

SELF-EFFICACY IN RELATION TO WILLINGNESS TO RESPOND IN DISASTERS AMONG NURSING STUDENTS

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Abstract

Disasters are a significant challenge for healthcare systems globally, making disaster preparedness and awareness crucial for healthcare professionals, including nursing students. Self-efficacy, which refers to an individual's belief in their ability to perform tasks, plays a critical role in nursing students' willingness to confidently engage in disaster response. This study aimed to explore the relationship between self-efficacy and nursing students' willingness to participate in disaster response in Ozamiz City, Philippines. A quantitative, descriptive- correlational design was used, with surveys administered to 95 fourth-year nursing students during the 2023-2024 academic year. Research-made questionnaires measured both self-efficacy and Willingness to respond on a four-point Likert scale. This study focuses on filling the preceding gaps in the literature, enhancing understanding of the effect of self-efficacy on proactivity during disasters. This study used a quantitative, descriptive-correlational research design to assess self- efficacy and willingness of nursing students in disaster situations. The study found a positive correlation between students' self-efficacy and their willingness to participate in disaster response efforts. This indicates that students who feel more confident in their abilities are more likely to volunteer for disaster response. The findings suggest the importance of integrating more disaster response education into nursing curricula to better prepare students for real-world disaster scenarios. Enhancing students' knowledge and preparedness could increase their readiness to act effectively during disasters. The study emphasizes the need to strengthen disaster-related content in nursing education to foster greater confidence and proactive involvement among future nurses in disaster situations.

Keywords: *respond, disaster, preparedness, self-efficacy, willingness*

Introduction

Disasters occur often around the world, posing major public health concerns, negatively harming lives, infrastructure, and institutions, and causing distress and the loss of livelihoods. (Aurelio et al., 2022). A disaster is an event or situation that exceeds local resources. According to the Centre for Research on the Epidemiology of Disasters, a disaster is an unplanned and sometimes sudden event that causes significant damage, destruction, and suffering for individuals. This study highlights the necessity for a national or international appeal for outside assistance (Won Seok- Choi et al., 2022).

Disasters can increase health risks at the local, regional, and global levels by improving people's psychological, physical, social, and financial vulnerabilities (Fatema et al., 2023; Ye and Aldrich, 2021). Natural disasters and public health issues also provide substantial difficulties. Emphasizing to healthcare systems around the world the critical necessity for healthcare workers, especially nursing students, to get training in disaster preparedness and response (Flaubert et al., 2021). Natural and man-made disasters have affected a number of nations in recent years (Labrague et al., 2021).

A key psychological concept, self-efficacy, is essential in forming people's perceptions of their capacity to carry out particular tasks or handle difficult circumstances. (Bandura, 1977). Self-efficacy indicates a person's belief or perspective on their capacity to adopt a specific protective behavior, which is defined as an individual's belief, evaluation, and subjective opinion of their capacity to carry out a particular action prior to executing that action, according to the study by Qiu, D., LvB., Cui, Y., & Zhan, Z., (2023). Furthermore, understanding how self-efficacy influences nursing students' preparedness to engage in disaster readiness and response initiatives is paramount for enhancing their readiness and efficacy in managing such crises (Grimes et al., 2020). Willingness has been found to be significantly correlated with self-efficacy (Labrague et al., 2021). Nursing students may be more willing to engage in an emergency if they receive disaster preparedness training that boosts their self-efficacy. Similarly, the research on Al-Hunaishi (2019) found that the Willingness to participate in natural disasters or any disaster is significantly influenced by self-efficacy.

In the study of Cui, Y., B., and Zhan, Z. (2023). Also looks into how self-efficacy affects nursing students' Willingness to help with disaster response and preparation. Improving their preparedness along with efficacy in handling such emergencies is crucial (Grimes et al., 2020). Willingness has been found to be significantly correlated with self-efficacy (Labrague et al., 2021). Nursing students may be more willing to engage in a crisis if they receive disaster preparedness training that boosts their self-efficacy. According to Al-Hunaishi's (2019) research, self-efficacy is a significant factor in one's Willingness to assist in natural disasters and other calamities.

