of the temporary closure of universities and institutions caused by the COVID-19 pandemic, resulting in restricted possibilities to grow and develop (Stanistreet et al., 2020). Because of this unanticipated event, the institutions were unable to effectively prepare for the things that no one thought they would use to cope with these new approaches to teaching and learning activities (Rad et al., 2021).

The COVID-19 pandemic sent shockwaves through every facet of society, and education was no exception. Nursing schools, grappling with the need to maintain clinical training while prioritizing safety, embraced a powerful tool: Blended Learning. This innovative approach, seamlessly integrating traditional

face-to-face instruction with online learning elements, became a lifeline for nursing students during this unprecedented time.

Blended learning is not simply about replicating a classroom online. It is a "thoughtful fusion of face-to-face and online learning experiences" (Garrison & Vaughan, 2008). A strategic mix of methodologies. Lectures, for instance, might be pre-recorded and delivered online, allowing students to learn at their own pace and revisit topics as needed. This frees up valuable in-person class time for interactive activities, skills demonstrations, and simulations.

The pandemic gave a significant impact on nursing education. Restricted access to clinical sites, a cornerstone of nursing training, threatened to delay student progress. Blended learning stepped in, providing a platform for continued theoretical knowledge acquisition through online resources, interactive modules, and virtual simulations.

This shift, however, was not without its challenges. Students, accustomed to the hands-on nature of nursing education, had to adapt to a more self-directed learning style. Reliable internet access and strong digital literacy skills became essential. Additionally, the irreplaceable human connection fostered in a traditional classroom setting was diminished.

Despite these hurdles, blended learning offered several advantages for nursing students during the pandemic. The flexibility of online components allowed them to manage their studies alongside personal responsibilities. The pre-recorded lectures provided opportunities for deeper understanding through rewinding and revisiting complex topics. Furthermore, online resources offered a wealth of information beyond the limitations of a physical classroom.

The impact of blended learning extends beyond the pandemic. It has paved the way for a more adaptable and future-proof nursing education. This approach fosters independent learning skills, crucial for lifelong professional development. Moreover, it allows for greater scalability and accessibility, potentially opening doors for geographically dispersed students

There are many new vital approaches and practices that have been formed, allowing Nursing students to continue their studies despite the growth of this unfortunate occurrence. Some of the methods provided by technology include hybrid and blended learning. With this increasing knowledge come the issues and challenges that all nursing students experience, which will all be indicated later as the study progresses. With that stand, the researchers would like to study the lived experiences of Nursing Students with blended learning during Covid-19 pandemic in order to understand and identify the predisposing factors that affect their performance and competency in a clinical setting.

The study aimed to determine the lived experiences of the level 3 Nursing Students with blended learning during the COVID-19 Pandemic which could affect their performance and competency in the clinical setting. Through a face-to-face interview, the researchers had the chance to explore the challenges, doubts, fears, and even the obstacles of blended learning during COVID-19 encountered by Level 3 Nursing Students of S.Y. 2022-2023.

This study \generally aimed to determine the lived experiences of nursing students with blended learning during the COVID-19 Pandemic.

Epistemological and Theoretical Perspective of the Study

This study was anchored on the epistemology of constructivism. Constructivism is a kind of epistemology that describes how people learn and what they know about themselves. Past experience and background knowledge are accurate understanding. People acquire new insights or understandings, according to this theory, through engaging with what they currently think and the ideas, events, and activities they experience (Ultanir, 2012).

The constructivist approach can be used to approach the scenario in which people see, interpret, and explain the same item differently despite the sensation. Depending on one's point of view and location, constructivism is defined differently. It defines the potential and limitations of daily life in humanity's formation. (Jones & Brader-Araje, 2002, as cited in Ultanir, 2012). It suggests that constructivism is based on observation and translation. (Siebert, 2002, as cited in Ultanir, 2012). Thus, a keen observer frames the problem and determines how to interpret it. According to this viewpoint, every individual attempts to create their own universe (Maturana & Varela, 1987, as cited in Ultanir, 2012). Everyone feels that this is not possible to know reality, yet it is the way a person believes true images are not formed by our sense organs or memory. Instead, they create a world that encourages productive activity. Each of our experiences is for our own minds and does not need to be observed by the rest of the world. As a result, we don't see the "shades" of the world; we just see our own-colored reality. (Maturana & Varela, 1987, as cited in Ultanir, 2012).

Theoretical perspective of the study

The Complex Adaptive Blended Learning System (CABLS) Framework

The goal of the CABLS framework is to "promote a more thorough and precise comprehension of the adaptable and dynamic characteristic of blended learning" (Wang et al., 2015, p. 390). This systems approach enables someone new to blended learning to consider major interacting components at work when developing and delivering a blended learning course or program. Teachers will be especially interested in the interaction of material, students, and technology. See Richardson et al. (2012) for further information on designing with interacting components. CABLS model have six components: Learner; Teacher; Technology; Content; Learner support; and Institution.

In this framework, the Complex Adaptive Blended Learning System (CABLS) framework was used to analyze the lived experiences of nursing students with blended learning during the COVID-19 pandemic in a number of ways.

First, the CABLS framework highlights the importance of the interactions between the different elements of a blended learning system, including the learner, teacher, technology, content, learner support, and institution. This is helpful for understanding how the different aspects of blended learning affected the experiences of nursing students during the pandemic. This can, for example, investigate how students' interactions with their teachers and classmates altered as a result of the move to online learning, and how this affected their learning.

Second, in blended learning systems, the CABLS paradigm highlights the necessity of adaptation. This is due to the fact that blended learning systems are complicated and ever-changing, and they must be able to adapt to new challenges and possibilities. This may look into how nursing students and professors coped to the unexpected transition to online instruction during the outset of the pandemic.

Finally, the CABLS framework was used to identify areas for improvement in blended learning systems. By understanding how the different elements of the system interact and how the system adapts to change, you can identify potential areas where the system can be improved. This can help investigate how nursing students' access to technology and learner support affected their experiences with blended learning.

The following are CABLS model's components utilized for this study: *Learner*. Explore how the students' prior learning experiences, motivations, and self-efficacy affected their experiences with blended learning. *Teacher*. Acknowledge how the teachers' pedagogical

approaches, technological skills, and support for student learning changed as a result of the shift to online learning. *Technology*. Know how the students' access to technology and their ability to use technology effectively impacted their learning. *Content*. Explore how the quality and relevance of the blended learning content affected the students' learning experiences. *Learner support*. Investigate how the students' access to learner support services, such as tutoring and academic advising, affected their success with blended learning. *Institution*. Examine how the institution's policies and procedures related to blended learning, such as the use of learning management systems and the provision of training for teachers and students, affected the students' experiences.

By using the CABLS framework to analyze the lived experiences of nursing students with blended learning during the COVID-19 pandemic, we can gain a deeper understanding of the challenges and opportunities of blended learning in nursing education. We can also identify areas for improvement and develop recommendations for how to design and implement more effective blended learning programs.

The focus of this qualitative research was the interpretation of people's views of occurrences. Under distant learning, a descriptive phenomenology was utilized to explore and explain lived experiences of Level 3 nursing students of S.Y. 2022-2023 with blended learning during Covid-19 pandemic.

Purpose of the study

The purpose of this phenomenological study was to discover and explore the lived experiences of Nursing Students with blended learning during COVID-19 pandemic. The primary aim of this qualitative study was to describe and explain these experiences that were depicted

as how the Nursing Students lived it, adapt to it or embrace it and how satisfied they were and if they learned from the new teaching strategy.

Statement of the Problem

This study was conducted to explore the lived experiences of Nursing Students with blended learning during the COVID-19 pandemic. This would seek to answer the macro question: (1) What are the lived experiences of the Nursing Students with blended learning during the pandemic? And micro questions: (1) What were the challenges and opportunities of blended learning for nursing students during the pandemic? (2) How did blended learning impact nursing students' learning and well-being during the pandemic?

Significance of the study

This research study aimed to explore and investigate the lived experiences of the Nursing Students with blended learning during COVID-19 pandemic. The results of this study would greatly benefit the following:

Nursing Students. The research findings will be significant as it provides information about their lived experiences and how they get through with the challenges brought about by the pandemic. The results of the study will also give new ideas and knowledge that will lessen the anxiety and prepare the Nursing Students to be adaptive to different teaching strategies.

College of Nursing faculty. The information that will be presented in this study will help the college prepare and implement teaching strategies for Nursing students that will be deemed effective and appreciated by the Nursing student.

Future researchers. The results presented could be used as reference data in carrying out a new research study or assessing the viability of other related findings. This will also serve as a cross-reference that gives them additional information or serve as a guide. The research may also provide a significant contribution to existing knowledge in this area of learning.

Definition of Terms

Blended Learning. Combination of classroom and web-based teaching and learning provides students with access to the broadest range of learning modes and methods for developing student skills and expertise as learners (Cleveland-Innes, 2017).

In this study, it defines the method of learning which students experience both online and face to face simulation during their lecture or laboratory.

Nursing Student. A student enrolled in a program leading to certification in an aspect of nursing; typically applied to RN or practical nurse students.

In this study, they are the respondents that qualified to meet the criteria that we set.

Lived Experiences means, in qualitative research, the representation and comprehension of a researcher's or research subject's human experiences, choices, and options, as well as how such components impact one's perception of information, are studied and understood.

(Frechette et al., 2019).

In this study, lived experiences refer to the actual process experienced by the respondents during their blended learning at the height of the COVID-19 pandemic.

Researchers' Subjectivity

In traditional scientific discourse, subjectivity is connected with personal biases since, in accordance with its empirical orientation, the researcher's direct or indirect influence on gathering information, management, interpretation, and dissemination invalidates the study findings (Allen, 2018). The researchers will use subjectivity in this study in order to obtain valuable meaning from the transcripts of respondents. The researchers will employ bracketing and reflexivity in descriptive phenomenology. Bracketing is a phenomenological inquiry approach that requires intentionally putting aside assumptions about the phenomena under study or prior knowledge about the subject before and throughout the investigations. (Carpenter, 2007). Reflexivity occurs when researchers aim to clearly describe their values and beliefs in regard to the subject, as well as how these values and ideas could influence the research (Tan, 2017).

Reflexivity was utilized to minimize bias; the researchers reflected on personal biases and preconceptions that may have affected the way they conducted their research. Bracketing will be applied by putting aside the researchers' own perspectives regarding the respondents' lived experiences during the COVID-19 epidemic. In this research, purposive sampling, a non-probability sampling method, will be the most appropriate in gathering information on the lived experiences of Nursing Students with blended learning during COVID-19 pandemic.

Delimitation of the Study

This research was conducted based on the criteria presented in this research study, and the participants will be hand-picked based on the criteria of the study. This study was limited only to the real-life experiences of the Nursing Students with blended learning during COVID-19

pandemic. The participants of this study were the level 3 Nursing student who had experienced a blended learning strategy during the COVID-19 pandemic in the year 2022 to 2023. This study would delimit the results that they should not be applicable to another similar context. Thus, this study could not be generalized and was true only for the participants of the study.

This study was conducted via a face-to-face interview. The COVID-19 protocols were strictly followed if the government guidelines would still require us to follow and a letter of consent was signed to ensure confidentiality and the information used was strictly for the purpose of this study. The participants were the Nursing Students that had an experience with blended learning strategy during COVID-19 pandemic. The duration of the study was limited only for 12 months, from December 2022 - December 2023.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The COVID-19 pandemic forced a rapid shift in educational delivery, with nursing programs adopting blended learning models that combine online elements with in-person components. This study explores the lived experiences of nursing students during this transition, highlighting both challenges and potential benefits. This chapter reviews the concepts and research literature related to this study. It reflects the students' academic performance and level of satisfaction in blended learning during COVID-19 pandemic that gives a vivid understanding about the study.

CoronaVirus Disease 2019 (COVID-19), which was caused by SARS-COV 2, is a global pandemic, and this pandemic affects all aspects of human life, such as: health, economy, food and clothing and education. The spread of this pandemic has resulted in the closure of public areas in the education sector, namely: schools, madrasas, universities and Islamic boarding schools (United Nations Educational, Scientific and Cultural Organization). There were 96,267,473 persons infected with the COVID-19 virus last January 22, 2021, with 2,082,745 deaths (World Health Organization, 2021). 10,136 persons died and 509,887 were infected in the Philippines as a result of COVID-19 (Philippine Department of Health, 2021).

The World Health Organization (WHO) declared the coronavirus disease to be a pandemic in March 2020 (Ali et al., 2020). The COVID-19 pandemic has had an impact on the world's population, and every economic sector has had to change how it normally conducts everyday operations (Aday & Aday, 2020; Donthu & Gustafsson, 2020; Bonal & González, 2020).

COVID-19 variants are continually being found, and the patient population is constantly increasing. Students are stressed as a result of the COVID-19 pandemic's increasing global cases and fatalities, which may have a negative impact on their psychological health and academic performance (Hussien et al., 2020). The global coronavirus disease 2019 (COVID-19) outbreak has forced educational institutions around the world to shift from face-to-face instruction to virtual, remote, or online learning (Masha'al et al., 2020).

The onset of the 2019 (COVID-19) coronavirus pandemic further encouraged the implementation of online education in nursing institutions. In an effort to stop the spread of the disease, the pandemic internationally disrupted the facilitation of traditional classroom instruction and learning, forcing both students and facilitators to work remotely. After contact courses were suspended to contain and lessen the COVID-19 pandemic virus, nursing institutions were forced to implement an online method to facilitate teaching and learning. When a facilitator uses a digital curriculum, online instruction supports and directs such activities (Philipsen et al. 2019).

The unprecedented circumstances of the 2020 COVID-19 pandemic brought about significant upheavals in nursing education (Carolan et al., 2020; Singh & Haynes, 2020). The rapid and unforeseen global spread of the virus caught everyone off guard, leading to a scramble to address emergent issues on a daily basis. The swift transmission of COVID-19 necessitated precautionary measures to curb its spread, including the sudden closure of most schools and university campuses worldwide, compelling students to shift from in-person lectures to online learning.

A deeper understanding of public health issues, policy, health promotion, and health care delivery was made possible by the epidemic. The literature examining nursing students' favorable perceptions of COVID-19 is lacking.

4 March 2020, suggested the use of distance learning and opened an educational platform that schools and teachers could use to reach learners remotely and limit educational distractions (Agustina, 2021). The closure of educational institutions, which serve as centers for social interaction and learning, proved to be an effective strategy in controlling the spread of COVID-19. This closure significantly impacted the learning experiences of over 500 million children worldwide (Cohen and Kupferschmidt, 2020).

The COVID-19 had a considerable influence on health care and nursing education, as most of it is carried out in clinical settings. The hectic and confused circumstance influenced both their ability to learn and what they learnt. The students' learning results appeared to be influenced by a variety of interacting factors. The students' knowledge, personality, behavior, and reactions to the circumstance were all engaged with.

The COVID-19 pandemic has disrupted every aspect of human life, serving as both a public health crisis and a global pandemic, with far-reaching economic, political, and socio-economic consequences. Measures implemented to curb its spread have caused significant societal upheaval, particularly within higher education institutions. Consequently, these institutions were required to transition from traditional face-to-face instruction to virtual learning formats. New online teaching methods were introduced, including synchronous and asynchronous modalities. (Gracious et al., 2024).

According to Halasa et al. (2020), blended learning develops a high level of learner independence. An increased focus on motivation is necessary to implement and regulate

learning abilities. By adopting blended learning, students have greater autonomy and control over their learning. It is therefore believed to contribute to the growth of higher cognitive abilities and cooperative learning. Improving student motivation in blended learning contexts through strategies such as academic achievement (accomplishment and perceived utility) has indeed been linked to successful learning. With blended learning and other web-based teaching methods, instructors have to adapt to the ever-expanding range of technology possibilities. This provides a challenge for academic nurses as well. The challenge for nurse academics is to discover more applicable ways to engage the students rather than simply absorbing new, complex technology (Bradshaw et. al., 2021).

In nursing education, importance is placed on both theoretical lectures and practical skills-based learning. Nurses must not only acquire bedside skills like medication management, administering injections, and wound care, but also soft skills such as therapeutic communication and behavioral management. However, pandemic-related restrictions on face-to-face interactions between teachers and students, as well as limited hospital-based patient-care opportunities, have posed significant challenges to nursing education. With fewer chances to develop these vital skills, students worry about potential disadvantages in their future careers compared to peers who have not experienced home-based learning (Hu et al., 2022).

