Predictors of Professional Quality of Work Life Among Nurse Educators

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ABSTRACT

There is a global shortage of nurses, including a scarcity of nursing educators at the national and local levels in the Philippines. Nurse educators are crucial in supporting high-quality nursing education, so it is essential to examine the ProQoL This descriptive correlational study surveyed 118 nurse educators through a convenience sampling technique from nursing schools in Negros Occidental to determine the predictors of their ProQoL. The participants were predominantly female, married, and had a master's degree. Their level of practice environment (PE), emotional intelligence (EI), and resilience (Res) was high. Their job satisfaction (JS) was also high, while their intent to stay (ITS) was moderate. However, there was a highly significant relationship between their PE and JS ($p < 0.001$). EI was likewise found to be a predictor ($p = 0.049$) of nurse educators' ProQoL in terms of intent to stay. Resilience was found to be highly related ($p < 0.001$) to job satisfaction, while staffing and adequacy of resources (SAR) were significant predictors ($p < 0.047$) of job satisfaction in terms of human relationships. The study shows the importance of supporting nurse educators' ProQoL to improve the quality of nursing education. Hence, the researcher proposes the "I CARE" program that will be integrated into all activities to improve the ProQoL of nurse educators. Overall, the findings suggest the importance of innovative training of soft skills like EI in the workplace, creating a healthy practice environment with supportive management, adequate staffing and resources that promote self-care, meaningful recognition of NE's role in nursing education, and empowerment.

Keywords: *Practice Environment, Emotional Intelligence, Resilience, Professional Quality Of Work Life (Proqol), Job Satisfaction & Intent To Stay (ITS)*

INTRODUCTION

There is a global shortage of nurses, including a scarcity of qualified nursing educators at the national and local levels in the Philippines. Nurse educators are crucial in supporting high-quality nursing education, so it is essential to examine their professional quality of work life (ProQoL). Many factors contributed to the lack of nursing professors, including the many variables that influence the professional quality of life (ProQoL) among the population of nurse educators.

There is a global shortage of nurses, with a lack of nursing educators in the Philippines, impacting the quality of nursing education. Nurse educators play a crucial role in supporting high-quality education, necessitating an examination of their professional quality of work life (ProQoL). Various factors contribute to the shortage of nursing professors, influenced by variables affecting the professional quality of life (ProQoL) among nurse educators.

Professional Quality of Work Life (ProQoL) is a multifaceted variable which shows a worker's feeling about various dimensions with regards to his/her job (Raeissi, et. al, 2019). Also, Adolfo (2021), defined optimal Professional Quality of Life (ProQOL) as satisfaction felt by nurses related to their profession. Research shows that professional quality of work life is related to employees' individual characteristic like emotional well-being, as well organizational characteristics in particular the practice environment which are the key components of professional quality of work life (Farber, et.al, 2023). Furthermore, Sapar & Oducardo (2021) explicated that job satisfaction is a well-known factor in nurses' decision to remain in their current position however, even though nurses' job happiness has gotten a lot of attention from academics, the outcomes of research are still mixed. There are still significant problems and causes for concern, including a widespread shortage of nurses and the high turnover rate among them. Nurses' decisions to stay at their current jobs are known to be influenced by job satisfaction. Despite academics' great attention to the topic, inconsistent findings from the research have been found concerning how satisfied nurses are with their jobs.

Few studies have looked into the factors that influence job satisfaction and intent to stay in a position, particularly among nurse educators in the province of Negros Occidental. There is a

dearth of studies that investigate nurse educators' perceptions of their working environments, particularly emotional intelligence, and resilience, which are now crucial in the school context. There are no studies available right now that specifically address professional quality of work life in relation to job satisfaction (JS) and intention to stay (ITS). By examining the practice environment, emotional intelligence, resilience, and nurse educators' ProQoL, this study fills a gap in the body of literature. Also, this study has significance and usefulness in improving the ProQoL of nurse educators in terms of job satisfaction and intend to stay.

Literature Review

Several research on work-life quality and practice environment have been published, but none has looked at the association between practice environment and professional quality of work-life (ProQoL) and its predictors, effect of emotional intelligence and resilience among Filipino nurse educators especially in the province of Negros Occidental. Examining nurses' perceptions of both individual and organizational factors will help researcher better understand the link between practice work environment, psychological variables (emotional intelligence and resilience) and their professional quality of work life at work in terms of job satisfaction and intent to stay in the nursing education, particularly in the province of Negros Occidental Philippines.

