

Challenges of Filipino Nurses Towards International Integration

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Abstract – *In allusion to international integration, it is fundamental that every institution offering a Nursing program will adhere to the internalization of the educational system to make parallel with the international standard in the practice of nursing profession. Before foreign nurses can integrate internationally, they must pass series of test and licensing to practice the profession even they are already licensed in the country of origin. This study aims to determine the challenges of Filipino Nurses towards international integration. Specifically, it will determine the challenges towards international integration in terms of curriculum; credentialing; qualification and educational attainment; identify the effects of the challenges faced by Filipino nurses in terms of employment and job opportunity, wages and salary, job promotion and lastly to propose an intervention program based on the results of the study. Results revealed that respondents' challenges in terms of curriculum are related to different documents required by other state. Credentialing, and qualification, respondents encountered some degree of difficulties in processing and complying with the requirements for screening assessment. In educational attainment, the number of years of education is not parallel with international requirements. Nurses have been facing challenges in international integration, opportunities to work internationally is daunt due to differences in terms of curriculum; credentialing; qualification and educational attainment. The effects of these variables for nurses in international integration are evident as they all agreed that with the current situation nurses are suffering from prejudices in terms of employment and job opportunity, wages and salary, and job promotion. These challenges created an effect among Filipino nurses trying their luck to land internationally, a proposed program was initiated to help address the challenges and effect of international integration among graduate nurses.*

Keywords – *Challenges, Filipino Nurses, International Integration*

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INTRODUCTION

In allusion to international integration, it is fundamental that every institution offering a Nursing program will adhere to the internalization of the educational system to make parallel with the international standard in the practice of nursing profession. There are opportunities for healthcare professionals to work internationally because Filipino nurses are known for the capacity to transcribe care accordingly, however with the current situation wherein nurses are suffering from discriminatory acts in terms of promotion, salary, and wages due to lacking in the number of years spend during the entire period of their education.

There are lots of challenges that surround the educational system in the Philippines including the credentialing issues, number of years the student's stays in the institution and the admission policy. These challenges will affect the Filipino nurses who will seek international employment.

It is said that the educational system in the Philippines is observed as the shortest period in terms of the year consumption of the student in the school. It consists of 1-2 years in preschool, 6 years in primary, 4 years in secondary, and either 4 or 5 years of higher education, a post-secondary education to pursue technical and vocational courses is also credited. Additional years of education in pursuing the graduate studies is necessary for those who aim a higher degree of education [1]. As such, the educational system in the Philippines including the nursing programs is facing a daunting challenge in meeting the 21st century demands to be able to provide an equal opportunity to every Filipino nurse who wish to seek job outside the country.

As professional nurse seeking work internationally, a series of processes must be done. As purported by Aiken, et al, (2003), all nurse applicants to be registered for employment in the United Kingdom are subject to credentials review by the Nursing and Midwifery Council (NMC). Applicants with first-level general nursing qualifications from European Union (EU)/European Economic Area (EEA) countries have the right to practice in the United Kingdom and other EU countries because of mutual recognition of qualifications

across countries.

The effort of the Philippine government to equalize the educational system internationally is the launching of K to 12 programs. The K-12 program covers the kindergarten and 12 years of basic education this includes the 6 years of primary education, 4 years of Junior High school and 2 years of Senior high school to provide sufficient time for the mastery of concept and skills, develop lifelong learner and prepare graduates for tertiary education and middle – level skills development, employment and entrepreneurship.

The challenges that surround the Filipino nurses in international arena has a great impact with regards to being accepted to work internationally, job opportunity and increment to salary. These items in turn will produce effects on job skills development, wages and productivity and labor migration. It is important to take in hand and give an emphasis to manage the challenges. Thus, the interest of researcher is captured to identify those challenges that hinder the opportunity to make parallel in the healthcare environment and in a workplace internationally.

OBJECTIVES OF THE STUDY

This study aims to determine the challenges of Filipino Nurses towards international integration. Specifically, it will determine the challenges faced by Filipino nurses towards international integration in terms of curriculum; credentialing; qualification and educational attainment; identify the effects of the challenges faced by Filipino nurses in terms of employment and job opportunity, wages and salary, job promotion and lastly to propose an intervention program based on the results of the study.

MATERIALS AND METHODS

Research Design

The researcher utilized a descriptive design to observe, describe and document aspects of a situation as to how Filipino nurses faced challenges in integrating in the international healthcare environment. It also helps the researcher to describes a population, situation, or phenomenon that is being studied. Descriptive-survey research was used to gather data needed to complete the study. The method of gathering and analyzing numerical data in such a way that quantitative analysis can be drawn. This method also helps to observe, describe, and document the situation in its natural aspect.

