

**BURNOUT, COMPASSION FATIGUE, AND ACADEMIC
PERFORMANCE AMONG NURSING STUDENTS**

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PERFORMANCE AMONG NURSING STUDENTS**

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Presented to
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Misamis University
Ozamiz City

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Science in Nursing

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College of Nursing, Midwifery, and Radiologic Technology

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CERTIFICATE OF PANEL APPROVAL

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ABSTRACT

The rise of burnout and compassion fatigue among fourth-year nursing students is a pressing issue in both academic and clinical contexts. This phenomenon affects their health and overall well-being and influences their academic performance. The study aimed to examine the levels of burnout and compassion fatigue among nursing students and their relationship with academic performance. The study used a quantitative, descriptive-correlational design. There were 77 fourth-year nursing students from a higher education institution in Ozamiz City, Misamis Occidental, Philippines. They were selected through purposive, non-random sampling. To measure burnout, compassion fatigue, and academic performance, researcher-made questionnaires were utilized. The data were analyzed using the frequency, percentage, mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. The findings revealed that fourth-year nursing students have moderate levels of burnout, but they experience high levels of physical burnout than emotional and mental burnout. They also experienced moderate levels of compassion fatigue. The overall academic performance of the fourth-year nursing students in both Related Learning Experience (RLE) and lecture was satisfactory. Moreover, their levels of burnout and compassion fatigue were not significantly correlated with their academic performance. Despite the study indicating that the levels of burnout and compassion fatigue among fourth-year nursing students were moderate, these students demonstrated resilience in maintaining satisfactory academic performance. Nevertheless, it is essential to identify and implement targeted interventions to mitigate burnout and compassion fatigue, supporting both their academic success and overall well-being.

Keywords: academic performance, burnout, compassion fatigue, nursing students

We, the researchers, humbly dedicate this research paper to Almighty God, whose unwavering guidance and strength have been our foundation throughout this journey. His blessings have carried us through every challenge, allowing us to successfully complete this research.

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We also dedicate this study to our fellow nursing students who may be facing their own struggles, in the hope that this work brings awareness and contributes to meaningful conversations in support of student well-being.

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The Researchers

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INTRODUCTION

Rationale/Background of the Study

Embarking on a Bachelor of Science in Nursing (BSN) journey is a transformative experience, molding committed students into empathetic healthcare providers of the future. However, alongside the challenges of the nursing curriculum, students face immense pressure from educators, peers, and the healthcare system. Besides the pressure, the people who care for others and are led to the nursing job are the ones who are suffering emotionally and mentally because human beings are, in essence, deeply caring individuals who are trained to treat others before their own (CFAP, 2022). Engelbrecht and Wilke (2021) emphasize the dual stressors of academic and clinical demands that nursing students encounter, potentially impacting their emotional wellness and, consequently, their capacity to provide effective patient care. Burnout and compassion fatigue are major concerns that greatly impact nursing students' academic success and overall health.

According to the World Health Organization (2019), burnout is a condition caused by persistent workplace stress, leading to emotional, mental, and physical exhaustion due to a lack of adequate recovery. Physical burnout is characterized by chronic fatigue, tiredness, and a general decline in physical health. Galdino et al. (2023) stated that this form of burnout often results from prolonged stress and overwork, which is common in rigorous nursing programs. High workloads, long hours of study, and clinical practice significantly contribute to physical burnout, with students reporting higher exhaustion scores as their workload increases (Galdino et al., 2023).

Emotional burnout involves feeling emotionally drained, overwhelmed, and unable to cope with academic and clinical demands. Emotional exhaustion is a key indicator of burnout, with studies showing that students in more advanced years of their program experience increased degrees of emotional

fatigue (Velando-Soriano et al., 2023). This type of burnout can also lead to a negative self-concept and decreased commitment to academic activities (Wei et al., 2021). Factors including insufficient social support, high stress, and dissatisfaction with the course are closely linked to emotional burnout (Velando-Soriano et al., 2023).

Mental burnout refers to cognitive weariness, reduced academic performance, and a sense of incompetence. It is often associated with low personal accomplishment and a reduction in academic performance. (Tating et al., 2023). Lopes et al. (2020) indicated that mental burnout can manifest as difficulty concentrating, forgetfulness, and a general decline in cognitive function. Studies have shown that mental burnout is prevalent among nursing students, with significant correlations between high levels of depersonalization and low academic performance (Galdino et al., 2023). Each type of burnout has distinct characteristics and impacts, but they often interrelate, exacerbating the overall experience of burnout.

Mahmoud et al. (2023) identify the quality of the learning experience as a significant factor influencing academic burnout, shedding light on the importance of educational environments. Furthermore, Sveinsdóttir et al. (2021) underscore the pressure of being an excellent student who is required to fulfill various tasks and experiences stress, guilt, and emotional fatigue.

Several factors have been recognized as contributors to burnout among nursing students, the things they are made up of, for instance, self-concept professionalism, the quality of the learning, and resilience (Gallagher, 2019; Janatolmakan et al., 2021). The combination of elements of burnout in nursing students shows how complex the problem is, and this results from both environmental and individual factors, including stress, workload, and the pressure of clinical practice. (Grande et al., 2022; Ramli & Ahayalimudin, 2023).

Additionally, stressors like entering hospitals, dealing with sick patients, and encountering power dynamics with teachers can exacerbate burnout

(LaBelle, 2021). Recognition of burnout among nursing students is crucial because it affects their well-being, job performance, and ability to deliver proper healthcare (Ghods et al., 2023). As it turns out, the suffering of nursing students from issues such as compassion fatigue and burnout is a real risk, just as is the case with registered nurses (RN) (Intonato, 2020). Further research into burnout in nursing students is necessary to develop effective intervention strategies and preventative measures (Ghods et al., 2023).

Compassion fatigue, an escalating concern in nursing, results from emotional strain and challenging work conditions, including excessive workloads and heightened patient care demands. (Intonato, 2020). Compassion fatigue in nursing students refers to the exhaustion and emotional strain resulting from exposure to patient suffering during their studies and clinical training. It can lead to decreased empathy, detachment from patients, and feeling overwhelmed by nursing responsibilities. Such a situation gives rise to secondary traumatic stress, which then results in a total burden of suffering (Ruiz-Fernandez et al., 2020). Youthfulness, lower education levels, and anxiety are the factors contributing to its development among the students of nursing (Li et al., 2023).

Additionally, the demanding nature of nursing, characterized by self-sacrifice and heavy workloads, heightens students' vulnerability to compassion fatigue (Cao, 2022). This phenomenon affects various aspects of life, impacting physical and mental health, emotional well-being, social connections, and professional performance. Physical symptoms may include sleep disturbances, increased emotional intensity, cognitive decline, impaired behavior, isolation, depression, and PTSD (Stoewen, 2020).

Engelbrecht and Wilke (2021) emphasized compassion fatigue as a major concern in their study for both undergraduate and postgraduate nursing students, impacting their emotional well-being and perceived stress levels (Engelbrecht & Wilke, 2021). Additionally, the extent of compassion fatigue

among nursing students has remained moderate, underscoring the necessity for interventions to address the issue (Li et al., 2023).

The literature emphasizes the fact that interventions are to be put in place and mechanisms for support will be to the benefit of nursing students to tackle burnout and compassion fatigue. These students are vulnerable to experiencing different degrees of burnout, with mild to severe burnout affecting about half of the population (Mahdiah et al., 2023). Burnout is more than just a fleeting feeling; it manifests as a detrimental emotional, physical, and mental response to prolonged studying, resulting in exhaustion, frustration, and diminished motivation (Stevenson, 2022).