Professional quality of life is the quality a person feels in relation to work. Professional quality of life is affected by work environment. Adolfo (2021) explicated that the predictors of the professional quality of life of nurses were age, monthly salary, working hours, and their practice environment. Specifically, the higher the salary, and the shorter the working hours, the better their professional quality of life. Furthermore, the poorer the practice environment, the lower the professional quality of life.

Nursing professionals are threatened to certain factors that may impact professional quality of life. Nursing work is related with great stress, and nurses are often sapped of their energies. So, appropriate emotional regulation is essential to enhance nurses' work well-being and foster better dedication in nursing job (Li, Chang, Zhang, Yang, Liu & Song, 2021). Nurses encounter an increased threat of burnout because of the nature of their work. Mounting data has steered to the close association between characteristics of the nursing work environment and nurse outcomes.

Nursing work is linked with enormous stress, and nurses are often exhausted. Therefore, correct emotional regulation is essential to improve nurses' job well-being and promote better engagement in nursing work (Li, Chang, Zhang, Yang, Liu, & Song, 2021). Similarly, Soto-Rubio, Giménez-Espert, & Prado-Gascó, (2020) posit that an essential protective factor against psychosocial risks is emotional intelligence, which has been related to job satisfaction In addition, the authors pointed out that the protective effect of emotional intelligence against the adverse effects of psychosocial risks such as burnout, psychosomatic complaints, and a favorable effect on job satisfaction. Moreover, authors of the study concluded that emotional intelligence skills and resilience interact with each other that paves the way of the improvement of the understanding of professional nursing, reduced burnout and resignation and increased satisfaction with professional life and these things will also enhance resilience.

Although, there is vast of studies that address the nurse shortage, yet there is dearth of studies or information that address both the intrinsic and extrinsic factors that might influence the nurses' quality of work. Nursing is a healthcare profession that requires a work environment that allows them to practice with some control in providing patient care and remain devoted and satisfied at the same time. The researcher is interested to find out the predictors of professional quality of work life among nurse educators in particular the personal protective psychological constructs namely emotional intelligence and resilience which can be develop and improve to better prepare the nurse educators in the future challenges. Determining the predictors of professional quality of work life among nurse educators by looking into both the individual and organizational characteristics will possibly better address all potential factors associated with job satisfaction and intent to stay or leave in the nursing profession.

METHODS

Research Design

This study made used of descriptive correlational quantitative research design using linear regression analysis to determine the predictors of professional quality of work life among nurse educators. The descriptive-correlation study attempts to determine the correlation among the variables of the study. Further, it attempts to describe and explore the nature of the relationships to determine hypotheses and to discover associations between two variables.

Participants

The 118 participants in the study were nurse educators or nursing faculty currently employed in the four nursing schools of Negros Occidental, Philippines. This study used convenience sampling method wherein the participants were selected based on their availability at a given time, and willingness to participate in the research (Nikolopoulou, 2022). The participants of this study were selected based on a criterion created and individuals who meet the criteria have equal chances of being included in the study. The descriptors for the participants include: a nursing faculty or clinical instructor, currently employed for at least six months in any nursing schools of Negros Occidental, and readily consent to participate in the study. With the estimated total population of more than 200 nurse educators from nursing schools in Negros Occidental, the desired sample size for the study was determined using the Raosoft calculator. The participants were affiliated from two universities and three colleges of nursing schools.

Instruments

To investigate the predictors of professional quality of work life (ProQoL) among nurse educators in the province of Negros Occidental, there were five sets of questionnaires prepared as a tool to measure the nurse practice environment, emotional intelligence, resilience, and ProQoL in terms of job satisfaction and intent to stay in the nursing profession or academe. Guided by the reading of relevant publications, the instrument was made and validated by experts in the field of study. The instrument in practice environment was adapted and modified the from Nurses Work Index-R (NWI-R) of Aiken and Patrician and ProQoL in terms of job satisfaction used by Devera & Maniago (2019). The terms used in the original instrument such as hospital and hospital nurses were changed to nursing school and nurse educators. Likewise, the instruments utilized to measure EI, resilience and ProQoL of job satisfaction in terms of job satisfaction and intent to stay were standardized tests.