Respondents of the Study

The participants of the study are professional nurses from different working institution here and abroad. Basically, it includes nurses who are working internationally, nurses who are presently applying for a job abroad and those nurses who had their application but still waiting for the results of their application. A total of 150 nurses from different institutions here and abroad, both working and not working but had experienced international integration in the practice of their profession. Purposive sampling is used wherein participants are selected for they are ones concerned in issue under the study it also helps the researcher to access a particular subset of people, as all the participants in the study were selected because they fit in the research process.

Data Collection

The researchers utilized a self-made questionnaire. First part is a questionnaire subdivided into two: one is to determine the challenges faced by Filipino nurses towards international integration in terms of curriculum; credentialing; qualification and educational attainment; part two determined the effects of the challenges faced by Filipino nurses in terms of employment, wages and salary, job promotion. This study is conducted using a 5-point - Likert Scale, which was pilot tested and validated. A pilot study was conducted using one tenth of total sample size, 15 respondents answered the survey to ensure the validity of the instruments, their responses was extracted and not included in the responses of the subject. The purpose of the pilot study is to examine the feasibility and the clarity of the research instrument prior to using in a larger sample. A total of 135 nurses participated in the study.

Data Gathering Procedure

The researchers sent a letter of permission to conduct the study to the Dean of the College of Nursing for approval. The instruments were validated by the research expert for thorough evaluation and checking of the content and its validity for what is being measured. The questionnaire After the approval is granted the researcher sent the questionnaires to the respondents followed by a comprehensive explanation of the study's purpose. After which questionnaires was collected and prepared for analysis.

Data Analysis

The data gathered by means of questionnaires, tallied, and analyzed through statistical analysis. The

data that were gathered in the study were treated with statistical tools specifically ranking, weighted mean and composite mean. Ranking statistical tool was used to show the relative position of the answers from the data collected from the respondents, while the Weighted Mean helps the researcher in determining the overall average of the respondents gathered from the respondents, and lastly the Composite Mean was used in combining multiple data input to generate a single variable measurement based on the multiple data items. Data that is clustered together according to related types of information into logical scheme.

Ethical Considerations

The researchers considered the right of every respondent participated in this study, an informed consent has been signed and respondents were ensured that all information provided will be treated with utmost confidentiality and anonymity. Further, permission from authorities and respondents were sought, there were no videos or recordings were used during the process of collecting information. Their identity is protected, and all information provided is for the purpose of the research study alone.

RESULTS AND DISCUSSION

Table 1.1 shows Challenges faced by Filipino Nurses towards international integration in terms of Curriculum, a composite mean of 3.14 was found relevant were the respondents agreed to some extent when it comes to nursing curriculum. Based on the results it is challenging for Filipino nurses to apply or seek nursing job abroad as far as curriculum is concern, there are other countries that nursing curriculum in the Philippines is not the same with their curriculum in some other ways such as the number of related learning experiences as well as the number of units on each subject, and the content of the subject. Further, when it comes to the indicators the highest among it, respondents agreed that the curriculum is accepted internationally, and by other estate however, they required additional years of education to complete the educational attainment, it was also observed that there are discrepancies with regards to number of hours in related learning experiences, and course description of nursing curriculum in the Philippines is different from the course description internationally, with a weighted mean of 3.61, 3.48, and 3.42 respectively.

These challenges identified by nurses trying to integrate internationally are evident on their responses, because all of this are based on their real experiences.

In the study conducted by Reblando [2], where a comparative study was conducted about the Philippine nursing curriculum and to the curriculum of other countries such as United States, Australia, UK, and Middle East, and he concluded that BSN program should conform to international standards and should follow a set key standard of core competencies, The BSN curriculum is well within the limitations of the international standards however there is still a need to intensify health education and research, while Singapore and suggested that a strong curriculum plan and strategies must be reinforced to empower the learning experiences to enhance the learners opportunity to penetrate internationally.

The Ched.gov, [3] recognize any institution offering the degree program on Higher education to offer a wholesome training experience, in which professional courses are taught with an emphasis on the nursing concepts, which are complemented by Related Learning Experiences. The nursing curriculum comprises of 11 key areas to accomplish the core competencies needed to complete the BSN curriculum, [4]. The academic success depends on the curriculum planning and goal setting. Also, added the appropriate teaching methodologies, students learning style and effective time management helps a lot to produce a competent nurse [5].

The lowest among the indicators were respondents agreed to some extents were curriculum exceeded the curriculum of the other estate but not all the estate acknowledges it, subjects are interrelated with the subjects offered but there is a difference between the number of hours needed to complete the subjects with a weighted mean of 2.89 and 2.85 respectively but they disagreed in the inability to complete the required cases with a weighted mean averaged of 2.59.