Nurses' competence relies on the knowledge and skills imparted to them through a blend of theoretical and practical learning experiences. Clinical education is vital in nursing training, offering students the chance to gain the necessary knowledge, skills, and attitudes for nursing care provision. Unlike traditional classroom settings, clinical training occurs in dynamic environments influenced by various factors. These environments allow nursing students to experientially learn and apply theoretical knowledge to develop crucial mental, psychological,

and psychomotor skills essential for patient care. The quality of clinical education is significantly impacted by students' exposure and readiness to enter clinical settings (Jamshidi et al., 2016).

The introduction of e-learning initially aimed to enhance student access and address shortcomings in traditional face-to-face education. Blended learning is defined as the effective blending of face-to-face teaching with digital and learning technologies that would provide structured and self-paced methods and educational approaches (Jowsey et al., 2020). However, the rapid shift from in-person learning to e-learning has raised significant apprehensions regarding the quality of educational content and resources. Nursing students have lost direct interaction with teachers and peers, as well as clinical practice with patients, which are crucial components of their learning experience. Concerns have arisen about the prolonged social isolation due to the COVID-19 pandemic and how to compensate for missed didactic, practical, and clinical lessons essential for student progression, particularly towards the final semesters of the undergraduate nursing program when preparing for professional internships (Salmani et al., 2022).

Nursing education in higher education institutions has evolved over the last two decades to merge traditional face-to-face learning systems with online education, resulting in new blended programs to deliver nursing education (Fletcher et al., 2007; Graham, 2006; Ilankoon et al., 2022; Leidl et al., 2020). Many nursing education programs across the world, however, continue to use conventional face-to-face teaching techniques (Ilankoon et al., 2022; Leidl et al., 2020).

One of the phases in the shift from academic to clinical education is the clinical rotation program, where students' knowledge is applied directly to hospital patients (Safan and Ebrahim, 2018). This extremely transitional stage is seen by many learners as being extremely demanding

and challenging. The pandemic of COVID-19 has given rise to a new perspective among nursing students, who now face the difficult decision of whether to prioritize patient safety above personal safety and family security (Eiweda et al., 2020). The participants had negative feelings caused by a feeling of worry regarding the possibility of COVID-19 transmission during the clinical rotation program.

Inequality in access to education has emerged as a new issue as a result of the migration of all programs to online platforms. Given that students can use their smartphones to connect to the internet, the type and capacity of their devices create a problem because there isn't sufficient space for downloading educational platforms. Another downside of these devices is their short battery lifespan (Honey 2017). Students were forced to quickly adjust to the challenges of taking courses virtually from home while also acquiring knowledge and becoming used to different platforms like Google Classroom, Blackboard Collaborate, Zoom, and Moodle. On the campus, learners usually attend classes together, communicate with their instructors, and participate in groups of people. Despite their demographics and learning styles, which are essential factors to take into account when switching from a traditional classroom setting to a virtual environment, this transition was unavoidable and abrupt. For example, according to study, older students find it more challenging than younger students to use online resources. (McCutcheon et al. 2015).

Students reported both good and negative elements of online and face-to-face learning; the study found that the principles of successful learning design apply to both modes of pedagogy, and that a blended approach to learning might strengthen nursing education. Digital learning may be a more appealing choice for students than in-person education since it opens up new pedagogical possibilities (Haleem et al, 2022). Digital learning during the pandemic may

have had a good influence on student motivation (Faridah et al, 2020), which might be attributed to the flexibility it provides. Haslam (2021) However, downsides of online learning include hurdles to social connection, a possible sensation of isolation, a restricted range of engaging activities for learners (Dumford and Miller, 2018), and the inability to adjust a classroom's physical area (Jacques and Salmon, 2007).

The COVID-19 pandemic has significantly impacted global health with high morbidity and mortality rates. Such crises pose risks to the academic performance and overall well-being of nursing students, who serve as a bridge between hospitals and universities, potentially transmitting pathogens to vulnerable populations. These concerns create considerable stress for students, potentially affecting their academic pursuits and health. Therefore, universities must promptly and effectively respond to safeguard their students from the spread of infectious diseases like COVID-19. Implementing live distance lectures, conducted through online virtual classrooms, has been initiated to mitigate direct contact between nursing students, patients, and faculty members. This strategy effectively protects students and the broader community from potential transmission (Lovrić et al., 2020).

The COVID-19 pandemic has put academic systems around the world to the test, and universities have had to quickly transition from traditional to entirely online education. These findings proved the diversity of adverse effects to nursing students that affect their academic performance and level of satisfaction towards these global changes brought by COVID-19 in relation to their blended learning experiences.

A dramatic shift to remote learning was brought on by the COVID-19 pandemic These circumstances posed a number of difficulties for educators and learners in higher education all over the world, but nursing education programs in particular, which frequently take place in a

face-to-face learning setting that incorporates hands-on experiential learning. Nursing students encountered a number of challenges as a result of the abrupt transition to remote learning. The pupils persevered and showed incredible resilience in the face of these obstacles (Sharon Wallace et al. 2021).

The COVID-19 pandemic has urged a shift in how educators approach teaching and learning in higher education. This shift involves the integration of physical and virtual environments, often referred to as blended or hybrid learning models. With schools, colleges, and universities temporarily closing due to social distancing measures, the education system experienced widespread disruption. Distance learning has become commonplace, and universities are now equipped to deliver both online and in-person instruction as needed. Interactive online classes and various communication tools are employed to facilitate effective communication and learning between teachers and students. (Usmani, 2021).

The goal of nursing education is to produce competent and skilled nurses who can provide patient care in a clinical environment (Fawaz et al., 2018). Face-to-face instruction is impossible to do with the current pandemic situation and nursing students are also the potential nurses that will help to uphold global health, especially in cases like this ongoing pandemic.

But because the practical training could not be completed online, online education is nearly unfeasible in the case of nursing, thereby impacting both the educational process and the prospects of nursing graduates in the future (Li et al., 2021; Singh et al., 2021). Furthermore, because nursing deals with the health of other people, it is essential for their development and future prospects that they practice and engage in traditional health science learning methods like contact teaching, hands-on practice, simulating real-life scenarios, and—most importantly—practice in hospital settings under supervision.

Both nurses and nursing students experienced extreme stress during the pandemic as a result of having to adjust to new protocols and a significant increase in workload and intensity (Eweida et al., 2020). As a result, nurses had less time to mentor students. In the studies performed, students highlighted inadequate supervision, or supervision that was below normal (Rodriguez-Almagro et al., 2020). They also reported feeling excluded from the team and reporting a lack of information and integration.

Given the unprecedented circumstances, it's crucial for educational institutions to closely monitor the well-being and academic performance of students, especially those in nursing programs. Evaluating how students are adapting to online learning and understanding their satisfaction with this new format is essential. Academic performance serves as a critical measure of the effectiveness of online education, highlighting areas of success and areas needing improvement. Additionally, students' satisfaction with their online learning experiences can provide valuable insights into instructional quality and student engagement.

The implementation of online education places additional restrictions on older students, those with family and employment obligations, those who live in remote areas, and those with limited access to electronic resources. While face-to-face instruction is still preferred, online learning has made it possible to replace theory instruction with practical experience, which has demonstrated the critical role that clinical experiences play in nursing students' education.

The COVID-19 pandemic has created a major impact on nursing education around the world (Chan et al., 2020). Within the healthcare field, nurse academics are bracing for unique challenges related to their role in helping develop the next generation of care providers. Some of the BSc Nursing Degree programmes in developed countries had adopted distance online learning even before the pandemic and only the students themselves were expected to complete in-person clinical placements to fulfill the degree requirements (Dewart et al., 2020).

The unprecedented emergence of COVID-19 may change the way future nurses are trained and educated, which requires immediate attention from nursing universities (Oducado, & Soriano, 2021).

The coronavirus disease pandemic of 2019 (COVID-19) has had a major impact on practically all facets of life. According to recent reports, they have infected 192 million individuals globally and caused over 4.13 million fatalities. The health of medical professionals, nurses, and even nursing students completing clinical rotation programs in hospitals is at risk due to a rapid increase in COVID-19 prevalence (WHO, 2020).

The COVID-19 pandemic brought about significant changes in the global education system, altering the delivery methods of education. Blended learning emerged as a solution, allowing for a partial return to normalcy while adhering to social distancing and capacity restrictions. However, implementing blended learning posed challenges for teachers, students, and institutions due to the infrastructure and coordination needed. Information technology also transformed the role of faculty members and the teaching-learning dynamic. In higher education, students increasingly integrated face-to-face instruction with online resources, viewing the physical presence of professors as an additional form of communication (Batisda-Toledo et al., 2022). However, technological tools that allowed for "work from home" and "online education" were employed to support the ongoing operation of the educational and commercial sectors.

Even though the COVID-19 has made it easier to continue your education, online learning has some unfavorable implications as well. Students studying health sciences, including nursing, are most affected negatively by online learning (Ferrel & Ryan, 2020). Nursing is a practice-oriented field that is learned and mastered on the job, much like other healthcare professions (Hockey, 1976). Supervised practice in medical settings and real-world client contact

are crucial because they include human interaction. For the majority of nursing students, professional on-site learning virtually disappeared due to nationwide lockdowns.

During the Covid-19 shift to online education, students' views of the difficulties of online learning affected their level of satisfaction. Perceived technical skill requirements had a detrimental impact on students' satisfaction because they predicted difficulties utilizing the online learning system, which in turn decreased the effectiveness of online learning experiences and satisfaction (Conrad et al., 2022).

This sudden shift resulted in substantial disruptions to students' learning and added stress. In addition to coping with the anxieties induced by the pandemic, students had to adapt to remote learning for the first time while grappling with practical challenges associated with pursuing their educational programs within their possibly ill-equipped home environments.

According to Kaup et al. (2020), students' engagement and performance in distance learning during the pandemic may be impacted by their mental health; specifically, they may feel alone and unsupported by peers and resources, and they may also have anxiety or depression related to the public crisis.

Among university students, nursing students specifically are seen to be a more vulnerable group. Because of their demanding coursework and clinical practice, nursing students were often shown to have higher anxiety levels than students in other disciplines (Savitsky et al., 2020).

The teachers and leaders in nursing need to figure out what makes nursing students worried or stressed. This is especially important for students who are already working in healthcare while studying. These students have a lot on their plate with work, family, and school. Teachers should understand how students deal with stress and offer help if they're showing COVID-19 pandemic has posed challenges and opportunities for nursing education.

Nursing managers and planners should use these insights to improve education during this time. Changes in education, such as clinical training, may have affected quality and caused fear, but they also offered chances to learn. signs of being really stressed out. By doing this, teachers can keep students interested in nursing and help them through tough times.

According to a systematic analysis and meta-synthesis, personal factors, planning, organization, and the current clinical care culture present problems for student nurses in the clinical learning environment (Panda et al., 2021). Nursing students have always reported their clinical placements to be highly stressful under normal circumstances (Arkan et al., 2018), but the COVID-19 pandemic has made problems even worse. As a result of their clinically applied courses, nursing students have been among those who have had the most challenges.

Although the students perceived their pandemic-related clinical experience as an educational opportunity, they also reported that it was more challenging, insecure, and stressful than usual, with strong emotions of fear and uncertainty included (Casafont et al., 2021).

Nursing students were susceptible to the negative effects of COVID-19 on both their physical and mental wellbeing. Nursing students found the sudden switch from in-person instruction to online learning, where more modifications were needed, to be stressful (Grande et al., 2022). More difficulties were found during the pandemic transition, according to nursing student narratives. Cengiz et al. (2022) reported that nursing students experienced stress, anxiety, and uncertainty during the pandemic, expressed withdrawal and loss of hope, displayed obsessive behaviors, were depressed, and had trouble sleeping. He also discovered that students had similar difficulties adjusting to online learning, lacking clinical placements that facilitate the acquisition of skills, and adjusting to rapid changes in the educational system.

The COVID-19 pandemic has posed challenges and opportunities for nursing education. Nursing managers and planners should use these insights to improve education during this time.

Changes in education, such as clinical training, may have affected quality and caused fear, but they also offered chances to learn. For example, teamwork to fight the disease and fast vaccination efforts were valuable experiences. However, it's important to note that the focus was limited to experiences from public universities, and some feelings may not have been fully expressed due to the qualitative nature of the study

The COVID-19 epidemic resulted in numerous unanticipated developments in the healthcare industry. Considering a rapid transition to online education in 2020, nursing students had challenges with taking classes online, which impacted their perception of their readiness for practice. (Linda Rood et al. 2022). There was concern that the abrupt transition might hinder the students' pursuit of a nursing profession by affecting their capacity to adapt and study successfully (Diaz et al., 2021; Michel et al., 2021). As a result, educators are concentrating on how the pandemic has affected nursing students' views of the field and motivation to pursue a nursing career.

The COVID-19 pandemic provided nurse academics an insightful perspective on the importance of discovering solutions to face-to-face instruction and clinical training. Problem-based learning and simulation techniques have mostly been utilized for nursing education at various levels around the world (Jang & Hong, 2016). Given that the key assumptions of blended learning design are deliberate integration of face-to-face and online learning, completely reconsidering course design to enhance engagement among students, and restructuring and switching traditional class contact hours.

This pandemic provided an opportunity in some resource-constrained areas to modify simulation-based education through the use of digital technology (Jimenez-Rodriguez et al., 2020). To enhance wide-ranging nursing abilities, nursing academics in Singapore explored a mixed medium delivery of 12-hour face-to-face simulation-based classes and 6-hour web-based

discussions of recorded simulation videos (Seah et al 2021). This novel approach would be more effective in overcoming the challenges for developing nursing students in actual hospital settings.

The views of nursing students regarding the nursing profession during the COVID-19 pandemic were investigated by Bahcecioglu Turan et al. in 2022. Researchers discovered that nursing students remained upbeat during the pandemic. Students also expressed feeling proud, accomplished, and confident. Nursing students showed average grit and perseverance, according to Munn et al. (2022), despite encountering numerous challenges throughout the epidemic.

Nursing students experienced a new reality during the COVID-19 pandemic, one that included financial instability, infection concern, difficulties with remote learning, and more. Nursing students were among the groups that faced the most challenges during the COVID-19 pandemic because they complete their internships and clinical experiences in medical facilities.

Due to cutbacks in practice chances, the requirement to appropriately assist and develop students in clinical skills is now probably more critical than previously assumed. To satisfy this demand, online and hybrid training approaches are being developed, although research concerning their efficiency in teaching clinical skills is sparse.

Studies show variations in students' access to digital learning resources while at home, including high-quality broadband connectivity, despite the widespread adoption of online learning in higher education during the COVID-19 pandemic. These factors include internet accessibility and affordability, which have a negative impact on students' satisfaction with this novel learning environment. (Rasheed et al., 2020; Cullinan et al., 2021).

Nevertheless, amidst crises such as pandemics, wars, or natural disasters, online and blended learning can significantly address the academic needs of learners on a larger scale. The educational setting of the 21st century emphasizes personalized, productive, and collaborative teaching and learning experiences, aiming to shift the traditional face-to-face mode towards a technology-based independent approach. This transformation prioritizes unlocking learners' potentials and fostering creativity effectively. However, ensuring equal access to education, promoting equity and justice, delivering tailored educational content promptly, and engaging learners through well-planned pedagogical support using the latest online and blended learning technologies are crucial catalysts for change. They also serve as solutions for upholding the democratic principle of education as a whole (Bordoloi et al.,2021).

The onset of the COVID-19 pandemic led to an abrupt shift to online education, posing numerous difficulties for higher education faculty and students globally, particularly for nursing programs accustomed to in-person, hands-on learning. This sudden change presented several obstacles for nursing students, yet they exhibited remarkable resilience and determination throughout the transition.

Despite the fact that it was the only option for many schools during the COVID-19 pandemic, distance learning has been demonstrated to be an effective and dynamic method of delivering course content to students (Taylor et al., 2020).

The COVID-19 pandemic has had a profound impact on the academic performance of undergraduate nursing students, leading to unprecedented levels of stress. Stress levels significantly affect student satisfaction and academic achievement. While online learning may help reduce the transmission of the virus during the pandemic, it's essential to enhance the methods used in the current learning environment to better address students' learning

requirements. There's a necessity to reconsider how nursing education should be conducted in the coming months of the pandemic (Oducado and Estoque., 2021).