The implications of compassion fatigue on nursing students' emotional and physical health, along with its potential to affect clinical performance, have persisted to be highlighted in various studies (Alharbi et al., 2019; Jin et al., 2021). The prevalence of compassion fatigue among nursing students and its potential negative influence on the quality of care provided necessitates the development of strategies and support systems to alleviate its impact (Metwaly & Elsayes, 2021). Overall, the literature emphasizes its importance in addressing burnout and compassion fatigue among nursing students ensuring the overall health of future nursing professionals. However, there continues to be a notable gap in the knowledge of how these factors specifically influence the academic performance of nursing students.

In nursing programs, academic performance encompasses acquiring both theoretical knowledge and practical skills in clinical environments (Gripshi et al., 2022). Research indicates that nursing students experience various difficulties encountered during their studies, which can affect both their learning and academic performance. Bano, Parveen, and Nazar (2023) state that the prerequisite for a nursing program's clinical performance is academic performance. Various factors such as anxiety, insufficient supervision, and inadequate facilities can demotivate the students in academic performance, and this can be the reason for high attrition rates among students. Personal, familial,

and socio-economic contexts are the major factors in students' learning experiences and outcomes, as evidenced by research (Bano et al., 2023). Previously, a systematic review highlighted the fact that academic performance can vary widely among students due to these diverse influences, suggesting that tailored support and interventions are crucial for enhancing student success (Bano et al., 2023).

Academic performance is how a learner has fulfilled their short-term or long-term learning objectives. Burnout and compassion fatigue have continuously been demonstrated to influence academic performance directly. Another systematic review emphasized the adverse impacts of nursing student burnout on their psychological well-being, clinical area, and academic performance (Wei et al., 2021). This underscores the significance of managing these issues in nursing education to safeguard the well-being and ensure the success of future healthcare professionals. Additionally, effective educator-student relationships and supportive clinical environments can strengthen the resilience and overall academic performances of nursing students (Fajar, 2019).

Nursing education demands a significant amount of effort, and it is crucial to grasp how burnout and compassion fatigue can compound the challenges faced by students. Within nursing education programs, students primarily concentrate on individual patients, delving into their narratives, contemplating their illnesses, and occasionally feeling discouraged by the constraints of clinical interventions (Perregrini, 2019).

Based on the studies that have been reviewed, there appears to be a strong connection between burnout, compassion fatigue, and academic performance in nursing students. However, only some researchers delve into the interaction between these factors and their collective impact on nursing students. Most studies have focused on these factors in isolation or only explored their individual effects on academic performance. Therefore, when it comes to understanding how burnout and compassion fatigue simultaneously influence academic performance. Additionally, there is a need for more research that

offers practical strategies to help mitigate the effects of burnout and compassion fatigue on academic performance.

Theoretical Framework

This study is anchored to the Adaptation Model of Sister Callista Roy (1976). According to Roy (1976), adaptation is the crucial goal of nursing, and individuals strive to maintain balance and well-being through adaptive responses. It posits that nursing aims to promote the patient's adaptation, characterized as the capacity to respond positively to environmental changes and stressors.

The adaptation model highlights the significance of taking into account the entire individual and their surroundings when providing care. The model perceives individuals as interconnected biological, psychological, and social systems that work to sustain balance with their external environment (Petiprin, 2023). It comprises four adaptive modes: the physiological mode, the self-concept mode, the role function mode, and the interdependence mode.

The “adaptation theory” by Calista Roy offers a pertinent framework for examining burnout, compassion fatigue, and academic performance among nursing students. Researchers can utilize this theory to evaluate institutional academic success and failure indicators and identify factors influencing students' academic adaptation and mental health (Silva, 2021). Academic adaptation is particularly crucial since it has continued positively impact the academic performance of nursing students (Sun et al., 2023). Furthermore, the theory can help pinpoint predictors of depressive symptoms and burnout risk in nursing students, such as academic performance and adjustment to college life (Jin & An, 2023). Understanding these factors allows for the development of targeted interventions to enhance nursing students' well-being and academic success.

While traditionally applied to patient care, this nursing model applies equally to nursing students navigating the challenging landscape of academic

and clinical experiences. The model guides this study by providing a structured and holistic framework to understand the dynamic relationship between burnout, compassion fatigue, and academic performance among nursing students. By applying this model, the researchers can acquire insight into the multifaceted challenges that nursing students encounter during their academic journey, acknowledging them as adaptive systems. Furthermore, the model emphasizes the importance of identifying stressors contributing to burnout and compassion fatigue and underscores the significance of assessing how nursing students respond to these stressors academically. The model offers a structured approach for understanding, assessing, and addressing the complex dynamics at play within the framework of nursing education, ultimately guiding the development of interventions that support the well-being and success of nursing students.

Conceptual Framework

Burnout and compassion fatigue are vital independent variables in this study, while academic performance is the dependent variable. Burnout has been linked to academic stress in adolescents, with lower academic self-efficacy exacerbating its effects (Gao, 2023). Similarly, Güven (2022) highlighted a significant correlation between compassion fatigue and burnout, with factors like life disruption and traumatic memories contributing to their occurrence (Yu et al., 2020). The concept of compassion fatigue encompasses both burnout and secondary trauma, each affecting emotional and physical well-being (Yeşil & Polat, 2023).

Burnout in nursing students can manifest through various constructs, including *Physical Burnout*, physical exhaustion, or fatigue due to demanding academic workload, clinical placements, and long hours of studying and working in healthcare settings. *Emotional Burnout* means emotional exhaustion, such as cynicism, detachment, or a sense of depersonalization towards patients, colleagues, or the nursing profession. *Mental Burnout*, difficulty concentrating,

and a sense of being overwhelmed by the academic and clinical demands lead to decreased motivation and academic performance.

Academic performance measures a student's success in educational pursuits, often evaluated through grades and exam results. In this study, academic performance is the final grade obtained by a fourth-year nursing student in professional subjects particularly NCM 118 (Care of Clients with Life-Threatening Conditions, Acutely Ill/Multi-Organ Problems, High Acuity and Emergency Situation, Acute and Chronic) and NCM 119 (Nursing Leadership and Management) Theory and RLE at the end of First Semester, Academic Year 2023-2024.

Burnout and compassion fatigue have been found to impact academic performance, leading to difficulties focusing negatively, decreased motivation, and lower grades (Karabey, 2023). Research suggests a distinct connection between burnout and academic performance, adversely affecting students' ability to acquire essential knowledge and skills necessary for patient care (Madigan & Curran, 2020; Engelbrecht & Wilke, 2021).

Studies have revealed a strong relationship between burnout and academic performance across various student populations. A higher incidence of academic burnout is associated with psychological distress, and significant correlations exist between burnout and academic success (Amengual et al., 2022). Among medical students, burnout syndrome impacts academic success, with higher burnout levels correlating with lower GPAs (Ilić & Ilić, 2023). Furthermore, burnout levels negatively correlate with academic achievement, underscoring the impact of burnout on academic performance (Özhan & Yüksel, 2021).

Research specific to nursing students has further explored the connection between compassion fatigue and academic performance. Compassion fatigue, closely linked to burnout, has been identified as affecting academic performance (Amengual et al., 2022). Poudyal et al. (2022) identified a significant correlation between burnout and compassion fatigue, indicating that compassion fatigue

may exacerbate emotional exhaustion and impede academic performance. Additionally, Li et al. (2023) emphasized the detrimental influence of burnout and compassion fatigue on nursing students' academic performance, stressing the need for interventions and support to enable students to reach their full academic potential.