To combat these problems the developing countries have developed competency-based curriculums, which changes the nursing education process according to the global changes in the demands of the profession. These curriculums are based on the premise that the shifting trends in healthcare settings and global standards in the nursing practice need to be reflected in the training programs. The core competencies help to determine the excellence of a nurse, provide a competitive advantage for an institution, and ensure that an organization enjoys long terms success.

The nursing program in different countries is expected to conform to the international standards and follow a set of key core competencies required to uphold the quality and integrity of the practice. The Philippine BSN

program is well within the limitations of the international standards but due to the economic nature of the country, they have not been able to fully invest in the curriculum. There are key areas of health education and research, which have not yet been fully integrated into the curriculum, but with the changing global standards, change is inevitable. In the United States, the healthcare curriculum is more developed and BSN graduates get to fulfill the core competencies of the program [2].

Table 1.1

Challenges faced by Filipino Nurses towards international integration in terms of Curriculum

Indicators Curriculum	Weighted Mean	Verbal Interpretation	Rank
1 Our curriculum is not directly related to the curriculum in the other country	3.13	Agree to Some Extent	4
2 Our curriculum can exceed the curriculum of the other estate but not all the estate acknowledges it	2.89	Agree to Some Extent	5
3 Our curriculum is accepted internationally and by other estate but still they required additional years of education	3.61	Agree	1
4 Our course description is different from the course description internationally	3.42	Agree	3
5 The subjects are interrelated with the subjects offered but there is a difference between the number of hours needed to complete the subjects	2.85	Agree to Some Extent	6
6 There are discrepancies with regards to number of hours in related learning experiences	3.48	Agree	2
7 The clinical exposure in RLE is tantamount to the expected competencies needed but unable to complete the required cases	2.59	Disagree	7
Composite Mean	3.14	Agree to Some Extent	

Legend: 4.20-5.00- Strongly Agree; 3.40-4.19 - Agree 2.60 – 3.39- Agree to some extent. 1.80 – 2.59 - Disagree 1.00 – 1.79- Strongly disagree

In Table 1.2 the challenges faced by Filipino Nurses towards international integration in terms of credentials is also posted difficulties among Filipino nurses, likewise with other requirements, as what results revealed that respondents agreed that credentials are one of the challenges they faced when they tried international integration with composite mean of 3.67. This means that before international integration any nurse should comply with the needed credentials required by the country or by the estate.

The highest among the indicators, like troubling with the compliance, as well as the amount and expenses in complying it with a weighted mean of 4.36, 4.23,

respectively and it was followed by 3.74, where respondents agreed that they need to pass the exam before they can be accepted in a position they are applying for. It is known that Philippines is one of the major providers of medical health professionals and with the knowledge, skills and commitment to work are the few qualities that Filipino nurses possesses, but when it comes to qualification in international set-up they will always measure through educational attainment.

Table 1.2

Challenges faced by Filipino Nurses towards international integration in terms of Credentiailling

Indicators	Weighted Mean	Verbal Interpretation	Rank
1 My credentials are highly accepted whenever I apply a job abroad, but I still need to pass several exams before I can land a job as Registered Nurse	3.74	Agree	3
2 My credentials are enough to support the requirements needed to penetrate the international workplace but denied due to the smaller number of years in education.	3.42	Agree	6
3 My license is recognized, but not enough to be hired as Registered Nurse	3.58	Agree	5
4 I have all the credentials needed to suffice my employer abroad, but not given a desired position as Registered Nurse	3.87	Agree	4
5 I had trouble in complying with the required credentials abroad.	4.36	Strongly Agree	1
6 Complying with the credentials required posted big amount to complete it	4.23	Strongly Agree	2
7 I have no time to submit all the credentials needed on time	2.48	Disagree	7
Composite Mean	3.67	Agree	

Legend: 4.20-5.00- Strongly Agree; 3.40-4.19 - Agree 2.60 – 3.39- Agree to some extent; 1.80 – 2.59 - Disagree 1.00 – 1.79- Strongly disagree

According to Kingma [6], study shows that other countries accepting nurses as member of professional workforce such as Canada, US, Saudi Arabia and the United Arab Emirates give licensure examinations in the Philippines and India for potential overseas workers or immigrants, while United Kingdom and Japan ensure a supply of foreign-educated nurses by establishing agreements with governments.

Furthermore, as stated by Alonso-Garbayo & Maben [7], nurses usually decide on matter of international integration based on the job opportunities, the available requirements for professional registration and immigration, length of processing to work and the complexity, it was cited as influencing the choice of

destination in a country of their choice. For instance, in America there are many tests and requirements to process and the years of experiences before anyone will be qualified, and along with this passing the standard examination must be done before they will be accepted to work in US.