The COVID-19 pandemic quickly changed nursing education, putting students under a lot of stress. The COVID-19 restrictions resulted in changes to educational requirements, conferences, policy statements, as well as regulations from nursing professional organizations, licensing, and accreditation authorities. There was a correlation between higher anxiety levels and mental disengagement in the nursing literature, which found that students reported experiencing anxiety and uncertainty on a regular basis due to concerns about infections, an inadequate supply of protective equipment (PPE), a lack of readiness on both a physical and emotional level, fears of failure, apprehensions about working in clinical environments due to the risk of infections, and worries for the welfare of their family members. The adaptation to a new learning method, future employment, clinical placement, program success, and personal health outcomes were among the students' concerns. Dread might have driven loved ones to deter nursing undergraduates from going on in the nursing program, adding to undergraduate vulnerability (J Christ Nurs, 2022).

Without a doubt, the COVID-19 pandemic has put academic systems around the world to the test, and universities have had to quickly transition from traditional to entirely online education. These findings proved the diversity of adverse effects to nursing students that affect their academic performance towards these global changes brought by COVID-19 in relation to their blended learning experiences. Understanding the experiences of nursing students contributes to current research and may help lead to increased student experiences in nursing programs that use blended learning modalities. Exploring their experiences, knowledge base, and how they are characterized is important in understanding how the blended environment works for nursing situations. (Scovill, 2018).

Synthesis of Related Studies

The COVID-19 pandemic threw nursing education for a loop. In a world turned upside down, nursing students found their lives and studies dramatically altered. This review of research explores their experiences.

The pandemic undeniably impacted student lives. Many studies highlighted the anxiety and stress students faced due to the uncertainty and the fear of the virus itself, along with concerns about their families. This emotional strain could spill over into their academic lives.

Nursing requires a collaborative action theoretical and skills learning, if the mode of learning delivery is affected by these changes, there is a possibility that the receiver or the nursing students can't apprehend the teachings well. On the other hand, if the student's ability to comprehend is affected the possibility of the lecturer's effort to deliver the knowledge may also be affected. Therefore, the satisfaction of Nursing students differs from how both parties coincide and sync accordingly amidst this global phenomenon.

The biggest shift came with the adoption of blended learning. While some students struggled with the loss of hands-on clinical experiences, a hallmark of nursing education. This lack of in-person interaction with patients was a major concern. Technical barriers like unreliable internet or lack of proper devices further complicated online learning for some.

However, blended learning wasn't all negative. Studies also revealed some potential benefits. The flexibility of the format allowed students to learn at their own pace and juggle other commitments more easily [3]. Additionally, online platforms offered access to a wider range of resources, potentially enriching their learning experience. Blended learning may have even fostered valuable digital literacy skills, crucial in the modern healthcare field.

In accordance with the research findings of Almusharraf and Khahro, learners are pleased with the college staff as well as faculty members who decided on particular digital platforms to be used, grading scale, evaluation options, training sessions, online tech assistance, and more.

According to the study of Blended Learning Approaches in Nursing Education During the COVID-19 Pandemic by Mudiyansele et al (2022) "Students in the nursing profession can develop their decision-making process and ability to think critically as well as improve their interpersonal and psychomotor skills by using clinical online simulation, a new method for clinical instruction that enables students to interact with virtual patients in a simulation setting.

According to Halasa et al. (2020), blended learning develops a high level of learner independence. An increased focus on motivation is necessary to implement and regulate learning abilities. By adopting blended learning, students have greater autonomy and control over their learning. It is therefore believed to contribute to the growth of higher cognitive abilities and cooperative learning. Improving student motivation in blended learning contexts through strategies such as academic achievement (accomplishment and perceived utility) has indeed been linked to successful learning.

In conclusion, the pandemic's impact on nursing students was multifaceted. While it brought challenges like anxiety and limited clinical exposure, blended learning also presented opportunities for flexibility, resource access, and skill development. Your research has the potential to add valuable insights into this complex experience, helping us navigate nursing education in a post-pandemic world.

Furthermore, the literature surrounding the lived experiences of nursing students with blended learning during the COVID-19 pandemic underscores the unprecedented challenges and opportunities that this unique educational environment has offered. According to several studies, the integration of online and in-person learning had a beneficial and negative impact on students, influencing their educational path in different ways. A deeper knowledge of these lived experiences is critical for improving integrated learning methodologies, guaranteeing resilience in nursing education, and better preparing future healthcare workers for the dynamic challenges they may experience.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Research Design

This research employed a descriptive phenomenological design to explore the lived experiences of the level 3 Nursing Students with blended learning during the COVID-19 pandemic. Descriptive phenomenology is a method for studying and describing people's lived experiences. It is derived from the Greek word 'phainein'. Phenomenological philosophy emphasizes the endeavor to arrive at the truth of matters, to describe the phenomenon in the manner in which it reveals itself to the experienter's consciousness. Human conscious experiences, for example, are world experiences, and the world gives these experiences meaning (Christensen, M, et al. 2017).

Methodology

This chapter will start with a discussion of the research design and methodology. Then the overview of the research setting, participants of the study, and inclusion/exclusion criteria. This chapter will go over the data collection procedures and strategy in detail. Finally, ethical considerations, data analysis, and strategies for establishing rigor and trustworthiness will be discussed.

Participants of the Study

The participants of this study were chosen using the purposive sampling method under non-probability sampling. The participants were chosen using certain criteria stipulated in this

study. The participants of this study were determined through data saturation. The researchers interviewed the level 3 Nursing Students who had undergone blended learning during the pandemic until saturation of data were reached. The researchers would add another participant to confirm data saturation and would stop when saturation was reached.

Subjects must meet the following criteria to be accepted as respondents in this study: (Inclusion) must be a bonafide student of Central Philippine University, a level 3 Nursing student of S.Y. 2022-2023, and Nursing student who had experienced blended learning during the COVID-19 Pandemic. (Exclusion) Those Nursing students who opted not to join the study were excluded in this study.

Research Setting

This research study was conducted in a selected College of Nursing in Iloilo City, which is the Central Philippine University. The researchers would ask the respondents of their preferred place where to conduct the interview so as to make them feel more comfortable and that confidentiality would be secure. The researchers would ensure that the respondents were properly vaccinated and would not violate the safety standards specified by the local government and the IATF to avoid transmission of COVID-19 by wearing facemasks at all times and engaging in social distancing as they participated in the research at Central Philippine University, Loreto D. Tupaz Building.

Data Collection Procedures and Strategy

The data were collected through conducting a non-structured interview which was done face-to-face. In the event that face-to-face interviews would not be possible the researchers had predefined questions and would ask additional probing questions during the course of the

interview so that the participants could further expound on their experiences as well as the researchers could get more data deemed vital for this study. This interview style would allow the researchers to have an in-depth understanding of the lived experiences of the participants. To ensure data accuracy, the researchers would: (1) record the audio of the interview; (2) recordings be transcribed; (3) transcripts be reviewed by data collectors for accuracy.

Ethical Considerations

Bhasin (2020) Ethics described as a set of rules and ideals that should be followed when conducting human affairs. It also included the requirements and concerns to ensure that the study would not hurt the participants. The research study forbade engaging in destructive moral activity.

Ethical considerations were observed when conducting the research among the level 3 Nursing Students with blended learning during the height of COVID-19 pandemic. The researchers secured an informed consent from each participant and would include only those who were willing to participate in the presented research. The participants were informed that their given answers would be treated with the utmost confidentiality, and their own identity would not be divulged to anybody and would be solely utilized for research purposes. To maintain the anonymity of the participants as well as their privacy during the conduct of the study, the researchers handpicked the participants by the given criteria. The researchers ensured that the participants had to focus more on the experience they had undergone during COVID-19.

Risk Assessment. There was negligible or low risk involved in the study. The research assured that there was no serious risk or harm about the question that could cause anxiety, distress or agitation

Benefits Assessment. This study might help the nursing students evaluate their own selves and determine the factors that affect their performance and competency in the clinical setting and be able to analyze and formulate effective coping strategies.

Withdrawal Criteria of Participants. The withdrawal criteria of participants in a research study were the conditions under which a participant may be withdrawn from the study, either by the participant themselves or by the researcher. Criteria for withdrawal by the participant: (1) The participant may withdraw from the study at any time, for any reason, without penalty or loss of benefits. (2) The participant may withdraw consent to participate in the study at any time, and any data collected from the participant after that point will not be used in the study. (3) The participant may withdraw consent to use their data in the study at any time, even if the data has already been collected. Researchers may withdraw a participant from a study for a variety of reasons, including: (1) The participant no longer meets the eligibility criteria for the study. (2) The participant is at risk of harm from continued participation. (3) The participant is not following the study procedures. (4) The participant is deliberately providing false information. (5) The participant experiences a serious adverse event.

Anonymity and Confidentiality of Participants/Respondents. To anonymize and keep the confidentiality of the respondents, the following steps were taken: (1) Do not collect any personally identifiable information (PII) from the respondents. This includes their name, address, email address, phone number, and student ID number. (2) Assign each respondent a unique pseudonym. This can be a simple number or a code. (3) Use pseudonyms in all of the

research materials, including your interview transcripts, field notes, and data analysis. (4) Store all the research data in a secure location. This could be a password-protected computer file or a locked cabinet. (5) Give the respondents the opportunity to withdraw from the study at any time, without penalty or loss of benefits. (6) Protect the confidentiality of the respondents' data. (7) Do not exploit the respondents in any way.

Voluntary, non-coercive recruitment of participants/respondents. Voluntary and non-coercive recruitment is an essential ethical consideration in research involving human participants. All participants must have the freedom to choose whether or not to participate in a study, and they must not be subjected to any pressure or coercion to participate. To ensure that recruitment was voluntary and non-coercive, the following were taken for considerations: (1) Providing potential participants with clear and accurate information about the study, including the risks and benefits of participation. (2) Obtaining informed consent from all participants before they begin the study. (3) Respecting the right of participants to withdraw from the study at any time, without penalty or loss of benefits.

Disposal of research materials/data. The electronic copy of the data was kept in a computer that only the researchers have access to. Hard copies would be stored at a place that only the researchers would have access to for two (2) months and would be disposed after the study ended through shredding and disposing it properly

Contribution to local capacity building and benefits to local communities. This study could make a number of contributions to local communities. First, the research could help to improve the quality of nursing education in your local community. By understanding the lived experiences of nursing students with blended learning, educators can develop more effective and engaging learning experiences. This could lead to improved student outcomes and better

prepared nurses. Second, the research could help to increase awareness of the challenges and opportunities of blended learning in nursing education. Third, the research could help support nursing students in the local community. By sharing the findings with nursing students, you can help them to better understand the challenges and opportunities of blended learning. This could help them to succeed in their studies and become better prepared nurses. Overall, this research has the potential to make a significant contribution to local communities by improving the quality of nursing education, increasing awareness of the challenges and opportunities of blended learning, and supporting nursing students.

Incentives or compensation for participants. There was no amount that the participant needs to pay nor the researchers need to give upon joining this study. There is also no compensation of any form that will be granted to the participant of this study.

Disclosure or declaration of potential conflict of interest. The researchers declared that any actual or perceived conflict of interest in performing the study was our concept, which could compromise the respondent's idea. The respondent's availability on the specified day and time.

Dissemination Plan

Research is a vital source for change and progress in the pursuit of knowledge and the advancement of understanding. The usefulness of research extends beyond its creation, relying on a complete and purposeful dissemination plan to ensure its effectiveness and significance. This dissemination plan specifies the deliberate processes and methods utilizing which the findings of our research, titled " Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic" was shared with selected participants, who are bonafide students of Central Philippine University, a level 3 Nursing students of S.Y. 2022-2023. It is important to

have a plan of how the research outcome will reach a significant number of target participants. These selected participants have experienced blended learning during the COVID-19 pandemic which can make the researchers easily target them. They were interviewed face-to-face querying their experience of blended learning during the COVID-19 pandemic. This is because the research attempts to find answers on how the Nursing Students lived, adapted, or embraced their experience during the COVID-19 pandemic and how satisfied they are, as well as whether or not they learned from the new teaching strategy. The findings of this research will serve as a basis to provide valuable insights into challenges, advantages or disadvantages of their experiences in blended learning

Analysis of the Study

Colaizzi's (1978) used a seven-stage technique to undertake a full analysis, with each phase keeping true to the facts. The ultimate result would be an easy-to-understand yet comprehensive explanation of the phenomena under investigation, validated by the people who created it in the first place. (Morrow et al., 2015)

The researchers took the succeeding steps using Colaizzi's method: (1) Familiarization, (2) Recognizing significant statements, (3) Construct meanings, (4) Clustering themes, (5) Creating a comprehensive description, (6) Establishing the fundamental structure, (7) Seeking verification of the fundamental structure. (Morrow et al, 2015)

The analysis aimed to learn the unique and individual perspectives of the participants' lived experience. Analysis of data began when the researchers conducted a non-structured interview and takedown each participant's account.

Data collection would stop when data saturation of participants was reached. Significant statements in the transcripts were highlighted and categorized. An analysis using Colaizzi's method was utilized in the study as reflected:

First, the researchers would go over all of the participant testimonies numerous times until they could familiarize the data. This could allow the researchers to understand the individual's feelings and understanding of their experiences when they had a blended learning process during the COVID-19 pandemic.

Second, after the in-depth interview, all recorded data were transcribed and reviewed by the data collectors. The researchers emphasized that only those comments in the testimony that were directly pertinent to the phenomena under investigation would be considered.

Third, the researchers would discover significant occurrences after conducting a thorough investigation of the essential claims. The researchers intuitively "bracketed" their assumptions in order to stay close to the phenomena that were encountered.

Fourth, the researchers would cluster the discovered meanings into themes that appeared in all of the narratives. Every highlighted statement was coded and clustered according to different categories that were prepared by the researchers.

Fifth, the researchers composed a comprehensive account of the phenomena that would incorporate all of the topics generated.

Sixth, the researchers would condense the lengthy explanation into a brief statement that retained just the components believed to be critical to the phenomena.

Lastly, the researchers asked all participants if the condensed statements accurately described their experience. Depending on the participant's feedback, they may go back and change earlier phases in the analysis.

Validity and Reliability of the Study

This chapter discusses the validity and reliability of the study. Validity refers to the extent to which a study measures what it intends to measure, while reliability refers to the consistency and stability of the study's results. Validity and reliability are crucial issues in qualitative research since they assist to guarantee that the study's conclusions are accurate and trustworthy.

Validity. In qualitative research, validity is often assessed in terms of trustworthiness. Trustworthiness can be established through a number of strategies, including: *Credibility*. This refers to the believability of the study's findings. Credibility can be enhanced by using multiple sources of data, triangulation, and member checking. *Transferability*. This refers to the extent to which the study's findings can be applied to other settings or populations. Transferability can be enhanced by providing thick descriptions of the study's context and participants. *Dependability*. This refers to the consistency of the study's findings. Dependability can be enhanced by using a clear and consistent research design and by documenting the research process in detail. *Confirmability*. This refers to the objectivity of the study's findings. Confirmability can be enhanced by using reflexivity and by providing an audit trail of the research process.

Reliability. In qualitative research, reliability is often assessed in terms of dependability. Dependability can be established through a number of strategies, including: *Triangulation*. This involves using multiple sources of data, methods, or investigators to collect and analyze data. Triangulation helps to ensure that the findings of the study are not biased by any one source of

data or method. *Peer debriefing*. This involves discussing the study's findings with a peer who is not involved in the study. Peer debriefing can help to identify any biases or errors in the study's findings. *Audit trail*. This involves keeping a detailed record of the research process, including the data collection and analysis procedures. An audit trail allows other researchers to review the study's procedures and findings.

CHAPTER 4

RESEARCH FINDINGS, AND DISCUSSION

The global outbreak of COVID-19 in 2019 upended the traditional landscape of education, forcing an unprecedented shift to blended learning approaches. This chapter delves into the specific experiences of nursing students, who were thrust into this dynamic learning environment during a critical period of their professional development. Here, we move beyond the logistical challenges and technical hiccups to explore the deeper human dimensions of their journey. Through the lens of their lived experiences, we aim to uncover the subjective meanings they ascribed to blended learning, their emotional responses to this abrupt change, and the unique strategies they employed to adapt and thrive in this uncharted territory.

In this chapter, we embark on a journey into the lived experiences of these nursing students. We explore their perspectives on the effectiveness of blended learning in mastering critical nursing skills, their struggles and triumphs with technology, and the emotional impact of navigating their academic journey amidst a global health crisis. This study delves into the students' perceptions of blended learning, exploring both its perceived strengths and weaknesses as a pedagogical approach.