The final instrument is divided into five parts. The first part is self-constructed, including the individual characteristics in particular the socio-demographic profile in terms of age, sex, marital status, educational attainment, area of specialization, and length of service.

The second part is the tool for measuring the practice environment of nurses, which comprises of (37) indicators distributed throughout four domains which involve support

management (SM), nurses' involvement and acknowledgment of professionalism (IAP), quality of care, and collaboration (QCC) and staffing and adequate resources (SAR). The participants' responses were scored on a 5-point Likert-type scale (strongly agree, agree, neutral, disagree, and strongly disagree).

The third part determines the emotional intelligence (EI) level among the nurse educators in the province of Negros Occidental. The instrument of emotional intelligence is modeled from Wong & Law Emotional Intelligence Scale (WLEIS) from the study of Guerrero-Barona, Guerrero-Molina, García-Gómez, Moreno-Manso, & García-Baamonde, (2020), which measures the Emotional Intelligence (EI). Also, the scale allows four dimensions of the EI to be evaluated: intrapersonal perception, or the evaluation of one's own emotions; interpersonal perception or the evaluation of the emotions of others; use of the emotions or assimilation; and regulation of the emotions. It consists of 16 items scored on a Likert-type scale of 7 points, where 0 is strongly disagree, 1 = disagree, 2= slightly disagree, 3 = neither agree nor disagree, 4 = slightly agree, 5 = agree, and 6 is strongly agree.

The fourth part of the questionnaire is the level of resilience (Res) among the nurse educators in the province of Negros Occidental. To understand the participants' level of resilience, the researcher adapted the 10-item Connor-Davidson Resilience Scale (CD-RISC-10). The participants' responses were scored on a 5-point Likert type scale (0-Not true to all, 1= Rarely true, 2=Sometimes true, 3=often true, 4= True nearly all the time).

The fifth part (1) of the questionnaire is the participant's Professional quality of work life in terms of job satisfaction level. For job satisfaction, the tool consists of twenty-eight (28) indicators spread over four domains which are categorized as benefit and promotion (BP), human relations (HR), workload (WL), and job environment (JE). The reliability coefficients of the four dimensions of the professional practice environment are above the .70 threshold, indicating that all four dimensions are reliable. Questions/items are scored on a 4-point Likert-type scale (1=very dissatisfied, 2=dissatisfied, 3-satisfied, and 4 = very satisfied).

The research instruments utilized to measure the ProQoL of the participant's which were the nurse educators or clinical instructors in this study were standardized test. The practice environment was adapted and modified from the study of Devera and Maniago (2017) taken from

Nurses Work Index-R (NWI-R) of Aiken and Patrician. The intent to stay (ITS) was taken from Price Scale on Intent to Stay (PSIS). The instruments were subjected to content validation by three experts and in the field of nursing education and practice composed of two PhD in nursing graduates and one with a master's degree nurse educator.

Data Gathering Procedure

After identifying the target population, the researcher obtained approval from USLS-Ethics Committee to conduct the study to collect the necessary data. After the approval was given, the researcher sent a letter asking permission to conduct a study to the respective Deans of the Nursing Schools in Negros Occidental. When the school's ethics committee approved the letter, the researcher asked for the email addresses and contact numbers of the nurse educators from the Deans before the survey began. The consent form was signed and forwarded back before the Google form survey questionnaire was sent to the participants. Participants' informed consent to participate in the study was verified by completing the survey. Since this study was considered a convenience sampling method, those who willingly responded to the invitation were counted as participants. A total of approximately 200 questionnaires were sent through their email addresses for *e*-survey and other participants were followed up in their messenger accounts. There were 128 responses from the online survey starting from the month of July to September 2022. But only 118 were considered for statistical analysis because some items were not completely filled up. The attrition rate was low (less than 10%).