The least among the indicators, where respondents agreed that the license is recognized, but not enough to be hired as Registered Nurse, and although credentials are enough to support the requirements needed to penetrate the international workplace, but denied due to the smaller number of years in education, with a weighted mean of 3.58, 3.42, respectively, but they disagreed on no time to submit all the credentials needed on time, because even how busy they are they see to it that they can pass all the requirements on time.

As part of credentials and requirements to be accepted on USA it is necessary that the applicants should pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN), regardless of which educational pathway nursing students pursue, those working toward an RN must ultimately pass the which is administered by the National Council of State Boards of Nursing (NCSBN) before they are granted a license to practice.

Many Filipino nurses who entered the US on H-1work visas after passing the CGFNS tests benefited from the passage of the Nursing Relief Act of 1989 which provided for their adjustment to permanent resident status if they had H-1 non-immigrant status as registered nurses and had been employed in that capacity for at least 3 years. Unfortunately, only 15-20% of the Filipino nurses who immigrated to the US after 1965 could pass the state nursing board exams. This led to the establishment in 1977 of the Commission on Graduates of Foreign Nursing Schools (CGFNS) to help prevent the exploitation of graduates of foreign nursing schools who come to the United States to work as nurses but who cannot pass the nursing board exams here [8].

As stated by Aiken, et al, [9], all nurse applicants to be registered for employment in the United Kingdom are subject to credentials review by the Nursing and Midwifery Council (NMC). Applicants with first-level general nursing qualifications from European Union (EU)/European Economic Area (EEA) countries have the right to practice in the United Kingdom and other EU countries because of mutual recognition of qualifications across countries.

Furthermore, it was stated that before professional nurse can work and integrate in Canada, they should pass two milestones which includes, achieving professional recertification as a regulated nurse, accomplished by

achieving success on a licensure exam, and securing employment as a regulated nurse. In recertification credentials will be verified and assessed and to become eligible to take a licensure exam, nurses must provide evidence of identity, educational equivalence, previous registration as a nurse in another country evidence of suitability and ability to practice nursing safely, and demonstrate language competency (English and/or French), it takes about 1 year before a an applicant to pass the licensure exam and baccalaureate in nursing is required for entry to practice as a registered nurse in all jurisdictions of Canada [10].

Table 1.3
Challenges faced by Filipino Nurses towards international integration in terms of Qualification and Educational attainment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1 <u>Even I 'am a college-educated, a job offered to me is not parallel to the position I 'am applying for as a Registered nurse.</u>	3.38	Agree to Some Extent	4
2 <u>Based on international assessment of my degree I 'am not qualified to work as a Registered nurse in other estate</u>	3.25	Agree to Some Extent	6
3 <u>Even with my excellent English skills I 'am not qualified unless I pass English test.</u>	3.48	Agree	3
4 I need to have at least 2 to 3 years' experience locally before I can be qualified to work abroad	3.58	Agree	2
5 In a global market more jobs are being offered to a younger professional	3.18	Agree to Some Extent	7
6 My educational background is not enough to the qualification requirements abroad	3.29	Agree to Some Extent	5
7 I need another 2 years of education before I can be qualified to work as a Registered nurse	3.74	Agree	1
Composite Mean	3.41	Agree	

Legend: 4.20-5.00- Strongly Agree; 3.40-4.19 - Agree 2.60 – 3.39- Agree to some extent; 1.80 – 2.59 - Disagree 1.00 – 1.79- Strongly disagree

As gleaned on table 1.3 respondents agreed that they faced challenges towards international integration in terms of Qualification and Educational Attainment, with a composite mean of 3.4. At the outset before a nurse become an efficient and competent nurse professional, they undergo from basic to comprehensive nursing education, which was started in the classroom, but it was also mentioned that most of the applied learning happens at the clinical bedside where nurses learned their nursing skills.

The highest among the indicators, where respondents agreed on another 2 years of education is needed before they can be qualified to work as a Registered nurse, need at least 2 to 3 years' experience locally before they can be qualified to work abroad, and even with excellent English skills, they still need to pass the English test,

with a weighted mean of 3.74, 3.58 and 3.48, respectively. These requirements are vital before they can be admitted in any position abroad. Skill-based competency is further enhanced once a registered nurse stated to integrate in actual clinical setting, most of the employer preferred to hire nurses here and abroad with clinical experience of at least 2 years which is considered as an acceptable number of years as a beginning practitioner. The knowledge, theories, and science must be integrated with a clinical know-how as well as the consideration of the ethical behavior that a nurse should possess to become a competent professional nurse.

Although nurses from the Philippines speaks English very well, still part of the requirement for international integration is to pass English Proficiency Tests like Test of English as a Foreign Language (TOEFL), or/and Test of English for International Communication (TOEIC) to be eligible international [11].