This research used a descriptive phenomenological design to explore the lived experiences of level 3 Nursing Students of the S.Y. 2022-2023 with blended learning during the COVID-19 pandemic. The study specifically used purposive sampling and non-probability sampling to select participants, who are bonafide students of Central Philippine University, level 3 Nursing Students of S.Y. 2022-2023, and Nursing students who experienced blended learning during the pandemic. The data was collected through non-structured interviews, with

predefined questions and additional probing questions to gain an in-depth understanding of the participants' experiences.

Through this nuanced analysis of their lived experiences, this chapter seeks to contribute to a deeper understanding of the impact of blended learning on nursing education, particularly during a global crisis. It offers valuable insights for educators, policymakers, and researchers who are committed to shaping a future-proof nursing education landscape that is adaptable, responsive, and human-centered.

Part I. Experiences of Each Participant

The following are the experiences of the participants regarding their lived experiences as Nursing Students who had blended learning during Covid-19 pandemic.

Lack of interaction. Lack of interaction due to an online class during COVID-19 pandemic significantly impacted the lives of nursing students in various ways, affecting their academic performance, personal well-being, and professional development.

Participant 8: Lived experiences as a Nursing Student who had blended learning during Covid-19 pandemic

Struggling with limited clinical exposure – feeling frustrated and anxiety about the lack of hands-on experience and limited opportunities for practical learning in a clinical setting.

Challenging internet connectivity, power interruption, unstable internet connectivity. Frequent disconnections and outages can lead to missing crucial parts of lectures, demonstrations, and discussions, hindering understanding and creating gaps in knowledge. The constant struggle with connectivity issues can be incredibly frustrating, leading to anxiety, stress, and feelings of helplessness, impacting overall well-being and focus on studies.

Participant 8: Lived experiences as a Nursing Student who had blended learning during Covid-19 pandemic

Daily struggle of unreliable internet, attending classes on a shared umm example, device, laptop, and fearing disconnection during crucial sessions such as exams, quizzes, and reporting.

Participant 9: Lived experiences as a Nursing Student who had blended learning during Covid-19 pandemic

Struggle of the internet connectivity, availability of devices, availability of textbooks, and review materials.

Anxiety. Nursing students face a unique set of challenges during the COVID-19 pandemic. Transitioning to online learning while grappling with the uncertainties of the pandemic can trigger significant anxiety, impacting their lives in multiple ways. Online learning can lead to feelings of isolation and disconnection from peers and instructors. This can be particularly challenging for nursing students who thrive on collaboration and interpersonal interaction. The demanding nature of nursing studies combined with the uncertainties of the pandemic can create a perfect storm for stress and burnout. Anxiety can fuel this further, leading to emotional exhaustion and decreased motivation.

Participant 8: Lived experiences as a Nursing Student who had blended learning during Covid-19 pandemic

Next is [a] balancing act with increased workload umm such as umm obligations in my family and personal responsibilities, leading to overwhelming stress and fatigue especially in

many activities that was [were] assigned to us during the online class. Next is feeling disconnected and isolated during the pandemic. Missing the coordination and collaboration with classmates and the personal touch of face-to-face interactions with [the] professor, impacting the sense of belonging.

Part II: Themes

Thematic Analysis by Nowell, Norris, White & Moules (2017)

The study utilized the Thematic analysis by Nowell, Norris, White & Moules (2017) — it provides a powerful tool for exploring the lived experiences of level 3 nursing students during the COVID-19 pandemic. Its flexibility, depth, and focus on meaning-making align perfectly with the aims of phenomenological research. By employing this method and incorporating visual elements, it can give valuable insights into the challenges and opportunities presented by blended learning in this unprecedented context, contributing to the improvement of educational experiences for future nursing students.

Major Theme 1: Challenges

The participants described the challenges they have encountered as a nursing student who had blended learning during the Covid-19 pandemic.

Subtheme 1: Limited internet access and hands-on clinical exposure

Limited internet connectivity may limit their grasp of current nursing practices, standards, and new healthcare trends. Due to limited access to clinical settings, individuals may receive insufficient exposure to a wide range of patient situations, procedures, and healthcare

surroundings. This can have an influence on the growth of clinical competence and confidence in executing nursing responsibilities.

P 3. Limitations based on how health care facilities have significant negative impacts on the clinical training making it more difficult for students to gain actual experience and exposure to a variety of patient scenarios.

P 6. Limited hands-on clinical experiences. Dayon ang connectivity issues tapos power outage that hinders the student to learn more.

P 8. [As what] I have said earlier the frustration with limited hands-on experience. Worrying about the potential impact on future patient care skills due to reduced clinical exposure.

P 7. Online exam it is very challenging pagid sakon kay nagaistar ako sa uma kag mahina ya akon nga signal. So gakadto gid ko sa balay ka classmate para makiconnect sa wifi nila and ang disadvantage lang sa online examination indi kaw ka balik sa previous questions to review ka mga answers kay ga automatic locked siya kag pagnext question, kag ang internet connectivity is super ahmm hina kis-a.

Subtheme 2: Stress and uncertainty

Students who take virtual classes may feel alone because they miss out on the face-to-face contacts and social support that regular classroom environments offer. A mix of in-person and online events creates an unclear schedule. Students may suffer stress if instructors do not communicate clearly or if they fail to connect successfully with peers in virtual environments.

P 8. Battling constant anxiety about internet outages, device glitches, and the fear of missing out on crucial information during the reporting, quizzes, and lecturing. Next is burnout.

Trying to keep up with coursework deadlines while dealing with personal responsibilities, leading to exhaustion and burnout.

P 2. Feelings of isolation due to the remote nature of learning and because uhm also I started online learning as a returnee.

P 6. Then difficulties with online communication and collaboration – for example if I have a question for my teacher it's so hard to with her/him tapos if may group works budlay magcommunicate sa mga groupmates kay amo na online.

Subtheme 3: Attention Span of students

Self-paced online modules are frequently used in blended learning, allowing students to regulate their progress through coursework. Students can interact with information in ways that are most comfortable for them, thereby improving their concentration and understanding. Frequent shifts between online and in-person settings may make it difficult for certain students to acclimate to new learning contexts. This irregularity might have an influence on their capacity to focus consistently.

P 5. The level of focus during the online class is different gid from face-to-face discussion. It is quite difficult and daw tedious that knowing that I have a face-to-face class in the morning and I need to travel back home for my online class.

P 7. Okay kung sa online hindi ka focus mayad kay sa internet connectivity, damo obrahon sa balay kag damo distractions sa palibot.

P 9. Sa akon ang challenge gid is having to maintain the attention span gid especially na galab-ot 1-4 hours siguro ang isa ka lecture class dayon masundan sang laboratory so for some reasons siguro tungod dugay tulok mo sa laptop basi imo devices ga exhaust imo utok, so daw gakaffect man imo na function pero overtime ga sanay-sanay naman.

P 4. So for me the challenges would be the time we would spend preparing and traveling going to school. So unlike when we were having online class, we only had a few minutes to prepare and then get ready to enter the google meet. So last time we had online class in the morning then face to face class in the afternoon, so the time to prepare and travel from home to school already makes you tired not just for me but for some nursing students as well who travels far away from the city pa.

Major Theme 2: Opportunities

The participants described the opportunities they have encountered as a nursing student who had blended learning during the Covid-19 pandemic.

Subtheme 1: Attitude toward blended learning

Nursing students' attitudes might vary depending on the quality of the learning tools, the degree of flexibility offered, the efficacy of communication and cooperation, feedback systems, and the incorporation of technological skill development. Educational institutions must carefully plan and execute blended learning programs to promote good results for nursing students.

P 2. Blended learning allows for a flexible schedule, enabling self-paced study and accommodating personal circumstances. It also embraces the digital resources [that] enhance technological skills, a valuable asset in modern healthcare.

P 3. Blending learning offers new opportunities because of the flexibility it offers. We, nursing student we're able to create personal study plans that help us effectively manage our time and manage a balance between our personal and academic duties. So the process of overcoming these challenges and taking advantage of this opportunity resulted in flexibility and

adaptability and understanding of the values of the flexible teaching approach in nursing education.

P 6. Development of technological skills, then schedule flexibility, kag increased access to resources kay nang sang online if ara lang sa balay makaimprovise ka sang imu nga resources.

P 8. Flexibility of studying at my own pace, allowing time for a deeper understanding of complex topics. Next is recognizing the importance of gaining proficiency in digital tools and telehealth technologies for future healthcare practices. Next is finding the convenience of improved communication through online platforms and fostering collaboration among peers, friends and classmates.

Subtheme 2: Knowledge and Skills

Nursing student's knowledge and skills are determined by the quality and diversity of learning resources, the efficacy of virtual learning tools, the emphasis on collaborative learning, feedback and assessment practices, technology integration, and the alignment of theoretical knowledge with clinical application. A well-designed blended learning program may provide an atmosphere conducive to the holistic development of knowledge and skills in Nursing students.

P 5. I was able to employ my knowledge in an actual situations gid during personal sessions, practicing my clinical skills while adhering to the following safety protocols.

P 6. The blended learning allowed students to interact with a variety of learning materials while also requiring adaptation to a different style of instruction, which impacted their overall educational experience.

P 8. The opportunities I have experienced enjoy the vast array of online resources that enhance my self-directed learning and provide a wealth of information through research through my peers and online. Acknowledging the value of acquiring digital literacy skills. It

improved a lot in terms of computers, how to use Zoom, Meet and other umm apps such as Docs, Google Meet, GDrive, umm what else um Microsoft.

P 9. Sa opportunities siguro nagiging ano man siya nagiging starting point man siya magsugod ta tanan and me personally venture out sa mga platforms online nga naga makabulig sa mga tulun an like nagdugang ang pagka techy bala.

P 1. The faculty were able to invite speakers from outside the country umm they were able to give us some insights based on experiences, the standards, or protocols in the respective countries and also this serves as a supplemental knowledge or could also enhance our skills in general as Nursing students.

Major Theme 3: Impacts

The participants described the impacts they have encountered as a nursing student who had blended learning during the Covid-19 pandemic.

Subtheme 1: Mental Health

The COVID-19 pandemic compelled educational institutions to swiftly embrace blended learning as a means of ensuring the uninterrupted education of students. This rapid transition, while necessary for educational continuity, has inevitably brought about substantial changes that have impacted the mental health of students.

P 2. Being an introvert made reaching out for help or participating in group work challenging. However, as time passed and I got to know my classmates, communication became more comfortable.

P 3. Concern about clinical readiness, uncertainty and general anxiety brought on by the pandemic mental health also suffered. Student's mental health was negatively impacted by the stress of adapting to the new learning forms amidst the pandemic concern. So emotional well-being was impacted by the feeling of isolation brought on by the last personal support system and decreased interaction with others.

P 4. Kung online daan we daw less interaction ta from people pero when in comes to face-to-face the more that we interact sa mga people, so a person with social anxiety, nabudlayan man ko kis-a maginteract sa mga people so amo na nga nabudlayan ako nga magadjust.

P 8. Missing the coordination and collaboration with classmates and the personal touch of face-to-face interactions with the professor, impacting the sense of belonging.

Subtheme 2: Taking initiative

Students have gained additional responsibilities as part of their adaptation to the demands of blended learning.

P 3. So managing online classes, self-study and frequent face to face interaction required an amount of discipline.

P 9. Nadugangan ang pagkaresilient and pagkaka-resourceful sang student nurse.

Subtheme 3: A medium for learning

The COVID-19 pandemic compelled educational institutions to adapt towards blended learning as the primary medium for education. This shift became important for institutions to easily adapt to the evolving needs of students while ensuring a continuous and effective learning experience.

P 4. Blended learning allows us nursing students to access course materials that we can both utilize whether online or face-to-face.

P 5. So blended learning positively affects my well-being and knowing that blended learning often involves self-paced modules and interactive online resources and, and allow me to modify my learning experience to my specific needs. And it nourished my sense of autonomy and empowerment, which drives my motivation and has a positive impact on my general well-being.

Subtheme 4: The lack of the development of skills

Nursing students encountered challenges that impacted them in terms of developing their clinical skills as the absence of hands-on guidance and essential materials hindered their ability to develop and refine their practical expertise effectively.

P 7. Blended learning has enhanced my technical skills however it has compromised my clinical skills.

P 3. Limitations based on how health care facilities have significant negative impacts on the clinical training making it more difficult for students to gain actual experience and exposure to a variety of patient scenarios.

P 6. Blended learning had a dual impact on nursing students during the pandemic. So while it provided flexibility and access to educational resources, the limited in-person interactions and hands-on experiences impacted the depth of their learning, particularly in developing practical skills, which is one of the most important requirements in nursing.

P 8. Feeling a sense of inadequacy in developing practical skills, raising concerns about future competency in clinical settings which I have experienced which umm from online to face-to-face.

III. Summary of Major Themes and Subthemes

Subthemes	Major Themes
1. Limited internet access and hands-on clinical exposure	Challenges
2. Stress and uncertainty	
3. Attention Span of students	
1. Attitude toward blended learning	Opportunities
2. Knowledge and Skills	

1. Mental Health	Impacts
2. Taking initiative to perform tasks	
3. A medium for learning	
4. The lack of the development of skills	

IV. Essence of the Phenomenon

The researchers utilized the Thematic analysis by Nowell, Norris, White & Moules (2017) method of data analysis; the researchers were able to code, categorize, and discern patterns of the phenomenon. Four major themes emerged. These major themes are 1) Lived Experiences 2) Challenges 3) Opportunities, and 4) Impacts. During the COVID-19 pandemic, nursing students engaged in blended learning experienced a transformative journey filled with challenges, adaptations, and growth. Despite the uncertainties and disruption caused by the pandemic, students faced a complex environment of virtual and face-to-face learning, dealing with feelings of isolation, technological difficulties, and increased academic stress. Despite these challenges, they found resilience, resourcefulness, and a sense of purpose in their studies and future nursing careers. The students found and expressed appreciation for the flexibility and accessibility provided by online components, which allowed them to engage with course materials at their own pace and convenience. Their ability to adapt, collaborate, and create meaningful learning experiences has helped to foster meaningful peer-to-peer interactions. Through innovative approaches, peer support networks and students embraced the opportunities for self-directed learning, collaboration, and personal development.

As a Nursing student, these experiences of blended learning during the COVID-19 pandemic are undeniably challenging, yet inherently transformative. Regardless of challenges where hands-on experience and clinical skills development are paramount, students learn to embrace technology as a tool for learning. These experiences have brought opportunities, satisfaction, and progressive growth academically while adjusting to a new way of learning. Their experiences are marked by a deepened appreciation for the interconnectedness of healthcare duration and practice, as they bridge the gap between theoretical knowledge and

hands-on skills development in innovative ways. Through perseverance and determination, nursing students emerge from their blended learning experiences with a heightened sense of self-efficacy, and preparedness to meet the evolving demands amidst the ongoing challenges of the pandemic era. Nursing students encounter these experiences during this challenging time.

V. Discussion

The study highlights the significant challenge of limited hands-on clinical experience due to the pandemic and restrictions on healthcare facilities. Because nursing is a practical profession, clinical experience is an essential component of nursing practice and plays a critical role in the development of crucial competence among students. (Soler et al., 2021). The lack of practical training was a major concern for students, impacting their ability to fully grasp current nursing practices and gain essential clinical experience. The lack of in-person interaction and hands-on practice raised concerns about future competency in clinical settings. Unstable internet connectivity and access to devices posed major obstacles for many students, leading to missed learning opportunities, frustration, and stress. Moreover, the shift to online learning and reduced social interaction resulted in feelings of isolation, anxiety, and uncertainty for some students, impacting their overall well-being and motivation. Frequent transitions between online and in-person settings, along with self-paced online modules, challenged some students' ability to maintain focus and adapt to diverse learning formats.

Furthermore, the transition to blended learning during the pandemic was stressful for many students, who faced anxiety about workload, isolation due to online learning, and uncertainty about the future. This impacted their mental health and well-being. The COVID-19

pandemic had a significant negative impact on undergraduate nursing students' academic performance and created previously unheard-of levels of stress (Oducado et al, 2021). The study highlights the negative impact of the pandemic and blended learning on students' mental health. Social isolation, uncertainty, and stress contributed to feelings of anxiety, depression, and isolation. Technical difficulties and internet connectivity issues were common concerns, particularly for students in rural or underserved areas. One of the primary concerns raised by participants was the impact of reduced clinical placements on their clinical skills development. While virtual simulations offered some degree of hands-on experience, they could not fully replicate the dynamic nature of real-life clinical settings. It also magnified existing disparities and introduced new challenges to learning and skill development.