Statistical Treatment

To analyze, interpret and determine the implications of the data, the researcher used statistical techniques such as frequency distribution and percentage, mean, standard deviation, Spearman rho, and multiple linear regression analysis. Chi-Square Test of Independence was also used. To determine the nurse educator's socio-demographic profile frequency distribution and percentages were used. To find out the practice environment, emotional intelligence, resilience, and quality of work life in terms of job satisfaction (JS) and intent to stay (ITS) measures of central tendency mean, and standard deviation were used. Spearman rho was utilized to determine the significant relationship between practice environment, emotional intelligence & resilience, and professional quality of work life in terms of job satisfaction and intent to stay. Furthermore, linear

regression analysis was utilized to ascertain which variables significantly predict the professional quality of work life regarding job satisfaction (JS) and intent to stay (ITS) among nurse educators. Statistical tests are an important aspect of data analysis they assist us comprehend the data and make predictions about the population. Also, they are used to analyze correlations between variables, test hypotheses and a way of assessing data to check if there is a significant difference between the two groups.

RESULTS AND DISCUSSION

The study found that the participants were predominantly middle-aged adults, female, married and had a master's degree as shown in Table 1. The participants' level of practice environment (PE) was high as shown in Table 2. Of the items considered that got the highest numerical rating is supportive management (M=4.32, SD= 0.718) which is interpreted as high. The result indicates that nurse leaders support professional development & personal growth of NE's. The participants' emotional intelligence (EI) was high as shown in Table 2. The participants' resilience (Res) was also high as shown in Table 2. The result showed that the participants were very satisfied with the in job in terms of human relationships. However, the intent to stay in their respective workplaces (nursing schools) was moderate as shown in Table 2.

Also, the findings of the study revealed that socio-demographic profile of the participants have no significant relationship to NE ProQoL in terms of JS and ITS. The study found a highly significant relationship between the participants' practice environment and job satisfaction As shown in Table 3. The result shows that there is significant relationship between EI and ProQoL in terms of JS in the aspect of human relationship (HR), EI and workload (WL), EI and job environment (JE) can be described as highly significant (p< 0.001) associated to a moderate positive relationship as shown in Table 4. Also, the result reveals that resilience and job satisfaction are highly associated (p < 0.001) as shown in Table 5, with a moderate positive relationship implying that as the level of resiliency of participants increases, it is also associated to an increase in their level of job satisfaction. Further analysis, this implies that nurse educators who are very resilient report higher levels of job satisfaction.

Moreover, emotional intelligence (EI) was found to be a predictor of nurse educators' ProQoL in terms of intent to stay as shown in Table 7, while practice environment (PE) in terms

of staffing and adequacy of resources (SAR) were significant predictors of job satisfaction in terms of human relationships (HR) as shown in Table 6.

Table 1

Participants' Socio-demographic Profile (n-118)

Variable	Category	f	%
Sex	Female	92	78.6
	Male	25	21.4
Age	45-54 years old	45	38.1
	25-34 years old	34	28.8
	35-44 years old	26	22
	55 years old & above	13	11
Marital Status	Married	74	62.7
	Single	36	30.5
	Separated	4	3.4
	Widowed	4	3.4
Educational Attainment	Masteral	99	86.1
	Doctoral	16	13.9
Area of specialization	Medical-Surgical Nursing	38	32.5
	Delivery Room	17	14.5
	Community Health Nursing	15	12.8
	Obstetric/Pediatric Nursing	15	12.8
	Emergency & Disaster Nursing	11	9.4
	ICU/NICU	9	7.7
	OR	9	7.7
	Hemodialysis	2	1.7
	Psychiatric Nursing	1	0.9
6. Length of Service	6 months-3 years	37	31.9
	16 years & above	36	31
	4-6 years	17	14.7
	13-15 years	13	11.2
	7-9 years	7	6
	10-12 years	6	5.2

Table 2. Over-all mean of participants' practice environment (PE), emotional intelligence (EI), resilience (Res) (n-118)

Variables	Mean	Sd	Interpretation
1. Practice Environment (PE)	4.07	0.775	High
2. Emotional Intelligence (EI)	4.28	0.741	High
3. Resilience (Res)	3.37	0.592	Very High
4. ProQoL – Job Satisfaction (JS)	3.53	0.378	Very Satisfied
ProQoL- Intent to Stay (ITS)	3.27	0.679	Moderate

Table 3. Relationship between participants' practice environment (PE) and level of professional quality of work life (ProQoL) in terms of job satisfaction (JS) and intent to stay (ITS)