The least among indicators where respondents rated as they agreed to some extents are, educational background is not enough to the qualification requirements abroad, based on international assessment of the degree Filipino nurses not qualified to work as a Registered nurse in other estate, and more jobs are being offered in a younger professional, with a weighted mean of 3.29, 3.25, 3.18, respectively. It is apparent that educational attainment is the basis in accepting any applicants to work in other countries as evidence by their responses and experiences in finding ways to integrate internationally.

Based on the results of the study any foreign nurses who wish to land international integration must comply with the many requirements depending on the country they wanted to work, even a nurse passed the board examination in their country of origin, still they need to pass with the licensing board examination as a requirement by other country or estate, like a credential evaluation from Commission on Graduates of Foreign Nursing Schools (CGFNS) a prerequisite to some boards for the NCLEX exam. The CGFNS needs to review applicants' nursing school documents and school records, transcripts and education history from the country of origin to determine their qualification [11].

It is said that the educational system in the Philippines is observed as the shortest period in terms of the year consumption of the student before they finish their studies. It consists of 1-2 years preschool education, 6 years of free and compulsory primary education, 4 years of secondary education and either 4 or 5 years of higher education. There is also post-secondary education for those who wish to pursue technical and vocational

courses. Other years are spent in pursuing the graduate studies for those who aim a higher degree of education [1].

Furthermore, the educational system in the Philippines including the nursing programs is facing a daunting challenge in meeting the 21st century demands to be able to provide an equal opportunity to every Filipino nurse who wish to seek a work outside the country.

The knowledge, theories, and science must be integrated with a clinical know-how as well as the consideration of the ethical behavior that a nurse should possess to become a competent professional nurse. Along with this, aside from the preceptors, clinical instructors play an important role that guides student nurses in the application of theories in the actual setting.

Furthermore, it was stated that before a nurse can work and integrate in Canada, they should pass two milestones which includes, professional recertification as a regulated nurse, achieving success on a licensure exam, and securing employment as a regulated nurse. In recertification credentials it will be verified and assessed, to become eligible to take a licensure exam, nurses must provide evidence of identity, educational equivalence, previous registration as a nurse in another country evidence of suitability and ability to practice nursing safely, and demonstrate language competency (English and/or French), it takes about 1 year before an applicant to pass the licensure exam and baccalaureate in nursing is required for entry to practice as a registered nurse in all jurisdictions of Canada [10].

Based on the results, as shown in table 2.1, it was evident that respondents agreed to some extent about the effects of those challenges as they tried to integrate internationally, and they feel and experienced it in terms of employment and job opportunity, with a composite mean of 3.31, this affects their chances of integrating internationally as they need to pass all the necessary requirements prior to their acceptance. The highest items that affected by the challenges were respondents strongly agreed on passing International English Language Testing System based on their required points, and they agreed that they cannot practice the profession as a nurse unless they passed the qualifications required by the estate, and they agreed to some extent on lessening job opportunity due to many requirements prescribed with a weighted mean of 4.68, 3.42 and 3.38, respectively.

Table 2.1
Effects of the challenges faced by Filipino Nurses in terms of Employment and Job Opportunity

Indicators	Weighted Mean	Verbal Interpretation	Rank
1 I cannot practice my profession as a nurse in other country unless I passed the qualifications required by the estate	3.42	Agree	2
2 I find difficulties looking for a job abroad because of their standards.	2.65	Agree to Some Extent	6
3 I need to pass an International English Language Testing System based on their required points	4.68	Strongly Agree	1
4 Job opportunity for me is lessened due to many requirements prescribed.	3.38	Agree to Some Extent	3
5 Chances of being employed is slim due to competition.	3.18	Agree to Some Extent	5
6 The school where I graduate is not recognized internationally.	3.29	Agree to Some Extent	4
7 My employability is at far with other professionals; however, job opportunity is lessened due to different educational system	2.60	Agree to Some Extent	7
Composite Mean	3.31	Agree to Some Extent	

Legend: 4.20-5.00- Strongly Agree; 3.40-4.19- Agree 2.60 – 3.39- Agree to some extent; 1.80 – 2.59- Disagree 1.00 – 1.79- Strongly disagree

In UAE, most of the job openings for nurses are in Dubai and Abu Dhabi. Both emirates require registered Filipino nurses only with at least 2 years of experience. Some hospitals in UAE also require nurses to take other examinations like International English Language Test System (IELTS) and Health Administration Abu Dhabi (HAAD) for nurses who want to work in Abu Dhabi.