However, despite the challenges, blended learning offered flexibility and allowed students to manage their schedules and study at their own pace. Some students appreciated the flexibility of blended learning, allowing them to manage their time effectively and balance personal and academic responsibilities. This benefited students with personal or family commitments. Students can access course materials online allowing them to revisit and reinforce concepts at their own convenience. Practicing skills online enables students to build a foundation of knowledge, which they can then apply during the face-to-face sessions. Prior knowledge enhances students' readiness for actual situations and when guided by clinical instructors and contributes to a more effective learning experience for nursing students. Additionally, engaging with online resources and platforms enhanced students' digital literacy and proficiency in using technological tools, an undeniably valuable asset in modern healthcare. Integration of interactive virtual simulations, telehealth experiences, and peer collaboration platforms can enhance student engagement and bridge the gap between theory and practice.

Adapting to the demands of blended learning during the pandemic undeniably fostered student resilience, resourcefulness, and independence, important qualities for nurses.

The impact of blended learning extends beyond the pandemic. It has paved the way for a more adaptable and future-proof nursing education. This approach fosters independent learning skills, crucial for lifelong professional development. Moreover, it allows for greater scalability and accessibility, potentially opening doors for geographically dispersed students.

In conclusion, blended learning emerged as a critical strategy for nursing education during the pandemic. By offering a flexible and effective learning environment, it ensured continued progress for aspiring nurses. As we move forward, blended learning holds the potential to revolutionize nursing education, fostering a generation of adaptable, self-directed, and well-equipped healthcare professionals.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the key findings and insights gained from exploring the lived experiences of level 3 nursing students of the S.Y. 2022-2023 during the COVID-19 pandemic, specifically focusing on their transition to blended learning. By delving into their perspectives, challenges, and opportunities, this study aims to contribute to a deeper understanding of the impacts of blended learning on nursing education in the context of a global crisis.

Summary of Findings

This chapter delves into the lived experiences of level 3 nursing students of the S.Y. 2022-2023 who navigated the transition to blended learning during the COVID-19 pandemic. Through their perspectives, the study uncovers their lived experiences, the challenges, opportunities, and impacts associated with this unprecedented educational approach.

The lived experiences of nursing students during the pandemic includes; (1) lack of interaction; (2) limited clinical exposure; (3) challenging internet connectivity; (4) power interruptions; (5) unstable internet connectivity; (6) technical problems; (7) anxiety; (8) balancing increased workload; and (10) feeling disconnected and isolated.

Limited internet access and hands-on clinical exposure limits students' grasp of current nursing practices, standards, and new healthcare trends, and therefore, can have an influence on the growth of clinical competence and confidence in executing nursing responsibilities. The study highlights the significant challenge of limited hands-on clinical experience due to the pandemic and restrictions on healthcare facilities as well as in-person interaction. The lack of

practical training was a major concern for students, impacting their ability to fully grasp current nursing practices and gain essential clinical experience. Unstable internet connectivity and access to devices posed major obstacles for many students, leading to missed learning opportunities, frustration, and stress.

Additionally, the transition to blended learning during the pandemic was stressful for many students, who faced anxiety about workload, isolation due to online learning, and uncertainty about the future. This impacted their mental health and well-being. The study emphasizes the need for adaptable blended learning models that prioritize hands-on experiences, mental health support, and clear communication to address student concerns and optimize the learning process.

The COVID-19 pandemic has compelled educational institutions to swiftly embrace blended learning as a means of ensuring uninterrupted education. This rapid transition has inevitably brought about substantial changes that have impacted the mental health of students. As students become more comfortable with online communication and collaboration, they may experience feelings of isolation and decreased interaction with others.

In conclusion, blended learning offers numerous opportunities for Nursing students to develop their knowledge and skills. However, it also presents challenges such as stress, anxiety, and burnout. To overcome these challenges, educational institutions must carefully plan and execute blended learning programs that promote good results for Nursing students. By incorporating digital literacy skills, fostering collaboration among peers, and utilizing the vast array of online resources, blended learning can help students achieve their full potential in nursing education.

Implications

This study provides valuable insights for educators, policymakers, and researchers who are involved in shaping the future of nursing education. It emphasizes the importance of adaptability, flexibility, and a holistic approach in developing blended learning programs that effectively prepare future nurses for the demands of a rapidly evolving healthcare landscape. By acknowledging the challenges and opportunities presented by blended learning, we can strive to create a learning environment that is conducive to both academic excellence and emotional well-being for nursing students.

This chapter synthesizes the key findings of the study and presents them in a concise and informative manner. It also provides actionable recommendations for improving blended learning experiences in nursing education. By incorporating these insights, educators and policymakers can work towards ensuring that nursing students receive a comprehensive and well-rounded education that prepares them to thrive in the face of future challenges.

Conclusion

This study provides valuable insights into the lived experiences of nursing students during the COVID-19 pandemic. While blended learning offered some advantages in terms of flexibility and access to resources, it also presented significant challenges related to limited clinical exposure, negative impact on mental health, and potential deficiencies in developing practical skills. The study emphasizes the need for a more balanced approach to blended learning in nursing education, one that prioritizes hands-on clinical experience, addresses mental health concerns, and utilizes technology effectively to enhance learning outcomes while minimizing stress and anxiety.

- Challenges:
 - Limited hands-on clinical experience: The lack of in-person clinical practice raised concerns about students' future competence and practical skills development.
 - Stress and anxiety: The combined pressures of adapting to blended learning, navigating the pandemic, and managing academic workload led to significant stress, anxiety, and feelings of isolation.
 - Technical difficulties: Frequent internet connectivity issues, power outages, and limitations with devices disrupted learning and caused frustration.
 - Attention span: Shifting between online and in-person settings made it difficult for some students to maintain focus and concentration.

- Opportunities:
 - Flexibility: Students appreciated the flexibility of blended learning, allowing them to manage their time effectively and balance studies with personal responsibilities.
 - Access to resources: Online platforms and digital tools provided access to diverse learning materials and opportunities to interact with speakers from outside the country.
 - Development of technological skills: Blended learning required students to develop proficiency in digital tools and online platforms, valuable skills for future healthcare practices.

- Taking initiative and resilience: Students displayed resourcefulness and adaptability in managing their studies and navigating the uncertainties of the pandemic.
- Impacts:
 - Mental health: The isolation and stress associated with online learning, combined with the anxieties of the pandemic, negatively impacted students' mental well-being.
 - Development of clinical skills: The lack of hands-on practice raised concerns about the adequacy of blended learning in preparing students for real-world clinical settings.
 - Personal growth: Adapting to blended learning and overcoming challenges fostered resilience, resourcefulness, and a sense of autonomy in some students.

The transition to blended learning during the COVID-19 pandemic presented both challenges and opportunities for nursing students. While it offered flexibility and access to resources, it also raised concerns about the development of clinical skills and the impact on mental health. By acknowledging these challenges and implementing the recommendations outlined below, we can strive to create a blended learning environment that is effective, supportive, and prepares future nurses for the demands of a rapidly evolving healthcare landscape.

Recommendations

The COVID-19 pandemic forced a dramatic shift in education, particularly in the demanding field of nursing. This study sheds light on this pivotal moment, offering valuable insights. It is a bridge connecting the experiences of students, the expertise of faculty, and the quest for knowledge of future researchers. By providing a deeper understanding of this pivotal moment in nursing education, the research aims to build a stronger, more resilient, and future-proof learning environment for generations of nurses to come.

This study is recommended to the following beneficiaries:

- Nursing students
- College of Nursing Dean
- Faculty and staff, and
- For future researchers who wish to expound the study into long-term findings.

The following are the recommendations resulted from the implementation of the study:

- **Prioritize hands-on clinical experience:** Develop innovative strategies to ensure adequate hands-on clinical exposure within the blended learning framework. This could include simulation labs, virtual clinical experiences, and creative partnerships with healthcare facilities.
- **Implement robust mental health support systems:** Recognize the mental health challenges faced by students and provide comprehensive

support services, including counseling, peer support groups, and mental health awareness campaigns.

- Invest in technology and infrastructure: Ensure reliable access to technology and internet connectivity for all students to bridge the digital divide and facilitate effective online learning.
- Train faculty in blended learning: Provide faculty with training and resources to effectively design and deliver blended learning courses that cater to the diverse needs of nursing students and to also enhance their proficiency in utilizing technology for teaching and learning.
- Conduct further research: Continue research on the long-term impact of blended learning on nursing education and student outcomes. This will help refine teaching practices and develop effective blended learning models for the future.

The COVID-19 pandemic has irrevocably altered the landscape of education, and blended learning is likely to remain a significant component of nursing education even beyond the pandemic. By acknowledging the challenges and opportunities presented by blended learning, and by implementing the recommendations outlined above, we can create a learning environment that fosters the development of competent, compassionate, and resilient nurses who are well-prepared to face the healthcare challenges of the future.

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APPENDICES

Appendices A: Informed Consent Form



Research Ethics Committee

Central Philippine University

Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic

INFORMED CONSENT FORM (ICF)

(VERSION No. 02-2023)

1. KEY INFORMATION ABOUT THE RESEARCHERS

Title of the Study: Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic

Name of Researcher/s: SALVILLA, Kathleen Raye, SAMORO, Therese Marie,
SAMULDE, Irwin Ross, SANCHEZ, Keith Kaira, SANTIAGO,
Anjela,
SAPLADA, Jhara Jhalil

Research Adviser: Prof. Geoffrey Leysa

Department/College: College of Nursing

Institution: Central Philippine University

2. INTRODUCTION/BACKGROUND OF THE STUDY

You are invited to take part in this research study. This form contains information that will help you in deciding whether to participate or not in this study/research. Before you decide to participate in this study, you will be given enough time to read and understand the contents of the informed consent. If there are words or concepts that you do not understand feel free to ask questions at any time, the researchers are willing to explain it to you and your questions will be answered to your satisfaction. The study will begin once you have signed the informed consent form.

This study aims to determine the lived experiences of the level 3 Nursing Students with blended learning during the COVID-19 Pandemic which can affect their performance and competency in the clinical setting. Through a face-to-face interview, the researchers will have the chance to explore the challenges, doubts, fears, and even the obstacles of blended learning during COVID-19 encountered by Level 3 Nursing Students of S.Y. 2022-2023.

3. PURPOSE OF THE RESEARCH

The purpose of this phenomenological study is to discover and explore the lived experiences of Nursing Students with blended learning during COVID-19 pandemic. The primary aim of this qualitative study is to describe and explain these experiences that were depicted as how the Nursing Students lived it, adapt to it or embrace it and how satisfied they are and if they learned from the new teaching strategy.

4. TYPE OF RESEARCH INTERVENTION/DATA GATHERING INSTRUMENT

The researchers will use Social or Behavioral research which explores how certain individuals react and why they behave the way they do in that certain situation. In this study, the researchers will have an individual face-to-face (as for the respondent wishes to have) with the micro questions: (1) What are the lived experiences of the Nursing Students with blended learning during the pandemic? (2) What were the challenges and opportunities of blended learning for nursing students during the pandemic? (3) How did blended learning impact nursing students' learning and well-being during the pandemic?

5. PARTICIPANT SELECTION (INCLUSION & EXCLUSION CRITERIA)

You are chosen as a participant based on the following criteria: (1) Must be a bonafide student of Central Philippine University, (2) Level 3 Nursing students of S.Y. 2022-2023, and (3) Nursing student who had experienced blended learning during the COVID-19 Pandemic.

Those Nursing students who opted not to join the study are excluded in this study.

6. VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason.

7. PROCEDURE

You will undergo a non-structured interview which will be done face-to-face. The researchers will then give predefined questions and will ask additional probing questions during the course of the interview so that the participants can further expound on their experiences and that the researchers can get more data and detail required for this study. This interview style will allow the researchers to have an in-depth understanding of the lived experiences of the participants. To ensure data accuracy, the researchers will: (1) record the audio of the interview; (2) recordings will be transcribed; (3) transcripts will be reviewed by data collectors for accuracy.

8. DURATION OF THE STUDY

This study will be conducted December 2022 to December 2023. For questionnaire: You will be given 3-5 minutes to answer the questionnaire. For interview: The interview will take 5 to 10 minutes depending on how long it takes to reach data saturation. If there is a follow-up question that they prefer not to answer, we will be prioritizing the respondent's request.

9. RISKS AND INCONVENIENCES

There is negligible or low risk involved in the study. If you are uncomfortable with the question you do not have to answer them. The research assures that there is no serious risk or harm about the question than can cause anxiety, distress or agitation

10. BENEFITS

This study might help the nursing students evaluate their own selves and determine the factors that affects their performance and competency in the clinical setting and be able to analyze and formulate effective coping strategies.

11. REIMBURSEMENTS

You will be no amount that the participant needs to pay nor the researchers need to give upon joining this study. There is also no compensation of any form that will be granted to the participant of this study

12. CONFIDENTIALITY

The information you have provided is solely for the purpose of this study. Your identity will be kept private and confidential to the extent provided by law. You will be assigned an ID number and your data will be stored with utmost respect to your privacy.

13. RIGHT TO REFUSE OR WITHDRAW

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason. If at any time you withdraw from the study, your data will be discarded properly.

14. DECLARATION OF CONFLICT INTEREST

The researchers declare that our personal experience with blended learning could potentially influence our interpretation of the study findings. However, we will be mindful of the potential for bias or self-interest that could influence the findings. We will also take all necessary steps to mitigate any conflicts of interest.

15. STORAGE AND DISPOSAL OF RESEARCH DATA/MATERIALS

The electronic copy of the data will be kept in a computer that only the researcher(s) has/have access to. Hard copies will be stored at a place that only the researcher(s) will have access to for two (2) months and will be disposed after the study ended through shredding and disposing it properly

16. SHARING OF RESULTS/DISSEMINATION PLAN

The results of this study will be utilized for school-related purposes in preparation for the final defense. Next, it will be presented in research defense and conferences. This study will be published and distributed as part of academic requirements for the College of Nursing at Central Philippine University.

17. WHO TO CONTACT

If you have any questions or clarifications regarding your participation in the study, you may contact:

Lead Researcher: **Jhara Jhalil V. Saplada**

Address: **Brgy. M.V. Hechanova, Jaro, Iloilo City**

Contact Number: **09124717909**

Email address: **jharajhalil.saplada-20@cpu.edu.ph**

If you have questions pertaining to your rights as a participant, you may contact:

Joy G. Raso, PhD.

Chair, CPU Research Ethics Review Board

Email: **researchethics@cpu.edu.ph**

Phone: 329-1971 (local 3336)

18. CERTIFICATE OF CONSENT

I have read the foregoing information, or it has been read and explained to me in a language/dialect I know and understand. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print name of participant _____

Signature of participant _____

Date _____

MM/DD/YYYY

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best on my ability made sure that the participant understands that the following will be done.