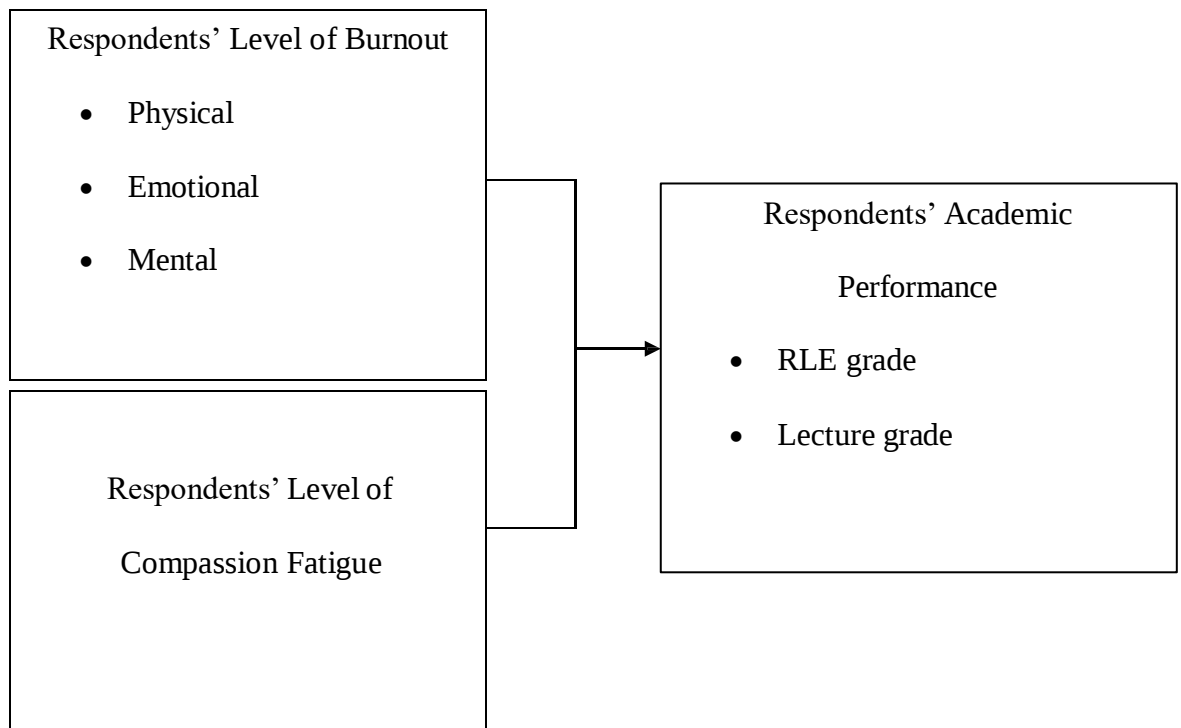


Figure 1. Schematic Presentation of the Study.

Objectives of the Study

The objective of this study was to examine the impact of burnout and compassion fatigue on the academic performance of nursing students. The study aimed to achieve the following specific objectives: (1) to determine the extent of physical, emotional, and mental burnout among nursing students; (2) to identify the level of compassion fatigue experienced by nursing students; (3) to evaluate the academic performance of nursing students in professional subjects through RLE and lecture grades; (4) to investigate the significant correlation between burnout levels and academic performance (RLE and Lecture Grades) among nursing students; and (5) to explore the relationship between compassion fatigue levels and academic performance (RLE and Lecture Grades) among nursing students.

Significance of the Study

The assessment in the study focuses solely on evaluating levels of burnout and compassion fatigue, as well as their correlations with academic performance. Despite offering valuable insights into the complex interactions among burnout, compassion fatigue, and academic performance, it is important to recognize specific limitations. The findings have the potential to be specific to the nursing student population at one of the higher education institutions in Ozamiz City and might be influenced by self-report measures, which could introduce subjective biases. However, despite these limitations, the study will still provide valuable knowledge about the factors that influence nursing students' academic performance. Moreover, this study provides valuable insights and practical recommendations aimed at nursing educators and academic administrators to support nursing students' academic achievement and overall well-being. Through investigating the impact of burnout and compassion fatigue, the study aims to improve our comprehension of the factors that affect nursing students' academic performance. The findings are intended to inform practical strategies and interventions that can help improve students' well-being and academic

achievement. Furthermore, the study's implications extend beyond academia, offering potential contributions to advancing healthcare education and enhancing patient care practices. The insights gained could assist clinical instructors and practitioners in developing more effective support systems for nursing students, ultimately benefiting the broader healthcare field.

METHODOLOGY

Research Design

This study used a quantitative, descriptive-correlational design. The quantitative method followed the traditional scientific approach, involving a systematic set of disciplined procedures to gather information. Quantitative data usually consisted of numerical values, stemming from formal measurements, and was evaluated using statistical techniques.

The descriptive-correlational design provided flexibility in exploring and explaining the connections between independent and dependent variables. This research delved into the variables of burnout, compassion fatigue, and academic performance and scrutinized their inherent relationships.

Research Environment

The study was conducted at a higher education institution in Ozamiz City, Misamis Occidental, Philippines. This institution has undergone extensive accreditation procedures and provides a Bachelor of Science in Nursing program as part of its academic offerings. The Nursing, Midwifery, and Radiologic Technology program is housed in a four-story building made of wood and concrete, designed for natural ventilation without air conditioning. The first floor is not used for classrooms. Classrooms are located on the second and third floors, with faculty rooms situated in the center.

The faculty consists of experienced professionals, including registered nurses, midwives, and radiologic technologists, many of whom hold advanced degrees and have extensive clinical and teaching experience. The staff are dedicated to providing a supportive learning environment and are actively involved in student mentorship and academic advising. The fourth floor houses air-conditioned facilities, including the Audio-Visual Room (AVR) and the Nursing Arts Room (NAR), which are equipped for return demonstrations. This floor also includes sinks and numerous practice dummies.

Respondents of the Study/Unit of Analysis and Sampling Procedure

The respondents of the study were the seventy-seven (77) fourth year nursing students selected through purposive sampling using the following criteria: (1) a bonafide student in the higher education institution in Ozamiz City, Misamis Occidental, Philippines, (2) enrolled in NCM 118 and NCM 119 Theory and RLE, and (3) willing to participate in the study. Respondents were identified randomly. The number of respondents were computed using Raosoft with 95% level of confidence and 5% margin of error.

Data Gathering Instruments

The study utilized researcher-made questionnaires divided into three sections: Respondents' Level of Burnout, Respondents' Level of Compassion Fatigue, and Respondents' Academic Performance.

Data Gathering Procedure

Prior to distributing the research instrument, the researchers obtained authorization from the College Dean and Clinical Instructors to conduct the study.

Following the approval of the request letter, the researchers collaborated with the designated respondents and set up a time for further discussion about the study before obtaining informed consent. The questionnaires were handed out from room to room within the College of Nursing building. Subsequently, the collected data was tabulated, classified, and readied for interpretation and analysis.

Validity and Reliability of the Instruments

The researcher-made questionnaires underwent pre-testing with individuals who would not be included in the final study participants. Subsequently, the questionnaires were validated. The Cronbach's alpha results for Burnout (0.9139) and Compassion Fatigue (0.7986) exceed the standard threshold

of 0.75, indicating their acceptability. Therefore, the questionnaire's statements/questions are deemed reliable and require no modifications.

