

BURNOUT AND RESILIENCE AMONG PARAMEDICAL STUDENTS: A DESCRIPTIVE-CORRELATIONAL STUDY

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STUDENTS: A DESCRIPTIVE-CORRELATIONAL
STUDY**

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ABSTRACT

Paramedical students face substantial academic and clinical demands that increase stress and risk for burnout, especially amid pandemic-related disruptions to clinical teaching. Resilience may mitigate burnout, yet their relationship in paramedical students remains understudied. This study examined burnout and resilience levels and their association among paramedical students at Misamis University to inform a stress-management program. A descriptive-correlational design was used. A cohort of paramedical students from multiple disciplines completed a modified Maslach Burnout Inventory and an Academic Resilience Scale via an online questionnaire. Descriptive statistics characterized burnout dimensions (emotional exhaustion, depersonalization, reduced personal accomplishment) and resilience domains (perseverance, reflective and adaptive help-seeking, negative affect and emotional response). Correlational analysis tested the relationship between burnout and resilience. Participants exhibited high overall burnout, with emotional exhaustion particularly pronounced. Depersonalization and diminished personal accomplishment were moderate. Overall resilience was generally strong, marked by perseverance and adaptive help-seeking, alongside moderate negative affect. Correlation analysis did not demonstrate a statistically significant relationship between burnout and resilience. Paramedical students demonstrated concurrently elevated burnout and generally robust resilience, suggesting complex and potentially distinct determinants. The lack of a significant association implies resilience alone may not sufficiently buffer burnout in this context, or that measurement and contextual factors affect the observed relationship. Implications include the need for comprehensive stress-management interventions addressing workload, support systems, and adaptive coping skills. Recommendations call for institutional programs promoting time management, emotional regulation, peer support, and accessible counseling, and for longitudinal research to clarify causal pathways and evaluate intervention effectiveness.

Keywords: *burnout, resilience, paramedical students, stress management, emotional exhaustion*

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CHAPTER I

INTRODUCTION

Rationale of the Study

Stress affects everyone differently and people respond to stress in various ways. It is commonly experienced by everyone, and students are certainly not an exemption (Scott, 2020). Many students experienced a significant amount of stress with varying levels throughout their college education. It has been discovered that paramedical students face a lot of stress as an effect of their educational demands. The great demands of schoolwork could create a conflict with demands in other areas of life (Bergmann et al., 2019). The coursework in this field involves assessing patients, providing emergency treatment, developing care plans, and performing laboratory studies. Thus, sleep deprivation, inadequate diet and sedentary lifestyle are all major concerns among paramedical students. The stress of academic workload and performance not only influences the development of burnout, but the latter may in turn negatively affect academic performance. In comparison to students in other fields, paramedical students have a poorer physical and mental health status, along with higher anxiety levels, despair, and unfavorable lifestyle habits. Seedhom (2019) reported that the prevalence of perceived stress was slightly higher at about 88.9% among paramedical students than non-paramedical students with 83.5%. At the height of the pandemic, clinical teaching, which is at the core of medical training, has been compromised. At present, students rely on technology for practically all of their learning and social connections. Some individuals especially in rural areas may have experienced issues with internet connectivity in these circumstances. With the incremental stress caused by health and emotional concerns of students, along with social and financial problems which in turn overwhelms one's ability to cope, it prompts the occurrence of burnout. It can compromise paramedical students'

cognitive and psychological functioning, leading to poor academic performance. Each individual has a different approach on dealing with stress. Some people can outsmart it without adversely affecting their well-being, while most do not have the drive to move forward.

Burnout is defined as an individual's sentiments of hopelessness, difficulties in dealing with tasks, and an inability to accomplish responsibilities effectively. Burnout is referred to as a prolonged reaction to chronic emotional and interpersonal stressors. It is a multidimensional syndrome known by the three dimensions: Emotional exhaustion, Depersonalization, and a diminished feeling of personal achievement (Shadid et al., 2020). Burnout experienced by students may lead to unprofessional performance, academic failure, and decreased life satisfaction. Given these consequences, overcoming this problem is extremely important. Burnout has mostly been reviewed as an employment concern. However, there is growing evidence that it is a condition that can affect people of all ages, places, including college students. It is linked to lower productivity and satisfaction, as well as higher rates of mood disorders including melancholy and anxiety, as well as a slew of medical issues such as biomarkers of inflammation and cardiovascular disease, metabolic disorders, and sleep disruptions, decreased appetite, weariness, reduced immunity, migraines, and gastric discomfort (Norez, 2018). Burnout can have an impact on paramedical students' entire well-being, and the academic and clinical performance leading to the increase of college dropouts (Alves et al., 2022).

Resilience, on the other hand, can help people cope with stressors and attain success at school and in society. Resilience is defined as an individual trait which aids effective coping with difficult and traumatic situations (Piotrowski et al., 2021). Paramedical students have the ability to overcome obstacles that may be in their way, even if they are difficult ones (Alrazeeni, 2020). Since resilience is necessary to deal with and get through adversity, it is significant in any way.

Relying on unhealthy coping mechanisms which includes avoidance, isolation, and self-medication is more common in those who lack in resilience since they are more prone to feel overburdened or overwhelmed. There has been a notion that persons who are resilient, have good coping skills, and are emotionally intelligent are more likely to be more fulfilled overall than those who are less resilient (Lacombrá-Trejo, 2022). The assumption is that resilient students, who can overcome hardship, are more likely to show positive reinforcement, high aspirations for the future, as well as increased enjoyment of learning, and goal orientation.