Practice Environment		**Job Satisfaction and Intent to Stay**									
		BP	VI	HR	VI	WL	VI	JE	VI	IS	VI
SM	Spearman rho	0.453		0.597		0.351		0.530	NS	0.0160	
	P	<0.001	S	<0.001	S		S	<0.001	S	0.085	NS
IAP	Spearman rho	0.311		0.524		0.047		0.502		0.191	
	P	<0.001	S	<0.001	S	<0.001	S	<0.001	S	0.043	NS
QCC	Spearman rho	0.409		0.578		0.370		0.513		215	
	P	<0.001	S	<0.001	S	<0.001	S	<0.001	S	0.191	NS

Table 4. Relationship between participant's level emotional intelligence and level   of professional quality of work life (ProQoL) in terms of job satisfaction and intent to stay

Emotional Intelligence		**Job Satisfaction (JS) and Intent to Stay (ITS)**									
		BP	**VI**	**HR**	**VI**	**WL**	**VI**	**JE**	**VI**	**ITS**	**VI**
EI	Spearman rho	0.269		0.479		0.371		0.459		0.290	
	P	0.006	S	<0.001	S	<0.001	S	<0.001	S	0.002	S

Table 5. Relationship between participants' level of resilience (Res) and level of professional quality of work life (ProQoL) in terms of job satisfaction (JS) and intent to stay(ITS)

Resilience		**Job Satisfaction and Intent to Stay**									
		BP	VI	HR	VI	WL	VI	JE	VI	ITS	VI
Resilience	Spearman rho	0.269		0.479		0.371		0.459		0.290	
	P	<0.001	S	<0.001		S		<0.001	S	<0.001	S	0.126	NS

Legend: VI- Verbal interpretation, S-Significant, NS- Not significant. Correlation is significant at the <0.001 level

Table 6. Table of predictors of the participants' professional quality of work life (ProQoL) in terms of job satisfaction (JS) for human relationship (HR)

				Overall Model Test				
Model	**R1**	**R2**	**Adjusted R2**	**F**	**df1**	**df2**	**p**	**VI**

1	0.570	0.325	0.280	7.29	6	91	**<0.001**	**S**

Model Coefficients- HUMAN RELATIONSHIP (HR)

Predictor	Estimate	SE	t	P	VI	Standard Estimate
Intercept	2.02973	0.4801	4.2274	<0.001	NS	
SM	0.08098	0.0930	0.8711	0.386	NS	0.13420
IAP	-0.00187	0.1197	-0.0156	0.988	NS	0.00259
QCC	0.05952	0.0943	0.63.11	0.530	NS	0.09995
SAR	0.18588	0.0925	2.0096	0.047	**S**	**0.34178**
EI	-0.02838	0.0775	-0.3661	0.715	NS	--0.04379
Res	0.08758	0.0907	0.9662	0.337	NS	0.10330

Legend: SM-Supportive Management, IAP- Involvement & Acknowledgement of Professionalism, QCC-Quality of Care &Collaboration, SAR-Staffing &Adaquacy of Resources, S-Significant, NS-Not Significant, VI- Verbal Interpretation

Table 7. Table of predictor of the participants' professional quality of work life (ProQoL) in terms of intent to stay

Overall Model Test

Model	R1	R2	Adjusted R2	F	df1	df2	p	VI
1	0.413	0.170	0.116	3.15	6	92	< .007	S

Model Coefficients- INTENT TO STAY (ITS)

Predictor	Estimate	SE	95% Confidence Interval		t	P	VI	Stand. Estimate
			Lower	Upper				
Intercept	1.5719	0.794	-0.00563	3.149	1.9790	0.051		
SM	0.0241	0.156	-0.28674	0.335	0.1538	0.878	NS	0.0261
IAP	-0.0237	0.199	-0.41918	0.372	-0.1192	0.905	NS	-0.0217
QCC	-0.0118	0.157	-0.32379	0.300	-0.0748	0.941	NS	-0.0130
SAR	0.1605	0.153	-0.14271	0.464	0.0514	0.296	NS	0.1943
EI	0.2276	0.114	0.00136	0.454	1.9981	0.049	**S**	0.2542
Res	0.0519	0.140	-0.22679	0.331	0.3697	0.712	NS	0.0438