The Philippines Nurse Licensure Exam (NLE) is said to be more difficult than any other foreign exam like NCLEX in the United States. A RN in the Philippines needs to pass the licensing exam abroad before they can work international. A minimum requirement for overseas work was to get at least two- years’ experience as a nurse in a clinical setting [12]. Filipino nurses should pass a screening before they will be given a VisaScreen certificate. This certificate was issued by CGFNS International, Inc. (formerly known as, the Commission on Graduates of Foreign Nursing Schools), an international authority on credentials evaluation of health care professionals worldwide [13].

The least among the indicators are Chances of being employed is slim due to competition, finding difficulties looking for a job abroad because of their standards, and

employability is at far with other professionals; however, job opportunity is lessened due to different educational system 3.18, 2.65 and 2.60, respectively. Results further reveals that although Filipino nurses find it difficult to integrate internationally this indicator suggests that they experienced it but can manage it, that is why this indicator posted as the least among the items. This is relatively related to many requirements and credentials that needs to accomplish before internationally accepted, a RN in the Philippines will not give the same RN position abroad unless they will pass the credentialling given by the credential committee. Tests and licensing exam must be taken and examinees should pass the test according to the point system accepted in the estate.

According to Lorenzo [14], it was mentioned that Filipino nurses represent the largest category of health workers migrating, followed by midwives and doctors. Records show that the top three countries of destination for Filipino nurses during the past decade have been Saudi Arabia, the United States, and the United Kingdom. Saudi Arabia remains consistently being the most favored country that Filipino nurses work and earned for a living.

Based on the article written in Nursing Guide, Countries in the Middles east have the greatest number of job opportunities for Filipino nurses. A lot of medical institutions in the Arab countries highly regarded the knowledge and ability of every registered Filipino nurses which is why most of the foreign nurses there are from the Philippines. Most of the job opportunities in the Middle East are in Saudi Arabia, Qatar, United Arab Emirates (UAE), and Bahrain. According to WorAbroad.ph, the country’s premiere website that caters nursing jobs abroad, there are thousands of vacancies ready to be filled by Filipino nurses in the Middle East. As stated by Killinley and Ilieva [15], majority of overseas migrants from the Philippines are aged between 25 and 34 years old. Many of them are college-educated, with excellent English skills, yet many are underemployed in the jobs they take overseas this is related to difficulties in initiating related requirements needed to continue with international integration where the respondents agreed to some extent that wages and salary are affected due to the challenges experience in international integration. It shows that relatively boils into the challenges, reason why they cannot get much needed salary by their professional background and educational progress. The highest weighted mean observed is 4.25, where they strongly agreed that an increase in the salary is based on the educational attainment, it was followed by 3.25 and 3.18 where

respondents agreed to some extent that the salary they are getting is not enough, not availing the full benefits unless they will pass the examination required to practice professional nursing. Even Filipino nurses is a license practitioner in the Philippines, there are countries that they do not give credit on the licensure passed in the country, most of international employers have their own qualification and requirement scheme to meet their standards..

Table 2.2
Effects of the challenges faced by Filipino Nurses in terms of Wages and Salary

Indicators	Weighted Mean	Verbal Interpretation	Rank
1 The salary offered to me is lower as compared to other professionals.	2.63	Agree to Some Extent	7
2 My salary is not enough for the workload required.	3.25	Agree to Some Extent	2
3 I cannot avail the full benefits unless I passed the required examination given abroad.	3.18	Agree to Some Extent	3
4 The salary offered is not enough to support the kind of lifestyle abroad.	2.68	Agree to Some Extent	6
5 An increment in the salary will be based on my education and qualification.	4.25	Strongly Agree	1
6 The salary offered is not a fix rate due to the country of origin.	2.89	Agree to Some Extent	5
7 The salary offered do not equates my ability to work efficiently	3.15	Agree to Some Extent	4
Composite Mean	3.15	Agree to Some Extent	

Legend: 4.20-5.00- Strongly Agree; 3.40-4.19 - Agree 2.60 – 3.39- Agree to some extent; 1.80 – 2.59 - Disagree 1.00 – 1.79- Strongly disagree

It can glean on the results that nurses salary is subjected to the assessments and credentials submitted, any nurse applicant should pass licensing exam before they can be offered a much higher salary, a RN in the Philippines cannot practice in other country as RN unless they pass the tests and examination in the said estate. For foreign nurses, you are required to have a Commission on Graduates of Foreign Nursing Schools (CGFNS) certificate or a full and unrestricted license to practice professional nursing in the state of intended employment (NCLEX). Having an employer ready to go

ahead with your immigration process is essential for getting a visa and license; the process can take up to one year. As of May 2015, the average annual salary for a registered nurse in the US approximately US\$67,490 or Dh247,890. 3rd is Norway. Norwegian Directorate of Health issues licenses to practice in the healthcare industry and you will need to apply online. Knowledge of the Norwegian language is essential to migrate. The average monthly earnings in health enterprises is estimated at around NOK44,900 or Dh19,169 (based on diverse variables) which is approximately Dh230,028 per year. 4th is Canada. Internationally Educated Nurses (IENs) wanting to work in Canada should get licensed as per the processes followed by Canadian registered nurses. As a preliminary requirement, a nurse must write the national exam for practicing as a nurse. As of January 2017, the average annual salary for a registered nurse in Canada is C\$59,783 or Dh163, 010.