The Willingness to respond is a critical component of an effective healthcare system during emergencies and disasters. In contrast to ability, which includes knowledge and skills, Willingness refers to the "attitudinal" side of health crisis management. (Kang et al., 2023). Moreover, according to the study by Tayebi, Z., Norouzinia, R., Moatadelro, Z., Pour, A. F., & Nourian, B. (2024), Nursing students are often willing to participate as members of the healthcare team during natural disasters but less so during pandemics and man-made disasters. Researchers have investigated the relationship between self-efficacy and Willingness to participate in disaster response activities (Grimes et al., 2020). However, there is still a gap in the relationship between self-efficacy and Willingness to respond in catastrophe scenarios.

While existing research by Kang, J.-S., Lee, H., and Seo, J. M. (2023) recognizes the importance of self-efficacy in shaping nursing students' readiness, there is little research into the precise elements impacting their willingness to get involved in disaster response operations. Furthermore, the effect of hands-on experience on self-efficacy and willingness warrants additional exploration (Al-Hunaishi et al., 2019). The purpose of this research was to examine the correlation between nursing students' Willingness to actively participate in disaster response activities and their level of self-efficacy. The study aims to address a gap in the existing knowledge by assessing nursing students and how they believe their abilities can motivate them to actively participate in disasters, thereby improving the quality of nurse education programs and disaster response in healthcare settings.

Results and Discussions

Research Design

A quantitative, descriptive-correlational research design was used in this investigation. Research using descriptive-correlational methods is a kind of study design that seeks to clarify the connection between two or more factors without asserting any cause and consequence. The purpose of this study was to collect information about self-efficacy and preparedness for disaster response among nursing students. The purpose of this design is to define the degree of self-efficacy and desire to respond among nursing students in the context of the survey "Self- efficacy in Relation to Willingness to Respond in Disasters among Nursing Students," as well as exploring the relationship between these two variables.

Research Environment

This research was carried out in one of the most prominent institutions of higher learning located in Ozamiz City, Philippines, which seeks to offer top- notch instruction and strengthen its standing as a symbol of academic brilliance. The university is dedicated to developing well-rounded people ready for the world and has accumulated a lot of accolades for its superior academic performance, such as accreditation from the Philippine Colleges and Universities Association Certification and the Commission on Accreditation (PACUCOA) from the ISO, or International Organization for Standardization. Interestingly, it is Mindanao's first university to do this distinction. The institution's commitment to academic excellence and comprehensive education ensures that its nursing students are well- prepared to handle real-world situations confidently and competently. It's no wonder that the Filipino institution has been prone to natural disasters, and the nursing program's curriculum and comprehensive training in disaster preparedness and response are very important. The emphasis on self-efficacy in the program seeks to give nursing students the power to feel their confidence in their abilities to respond to disasters, thereby enhancing their willingness and readiness to participate in disaster response efforts.

Unit of Analysis and Sampling Procedure

The respondents were ninety-five (95) fourth-year nursing students. A complete enumeration survey was used to select the desired and actual respondents. The following criteria were used to select the respondents: 1) they must be fourth-year

nursing students currently enrolled in the S.Y. 2023-2024; 2) they must have given consent to participate in the study.

Data Gathering Instruments and Procedure

The researchers utilized research-based questionnaires, which contain two parts. Part I respondents' self-efficacy questionnaire, and Part II respondents' willingness to respond to disaster questionnaires. To resolve the respondent's self-efficacy and willingness to respond to the disaster. The pilot study was conducted last March 5, 2024, and was distributed to 20 students. The aim was to evaluate the level of validity of respondents to the survey instrument. Moreover, before the respondents were distributed the research instrument, the researchers asked the Dean of the College of Nursing, Midwifery, and Radiologic Technology to allow them to administer it. The questionnaire was produced and given to the specified respondents when the letter request was approved. Following the completion of the questionnaire, the data were tallied and given to the statistician for statistical analysis. The researchers examined and assessed the research findings following the statistical data.