Scoring Guidelines

The testing results were used to enhance and improve the research instruments.

A. Respondents' Level of Burnout. The list of questions in this questionnaire was based on researcher-made 15-item questions. The data was interpreted using a 5-point Likert scale format ranging from Never to Very Often.

The continuum presented below was used to interpret the data:

<u>Scale</u>	<u>Continuum</u>	<u>Responses</u>	<u>Interpretation</u>
5	4.20-5.00	Very Often	Very High (VH)
4	3.40-4.19	Often	High (H)
3	2.60-3.39	Sometimes	Moderate (M)
2	1.80-2.59	Rarely	Poor (P)
1	1.00-1.79	Never	Very Poor (VP)

B. Respondents' Level of Compassion Fatigue. The list of questions in this questionnaire was based on a 10-item questionnaire made by the researchers. The format utilized a 5-point Likert scale that ranged from Never to Very Often.

The continuum presented below was used to interpret the data:

<u>Scale</u>	<u>Continuum</u>	<u>Responses</u>	<u>Interpretation</u>
5	4.20-5.00	Very Often	Very High (VH)
4	3.40-4.19	Often	High (H)
3	2.60-3.39	Sometimes	Moderate (M)
2	1.80-2.59	Rarely	Poor (P)
1	1.00-1.79	Never	Very Poor (VP)

C. Respondents' Academic Performance. The academic performance of the respondents was measured by evaluating their related learning experience (RLE) grade and lecture grade in all professional subjects (NCM 118 and NCM 119) during the first semester of the academic year 2023-2024.

In addition, a 5-point Likert scale format, which ranged from "1 - 3.0" to "5 - 1.25 to 1.0," was employed to evaluate the academic performance of the nursing students.

<u>Weight</u>	<u>Grades</u>	<u>Percentage</u> <u>Equivalent (PE)</u>	<u>Interpretation</u>
5	1.25-1.0	93-100	Excellent (E)
4	1.75-1.5	88-92	Very Satisfactory (VS)
3	2.25-2.0	83-87	Satisfactory (S)
2	2.75-2.5	78-82	Fair (F)
1	3.0	75-77	Poor (P)

Mode of Analysis/ Statistical Treatment

The researchers employed statistical tools to analyze the data that was collected.

Frequency and Percentage. The frequency was used to demonstrate the distribution of responses within each category. The percentage was utilized to indicate the proportion of each respondent's answers in relation to the total number of responses in the study.

Average Weighted Mean. This tool was used to discover the average result of data.

Standard Deviation (SD). This tool was used to determine the dispersion of the data.

Product-Moment Correlation Coefficient. This tool was required to find the degree of association between the independent and dependent variables.

Ethical Consideration

Before gathering the actual data, the researchers carefully considered all ethical considerations. The researchers meticulously implemented the following: (1) Prior to distributing the questionnaire, the respondents were required to sign an informed consent; (2) The respondents received full disclosure about the study's benefits, purpose, and potential risks; (3) The respondents were urged to contact the researchers with any concerns or questions; (4) The respondents were informed of their ability to withdraw from the study at any time; and (5) The researchers placed high importance on maintaining the confidentiality and anonymity of the respondents throughout the entire study.

RESULTS AND DISCUSSIONS

This chapter presents the results, discussions and personal insights of the researchers which relates to the five specific research questions in the Introduction. The levels of burnout (physical, emotional, and mental), compassion fatigue, and academic performance of the respondents were determined. Furthermore, the relationship between the level of burnout of the respondents (physical, emotional, and mental) and their academic performance and the relationship between the level of compassion fatigue of the respondents and their academic performance were estimated. The research findings is arranged into the following topics:

Respondents' Level of Burnout

Respondents' Level of Compassion Fatigue

Respondents' Academic Performance

Significant Relationship between the Respondents' Level of Burnout and their Academic Performance

Significant Relationship between the Respondents' Level of Compassion Fatigue and their Academic Performance

Respondents' Level of Burnout

In Table 1, it is shown that fourth-year nursing students experience moderate levels of burnout, with an average weighted mean of 3.36 and a standard deviation of 0.82. Among these dimensions of burnout assessed, the highest weighted mean of 3.73 calculated was the physical burnout, mental burnout with a mean of 3.31, and emotional burnout with a mean of 3.03. These results imply that fourth-year nursing students experience significant struggle with physical burnout.

The specific statements contributing to the high level of physical burnout include difficulties in focusing on tasks due to exhaustion (mean = 3.86, SD = 0.93), "feeling tired when studying" (mean = 3.71, SD = 0.92), and "being overwhelmed by schoolwork" (mean = 3.60, SD = 1.00). Additionally, a

significant issue is the “lack of rest negatively affecting their physical well-being”, which had the highest mean score in this category (mean = 4.05, SD = 0.94).

In terms of mental burnout, the respondents reported “feeling pressured academically” (mean = 3.65, SD = 1.02) and “finding it challenging to concentrate on their studies due to burnout” (mean = 3.34, SD = 1.15). Emotional burnout was reflected in students experiencing “emotional breakdowns” (mean = 3.36, SD = 1.13) and a “lack of accomplishment” (mean = 3.18, SD = 1.07).

These results align with the study by Hwang and Kim (2022), which indicates that high levels of stress experienced from academic demands, research needs, and personal responsibilities make burnout a substantial problem among fourth-year nursing students. This correlation suggests that the academic environment and expectations placed on these students substantially contribute to their physical and mental burnout. Additionally, Lopes and Nihei (2020) observed that clinical practice experiences that are observation-oriented, lack feedback, and involve an unsystematic evaluation led to increased stress and dissatisfaction which affects the graduating nursing students' level of burnout. This supports the finding of the fourth-year nursing students, who are heavily involved in clinical practice, experience significant burnout.

Fourth-year nursing students face numerous challenges while approaching their last year of educational program, including demanding clinical duties that test their endurance and capacity for empathy and compassion. For that reason, it is essential to identify and address the factors that contribute to their burnout, to effectively develop interventions to help them transition successfully into the nursing profession.

Table 1
Respondents' Level of Burnout

Burnout	Mean	SD	Interpretation
Physical Burnout	3.73	0.77	High
Emotional Burnout	3.03	1.02	Moderate
Mental Burnout	3.31	0.68	Moderate
Overall Weighted Mean	3.36	0.82	Moderate

Burnout Scale: 4.20-5.00 (Very High); 3.40-4.19 (High); 2.60-3.39 (Moderate); 1.80-2.59 (Poor); 1.00-1.79 (Very Poor)

Respondents' Level of Compassion Fatigue

In Table 2, it displays the respondents' level of compassion fatigue. Given the overall weighted mean of 2.82 and the standard deviation of 0.79, the fourth-year nursing students have moderate levels of compassion fatigue. This finding reveals the level of emotions experienced by fourth-year nursing students when dealing with patients during their Related Learning Experience (RLE) or hospital duty are evaluated as moderate. Considering they are exposed to different patients during every rotation, their emotional demands and empathy required in these interactions might have been challenging.

A study by Karabey (2023) states that throughout their clinical rotations, nursing students frequently come across actual traumatic situations. These experiences significantly alter their way of handling emotions while also catering to different patient needs and planning of care. As a result, fourth-year nursing students' compassion fatigue levels were moderate.