The least among the indicator, where respondents had the same verbal interpretation such as salary is not in a fix rate, offered salary is not enough to support the lifestyle, and lastly salary offered is lower as compared to other professionals with a weighted mean of 2.89, 2.68, 2.63, respectively.

This is a concern among nurses because as observed a foreign nurse from developing country is offered a lower salary compared among nurses from advanced country. Although nurses abroad is offered a good salary but unless they pass the licensing exam they will not be able to receive a salary and compensations like other RRN had.

Long before Filipino nurses faced exploitation and salary discrimination as other health care facilities lured nurses with false promises of opportunities and provision of a much higher salary, forcing nurses to work more than the required number of hours in unsafe working conditions to the extent that they were threatened for the cancellations of working visa, thus inequality really transit [16].

In wages and salary, in November 2015, the Philippine Senate passed Senate Bill No. 2720, or the Comprehensive Nursing Law. Its policy is “to uphold the dignity of the nurses and assume responsibility for the protection, respect, and improvement of the nursing profession.”

The most well-known provision of this law is the raising of the minimum base pay of government nurses to salary grade 15 (SG-15), which in 2016 is equivalent to P24,887 (\$540) per month. An equivalent minimum wage was prescribed for privately employed nurses.

With the separate passage of the Salary Standardization Law 4, which increases the compensation amount of all government pay grades, SG-15 could become P26,192 (\$567) next year and P30,541 (\$662) by 2019.

Although it is still a far cry from the \$1,322 that Payscale.com reports as the minimum monthly salary for a nurse working in Singapore, \$540 is still a significant improvement from what nurses in the Philippines received before the passage of the Comprehensive Nursing Law. Previously, the minimum salary grade for nurses in the Philippines had been SG-11. Since 2009, that has been equivalent to P18,549 (\$402).

As shown in Table 2.3, as to the effects of the challenges faced by Filipino Nurses in terms of Job promotion it can be gleaned on the table that respondents agreed that their job promotion is affected due to the identified challenges they faced, as evidenced by a composite mean of 3.69. Because of the lack of appropriate qualifications and school requirements Filipino Nurses faced difficulties in ranking and promotions due to its shortage in educational attainment.

Table 2.3
Effects of the challenges faced by Filipino Nurses Job Promotion

Indicators	Weighted Mean	Verbal Interpretation	Rank
1 I will not be promoted due to lack of the number of years in education	2.98	Agree to Some Extent	7
2 My job promotion will be very stiff because of my citizenship.	3.25	Agree to Some Extent	6
3 Competition may possibly hinder one's promotion.	4.20	Strongly Agree	2
4 The chance of job promotion in a foreign land is limited.	3.48	Agree	5
5 Higher position will not be entrusted to foreign nurses.	3.58	Agree	4
6 I need to undergo series of educations and training before I can be promoted.	3.90	Agree	3
7 Job promotion increases workloads and assignments	4.45	Strongly Agree	1
Composite Mean	3.69	Agree	

Legend: 4.20-5.00- Strongly Agree; 3.40-4.19 - Agree 2.60 – 3.39- Agree to some extent; 1.80 – 2.59 - Disagree 1.00 – 1.79- Strongly disagree

The highest among the indicators where respondents strongly agreed and they understand that any job promotions increase workload and competitions can hinder their promotion with a weighted mean of 4.45, 4.21 while respondent agreed a need to undergo series of

education and training before the promotion with a weighted mean of 3.90.

According to Arends-Kuenning, Calara & Go [17] migration process takes years and involves many screening procedures. The initial qualification after graduating from a CHED- approved program, is passing the Nurse Licensure Examination (NLE). To be accepted internationally particularly in America, a nurses must obtain a visa whether for temporary status or permanent residency which any foreign-trained nurses must meet strict requirements and should pass on Commission on Graduates of Foreign Nursing Schools (CGFNS) to certify any nurse who wish to have international integration meets U.S. standards, further applicants must pass an English proficiency test and the National Council Licensure Examination (NCLEX), which all U.S. RNs must pass to obtain a nursing license [9].