- 1.
- 2.
- 3.
- 4.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of Researcher/person taking the consent _____

Signature of Researcher/ person taking the consent _____

Date: _____

MM/DD/YYYY

Appendices C: Matrix of Analysis

Significant Statement	Subthemes	Major Themes
<p>P 3.</p> <p>Limitations based on how health care facilities have significant negative impacts on the clinical training making it more difficult for students to gain actual experience and exposure to a variety of patient scenarios.</p> <p>P 7.</p> <p>Online exam it is very challenging pagid sakon kay nagaistar ako sa uma kag mahina ya akon nga signal. So gakatdo gid ko sa balay ka classmate para makiconnect sa wifi nila and ang disadvantage lang sa online examination indi kaw ka balik sa previous questions to review ka mga answers kay ga automatic locked siya kag pagnext question, kag ang</p>	<p>1. Limited internet access and hands-on clinical exposure</p>	<p>Challenges</p>

<p>internet connectivity is super ahmm hina kis-a.</p>		
<p>P 8.</p> <p>Battling constant anxiety about internet outages, device glitches, and the fear of missing out on crucial information during the reporting, quizzes, and lecturing. Next is burnout. Trying to keep up with coursework deadlines while dealing with personal responsibilities, leading to exhaustion and burnout.</p> <p>P 6.</p> <p>Then difficulties with online communication and collaboration – for example if I have a question for my teacher it's so hard to with her/him tapos if may group works budlay magcommunicate sa mga groupmates kay amo na online.</p>	<p>2. Stress and uncertainty</p>	
<p>P 9.</p>	<p>3. Attention Span of students</p>	

<p>Sa akon ang challenge gid is having to maintain the attention span gid especially na galab-ot 1-4 hours siguro ang isa ka lecture class dayon masundan sang laboratory so for some reasons siguro tungod dugay tulok mo sa laptop basi imo devices ga exhaust imo utok, so daw gakaffect man imo na function pero overtime ga sanay-sanay naman.</p>		
<p>P 3.</p> <p>Blending learning offers new opportunities because of the flexibility it offers. We, Nursing student we're able to create personal study plans that help us effectively manage our time and manage a balance between our personal and academic duties. So the process of overcoming these challenges and taking use this opportunity resulted in flexibility and adaptability and understanding of the values of the flexible teaching approach in nursing education.</p>	<p>1. Attitude toward blended learning</p>	<p>Opportunities</p>

<p>P 8. The opportunities I have experienced enjoying the vast array of online resources that enhance my self-directed learning and provide a wealth and wider of information through research through my peers and online. Acknowledging the value of acquiring digital literacy skills. It improved a lot in terms of computers, how to use Zoom, Meet and other umm apps such as Docs, Google Meet, GDrive, umm what else um Microsoft.</p> <p>P 1.</p> <p>The faculty were able to invite speakers from outside the country umm they were able to give us some insights based on experiences, the standards, or protocols in the respective countries and also this serves as supplemental knowledge or could also enhance our skills in general as Nursing student.</p>	<p>2. Knowledge and Skills</p>	
<p>P 3.</p>	<p>1. Mental Health</p>	

<p>Concern about clinical readiness, uncertainty and general anxiety brought on by the pandemic mental health also suffered. Student's mental health was negatively impacted by the stress of adapting to the new learnings forms in amidst of the pandemic concern. So emotional well-being was impacted by the feeling of isolation brought on by last personal support system and decrease interaction with others.</p>		<p>Impacts</p>
<p>P 3. So managing online classes, self-study and frequent face to face interaction required an amount of discipline.</p>	<p>2. Taking initiative</p>	
<p>P 4. Blended learning allows us nursing students to access course materials that we can both utilize whether online or face-to-face.</p>	<p>3. A medium for learning</p>	

<p>P 5.</p> <p>Blended learning positively affects my well-being and knowing that blended learning often involves a self-paced modules and interactive online resources and allow me to modify my learning experience to my specific needs. And it nourished my sense of autonomy and empowerment, which drives my motivation and resonates with a positive impact on my general well-being.</p>		
<p>P 3.</p> <p>Limitations based on how health care facilities have significant negative impacts on the clinical training making it more difficult for student to gain actual experience and exposure to variety of patient scenario.</p> <p>P 6.</p> <p>Blended learning had a dual impact on nursing students during the pandemic. So</p>	<p>4. The lack of the development of skills</p>	

<p>while it provided flexibility and access to educational resources, the limited in-person interactions and hands-on experiences impacted the depth of their learning, particularly in developing practical skills, which is one of the most important requirement in nursing.</p>		
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Appendix D: Budget

The table below indicates the estimated expenses that will be utilized for the purpose of this study.

Items	Unit	Cost per unit	Subtotal (in Pesos)
I. Personnel Services			
1. Ethics Review	1		1000.00
2. Plagiarism Scan	2	1500.00	3000.00
3. Grammarian	1	2000.00	2000.00
II. Maintenance and operating expenses			
1. Equipment (laptop, printer, extra external drive for storage etc.)			2000.00
2. Materials (bond paper, printer ink, folders, envelopes, ball pens etc.)			1500.00
3. Photocopy, printing fee and Bookbinding expenses			3000.00
III. Indirect Cost			
4. Prepaid WIFI/Internet, Mobile Data and Electricity			500.00

5. Transportation (Taxi, Jeepney. Gas consumption etc.)			500.00
6. Food Allowance			1200.00
TOTAL			14 200.00

Appendices E: Transcript

Participant 1

Interviewer: Good afternoon I am one of the researchers for our study, so can you please introduce yourself?

Respondent: Good afternoon my name is Karl B. Bolante I am from BSN 4B

Interviewer: So Mr. Karl Bolante I will ask you some questions. What are the lived experiences of nursing students of blended learning during the pandemic?

Respondent: May you repeat the question please?

Interviewer: What are the lived experiences of nursing students of blended learning during the pandemic?

Respondent: Umm I think the lived experience of nursing students in such umm learning setting during the pandemic its because umm there is umm lack of interaction with the clinical instructors, there is also umm inaccurate performance of return demonstration because we don't have the instruments and equipments that are usually used during the specific return demonstrations or nursing interventions that we need to perform during a

specific lecture and such, I think it greatly hinders the learning experience of Nursing student during the pandemic

Interviewer: Okay what you said were challenges, right?

Respondent: Yes

Interviewer: So what are the opportunities of blended learning of nursing students during the pandemic?

Respondent: On the opportunities of the online setting of learning is that our college here at cpu, we were umm, the faculty were able to invite speakers from outside the country umm they were able to give us some insights based on experiences, the standards, or protocols in the respective countries and also this serves as a supplemental knowledge or could also enhance our skills in general as Nursing student

Interviewer: Okay thank you, I have another question, how did blended learning impact nursing student's learning and wellbeing during the pandemic?

Respondent: Umm there are positive and negative impacts of this blended learning, first in foremost like I said the materials, for the positive impact we were able to invite speakers from outside the country to add on the knowledge we have here, the nursing knowledge we have right now in our curriculum, they were able to provide us insights on how the healthcare works in other countries, if there are Nursing student who are

interested in working abroad, and also a lot of resources were published in the online platform or in the internet itself because the majority are currently adapting to the blended learning, learning setting. The negative impact here is umm we all know that the integrity of learning is umm compromise because we were not able to, make sure that we were able to understand fully the lectures, the return demonstrations, and such, so that there is observed diminished learning satisfaction from Nursing student because there are barriers such as the gadgets not all of the Nursing student have the gadgets for online class umm not everyone has the internet as well because it is also expensive to acquire and also the accessibility of materials, learning materials which is only bought here in the city and some of the students are living in the provinces so it will be difficult with them

Interviewer: So last question. Lastly, can you summarize your overall experience as a student nurse who had experience both online class and face to face?

Respondent: In summary, my experience was difficult, it was hard, it taught me or it forced me to learn how to be more flexible in my daily activities and also in my academic life, and as a summary also it also proves how Nursing student can be resilient in difficult times.

Interviewer: Thank you Mr. Bolante, for your insights on all your experience during the pandemic as a student nurse.

Participant 2

Interviewer: So for the first question, what are your lived experiences as Nursing Students with blended learning during the pandemic?

Respondent: Ok, as a nursing student navigating blended learning during the pandemic especially that I'm living in a province with challenging internet connectivity, my experience had been a unique blend of resilience and adaptability. So balancing online lectures with limited internet access has been a constant challenge especially when there is a power interruption, so often requiring different solutions like traveling to another location where there has a stable internet. Practical aspects of nursing, typically learned hands-on, so it have been challenging to grasp remotely. And during f2f classes I need to prepare and travel 2-3 hours before the call time so it really test my ability to be disciplined and responsible for my time management. Uhm. Yet, the experience has fostered resourcefulness, it also encouraged me to collaborate with my classmates facing similar obstacles even though we don't see each other often because of the blended learning. So despite the hurdles, the dedication to the nursing profession remains unwavering. And here we are on our last sem of our 4th year.

Interviewer: So, ano, magasto.

Respondent: Yes magasto and~~~~

Interviewer: Magasto and makapoy pakadto balik

Respondent: Huo makapoy. Kag pero daw ok lang man sang sa amo to uhm returnee man ko naan so budlay mag ano sa new faces sa mga classmates.

Interviewer: Uhm so maproceed kita sa second, so ari. Sa next question uhm What were the challenges and opportunities of blended learning (or) for you as a nursing student during the pandemic?

Respondent: The challenges of blended learning for me during the pandemic as what I've mentioned the limited internet access, difficulty accessing hands-on clinical experiences, and the feelings of isolation due to the remote nature of learning and because uhm also I started online learning as a returnee. So however, uhm amidst these challenges, opportunities arise. Blended learning allows for a flexible schedule, uh enabling self-paced study and accommodating personal circumstances. It also embraces the digital resources enhances technological skills, a valuable asset in modern healthcare. Overall, while the challenges are significant, the adaptability and resilience developed during this period uh I think this contributes to a well-rounded nursing education. Uhm may ara siya uhm challenge pero may bright side.

Interviewer: Advantages.

Respondent: Huo may ara man sa pero daw sa uhh time gid man nga gin hatag saton daw uhh mo malang na maka adapt ka nalang gid kag sa time nga ga sige sige ta.

Interviewer: Huo. Atleast ano na siya ang closer na ta sa ano sa modern. Modern nursing.

Mapahapos. Ok. So for our last question. Uhm How did blended learning impact you as a student nurse especially sa imo learning and well-being during the pandemic?

Respondent: So initially, being an introvert made reaching out for help or participating in group work challenging. However, as time passed and I got to know my classmates, communication became more comfortable. So building connections with peers not only eased the academic aspects but also contributed positively to my overall well-being, creating a supportive and collaborative learning environment.

Interviewer: Bale naka ano gid kita, naka ~~~

Respondent: Yes and subong may ara ka gid nga mahambal nga may maka daw maka help sa well being mo gid as in nga may makaupod ka, may kaupod ka sa kabudlay.

Interviewer: So sadto online ang kita kita lang. Solo ang mga self teach mo nga dia. Pero tulad nga face to face naman dun.

Respondent: May kabulig kana. May kaistorya kana.

Interviewer: Huo tapos daw hindi hindi na daw locked sa classroom or hindi lang kaw bala sa room kundi may iban kana nga kastorya, may iban kana nga ano.

Respondent: May kadamay kana bala sa imo nga budlay, kapi pagid sa mga fail fail sa mga quizzes.

Interviewer: Ok so uhm that's all. Three questions lang man, uhh voice recorded and with consent. Ok na.

Respondent: Thank you!

Interviewer: Thank you!

Participant 3

Interviewer: So ma'am ma ask ko first question namun is, which is ahmm. What are your lived experiences as Nursing Students with blended learning during the COVID-19 pandemic?

Respondent: Okay. So we all know that RLE is an important component of nursing education that has been hindered by restrictions in hospital settings which limit hands-on experience and exposure. So managing online classes, self-study and frequent face to face interaction required an amount of discipline. So admits concern about clinical readiness, uncertainty and general anxiety brought on by the pandemic mental health

also suffered. But in the face of these obstacles creative learning methods appear such as virtual simulations, online resources and online mentorship and in order to bridge the knowledge gap between the academic and practice for the nursing students.

Interviewer: Okay so for the next question is What were the challenges and opportunities of blended learning for you as a Nursing student during the pandemic?

Respondent: So the challenging aspect of moving on to hybrid learning is how to use a new digital platform and technology for exams, classes and stimulations. So the limitations based on how health care facilities have significant negative impacts on the clinical training makes it more difficult for Nursing students to gain actual experience and exposure to a variety of patient scenarios. Also, stress, uncertainty and mental health issues make things even harder. Blending learning offers new opportunities because of the flexibility it offers. We, Nursing student we're able to create personal study plans that help us effectively manage our time and manage a balance between our personal and academic duties. So the process of overcoming these challenges and taking advantage of this opportunity resulted in flexibility and adaptability and understanding of the values of the flexible teaching approach in nursing education. Setting the foundation for future advances in this field.

Interviewer: And Lastly ahm How did blended learning impact you as a nursing student in learning and well-being during the pandemic?

Respondent: So during the pandemic blended learning had a complicated impact on me as a nursing student in my learning and well-being. Although the flexibility of online resources and online class made it possible for me as a Nursing student who gets materials at any time. We also have increased the need for time management and self-discipline. One major obstacle that hindered me to the exposure of real life patients.

Case scenarios which are essential for nursing education restrict access to healthcare facilities which reduce the opportunities for hands-on clinical experience. In addition the lack of face to face interaction with teachers and students affected, also our group works, social support and student and student exchange of relevant information. So student mental health was negatively impacted by the stress of adapting to the new learning forms amidst the pandemic concern. So emotional well-being was impacted by the feeling of isolation brought on by the last personal support system and decreased interaction with others. So the stress increases when students like me have to balance personal and academic obligations in a blended learning environment. Many of us had trouble staying motivated and focused and some of us experienced elevated stress and anxiety levels. So this experience has brought to light the value of a flexible learning approach and complete support system in order to maintain both learning effectiveness and well-being for us nursing students.

Interviewer: Okay Ma'am. Thank you for answering our question. Overall, blended learning during COVID-19 had an impact on you especially sa imo nga mental health which is, ano, like, nag down ka gid during COVID-19.

Respondent: Oo, anxiety

Interviewer: And also ahmm pero pag ahmm exchange sa face to face which is naka deal Kaman and naging flexible, nag adapt ka sa imo new environment which is good.

Respondent: Yes.

Interviewer: So overall ma'am subong ma'am ano ang imo nga, like, mahambal since naga deal mangud ta sa online kag face to face. Diin ang imo nga ichoose. Online or Face to face?

Respondent: Ang I think face to face kay kung sa face to face daw nahasa na kita sa mga experience natun sa mga clinical rotations. Tunggod sa clinical rotations daw.daw..I

mean daww.. Nafocus kita dira. Like sa OR, DR, daw mas na enhance ya skills natun as a nursing student. Tapos apat, four students per rotations lang.

Interviewer: So mas ma focusan, which is good as a future nurse. So thank you ma'am sa imo nga time and Thank you very much.

Participant 4

Interviewer: What are the lived experiences of the nursing students with blended learning during the pandemic?

Respondent: The lived experiences of the nursing students during pandemic consists of several changes not just in terms of learning but in our well being as well. Transitioning from online classes to face to face classes has been a big change for me as a nursing student knowing that I am already used to having online classes and then suddenly there's a shift to face to face exposure. So during the pandemic, we are not certain about the status of COVID-19 virus, so it causes a lot of anxiety to interact with people. And also the thought of the possibility of acquiring the virus also makes us anxious.

Interviewer: What were the challenges and opportunities of blended learning for nursing students during the pandemic?

Respondent: So for me the challenges would be the time we would spend preparing and traveling to school. So unlike when we were having online class, we only had a few minutes to prepare and then get ready to enter the google meet. So Last time we had online class in the morning then face to face class in the afternoon, so the time to prepare and travel from home to school already makes you tired not just for me but for some nursing students as well who travels far away from the city pa. But despite the

challenges, there's always an opportunity and advantages of having actual exposure, uhh we can be disciplined in listening attentively to the discussion during lecture and also there is a less distraction because I've experienced it as well bala nga during online na experience ko bala ang different kinds of uhh distractions like noise noisy backgrounds and uhh distraction from family members and amo na , ang It's another opportunity as well in our RLE duty because we can interact with patients and apply we have what we have learned from virtual class, being able to provide care in an actual setting.

Interviewer: Okay, Maam. Okay ma'am. Okay, so the next question is: How did blended learning impact nursing students in learning and well-being during the pandemic?

Respondent: In terms of learning, blended learning allows us nursing students to access course materials that we can both utilize whether online such as the canvas, uhh ga provide sila sang mga videos for us to practice bala during the online kay bisan ara kita sa aton nga homes we can practice it like our return demonstration pero while in face to face we also have different materials as well nga ginaprovide sng mga colleges nga hindi ta man mismo maa uhh makaya ma provide sa aton nga self or maa maafford amo na makabenefit siya sa mga students nga makaccess ta sa mga materials and in terms with our well-being amo na nga garbe ang impact nga pag change from online to face-to-face kag umm kag amo na bala ang well-being ta ga ga ano na gani ah ga umm ga affect man kay ngaa kung online daan we daw less interaction ta from people pero when in comes to face-to-face the more that we interact sa mga people, so a person with social anxiety, nabudlayan man ko kis a maginteract sa mga people so amo na nga nabudlayan ako nga magadjust kay ngaa umm uh kailangan ko mag magbalik sa amo nga nga phase sang akon nga student life nga okay mainteract ako sa nga person

especially sa patients naton especially need ta daan nga idevelop aton nga communication skills so dapat kailangan ta man magcommunicate well sa ila

In conclusion, there are both advantages and disadvantages of blended learning. So I must say that having blended learning enables us students to be flexible especially with our schedules bala nga different kind of schedules, there a AM shift PM shift so somehow bala naging uhh uhh naadapt namon ang different kinds of schedule nangin multi tasker kami and also it enables us to enhance our skills. Ang mga ang mga challenging skills bala nga ginaapply namon sa virtual class, mas na echnance pagid namon during our uhh face-to-face classes or face-to-face duty so amo na somehow uhh there is both uhh uhh advantages and disadvantages sang blended learning

Participant 5

Interviewer: What are the lived experiences of the nursing students with blended learning during the pandemic?