Compassion fatigue is increasingly recognized in nursing and allied health literature as a significant issue among healthcare professionals. However, there is a lack of research on how this affects undergraduate, pre-licensure students who are training to enter healthcare professions (Chachula, 2020).

Fourth-year nursing students experience moderate levels of compassion fatigue as a result of continuous stress of their clinical duties. This type of fatigue

can cause emotional exhaustion, decreased motivation, and a feeling of separation from their patients. Additionally, compassion fatigue might negatively impact their academic performance by disrupting their concentration, memory, and study engagement.

Table 2
Respondents' Level of Compassion Fatigue

Compassion Fatigue	Mean	SD	Interpretation
Overall Compassion Fatigue	2.82	0.79	Moderate
<i>Compassion Fatigue Scale: 4.20-5.00 (Very High); 3.40-4.19 (High); 2.60-3.39 (Moderate); 1.80-2.59 (Poor); 1.00-1.79 (Very Poor)</i>			

Respondents' Academic Performance

In Table 3.1, it shows the distribution among nursing students' academic performance in their Related Learning Experience (RLE). Based on the computation, Satisfactory rating has the most frequency of 38 or 49.35%, afterwards is Very Satisfactory rating with a frequency of 32 or 41.56%, and lastly Fair rating with a frequency of 7 or 9.09%. The finding suggests that most fourth-year nursing students perform satisfactorily academically in terms of the students' Related Learning Experience (RLE). These fourth-year nursing students are meeting the expected standards and objectives set for their practical training. They are demonstrating adequate skills in patient care, clinical procedures, as well as applying educational knowledge to hospital settings.

A study of Oducado et al. (2019) demonstrated the improvement of the practical RLE component is strongly influenced by achievement in theoretical nursing education, emphasizing the importance of effective classroom learning. Students who excel in theoretical classes perform well in clinical settings, emphasizing the critical role of theoretical understanding in practical application. Therefore, a strong grasp of theory enhances students' abilities to excel in real-

world care environments, which eventually helps them become more qualified nurses.

However, some fourth-year nursing students have fair educational performance which indicates that specific academic support is required. Measures that foster resilience, independent study, and self-esteem are necessary to support nursing students' academic progress and enhance their clinical abilities.

Table 3.1

Respondents' Academic Performance as to RLE (n=77)

Academic Performance (RLE Grade)	Frequency	Percentage
Excellent (E)	0.	0.00
Very Satisfactory (VS)	32	41.56
Satisfactory (S)	38	49.35
Fair (F)	7	9.09
Poor (P)	0	0.00

Performance Scale: 1.25-1.0 (Excellent); 1.75-1.5 (Very Satisfactory); 2.25-2.0 (Satisfactory); 2.75-2.5 (Fair); 3.0 (Poor)

In Table 3.2, it displays distribution among nursing students' academic performance in their Lecture or theory. Based on the computation, Satisfactory rating acquired 32 or 41.56% which is the highest frequency, and then, Fair rating with a frequency of 30 or 38.96%, Very Satisfactory rating with a frequency of 14 or 18.18, lastly Excellent rating with a frequency of 1 or 1.30%. The finding suggests the majority of fourth-year nursing students have fair to satisfactory academic performances in terms of their Lecture or theory. These fourth-year nursing students encounter difficulties with the lecture material and may benefit from additional academic support. However, the absence of 'Poor' rating or a grade of 3.0 is encouraging, showing that all students perform above the minimum

standard. In general, these findings suggest that more educational measures are needed to assist the students to enhance their academic performance and minimize the proportion of students who struggle with topics in the course, which eventually helps them become more qualified nurses.

According to Fooladi et al. (2022), a variety of challenges faced by nursing students during their studies, greatly affects the students' capacity of learning which result, their academic achievement. Thus, educational approaches are required in improving nursing students' academic performance and clinical abilities. Similarly, Mthimunye and Daniels (2020) identify problems that affect nursing students' academic progress, and they concluded that recognizing these aspects and applying targeted support strategies are critical to improving nursing students' academic performance.

Furthermore, Ratanasiripong et al. (2021) emphasize how the achievement of nursing student is significant, especially in highlighting responsibility for providing health care to patients, families, and communities. Fooladi et al. (2022) propose that efforts can be done to remove barriers and enhance educational achievement, through acknowledging and recognizing the challenges the students encounter along their academic careers.

Table 3.2

Respondents' Academic Performance as to Lecture (n=77)

Academic Performance (Lecture Grade)	Frequency	Percentage
Excellent (E)	1	1.30
Very Satisfactory (VS)	14	18.18
Satisfactory (S)	32	41.56
Fair (F)	30	38.96
Poor (P)	0	0.00

Performance Scale: 1.25-1.0 (Excellent); 1.75-1.5 (Very Satisfactory); 2.25-2.0 (Satisfactory); 2.75-2.5 (Fair); 3.0 (Poor)

Significant Relationship between the Respondents' Level of Burnout and their Academic Performance (RLE and Lecture Grades)

In Table 4, it presents the fourth-year nursing students' significant relationship between the level of burnout (physical, emotional, and mental) and their academic performance in terms of Related Learning Experience (RLE) and Lecture grades. Based on the tables' computed r-values and p-values (p-values are all greater than 0.05), the correlation between physical, emotional, and mental burnout on both RLE and Lecture grades indicates a very weak positive relationship. Therefore, the null hypothesis is accepted. There is no significant relationship between the level of burnout and academic performance among nursing students.

Recent studies have explored burnout among nursing students, indicating its prevalence without significantly impacting academic performance. For instance, research published in the Journal of Nursing Education found that despite increased stress level, anxiety, and depression, these factors did not markedly affect academic achievement (Tating et al., 2023). In addition, Cheung et al. (2020) examined the nursing students in Hong Kong and their burnout and academic achievement, concluding that while burnout was familiar, it did not notably influence GPA. A systemic study by Pulido-Martos et al. (2021) offers an in-depth analysis of the factors contributing to stress among nursing students. It affirms that burnout does not consistently correlate with lower academic performance across studies conducted in Spain. These insights suggest that nursing students may effectively employ coping strategies or receive sufficient support to manage burnout without compromising their academic achievements (Watts & Robertson, 2020).

Therefore, the result indicates that there is no significant evidence to suggest that physical, emotional, or mental burnout substantially impacts the fourth-year nursing students' academic performance in terms of their RLE and Lecture grades. The level of burnout (physical, emotional, mental) among fourth-

year nursing student has no discernible impact on their academic achievement in the first semester of 2023-2024 school year.

Table 4

Significant Relationship between the Respondents' Level of Burnout and their Academic Performance (RLE and Lecture Grades)

Variables	r- value	p-value	Interpretation
Physical Burnout and Academic Performance (RLE Grade)	0.11	0.35	Not Significant
Emotional Burnout and Academic Performance (RLE Grade)	0.08	0.48	Not Significant
Mental Burnout and Academic Performance (RLE Grade)	0.05	0.65	Not Significant
Physical Burnout and Academic Performance (Lecture Grade)	0.03	0.80	Not Significant
Emotional Burnout and Academic Performance (Lecture Grade)	0.02	0.85	Not Significant
Mental Burnout and Academic Performance (Lecture Grade)	0.09	0.46	Not Significant

Note: $p < 0.01$ (Highly Significant) t ; $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

Significant Relationship between the Respondents' Level of Compassion Fatigue and their Academic Performance (RLE and Lecture Grades)

In Table 5, it shows the significant relationship between the respondents' level of compassion fatigue and academic performance in terms of Related Learning Experience (RLE) and Lecture grades. Based on a computation for the RLE grades, it sums up an r-value of 0.17 and a p-value of 0.12 ,which indicates there is no significant correlation between level of compassion fatigue and academic performance in RLE. Similarly, the computed 0.12 for the r-value and 0.27 p-value for Lecture grade, results to statistical insignificance. Therefore, the

null hypothesis is accepted. There is no significant correlation between the level of compassion fatigue and academic performance among nursing students.