DISCUSSIONS

This study aimed to determine the predictors of professional quality of work life (ProQoL) among nurse educators (NE) and the relationships among these variables. The findings revealed that the NE participants in the different nursing schools in Negros Occidental perceived high level of PE on the indicator stating that the nursing administrators is encouraging or supporting nurse educators in pursuing advanced degrees as very important Supportive Management (SM) aspect of Practice Environment (PE). The result indicates that there is evidence that their nursing administrators continually supports the professional development and growth of their respective nurse educators. The findings of the study were similar to prior study in the Philippines among hospital nurses, conducted by Devera & Maniago (2017) which stressed that nurse managers are the single greatest influence on a positive practice environment (PPE). Also, the findings of the study were congruent with the study done by Um-E-Rubbab, et.al (2021) wherein nurses believe their supervisor is supportive of them, and they appreciate how they listen, empathize, and offer emotional support, which helps to preserve and restore their well-being. In addition, the nursing educators perceived that their nursing leaders not only empowered them but also keep the channel of communication open by listening and responding to their concerns. The nursing leaders mentored and coached them what to do, show high level of sensitivity, highly visible and accessible, provide flexible work schedules and cares about their personal well-being. Furthermore, the nursing administrators provide opportunities for professional advancement to keep abreast with latest trends like attending online and in person training programs, seminars and conferences and encouraged in pursuing advanced degrees in nursing.

Also, the results of the study revealed that the nurse educators perceived high level of staffing and adequacy of resources (SAR) aspect of practice environment (PE). The nursing school provides adequate support services especially in the use of digital technology, however, there was no adequate ratio of NE's to number of students to provide quality nursing education and adequate financial resources for NE's to accomplish assigned task. The results show that the NE participants in the different nursing schools in Negros Occidental perceived high level of PE wherein nursing school provides high standards of nursing education by providing adequate services especially in the use of digital technology but the participants perceived that there is a need to increase the staffing ratio between students and NE's and provide adequate financial resources to accomplish assigned task as very important aspect of staffing and adequacy of practice environment (PE).

It is interesting to note that the participants had high emotional intelligence (EI) and had very high resilience as well. The participants' professional quality of work life (ProQoL) in terms of job satisfaction (JS) was very satisfied while the intent to stay (ITS) was moderate. The results showed that the participants were very satisfied with the in job in terms of human relationships. However, the intent to stay in their respective workplaces (nursing schools) was moderate.

There was no significant relationship between participants' socio-demographic profile and level of professional quality of work life (ProQoL) in terms of job satisfaction and intent to stay. The relationship between participants' practice environment in terms of supportive management (SM), involvement and acknowledgement of professionalism (IAP), quality of care and collaboration (QCC) and staffing and adequacy of resources (SAR) to job satisfaction in terms of benefits and promotion (BP), human relationship (HR), workload (WL), and job environment (JE) is highly significant ($p<0.001$) which further implies that increase in the level of participants' practice environment is associated with an increase in the level of job satisfaction. Considering practice environment to professional quality of work life in terms of intent to stay (ITS), support management (SM) was not significantly related to participants intent to stay (ITS) while other dimensions of PE such as IAP, QCC and SAR showed significant relationships.

Notably, among the explanatory variables staffing and adequacy of resources (SAR) facet of PE is a significant predictor of JS in terms of human relationship (HR) while EI is the significant predictor of nurse educators' intent to stay (ITS) in the academic workforce. The results of the study showed that the predictors of professional quality of work life among nurse educators were multidimensional. There are individual and institutional characteristics or factors that affect the ProQol. These factors can also be considered as intrinsic or extrinsic factors predicting ProQoL among the nurse educators. The study provides new insights into the relationships of practice environment (PE) in terms of staffing and adequacy of resources, resilience and ProQoL in terms of job satisfaction as well emotional intelligence (EI) which predicts intent to stay (ITS) among nurse educators. The generalizability of this study is limited. There is a need for further research and studies to take into account other factors affecting the ProQoL of the nurse educators.

CONCLUSION

The effectiveness and success of nursing schools ar e significantly influenced by how happy and satisfied nurse educators are in their jobs and their intent to stay. For nurse educators to improve the quality of their work life and eventually produce effective students and future nurses in the workforce, it is crucial to identify the various predictors directly or indirectly affecting ProQoL in terms job satisfaction (JS) and intent to stay (ITS). By understanding these relationships, the development of a model that predicts ProQol among nurse educators may lead to innovative programs and strategies to promote job satisfaction and intent to stay. Maslow's Hierarchy of Needs and Virginia Henderson Need theory were the theoretical models used to verify the predictors of professional quality of work-life (ProQoL) among nurse educators.