Validity and Reliability of the Instrument

A statistician appointed to supervise the research work reviewed the questionnaire intending to distribute to the target respondents. Items that were not clear to the respondents were used for fine-tuning. After the work had been clarified and the advisor designed the document, the edited questionnaire was printed with all the proposed amendments. The degree of internal consistency determines the reliability of the measure. When all test items measure the same domain and produce the same result, this is referred to as internal consistency. Such internal consistency of the measurement tool can be assessed by using four-point Likert scale amongst others.

Scoring Guidelines

A. Respondents' Level of Self-efficacy in Responding to Disaster

The researcher created a questionnaire using a four-point Likert scale to assess the respondent's level of self-efficacy in disaster response. The data collected was interpreted and analyzed using the continuum described below

Score	Scale	Response	Interpretation
4	3.25 – 4.00	Strongly Agree (SA)	Very High (VH)
3	2.50 – 3.24	Agree (A)	High (H)
2	1.75 – 2.49	Disagree (D)	Low (L)
1	1.00 – 1.74	Strongly Disagree (SD)	Very Low (VL)

B. Respondents' Level of Willingness to Respond to Disaster

The researchers created a questionnaire using a four-point Likert scale to assess respondents' willingness to respond to calamity. The data collected was interpreted and analyzed using the continuum described below.

Score	Scale	Response	Interpretation
4	3.25 – 4.00	Strongly Agree (SA)	Very High (VH)
3	2.50 – 3.24	Agree (A)	High (H)
2	1.75 – 2.49	Disagree (D)	Low (L)
1	1.00 – 1.74	Strongly Disagree (SD)	Very Low (VL)

C. Respondents' Level of Willingness to Respond to Disaster

The researchers created a questionnaire using a four-point Likert scale to assess respondents' willingness to respond to calamity. The data collected was interpreted and analyzed using the continuum described below.

Score	Scale	Response	Interpretation
4	3.25 – 4.00	Strongly Agree (SA)	Very High (VH)
3	2.50 – 3.24	Agree (A)	High (H)
2	1.75 – 2.49	Disagree (D)	Low (L)
1	1.00 – 1.74	Strongly Disagree (SD)	Very Low (VL)

Conclusions and Recommendations

Conclusions

The results of this study contribute to the following conclusions:

- 1.The study collected data from ninety-five (95) fourth-year nursing students, which is a sufficient number of samples for measuring self-efficacy and willingness to respond to disasters.
- 2.Fourth-year nursing students' high levels of self-efficacy indicates that they are prepared and confident in their ability to manage a disaster. This confidence may be attributed to their training, which helps them acquire appropriate skills and knowledge to handle disasters.
- 3.The Willingness to respond was most preferred among the fourth-year nursing students, well above the threshold that indicates an acceptable level of response to duty and the willingness to participate in disaster response. Such commitment is necessary to provide adequate disaster response and portray the readiness of future nurses.
- 4.There was a positive relationship between self-efficacy and taking action, with students who have high perceived self-efficacy being more willing to respond to disasters. High level of self-efficacy may lead to higher student participation in disaster-related responses.
- 5.As a result, self-efficacy and willingness to respond have a highly significant relationship, implying that among nursing students, high levels of self-efficacy in responding to disasters correlates with increased willingness to respond to disasters. The outcomes of the study support the notion of self-efficacy in promoting confident behavior toward disaster preparedness among nursing students.

Recommendations

In light of the study's findings, the researchers recommend the following:

- 1.Nursing students may maintain and enhance their confidence and competence in disaster preparedness.
- 2.Nursing students may be motivated to expand disaster preparedness training, given their strong willingness.
- 3.Enhancing self-efficacy among nursing students to increase their Willingness to respond to disasters. This can be achieved through targeted training programs, live simulations such as earthquake drill, flood drill, and confidence-building activities within the curriculum.

4. Encourage collaboration with other healthcare and emergency response professionals. This can be done through joint training sessions and training workshops designed to help nursing students grasp the mechanics of team-based crisis response and increase their overall preparedness.

5. Incorporate activities and exercises designed expressly to improve self-efficacy in the nursing curriculum. Techniques such as role-playing, peer teaching, and reflective practice can strengthen students' belief in their abilities.

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