Despite the compassion fatigue level of 2.82 shown in Table 2, the finding suggests that compassion fatigue does not have a significant impact on the academic performance of fourth-year nursing students.

Compassion fatigue is an essential concern in healthcare professions, particularly nursing, as it may adversely affect both the well-being of individuals and the standard of care provided. Although compassion fatigue is frequently associated with exposure to patient pain and suffering, its effects to the academic performance among nursing students has sparked curiosity. While it is a common belief how high amounts of clinical experience and lecture grades contribute to compassion fatigue in nursing students, a recent study reveals that these factors may not have a significant link in this population (Cavanagh et al., 2019).

Evidence suggests how compassion fatigue influences factors such as workload, mental strength, resilience, coping strategies, and personal traits (Maillet, 2024; Cao et al., 2021). Resilience plays an important role in nursing students' well-being and academic performance, particularly in the hospital settings and lectures. Research shows that resilience can significantly reduce the nursing students' burnout and compassion fatigue, helping students to take better care of themselves and others (Keener et al., 2021). It also helps nursing students overcome educational challenges and succeed in demanding academic environments (Aryuwat et al., 2022). Effective educational programs on compassion fatigue are essential in nursing, especially in critical care settings with severe health issues (Hussein & Kadhim, 2022).

While compassion fatigue remains a prevalent issue in nursing, its effect to the nursing students' academic performance is more complex than previously assumed. Multiple factors, including workload, resilience, coping strategies, and the effectiveness of educational interventions, significantly influence how compassion fatigue affects these nursing students. Addressing these factors is

necessary for reducing compassion fatigue, and enhancing general well-being and academic performance among nursing students.

Table 5
Significant Relationship between the Respondents' Level of Compassion Fatigue and their Academic Performance (RLE and Lecture Grades)

Variables	r- value	p-value	Interpretation
Compassion Fatigue and Academic Performance (RLE Grade)	0.17	0.12	Not Significant
Compassion Fatigue and Academic Performance (Lecture Grade)	0.12	0.27	Not Significant

Note: $p < 0.01$ (Highly Significant); $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

CONCLUSION AND RECOMMENDATIONS

This final section presents the conclusion of the study. Additionally, it offers recommendations for students, educators, and university administrators and suggests directions for future research.

Conclusions

Based on the findings of the study, the following conclusions are made:

1. The fourth-year nursing students have moderate levels of burnout, but they experience high levels of physical burnout than emotional and mental burnout. These students often find it hard to focus, are tired, and are overwhelmed by their schoolwork.
2. Moreover, they are experiencing a moderate level of compassion fatigue. The fourth-year nursing students experience moderate level of emotions when dealing with patients during their Related Learning Experience (RLE) or hospital duty. Since, they are exposed to different patients during every rotation, their emotional demands and empathy required in these interactions might have been challenging.
3. The overall academic performance of the fourth-year nursing students in both Related Learning Experience (RLE) and lecture was satisfactory. This highlights the need for improvement in the RLE and lecture grades among nursing students.
4. There is no significant relationship found between the level of physical, emotional, or mental burnout and academic performance, measured by both RLE and lecture grades, among fourth-year nursing students, indicating that the level of burnout of fourth-year nursing students does not affect their academic performance.
5. Additionally, there is no significant correlation between the level of compassion fatigue and academic performance in terms of RLE and lecture grades among fourth-year nursing students. This suggests that

compassion fatigue does not directly influence students' academic performance.

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. Given the moderate level of burnout among fourth-year nursing students, it is recommended that nursing educators and academic administrators introduce brief stress relief sessions, offer periodic mental health check-ins, and provide access to wellness resources. Simplifying clinical practice feedback and ensuring a balanced academic schedule with breaks can also be beneficial. Implementing these measures may support students' well-being and mental health.
2. Considering the moderate level of compassion fatigue experienced by fourth-year nursing students, it is important for nursing educators and academic administrators to prioritize proactive measures to support their emotional well-being. Regular debriefing sessions after duties and integrating self-care practices into the curriculum are recommended. Additionally, fostering a culture of empathy and understanding within the academic environment can further support students in managing emotional challenges effectively.
3. Nursing program administrators and academic support staff should prioritize the establishment of specialized academic support programs for students who are struggling, particularly those with satisfactory to fair grade levels. These programs may include additional tutoring sessions, study groups, or access to academic resources tailored to the students' needs. By offering targeted support early on, nursing programs can help ensure that all students have the opportunity to achieve academically and develop into competent healthcare professionals.

4. Given that the results indicate no significant impact between burnout and academic performance among fourth-year nursing students, nursing educators and academic administrators should consider creating a feedback system for students to express their concerns about burnout and academic pressure. This system will facilitate the development of targeted interventions and support from faculty and administration. Additionally, establishing a coping strategy evaluation program could help nursing students identify and address stressors, thereby promoting effective stress management.
5. While the current findings do not indicate a significant relationship between compassion fatigue and academic performance regarding RLE and lecture grades, future researchers should consider increasing the sample size and adopting longitudinal research methods to better understand the long-term impacts. Qualitative methods, such as interviews or focus groups, may offer more detailed insights into students' experiences with compassion fatigue. Investigating factors like stress levels, coping techniques, and social support could provide a more comprehensive picture. Additionally, nursing program administrators and educators are encouraged to develop and evaluate intervention strategies to prevent compassion fatigue, and to build peer support systems that may assist students in managing it effectively. Implementing these strategies could lead to clearer insights and improvements in nursing students' well-being and academic performance.
6. To ensure the accuracy and reliability of future research, it is advisable to obtain grades directly from the school secretary or official records office, along with an approval letter from the Dean's Office or Head Office. This practice will help ensure data validity by minimizing potential errors or discrepancies that can arise from secondary sources or self-reported information. This approach is crucial for both future researchers conducting studies and academic institutions managing student records.

7. Future researchers should ensure that all relevant statements are included in the questionnaires to guarantee comprehensive data collection, especially in the Results and Discussion sections. By incorporating these statements, researchers will be able to gather detailed and accurate information, which will enhance the credibility and validity of their research findings.
8. Debriefing sessions following clinical exposure are essential in preventing burnout and compassion fatigue among student nurses. These sessions offer a critical space for students to share their experiences, express their emotions, and gain support from peers and mentors. By reflecting on their clinical experiences and developing coping strategies during debriefing, students can build emotional resilience and improve their mental well-being. Incorporating regular debriefing into nursing education ensures that student nurses stay healthy, compassionate, and effective in their future careers.

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Appendix A

QUESTIONNAIRE ON

BURNOUT, COMPASSION FATIGUE, AND ACADEMIC

PERFORMANCE AMONG NURSING STUDENTS

PART 1. Respondents' Level of Burnout

Directions: The following statements ask about the level of burnout experienced by nursing students. Please check (✓) the number corresponding to your agreement level on the statements provided using the following code:

- | | |
|----------------|------------|
| 5 – Very Often | 2 – Rarely |
| 4 – Often | 1 - Never |
| 3 – Sometimes | |

Statements	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
Physical Burnout					
1. I feel tired when studying.					
2. It's hard to focus on tasks due to exhaustion.					
3. Schoolwork often overwhelms me.					
4. I easily get frustrated.					
5. Lack of rest negatively affects my physical well-being.					
Emotional Burnout					
6. I lack a sense of accomplishment.					
7. I get emotional breakdowns.					
8. I feel like a failure.					
9. I lack enthusiasm for nursing tasks.					