This study aimed to determine the predictors of professional quality of work life among nurse educators currently working for at least six months in the nursing schools of Negros Occidental. Specifically, this study determined the relationship between the relationship between socio-demographic profile (age, sex, marital status, educational attainment, area of specialization & length of service), practice environment (SM, IAP, QCC, & SAR), emotional intelligence and resilience to the participants' ProQoL in terms of job satisfaction (JS) and intent to stay (ITS).

Highlighting the significant results of the study, out of 118 total participants who consented to take part of the study out of 200 projected number of participants, considering the socio-demographic profile, more than one third (45) of the participants were 45-55 years old, big majority (92) were females, More than half of the participants (74) were married, and big majority (99) held masteral degree in nursing which is the minimum requirement by CHED to be a nurse educator. More than one third of the participants (38) with area of specialization in medical-surgical nursing, and likewise more than a quarter of the participants (37) had worked in the nursing school for at least 6 months to 3 years while another group of participants (36) were able to serve for 16 years and above.

The overall participants' level of practice environment (Mean=4.07, SD=0.775) in terms of supportive management (SM), involvement and acknowledgement of profession (IAP), quality of care and collaboration (QCC), and staffing and adequacy of resources (SAR) was relatively high. Notably, the participants overall emotional intelligence (EI) and resilience (RES) were very high also. The participants' professional quality of work life (ProQoL) in terms of job satisfaction (JS) was very satisfied while the intent to stay (ITS) was moderate.

There was no significant relationship between participants' socio-demographic profile and level of professional quality of work life (ProQoL) in terms of job satisfaction and intent to stay. The relationship between participants' practice environment in terms of SM, IAP, QCC and SAR to job satisfaction in terms of benefits and promotion (BP), human relationship (HR), workload (WL), and job environment (JE) is highly significant ($p<0.001$) which further implies that increase in the level of participants' practice environment is associated with an increase in the level of job satisfaction. Considering practice environment to professional quality of work life in terms of intent to stay (ITS), support management (SM) was not significantly related to participants intent to stay (ITS) while other dimensions of PE such as IAP, QCC and SAR showed significant relationships.

The relationship between emotional intelligence and ProQoL in terms of benefits and promotion and intent to stay (ITS) was significant associated to weak positive relationship while EI and JS in terms of HR, WL, and JE can also be described as highly significant associated to a moderated positive relationship. Also, the relationship of resilience (Res) to ProQoL in terms of job satisfaction was highly profound implying that as the level of resiliency of participants increases, the level of job satisfaction (JS) increases too. But resilience (Res) was not associated to participants' intent to stay (ITS).

Furthermore, practice environment in terms of supportive management (SM), involvement and acknowledgement of profession (IAP), and quality of care and collaboration (QCC) did not predict job satisfaction in terms of BP, WL, and JE. Nevertheless, staffing and adequacy of resources was a significant predictor ($p<0.047$ of job satisfaction in terms of human relationship. Moreover, emotional intelligence (EI) was also a predictor ($p=0.049$) of nurse educators' ProQoL in terms of intent to stay.

Based on the results of the study, the researcher concluded that majority of the participants (nursing educators) specifically in the province of Negros Occidental were young and middle aged adults, female, married, held master's degrees, with area of specialization in medical-surgical nursing and have worked for more than six months and some have worked for 16- years and above. Remarkably, the participants perceived positive and healthy practice environment (PE) wherein nurse leaders or administrators encouraged and bolstered opportunities for professional advancement and growth, a PE where nurse educators' contribution was recognized and whose

performances were acknowledged with reward and pay, with teamwork and collaboration, shared decision making, respect, and finally a PE which provide adequate resources for work home balance.

Also, the participants had high emotional intelligence (EI) and had very high resilience as well. The nurse educators were very satisfied in their job in terms of benefits and promotion, human relationship, workload, and job climate or culture and most importantly a PE which promotes self-care. But the intent to stay of the participants in the workplace is moderate which entails that the nurse educators agree to stay in the nursing academe as long as possible but might also leave the workplace if there are other much better job opportunities.