Respondent: Sa based on my experience, it is a difficult journey gid, and despite nga the fact bala nga I was able to get accustomed to the online academic setting and I've enjoyed gid ang immersing myself in a virtual lectures, especially pagid sa mga interactive discussions, and collaboration with my peers via virtual platforms. It shaped me into a tech-savvy individual, and embracing video conferences, online forums, and even ang virtual simulations to hone our skills.

Interviewer: What were the challenges and opportunities of blended learning during the pandemic?

Respondent: There are several challenges gid nga that I encounter in this blended learning. The level of focus during the online class is different from face-to-face discussion. It is quite difficult and tedious knowing that I have a face-to-face class in the morning and I need to travel back home for my online class. While sa opportunities during the opportunities, I was able to employ my knowledge in an actual situation during personal sessions, practicing my clinical skills while adhering to the following safety protocols. So as a student nurse, I exhibited remarkable flexibility, resilience, and passion throughout this blended learning experience. And I was able to embrace man ang technology, kag supported one another, kag ang idevised bala ang novel ways to learn and thrive in these trying times.

Interviewer: How did blended learning impact you as a nursing student learning and well-being during the pandemic?

Respondent: So blended learning positively affects my well-being gid kay knowing that blended learning often involves a self-paced modules and interactive online resources gid, and allow me to modify my learning experience to my specific needs. And it nourished my sense of autonomy and empowerment, nga which drives my motivation and garesonates gid ka positive impact on my general well-being. Throughout this blended learning, ma attest ko gid nga ginmold kami nga mga Nursing student to become flexible bla kay a sudden shift from online dason nag face-to-face naman kami so I believe nga amo ja gina hone ang amon skills nga to become a flexible kay specially kung maimerse ang amon kaugalingon sa different clinical setting, I was able to adapt sa mga situations sa amo na nga bagay.

Participant 6

Interviewer: What are the lived experiences of the Nursing Students with blended learning during the pandemic?

Respondent: During the pandemic, nursing students faced difficulties navigating a mix of online and hands-on instruction. Based on my experience, I have dealt with the challenges of adapting to virtual platforms for theory while also managing limited clinical experiences, which had an impact on my practical skill development. The transition required, like for example, in my senior high school its face-to-face the in my first year college its online, so ang transition required strong self-discipline and technological proficiency, but some people overlooked the importance of in-person interactions for hands-on learning. Balancing coursework with pandemic-related stressors complicated my lived experiences even more.

Interviewer: What were the challenges and opportunities of blended learning for nursing students during the pandemic?

Respondent: During the pandemic, based on my experience, the challenges such as limited hands-on clinical experiences. Then difficulties with online communication and collaboration – for example if I have a question for my teacher it's so hard to with her/him tapos if my group works budlay mag communicate sa mga groupmates ky amo na online. Then ang self-discipline, dyun ang connectivity issues tapos power outage that hinders the student to learn more. So for the opportunities, development of technological skills, then schedule flexibility, kag increased access to resources kay nang sang online if ara lang sa balay maka improvise ka sng imu nga resources. The blended learning allowed students to interact with a variety of learning materials while

also requiring adaptation to a different style of instruction, which impacted their overall educational experience.

Interviewer: How did blended learning impact on nursing students' learning and well-being during the pandemic?

Respondent: Blended learning had a dual impact on nursing students during the pandemic. So while it provided flexibility and access to educational resources, the limited in-person interactions and hands-on experiences impacted the depth of their learning, particularly in developing practical skills, which is one of the most important requirement in nursing. The transition also increased stress and well-being concerns due to the difficulties of adapting to virtual platforms, then increased workload, and the added stressors of the pandemic. Balancing these factors became critical for sustaining both effective learning and overall well-being.

As a student nurse, my overall experience as a student nurse who had experienced online and face to face classes is that, it was hard and challenging but at the same time fulfilling because despite all the hardships that I experienced, I survived and now im already on my last year as a nursing student. Its fulfilling.

Participant 7

Interviewer: So sir for the first question. What are your lived experiences as Nursing Students with blended learning during the pandemic?

Respondent: Ahmm My lived experiences with blended learning during the pandemic are. First the Technical problems such as internet connectivity kag ang gadget since required gid

ini during online class. Second is ang lack of paraphernalias specially ang mga contents for clinical and chn bag kag ang may iban indi makita sa amon banwa so ang tendency is ma bakal gid kami sa online shop. Third is ang learning materials. So that time mahal ang mga libro so ga asa ako sa mga classmates ko nga hatagan man ko sang pdf file sang libro, or ang ppts halin sa mga professors ta. Fourth is ang Limited hands-on clinical practice since product ako ka online class sang pag first and second year college ko, kabudlay gid magadjust sa blended learning kay may iban nga return demo nga indi namon mahimo kay online class lng kag sa hospital duties lang namon sya na practice such as handling, assisting and baby care sa DR and then scrub and circulating sa OR

Interviewer: So amo na ang imo experiences so next question sir is What were the challenges and opportunities of blended learning for you as a nursing students during the pandemic?

Respondent: So the challenges are Return demo, examination, class setting. Sa return demo kung online retdem ahmm gakadto gid ko sa balay ka akon nga classmate para lang magreturn demo. Ang mga gamit ko iban improvised lang. And may times kato nga grabe gid ang ulan plus hina signal tapos ang gusto ka isa ka CI namon nga i- live ang return demo kay indi gid sya pwede nga maka recorded. So ahmm dasig ako nga nagkadto sa akon sa balay sang classmate ko which for me is very hassle. While kung ang Return demo face to face ahmm ara gid sa school kag maka hands-on sa return demo, with complete facilities for return demo. Next is EXAMINATION. Online exam versus face to face class exam. So kung Online Exam it is very challenging pagid sakon kay naga istar ako sa uma kag mahina ya akon nga signal. So gakadto gid ko sa balay ka classmate para makiconnect sa wifi nila and ang disadvantage lng sa online examination indi kaw ka balik sa previous questions to review ka mga answers kay ga

automatic locked siya kag pagnext question kag ang internet connectivity is super ahmm hina kis.a. While kung face to face class examination Makafocus ka mayad, ara sa school setting ya exam kag pwede ma balikan kag ireview ang mga previous questions. Last is the class setting. Online versus face to face class. Okay kung sa online indi ka focus mayad kay sa internet connectivity, damo obrahon sa balay kag damo distractions sa palibot. While kung face to face class makafocus mayad, no distraction, kag nami kung may physical teacher and student intercation. So for the oppurtunity maka clinical duties sa different hospital tanan nga mga natun-an ko sa online class nagamit ko sa clinical setting specially sa DR/OR kag sa mga wards kag nag further honed akon nga nursingskills

Interviewer: And Lastly sir How did blended learning impact you as a student nurse especially sa imo learning and well-being during the pandemic?

Respondent: okay so ang Blended learning has enhance my technical skills however it has compromised my clinical skills. And then Blended learning has improved my communication skills also enchance my creativity in nursing skills.

Interviewer: So overall sir ahmm ang imo nga experiences ah during online class is more stressful.

Respondent: Yes very stressful

Interviewer: Kaysa sa face to face which is ma stress ka pero ma overcome mo gid and dali ka maka cope up ka imo nga ways para ma ano para ang stress mo madula. So sir Thank you for your cooperation.

Respondent: Sure.Thank you.

Participant 8

Interviewer: Hello! So Good afternoon maam. I am Irwin Ross P. Samulde III a 4th year nursing student and thank you for participating in our study. Before we begin I'd like to ensure that you're comfortable with the interview process. Take a moment to review and sign the inform consent I have give you given you. Okay maam. So we are exploring the experiences of nursing students with blended learning during the pandemic. Your insights are important in our understanding this experiences. First question maam, What are the lived experiences of the nursing students with blended learning during the pandemic?

Respondent: As for me as student nurse umm my lived experiences with blended learning in the Philippines especially in the CPU during the Pandemic. Umm first is struggling with limited clinical exposure umm feeling frustrated and may anxiety about the lack of hands-on experience and limited opportunities for practical learning in a clinical setting. Second is umm dealing with the daily struggle of unreliable internet, attending classes on a shared umm example devices, laptop, and fearing disconnection during crucial sessions such as exams, quizzes, and reportings. Next is balancing act with increased workload umm such as umm obligations in my family and personal responsibilities, leading to overwhelming stress and fatigue especially in many activities that was assigned to us during the online class. Next is feeling disconnected and isolate isolated during the pandemic. Missing the coordination and collaboration with classmates and the personal touch of face-to-face interactions with professor, impacting the sense of belonging. Next is navigating the new normal. Umm at first I

uhh I struggled but I to adapt to the abrupt shift from traditional learning to the challenges of online platforms and virtual classrooms.

Interviewer: What were the challenges and opportunities of blended learning for nursing students during the pandemic?

Respondent: Umm the cha-umm first is the Challenges so umm I have said earlier the Frustration with limited hands-on experience. Worrying about the potential impact on future patient care skills due to reduced clinical exposure. Umm also battling constant anxiety about internet outages, device glitches, and the fear of missing out on crucial information during the reporting, quizzes, and lecturing. And also loneliness and lack of peer connection. Feeling the void of not having classmates around you for support and collaboration, hindering a sense of teamwork.

Next is overwhelmed by new learning platform umm through values—various online tools, with each platform having a learning curve, umm hindrances, problems and adding to the overall stress as a student nurse. Next is burnout. Trying to keep up with coursework deadlines while dealing with personal responsibilities, leading to exhaustion and burnout.

For the opportunities umm I Appreciate the flexibility of studying at my own my own pace, allowing time for a deeper understanding of complex topics. Next is recognizing the importance of gaining proficiency in digital tools and telehealth technologies for future healthcare practices. Next is finding the convenience of improved communication through online platforms and fostering collaboration among peers friends and classmates. Next is umm the opportunities i havd experience enjoying enjoying the vast array of online resources that enhance my self-directed learning and provide a

wealth and wider of information through research through my peers and online. Next is acknowledging the value of acquiring digital literacy skills. It improved a lot in terms of computers, how to use Zoom, Meet and other umm apps such as Docs, Google Meet, umm GDrive, umm what else um Microsoft. I I had discovered how to use them, also the Canva which are becoming increasingly crucial in the evolving landscape of healthcare.

Interviewer: How did blended learning impact on nursing student in learning and well-being during the pandemic?

Respondent: during the pandemic the impact of blended learning for me as a student nurse umm in my well-being and knowledge learning I have mixed emotions on flexibility. Appreciating the flexibility of accessing lectures at convenient times but missing the structure of a traditional classroom such as seeing the professor face-to-face, asking question face-to-face which you can umm ask directly and you can receive umm understand quickly lectures. Next is struggles with hands-on learning. Feeling a sense of inan-inadequacy in developing practical skills, raising concerns about future competency in clinical settings which I have experienced which umm from online to face-to-face. Then mental health I have experience fluctuations in mental well-being such as exhaustion, umm anxiety, burnout, tired of all the activities that have been umm given to us, then ranging from moments of motivation to periods of stress and emotional fatigue.

Next is grappling with the demands of navigating digital platforms, simultaneously recognizing the importance of acquiring these skills for future professional growth. Just like now. i have experienced how to manipulate well the gadgets, the umm how to use the

application, the Docs, it was easy for me, the Microsoft and all the things we have used during the online class. Next is realizing the significance of establishing and nurturing online communities for mutual support and shared learning experiences. That's all

So for the conclusion for the overall experience i had In the end, being a nursing student during the pandemic with blended learning had its share of tough moments and some good ones. I faced challenges with hands-on experience, tech issues, and a heavy workload, but I also found opportunities in flexible learning and gaining digital skills which are very important in today's generation.

Balancing these aspects wasn't easy. I missed the structure of traditional classes, and practical skills were a concern during the peak of pandemic. My mental health had its ups and downs, and learning to navigate technology was a struggle, yet crucial for the future and I am umm confident that i am able i am able to know these kind of technologies, the application that i have been umm manipulate.

Connecting with others in online communities became a lifeline. Despite the difficulties, it's been a journey of learning and adapting. The experience I have is a tough challenging, has shaped me, teaching resilience and the importance of support in overcoming these obstacles.

Participant 9

Interviewer: What are the lived experiences as a nursing student nga under sa blended learning during the pandemic?

Respondent: For me, from personal experience because tsakto to na gn hambal mo na nga we are the first batch gd nga naka experience full online na platform tunggod nga gasimono ang pandemic sa school year as freshmen, so ang lived experience gd sng nursing students during the blended learning is that we were not able to have our fundamental skills lab gd nga dapat ma take up sng first year due to hindrances of the pandemic and all of those were performed virtually so nagmasig pangita ta sng mga materials kag resources na gamiton return demonstration which is also a challenge man kay we know that many of the business establishment nga usually gina baklan sa mga muna nagsirado man tunggod sa pandemic, so amo na ang mga challenges naton as Nursing student and also the struggle of the internet connectivity , availability of devices, availability sa mga textbook kag mga review materials kung naga tuon kita even though naga provide ang aton school sng mga powerpoint and mga textbook man, so it was a challenge especially those who are living sa provincial areas bala sa mga rural areas I mean, So I think that will be my answer

Interviewer: So first is, the next question is, what were the challenges in blended learning as the student nurse during the pandemic, challenges first

Respondent: For the challenges

Interviewer: Ang experience mo, ang own experience

Respondent: Own experience?

Interviewer: Oo

Respondent: Sa akon ang challenge gd is having to maintain the attention span gd especially na galab ot 1-4 hours ceguro ang isa ka lecture class dayon ma sundan sang laboratory so

for some reasons ceguro tunggod dugay tulok mo sa laptop basi imo devices ga exhaust imo utok, so daw gaka affect man imo na function pero overtime ga sanay sanay naman

Respondent: Interviewee: Sa opportunities ceguro nagiging ano man sya nagiging starting point man sya magsugod ta tanan and me personally venture out sa mga platforms online nga naga makabulig sa mga tulun an like nagdugang ang pagka techy bala

Interviewer: Techy student. So lastly, umm how blended learning impact you as a nursing student especially sa learning mo and wellbeing during sa pandemic

Respondent: Sa Blended learning had an impact on me because daw I took it as a learning experience nga best on both world ka gd ya may physical ka nga exposure may virtual exposure ka man, so you have the development of skills sa both na fields may it be sa imo nga learning sa concepts asta sa practice man mismo sa mga procedures nimo. And Sa wellbeing naman siguro nadugangan ang pagka resilient and pagkakaresourceful sang student nurse.

Interviewer: Nursing is an art

Respondent: Oo nursing is an art mo, are and a science gd

Interviewer: Yes, so umm so can umm u summarize ang overall mo experience sa blended learning, summarization

Respondent: Ah with the blended learning platform that has been implemented during the onset of the covid 19 pandemic as an alternative with the supposed to be fully face to face platform i do believe that there are challenges that came into picture sa tanan na nursing students but I think those challenges has strength the ability of the nursing

students to strategize and think of ways to find solution and to be able to finish what she is , he is or she is supposed to carry out sa iya academic endeavors or kung mag practice man siya sa mga return demos sa online kag sa face to face man.

Interviewer: Yes that is all. Thank you gd maam

Participant 10

“What are your lived experiences as nursing student with blended learning during the pandemic?”.

Respondent: well, once the COVID hit the Philippines, obviously schools were closed down, office places were closed down as well so people just ended up going home so, as for us as well, we went home to our hometowns, and they were difficult times because there were no resources available and no spaces to occupy, the living experience for the COVID era was difficult.

Interviewer: Ok, for... That’s all ma’am for the 1st question err...

Respondent: yes...

Interviewer: Ok, for the 2nd one. What are.

Respondent: you were...

Interviewer: or “What were the challenges and opportunities of blended learning for you as a nursing student during the pandemic?”.

Respondent: Well, mostly... For the pandemic, you would, I mean you would immediately think about your finances, lack of fund for yourself and your family... with the... challenge of having your lessons online along with your demos being online, you cannot come to

school so, you would either have watch it or online being your main options for...
getting your degree your course. So.

Interviewer: Ok... so lastly... "How did blended learning impact you as a student nurse especially
sa imo learning and well-being during the pandemic?"