10. I feel emotionally exhausted.					
Mental Burnout					
11. I'm satisfied with my balance between my personal life and nursing.					
12. I have difficulties in managing stress.					
13. I feel pressured academically.					
14. I find it challenging to concentrate on my studies due to feelings of burnout.					
15. I feel supported by my school in managing stress and burnout.					

PART 2. Respondents' Level of Compassion Fatigue

Directions: The following statements ask about the level of compassion fatigue experienced by nursing students. Please check (✓) the number corresponding to your agreement level on the statements provided using the following code:

5 – Very Often

2 – Rarely

4 – Often

1 - Never

3 – Sometimes

Statements	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
1. Patient suffering affects me emotionally.					
2. It's hard to stay empathetic towards patients.					
3. I feel guilt or helplessness in difficult patient situations.					
4. I feel tired of interacting with patients.					
5. I feel a strong connection with distressed patients.					
6. Separating emotions from nursing duties is hard.					
7. I avoid forming emotional bonds with patients.					
8. Interacting with patients is emotionally draining.					
9. Balancing empathy and self-care is a					

constant struggle.					
10. I experience emotional distress in critical condition during my nursing duties.					

PART 3. Respondents' Academic Performance

Directions: Please indicate your answer in the spaces provided.

Related Learning Experience (RLE) Grade: _____

Lecture Grade: _____

First Semester, S.Y. 2023-2024

Thank you for participating!

Appendix B

SAMPLE FILLED OUT QUESTIONNAIRE

QUESTIONNAIRE ON BURNOUT, COMPASSION FATIGUE, AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS

PART 1. Respondents' Level of Burnout

Directions: The following statements ask about the level of burnout experienced by nursing students. Please check (✓) the number corresponding to your agreement level on the statements provided using the following code:

- | | |
|----------------|------------|
| 5 – Very Often | 2 – Rarely |
| 4 – Often | 1 – Never |
| 3 – Sometimes | |

Statements	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
Physical Burnout					
1. I feel tired when studying.				✓	
2. It's hard to focus on tasks due to exhaustion.			✓		
3. Schoolwork often overwhelms me.				✓	
4. I easily get frustrated.					✓
5. Lack of rest negatively affects my physical well-being.			✓		
Emotional Burnout					
1. I lack a sense of accomplishment.					✓
2. I get emotional breakdowns.					✓
3. I feel like a failure.					✓
4. I lack enthusiasm for nursing tasks.					✓
5. I feel emotionally exhausted.					✓
Mental Burnout					
1. I'm satisfied with my balance between my personal life and nursing.	✓				
2. I have difficulties in managing stress.					✓
3. I feel pressured academically.				✓	
4. I find it challenging to concentrate on my studies due to feelings of burnout.				✓	
5. I feel supported by my school in managing stress and burnout.				✓	

PART 2. Respondents' Level of Compassion Fatigue

Directions: The following statements ask about the level of compassion fatigue experienced by nursing students. Please check (✓) the number corresponding to your agreement level on the statements provided using the following code:

5 – Very Often

2 – Rarely

4 – Often

1 – Never

3 – Sometimes

Statements	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
1. Patient suffering affects me emotionally.					✓
2. It's hard to stay empathetic towards patients.			✓		
3. I feel guilt or helplessness in difficult patient situations.			✓		
4. I feel tired interacting with patients.				✓	
5. I feel a strong connection with distressed patients.				✓	
6. Separating emotions from nursing duties is hard.				✓	
7. I avoid forming emotional bonds with patients.	✓				
8. Interacting with patients is emotionally draining.			✓		
9. Balancing empathy and self-care is a constant struggle.				✓	
10. I experience emotional distress in critical condition during my nursing duties.				✓	

PART 3. Respondents' Academic Performance

Directions: Please indicate your answer in the spaces provided.

Related Learning Experience (RLE) Grade:

NCM118L: 2.5 NCM119L: 2.5

Lecture Grade:

NCM118: 2.5 NCM119: 2.5

First Semester, S.Y. 2023-2024

Appendix C

SAMPLING COMPUTATION

Sample Size Computation

Respondents	Population Size	Sample Size
BSN4 – A	50	41
BSN4 – B	45	36
Total:	95	77

Slovin's Formula: $n = \frac{N}{1 + Ne^2}$

$$n = \frac{95}{1 + 95(0.05)^2} = \frac{95}{1.2375} = 76.76 \text{ or } 77$$

$$e = 5\% = 0.05$$

$$\text{Sample Size (n)} = 77$$

$$\text{Population Size (N)} = 95$$

Respondents Sample Size Formula: $\frac{RPS}{N} \times n$

$$\text{BSN4 – A} = \frac{50}{95} \times 77 = 40.5 \text{ or } 41$$

$$\text{BSN4 – B} = \frac{45}{95} \times 77 = 36.4 \text{ or } 36$$

Appendix D



INFORMED CONSENT FORM

MISAMIS UNIVERSITY

Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 21001:2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

MISAMIS UNIVERSITY

Ozamiz City

College of Nursing, Midwifery and Radiologic Technology

RESEARCH INFORMED CONSENT FORM

Title

This study is titled “Burnout, Compassion Fatigue, and Academic Performance among Nursing Students” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Mark Leo M. Olape, Joycerie G. Patria, Lorebie L. Pedrita, Dea Sascha S. Rivera, and Joshua M. Rojas who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Sammy B. Taghoy as the adviser. The researcher can be contacted through this mobile number +639154575419 or email address leo.olape21@gmail.com, patriajoycerie@gmail.com, lorebiepdrita@gmail.com, riversa.dea0611@gmail.com, and jhongrojas00@gmail.com.

Purpose of the Research

This study aims to investigate the level of burnout and compassion fatigue as well as the academic performance of fourth-year nursing students.

Description of the Research

This study is a descriptive–correlational type of research, and the data will be gathered through a researcher-made questionnaire within one and a half month.

Potential Benefits

This study has the potential to provide valuable insights and practical recommendations to support the academic success and overall health of nursing students, thereby contributing to the betterment of healthcare education and, ultimately, patient care. By understanding the prevalence and impact of these phenomena, educational institutions can implement targeted interventions and support systems to promote student well-being and academic success. Additionally, the implications of our findings extend beyond academia, potentially contributing to the advancement of healthcare education and the enhancement of patient care practices.

Confidentiality

In the conducted of the study, full confidentiality will be assured. No information that discloses your identity will be released or published without your specific consent to the disclosure and only imperatively necessary. The materials that contained the raw information derived from you will be destroyed after data processing within a given period.

Publication

The results of this study may be published in any form for public and scholarly consumption or used in classrooms instruction to enrich learning and generate more knowledge for future research.

Participation

Your participation in this study must be voluntary and you have the right to withdraw if you feel uncomfortable in the process of gathering information from you.

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time I deem it to be necessary or to seek clarification for any unclear steps in the research process. My signature indicates my willingness to participate in the study.

Printed Name and Signature of the Research Respondent

Date

Appendix E

APPROVED LETTER OF CONSENT FROM THE DEAN



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



March 14, 2024

DR. JESUS G. OCAPAN JR.