Most registered nurses begin as staff nurses in every hospitals or community health settings whether in the Philippines or abroad, and with the good performance manifested during their stays in a health care setting they will be evaluated based on their work experience, continuing education, and work ethics, they can move to other settings or be promoted to positions with more responsibility. In management, nurses can advance from assistant clinical nurse manager, charge nurse, or head nurse to more senior-level administrative roles, such as assistant director or director of nursing, vice president of nursing, or chief nursing officer. Increasingly, management-level nursing positions require a graduate degree in nursing or health services administration. Administrative positions require leadership, communication skills, negotiation skills, and good judgment. They can also work as nurse anesthetists, nurse midwives, or nurse practitioners.

The least among the indicators with respondents agreed that there is a limited chance to be promoted with a weighted mean of 3.48, while they agreed to some extent on promotion is stiff because of the citizenship and will not be promoted due to lack of years in education with a weighted mean of 3.25 and 2.98, respectively.

As posited by Shaffer & Curtin [18], nurses give the following reasons for leaving their current positions: moving, personal matters, promotion, salary, retirement, and burnout. They also leave because they're dissatisfied with their jobs, they're given little independence or respect, staffing and scheduling don't meet their needs, physician/nurse relationships aren't collegial, they want to return to school, or their healthcare facility closed. Studies have shown that foreign-trained nurses have

trouble adjusting to a new work environment in a foreign country. Language and cultural differences are often reported as sources of difficulty for migrant nurses.

In job promotion, most registered nurses begin as staff nurses in every hospital or community health settings whether in the Philippines or abroad, and with the good performance manifested during their stays in a health care setting they will be evaluated based on their work experience, continuing education, and work ethics, they can move to other settings or be promoted to positions with more responsibility. In management, nurses can advance from assistant clinical nurse manager, charge nurse, or head nurse to more senior-level administrative roles, such as assistant director or director of nursing, vice president of nursing, or chief nursing officer. Increasingly, management-level nursing positions require a graduate degree in nursing or health services administration. Administrative positions require leadership, communication skills, negotiation skills, and good judgment. They can also work as nurse anesthetists, nurse midwives, or nurse practitioners, along with clinical nurse specialists.

Credentials	Schools should have a collective list of credentials required internationally and should be communicated to all during college years in preparation for international integration	University Registrar College of Nursing Dean, Level Coordinator and Faculty	Graduates will have full access and knowledge about the needed requirements to prepare when integrating internationally
Qualifications and educational attainment	Regulate the qualifications and credentials for the protection of nurses	CHED HEI's Government	Nurses will be given credit to all qualifications and educational attainment acquired locally
Wages and Salary	Regulate the compensation, benefits of all nurses both in government and private sectors. Government agencies should collaborate with international stakeholders and employers to have mutual agreement about the salary	Government	All nurses will be compensated accordingly in both government and private sectors local and abroad
International Integration	Inclusion of Migration in a subject or course program in the curriculum as a beginning source of information about international integration Monitor all nursing professionals about the work conditions, benefits received and overall welfare of nurses across border Tracer should be conducted regularly by the Alumni office to monitor the graduate nurses in terms of their working status and condition	School Administration Dean Department Head Alumni Office	Nurses will have prior knowledge about international integration for easy access. All graduate nurses working international will be monitored A record of all alumni working internationally will be guarded

Table 3

Programs to Address Challenges in International Integration

Key Areas	Programs to Address Challenges in International Integration	Person Responsible	Outcomes
Curriculum	The college of nursing should include specific time and number of hours for the international affiliation of the students as part of Related Learning Experiences Create strategic partnership with international schools through bench marking. Intensify international affiliation in the curriculum	Deans University Management	integration of subjects in a curriculum which is internationally accepted. Graduates will be acquainted with international working environment
Job Promotion	Conduct an orientation about the legal rights of a worker to become well verse with the job description and work responsibility including job promotion	Government Employer	Foreign Nurses promoted in the workplace had an increased workload and assignments

CONCLUSION AND RECOMMENDATION

Challenges faced by nurses in international integration in health care environment is evident that posted difficulties in complying in terms of the curriculum, submission, and completion of credentials, and in qualification and educational attainment that hinders or delays international integration. International Integration is affected by the identified challenges faced by nurses and lessen the chances of getting of what is intended for nurses in terms of job promotion, job opportunities and fair wages and salary. A proposed program was initiated to address the challenges faced by nurses in international integration.

Enhancement of nursing syllabus and curriculum by incorporating international affiliation, preferably in level 3 second semester to become compliant to the requirement of the international communities.

The university should intensify international affiliation so that nursing graduates will have an increase

familiarity about the kind of working environment internationally. The government should enforce reciprocity and to have mutual agreement to protect the welfare of nurses across the globe. Further study can be done to address gaps that is not included in the study. The proposed program may be implemented by the university.

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