Of note, the relationship between PE and JS, between EI and JS in terms of HR, WL and JE are highly significant. Resilience and JS are highly associated. This implies that there is inter-relatedness of of individual and organizational characteristics to the ProQoL of nurse educators in terms of job satisfaction (JS) and intent to stay (ITS). The nursing leaders and administration must look into strategies and training programs, intrinsic and extrinsic factors, and consider the hard and soft variables impacting the development of the ProQol of the nurse educators.

Moreover, among the explanatory variables staffing and adequacy of resources (SAR) facet of PE is a significant predictor of JS in terms of human relationship (HR) while EI is the significant predictor of nurse educators' intent to stay (ITS) in the academic workforce.

To improve the professional quality of work life (ProQoL) among nurse educators, the following programs and activities are suggested in considering the study's findings and in response to research question number ten the following programs and activities are recommended to enhance the professional quality of work life (ProQoL) among nurse educators.

Though, the participants perceived a favorable PE, nurse leaders or nurse administrators should continue to provide a healthy and positive PE, support and provide opportunities of professional advancement and personal growth. The nursing administration must consider giving enough time and support especially those who are pursuing advance degrees in nursing and doing academic research activities.

Nurse leaders and administrators must perform a regular assessment to identify the professional quality of work life of NE that will serve as a basis or point of reference for possible trainings of NEs. Also, nurse leader should measure NEs' perceptions toward the practice environment yearly, also the personal protective factors like EI and resilience.Nurse leaders may take actions to improve nurse educators' emotional intelligence level and conduct professional psychological training to improve nurses' empathy and communication satisfaction, and ultimately improve their job well-being.In addition, nursing leaders should have a conference with the nurse educators to examine the features of a professional nursing practice environment and how to respond to them for a productive workplace. Encouraged open communication between nursing leaders and NE. This might include having an open forums and discussions of concerns or issues at hand. Nurse educators should be allowed to participate in decision making to empowered them as well as increasing their feeling of autonomy.

To improve working relationships, the nursing management must provide programs like team building activities and social gatherings among nursing leaders and nurse educators to promote teamwork, effective communication and culture of collaboration. Also, provide flexible work schedules that allows them to do self-care.

The nursing administration must provide enough resources and adequate ratio of nurse educators to the number of students to avoid burnout. Also, there is a need to provide machinery, and tools needed especially during online classes. The nurse leaders must provide continuous mentoring program, trainings (e.g ICT) and orientation especially among new hire nurse educators.

To equip nurse educators and boost their confidence and job happiness, it is important to introduce them to a comprehensive set of structured activities, such as stress management techniques, wellness programs (NEWSTART), and EI skills training in the workplace. Integrate stress management program and resilience training (SMART) in usual orientation program to help NE to cope with challenges and difficulties in the work.

Other personal protective factors aside from EI, like social and spiritual intelligence must be considered. Social support from family, friends and colleagues must be look into.Replicate a study that reflects the distribution of nurse educators around the country. Another study can be done to consider other variables that might affect or predict nurse educators ProQoL. Qualitative

research will be conducted to explore the lived experiences of nurse educators to identify other predictors of ProQoL among nurse educators. Perhaps, a mixed -method study can be done to triangulate data about professional quality of work life among nurse educators.

As a final output of the study, the researcher proposes the "I CARE" model or program that will be integrated into all activities to improve the ProQoL of nurse educators. This slogan "I CARE" has implications for NE development and engagement to thrive in the nursing academe. The meaning of the acronym I CARE is given below.

I- Innovative training programs for NE and creative training programs and activities which include EI training skills, stress management, ICT training self-awareness and wellness program. Nurse leaders should conduct regular in-service training programs to keep abreast with latest trends in nursing education and research.

C- Create a healthy practice environment for NE. Caring connection. Communication rich culture & collaborative practice culture. Effective leadership. Teamwork.

A- Attend the needs of NE. Adequacy of resources (staffing. time, & finances) that promote work-home life balance.

R- Recognition of NE's efforts, achievement and meaningful contribution or role in nursing education. Having a reward system. This help develop self-efficacy and motivates to perform better.

E- Empowerment. Professional autonomy.

Let's promote "I CARE" model in nursing education, especially among nurse educators. This mantra will have lovely rippling effects if it is internalized by the person who is using it.

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