Dean, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Dr. Ocapan:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study titled "BURNOUT, COMPASSION FATIGUE, AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS". This study aims to explore the correlation between burnout, compassion fatigue, and academic performance among fourth-year nursing students. With this, they would like to ask for an approval from your good office to allow them to conduct the study. It will be conducted in Ozamiz City specifically in Misamis University, from March to April 2024.

Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless.

Sincerely yours,


MARK LEO M. OLAPE


JOYCERIE G. PATRIA


LOREBIE L. PEDRITA

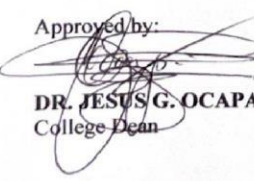

DEA SASCHA S. RIVERA


JOSHUA M. ROJAS
Researchers

Noted by:


DR. SAMMY B. TAGHOY
Research Adviser

Approved by:


DR. JESUS G. OCAPAN JR.
College Dean

**APPROVED LETTER OF CONSENT FROM THE CLINICAL
INSTRUCTOR**



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



April 11, 2024

AMIE G. TOJINO

Clinical Instructor, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Ms. Tojino:

Good day!

The undersigned are 3rd-year students of Misamis University, Ozamiz City taking up a Bachelor of Science in Nursing and are currently working on a research study titled "BURNOUT, COMPASSION FATIGUE, AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS". This study aims to explore the correlation between burnout, compassion fatigue, and academic performance among fourth-year nursing students. With this, they would like to ask for approval to allow them to conduct the study. It will be conducted in Ozamiz City specifically at Misamis University, from March to April 2024.

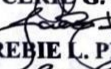
Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless.

Sincerely yours,


MARK IGO M. OLAPE

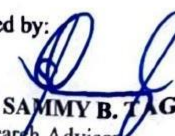

JOYCE G. PATRIA


LOREBIE L. PEDRITA


DEA SASCHA S. RIVERA


JOSHUA M. ROJAS
Researchers

Noted by:


DR. SAMMY B. TAGHO
Research Adviser

Appendix F

GRAMMARLY REPORT AND TURNITIN RESULTS



Report: ROJAS_FINAL-TURNITIN (1)

ROJAS_FINAL-TURNITIN (1)

by Misamis University

General metrics

52,618	7,233	473	28 min 55 sec	55 min 38 sec
characters	words	sentences	reading time	speaking time

Score



This text scores better than 98% of all texts checked by Grammarly

Writing Issues

84	44	40
Issues left	Critical	Advanced

Plagiarism



101
sources

3% of your text matches 101 sources on the web or in archives of academic publications

TURNITIN RESULTS

 **Similarity Report ID:** oid:28447:67066344

PAPER NAME

LOREBIE L. PEDRITA.docx

WORD COUNT

9831 Words

CHARACTER COUNT

62055 Characters

PAGE COUNT

45 Pages

FILE SIZE

63.5KB

SUBMISSION DATE

Sep 18, 2024 8:42 AM GMT+8

REPORT DATE

Sep 18, 2024 8:44 AM GMT+8

● **29% Overall Similarity**

The combined total of all matches, including overlapping sources, for each database.

- 14% Internet database
- 9% Publications database
- Crossref database
- Crossref Posted Content database
- 29% Submitted Works database

● **Excluded from Similarity Report**

- Bibliographic material
- Manually excluded sources

Summary

CURRICULUM VITAE

PERSONAL DATA

Name: Mark Leo M. Olape

Address: Purok 8 Poblacion 4, Clarin, Misamis Occidental

Date of Birth: January 21, 2003

Father's Name: Leo L. Olape Jr.

Mother's Name: Morvit M. Olape

Sex: Male

Civil Status: Single

Age: 21 years old



EDUCATIONAL ATTAINMENT

College: Misamis University

H.T. Feliciano St., Aguada Ozamiz City, Philippines

Senior High: La Salle University (STEM)

Brgy Burgos Street Extension, Ozamiz City, Misamis

Occidental

2020 – 2021

Junior High: Holy Child High School

Poblacion 2, Clarin, Misamis Occidental

2018 – 2019

Intermediate: San Roque Elementary School

Poblacion 4, Clarin, Misamis Occidental

2014 – 2015

PERSONAL DATA

Name: Joycerie G. Patria

Address: Purok-4 Balon, Tudela, Misamis Occidental

Date of Birth: March 8, 2003

Father's Name: Emeterio B. Patria Jr.

Mother's Name: Florie G. Patria

Sex: Female

Civil Status: Single

Age: 21 years old



EDUCATIONAL ATTAINMENT

College: Misamis University

H.T. Feliciano St., Aguada Ozamiz City, Philippines

Senior High: Tudela National Comprehensive High School

General Academic Strand

Centro Napu, Tudela, Misamis Occidental

2020 – 2021

Junior High: Tudela National Comprehensive High School

Basirang, Tudela, Misamis Occidental

2018 – 2019

Intermediate: Balon Elementary School

Balon, Tudela, Misamis Occidental

2014 – 2015

PERSONAL DATA

Name: Lorebie L. Pedrita

Address: Silanga, Tangub City

Date of Birth: April 27, 2003

Father's Name: Ronnel O. Pedrita

Mother's Name: Loreen L. Pedrita

Sex: Female

Civil Status: Single

Age: 21 years old



EDUCATIONAL ATTAINMENT

College: Misamis University

H.T. Feliciano St., Aguada Ozamiz City, Philippines

Senior High: St. Michael's High School

Science, Technology, Engineering, and Mathematics

3rd South Street, Brgy. II, Tangub City, Philippines

2020 - 2021

Junior High: Tangub City National High School

Mantic, Tangub City, Misamis Occidental

2018 – 2019

Intermediate: Tangub City Central School

Brgy. IV, Tangub City, Misamis Occidental

2014 – 2015

PERSONAL DATA

Name: Dea Sascha S. Rivera

Address: Purok 5 Baybay Sta. Cruz, Ozamiz City

Date of Birth: June 11, 2003

Father's Name: Arvin Dexter B. Rivera

Mother's Name: Sharonn S. Rivera

Sex: Female

Civil Status: Single

Age: 20 years old



EDUCATIONAL ATTAINMENT

College: Misamis University

H.T. Feliciano St., Aguada Ozamiz City, Philippines

Senior High: Misamis University

Science, Technology, Engineering, and Mathematics

H.T. Feliciano St., Aguada Ozamiz City, Philippines

2020-2021

Junior High: Ozamiz City National High School

Bernad St., Lam-an, Ozamiz City

2018-2019

Intermediate: Ozamiz City Central School

Pilot, Ozamiz City

2014 – 2015

PERSONAL DATA

Name: Joshua M. Rojas

Address: P-4, Poblacion, Tubod, Lanao Del Norte

Date of Birth: December 12, 2002

Father's Name: Jerry C. Rojas

Mother's Name: Wennie M. Rojas

Sex: Male

Civil Status: Single

Age: 21 years old



EDUCATIONAL ATTAINMENT

College: Misamis University

H.T. Feliciano St., Aguada Ozamiz City, Philippines

Senior High: Mercy Junior College

Science, Technology, Engineering, and Mathematics

Rizal Street, Tubod, Lanao del Norte, Lanao, Philippines

2020 – 2021

Junior High: Mercy Junior College

Rizal Street, Tubod, Lanao del Norte, Lanao, Philippines

2018 – 2019

Intermediate: Tubod Central Elementary School

Poblacion, Tubod Lanao del norte

2014 – 2015