Respondent: Well, the impact on myself as I said Mars during the pandemic, ah. There were
difficult times concerning the lack of ah. Application on hand and available instructors.
There wasn't much to teach because they cannot further teach you with the limited
options for learning. But as a person, it has impacted me in a good way, I got to be
more social in a way, I got to... be more responsible and working for myself. So yeah.

Interviewer: So overall... the online or the pandemic causes us... disadvantages and advantages
also.

Respondent: yes.

Interviewer: So, it's more like... disadvantages in financial just like you stated and advantages in
social... well-being.

Respondent: yes...

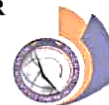
Interviewer: Ok, so that is all for our interview. Thank very much for your cooperation. Thank
you.

Respondent: Thank you.

Appendices F: Plagiarism Scan Certification**REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER**

Central Philippine University

Jaro, Iloilo City

Tel. No. 329-1971 local 1008 email: rceccsec@cpu.edu.phWebsite: rcecc.cpu.edu.ph

April 18, 2024**CERTIFICATION**

This is to certify that the paper entitled **“LIVED EXPERIENCES OF NURSING STUDENTS WITH BLENDED LEARNING DURING COVID-19 PANDEMIC”** by **Kathleen Raye Salvilla, Therese Marie Samoro, Irwin Ross Samulde III, Keith Kaira Sanchez, Anjela Santiago, and Jhara Jhalil Saplada** has undergone Turnitin Similarity Checking with a passing percentage of 12% and has passed the requirements (Chapter 1-5).

Prepared by:

PINKY E. LUTERO-TONGOL
Staff-in-charge

Approved by:

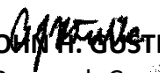
LENNY ROSE P. MUCHO, EdD
Director, RCECC

Appendices G: Certification of Research Instrument Validation**CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION**
(QUALITATIVE RESEARCH)


This is to certify that the study entitled: Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic, entails a central question in accordance with the principle of bracketing and intuiting. The central question is appropriate for the purpose of their study, philosophical underpinnings and definition of terms.

This certification is issued upon the request of the authors: Kathleen Raye C. Salvilla, Therese Mari A. Samoro, Irwin Ross P. Samulde III, Keith Kaira P. Sanchez, Anjela G. Santiago, Jhara Jhalil V. Saplada. Issued this 6 day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully yours,


ALVIN JOHN M. GUSTILO, MAN
CPUCN Research Coordinator

Noted by:


MELBA C. SALE, MAN
Officer-In-Charge, Office of the Dean

Appendices H: Grammarian Certification

COLLEGE OF ARTS AND SCIENCES
CENTRAL PHILIPPINE UNIVERSITY
Department of Languages, Mass Communication, and Humanities

CERTIFICATION

This is to certify that the study entitled **Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic** by *Kathleen Raye C. Salvilla, Therese Mari A. Samoro, Irwin Ross P. Samulde III, Keith Kaira P. Sanchez, Anjela G. Santiago and Jhara Jhalil V. Saplada* was checked and verified for grammar and other mechanics of writing.

Issued this 2nd of May, 2024.

RHYS DE LA BANDA CAMACHO, MA English (major in TESOL)
DLMCH Faculty
This University

Appendices I: Research Committee Clearance



RESEARCH ETHICS REVIEW BOARD
 CENTRAL PHILIPPINE UNIVERSITY
 Lopez Jaena St., Jaro, Iloilo City, Philippines
 329-1971 to 79 local 3336



ETHICAL CLEARANCE

RERB Form No.22-2
 Version No.: 04
 Date of Effectivity: 17 May 2023

Date of Approval: November 8, 2023

RERB Code: 2023-384-UG-SAPLADA et al.

Protocol Title: ***"LIVED EXPERIENCES OF NURSING STUDENTS WITH BLENDED LEARNING DURING COVID-19 PANDEMIC"***

Version No. 03

Researcher/s: **SALVILLA, KATHLEEN RAYE
 SAMORO, THERESE MARIE
 SAMULDE III, IRWIN ROSS
 SANCHEZ, KEITH KAIRA
 SANTIAGO, ANJELA
 SAPLADA, JHARA JHALIL**


Upon resubmission of the following documents, Research Proposal Chapters 1, 2, and 3 with references and Informed Consent Form, the above protocol is hereby **APPROVED** by the CPU-RERB. This ethical clearance is valid from **November 8, 2023 to November 8, 2024.**

The researcher/s are hereby required to submit the following:

- ✓ Progress Report on or before **December 8, 2023** to researchethics@cpu.edu.ph
- ✓ Final Report Form and one (1) copy of the completed protocol **within one (1) month** after completion of the study.



For any amendment or alteration in the protocol that will change the nature, or the level of risk involved after approval, the Research Ethics Review Board must be notified through writing and accomplishing the following forms as needed: Protocol Deviation Form, Serious Adverse Events, Amendment Form, and/or Early Termination Report.

Very truly yours,


JOY G. RASO, PhD
 Chair, CPU-RERB

Date: 11/8/23

Appendices J: Protocol Review of Progress Report

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
PROTOCOL REVIEW OF PROGRESS REPORT	RERB Form No. 09-1	
	Version No. 01	
	Date of Effectivity: 17 May 2023	

GENERAL INFORMATION			
Title of Study	Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic		
RERB Protocol No.	2023-384-UG-SAPLADA et al.	Study Site	Central Philippine University
Name of Researcher	Kathleen Raye C. SALVILLA, Therese Mari A. SAMORO, Irwin Ross P. SAMULDE III, Keith Kaira P. SANCHEZ, Anjela G. SANTIAGO, Jhara Jhalil V. SAPLADA		
Contact No.	09124717909	Email Address	jharajhalil.saplada-20@cpu.edu.ph
Co-researcher (if any)	N/A		
Institution	Central Philippine University		
Address of Institution	Lopez Jaena St., Jaro, Iloilo City, Philippines		
Ethical clearance effectivity period:	From: <u>November 8, 2023</u> To: <u>November 8, 2024</u>		

PROGRESS REPORT

1. Start of study: December 2022
2. Expected end of study: March 2024
3. Number of enrolled participants: 15
4. Number of required participants: 10
5. Number of participants who withdrew: 0
6. Deviations from the approved protocol: NONE
7. New information (literature or in the conduct of the study) that may significantly change the risk-benefit ratio: NONE
8. Issues/problems encountered: Only the researchers' and responders' schedules do not always coincide.

Recommendations (For RERB use only)

DECISION: (For RERB use only)	<input type="checkbox"/> Ask for further information <input type="checkbox"/> Noted and Accept report
----------------------------------	--

Comments of Primary Reviewer (For RERB use only)	
---	--




RERB Primary Reviewer: (For RERB use only)

Signature over Printed Name

Date:

Researcher/s:

 KATHLEEN RAYE C. SALVILLA	 THERESE MARI A. SAMORO	 IRWIN ROSS P. SAMULDE III
--	--	--

 KEITH KAIRA P. SANCHEZ	 ANJELA G. SANTIAGO	 JHARA JHALIL V. SAPLADA
---	--	--

Signature over Printed Name

Date: December 8, 2023

Adviser:





GEOFFREY LEYSA

Signature Over Printed Name

Date: December 8, 2023

Appendices K: Final Report Form

 RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
FINAL REPORT FORM	RERB Form No. 13-1 Version No. 01 Date of Effectivity: 17 May 2023

GENERAL INFORMATION

RERB Protocol Number	2023-384-UG-SAPLADA et al.	Date (DD/MM/YYYY)	08/12/2023
Protocol Title	Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic		
Principal Investigator/s	Kathleen Raye C. SALVILLA, Therese Mari A. SAMORO, Irwin Ross P. SAMULDE III, Keith Kaira P. SANCHEZ, Anjela G. SANTIAGO, Jhara Jhalil V. SAPLADA		
Department/College	College of Nursing		
Contact No.	09124717909	*Email Address	jharajhalil.saplada-20@cpu.edu.ph
Co-investigator/s (if any)	N/A		
Contact No.	N/A	Email Address	N/A
Institution of Researcher/s	Central Philippine University		
Address of Institution	Lopez Jaena St., Jaro, Iloilo City, Philippines		
Effective period of Ethical Clearance	From: <u>November 8, 2023</u> To: <u>November 8, 2024</u>		
(*for RERB) Primary Reviewer/s	N/A		

Type of Study	<input type="checkbox"/> Clinical <input checked="" type="checkbox"/> Epidemiology <input type="checkbox"/> Observational study
	<input type="checkbox"/> Document Review <input type="checkbox"/> Individual based <input type="checkbox"/> Genetic
	<input type="checkbox"/> Social Survey <input type="checkbox"/> Others, specify _____
Review Status	<input type="checkbox"/> Full Board <input checked="" type="checkbox"/> Expedited

FINAL REPORT

1. Start/end of the Study: December 2022 to December 2023
2. Number of enrolled participants: 15
3. Number of required participants: 10
4. Number of participants who withdraw: 0
5. Deviations from the approved protocol: NONE
6. Issues/problems encountered: The researchers' and responders' schedules do not always coincide.
<p>1. Summary of findings: This study explored the lived experiences of nursing students with blended learning during the COVID-19 pandemic. Blended learning emerged as a vital strategy to ensure learning continuity amidst pandemic restrictions.</p> <p>The findings gathered and formulated include the following:</p> <p>A. Challenges</p> <ul style="list-style-type: none"> • Technological: in terms of technology equipment, both the students and teachers had a hard time mastering the online setting for learning. Limited access to devices and reliable internet posed a significant challenge in learning. • Self-regulation: Maintaining focus and motivation in the online environment proved difficult for some students. • Social interaction: reduced in-person interactions with peers, clinical instructors, as well as lecturers led to feelings of isolation and loneliness. • Clinical enhancement practice: restrictions imposed limitations on hands-on learning opportunities, causing concerns about the competent clinical practice of every student.

B. Impact on Learning

- Blended learning provided access to diverse learning materials and facilitated self-directed learning, which made some student question their capability to comprehend if the efforts done was enough to be considered in the field.
- Some students found online lectures and simulations engaging and informative. However, others felt less engaged and struggled to stay focused in the online environment.
- Concerns arose about the adequacy of online learning in preparing students for enhanced actual and clinical practice

C. Impact on Well-being:

- Blended learning caused anxiety and stress for many students due to the pandemic and academic demands.
- Time management became challenging, leading to study-life balance concerns.

7. Conclusions/Recommendations: In conclusion, student nurses at Central Philippine University evaluated blended learning as both advantageous and disadvantageous during the academic year 2022-2023. Advantage is where they build their imagination to identify solutions for their return demonstration and improve their technological skills. Disadvantage because they struggle a lot with new ways of learning and need help to quickly adjust to new learning. Their mental health as well as their abilities were affected. They struggled to adjust to face-to-face classes, but in the end, they fully integrated into new learning.


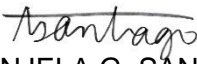

Blended learning presented both challenges and opportunities for nursing students during the COVID-19 pandemic. While it offered flexibility and accessibility, concerns remain regarding its effectiveness in preparing students for clinical practice and its potential negative impact on student well-being. Further research is needed to understand how to optimize blended learning models to ensure equitable access, promote effective learning, and support the well-being of nursing students in future pandemic situations.

8. Actions for dissemination of study results: The following steps will be done to disseminate the result of the study.

- A. Determine the Target Audience of the study
- B. Dissemination Channels: What are the best ways to reach your target audience?
- C. Materials: To effectively communicate your research findings. This could include presentations, articles, infographics, videos, or other formats
- D. Engagement: For interactive forms of dissemination, such as Q&A sessions, panel discussions, or social media engagement, to encourage dialogue and feedback on your research findings
- E. Evaluation: to track and evaluate the effectiveness of your dissemination efforts. This could include measuring reach, engagement, and impact on knowledge or practice.

Researcher/s:

 KATHLEEN RAYE C. SALVILLA  THERESE MARI A. SAMORO  IRWIN ROSS P. SAMULDE III

 KEITH KAIRA P. SANCHEZ  ANJELA G. SANTIAGO  JHARA JHALIL V. SAPLADA

Signature over Printed Name

Date: December 8, 2023

Adviser:


GEOFFREY LEYSA
Signature Over Printed Name

Date: December 8, 2023

Appendices L: Curriculum Vitae



Overview

I am Kathleen Raye C. Salvilla, 23 years old, fourth-year and a third year student at Central Philippine University and is currently taking up Research II.

Education

Student of Bachelor of Science in Nursing

Relevant Experience

Last 2020, I completed our research study in senior high school entitled EFFICACY OF *Diospyros blancoi* (Willdenow, 1788) "MABOLO" LEAF EXTRACT ON CARABAO LICE (*Haematopinus tuberculatus*, Leach, 1815) at Central Philippine University. I'm now pursuing a Bachelor of Science in Nursing degree, and together with my groupmates, we're working on our research thesis, which is related to our course. A phenomenological study entitled Lived Experiences of Nursing Students with Blended Learning During the COVID-19 Pandemic.

Research Adviser: Geoffrey Leysa

Education: BSN – 1991, MAN – 1996, and DMgt -- ongoing

Relevant Experience: Knowledge STI and HIV and their Sexual Behaviors

Knowledge on STI and HIV/AIDS

**Overview**

I am Therese Mari A. Samoro, 24 years old, fourth-year and a third year student at Central Philippine University and is currently taking up Research II.

Education

Student of Bachelor of Science in Nursing

Relevant Experience

Year 2019, I accomplished a research study in senior high school entitled "Effect of Chicken Intestine as Food Supplement on the Survival and Growth of Catfish (*Clarias macrocephalus*) Fry" at Leonora S. Salapantan National High School. I am now a in college and a third year student in Bachelor of Science in Nursing, and together with my groupmates, we are currently working on our research thesis, which is related to our course. A phenomenological study entitled Lived Experiences of Nursing Students with Blended Learning During the COVID-19 Pandemic.

Research Adviser: Geoffrey Leysa

Education: BSN – 1991, MAN – 1996, and DMgt -- ongoing

Relevant Experience: Knowledge STI and HIV and their Sexual Behaviors

Knowledge on STI and HIV/AIDS

**Overview**

I am Irwin Ross P. Samulde III, 22 years old and a fourth-year student at Central Philippine University and is currently taking up Research II.

Education

Student of Bachelor of Science in Nursing

Relevant Experience

I finished our research paper with the title Growth and Yield Performance of Lettuce (*Lactuca sativa*) using Fermented Indian Mango (*Mangifera indica*) Fruit Juice in the year 2020 at Iloilo Doctors' College.

Research Adviser: Geoffrey Leysa

Education: BSN – 1991, MAN – 1996, and DMgt -- ongoing

Relevant Experience: Knowledge STI and HIV and their Sexual Behaviors

Knowledge on STI and HIV/AIDS

**Overview**

Excellent organizational and problem-solving skills, as well as strong interpersonal and communication skills. A fourth-year bachelor of science in nursing student with the ability to thrive in time and be flexible in any circumstances.

Education

In the S.Y 2011-2012, I graduated from elementary school at Passi 1 Central School. Passi National Highschool provided me with a high school diploma in S.Y 2016-2017 and a senior high school diploma in S.Y 2018-2019.

Relevant Experience

Experienced in conducting experimental research titled "Pesticidal Effectiveness of Alocasia Macrorrhizos against Household Cockroaches" in senior high school. Demonstrating firm commitment and gaining valuable experiences, demonstrating

Research Adviser: Geoffrey Leysa

Education: BSN – 1991, MAN – 1996, and DMgt -- ongoing

Relevant Experience: Knowledge STI and HIV and their Sexual Behaviors

Knowledge on STI and HIV/AIDS

**Overview**

I am Anjela G. Santiago, 22 years of age. A fourth-year nursing student at Central Philippine University, and currently taking up Research II.

Education

Student of Bachelor of Science in Nursing

Relevant Experience

In 2020, I completed my Senior High School thesis titled A Correlational Study on the Grade 11 Students' Dietary Intake And Body Mass Index to General Weighted Average at St. Paul University Iloilo. I am currently taking Bachelor of Science in Nursing. My research group members and I are conducting a research study related to our course. A phenomenological study entitled, Lived Experiences of Nursing Students with Blended Learning During Covid-19 Pandemic.

Research Adviser: Geoffrey Leysa

Education: BSN – 1991, MAN – 1996, and DMgt -- ongoing

Relevant Experience: Knowledge STI and HIV and their Sexual Behaviors

Knowledge on STI and HIV/AIDS