Due to the apparent increase in psychological problems, students' mental well-being has become a major worry, particularly during the pandemic. Among university students, burnout is manifested as a variety of symptoms, including a loss of motivation that prompts to a decline in academic performance (Curtis, 2021). This is of grave concern that the degree of student burnout be determined and identified for the university to develop a health and counseling program that includes both interventional and preventive techniques. Resilience is expected to be a key predictor of burnout among paramedical students, considering the well-documented significant level of burnout. The relationship between burnout and resilience has never been thoroughly examined from the perspective of paramedical students. Hence, the researchers will look into the correlation between burnout and resilience among paramedical students in Misamis University as basis for stress management program.

Theoretical Framework

The study is anchored on Sister Callista Roy's Adaptation Model (1976). This theory highlights the changing environment as the key component for an individual to make adaptive responses. A person, according to this theory, is deemed as a living, complex, adaptive system with internal processes acting to maintain adaptation in the four adaptive modes namely

physiological, self-concept, role-function, and interdependence. Humans use a system of adaptation, both innate and acquired, to respond to the environmental stimuli they experience. Roy categorized environmental stimuli into three: (1) focal stimulus which pertains to the immediate stimuli confronting the individual. (2) Contextual stimuli, which are all the other stimuli present in the situation that contribute to the focal stimulus. And lastly, (3) Residual stimuli, which are additional environmental contributing factors to the situation whose effect remains unclear.

The individual's major task according to the theory is to maintain integrity in the face of these environmental stimuli. A person does not passively respond to stressors, but the behavior manifested towards it is based on one's adaptive level modulated by their coping mechanisms and control processes. According to the theory, as an individual is in continuous interaction of the dynamic environmental stimulus, one develops a certain level of adaptation process. In adaptation and coping mechanisms, there could only be two possibilities or end result, it is either a positive feedback or a negative effect. And we, as researchers of this study, constitute these end results to either resiliency and burnout. As defined, resilience is when an individual possess' skills to immediately bounce back and recoil after several penetrating stressors and a positive feedback to stimulus can be associated to an individual's level of resiliency while a negative feedback, on the other note, can be associated with burnout when an individual experiences energy depletion from prolonged stress and emotional exhaustion.

In the face of adversity, adaptation is the key component in surviving the dynamic changes our environment can possibly create. This study is based on empirical evidence that paramedical students underwent drastic changes in recent years. With the constant modification of the learning modalities, every batch of student experiences unfamiliar paths and roadblocks that can be considered as stressing stimulus aside from the fact that most paramedical students already

experience deprivation on physiological needs such as getting the right amount of sleep and being able to void in need during internship due to the time demands of their coursework.

Furthermore, the researchers, recognize that the Adaptation model has relevance to the study. It acts as a boundary for aspects defined as social issues and it is a model that represents a continuous process between burnout and resilience; since it accepts the idea that human undergoes and experiences a constant dynamic change both internally and externally. Paramedical students perceive stress that contributes to burnout affects them as individuals to become resilient. Thus, a student's degree of resiliency affects their capability to handle burnout and can stand as a foundation to effectively survive the career path they chose.

Conceptual Framework

Paramedical students carry the burden of the demands of their field. Salgado and Au-Yong-Oliveira (2021) stressed that heavy workload and exhaustion not only leads to burnout, but it can also have a detrimental impact on academic performance. As a result, students tend to have a more intricate array of determinants for burnout. Students enrolled in paramedical courses will likely have more to endure if burnout develops.

Burnout. Ferreira and Gomes (2021) reported that burnout is classified by emotional exhaustion, depersonalization, and lack of personal accomplishment. Emotional exhaustion is described as a sense of being emotionally overburdened and drained. Depersonalization involves the development of demeaning and pessimistic sentiments that contribute to loss in motivation for learning (Tu, 2019). Lack of personal accomplishment is associated with reduction in one's self-esteem and effective task accomplishment. The notion of burnout was originally assumed to be a workforce concern that only afflicted adults. Given the emphasis on students' mental wellbeing, study is aimed toward them as signs and symptoms of burnout were observed among students in

college (Aranas et al., 2020). Those latter symptoms do not develop at the same time, but rather in sequence, with exhaustion and a lack of personal accomplishment leading to depersonalization expressed in poor performance and academic failure (Makikangas et al., 2021).

Emotional Exhaustion. Burnout among students is associated with emotional exhaustion due to long-term academic stress. Leonard (2018) reported that sudden changes of mood, difficulty in thinking, changes in appetite, and lack of enthusiasm in work and personal life are among the symptoms of emotional exhaustion. Some students who strive for excellence and tend to work beyond their limits often experience emotional exhaustion. On the contrary, academic demands for a greater performance in school will wear out students who are emotionally exhausted. An individual's performance and productivity are both hampered by emotional exhaustion in addition to their overall health. It may result in reduced organizational commitment, greater absenteeism, worse job satisfaction, and higher turnover rates. Emotional exhaustion has been linked to unfavorable outcomes in both individuals and organizations (Kelly and Hearld, 2020).

Depersonalization. Depersonalization indicates students' apathetic, distant, and unfavorable behavior about their schoolwork. It is an impersonal and detached reaction to work-related pressures. It is often seen as a defense mechanism in response to emotional exhaustion. Depersonalization has repeatedly been identified as a key factor in burnout (Brady et al., 2020). It is regarded as a mindset marked by detachment towards peers, and a pessimistic perception on future endeavors (Hazwani et al., 2018). Furthermore, depersonalization is a reaction to distinguished organizational injustice with regards to work outcomes (Lee et al., 2020). Hence, considering that the school is a type of interpersonal organization wherein students are subjected to constant pressure, students may develop a negative outlook toward their studies. Depersonalization can frequently be observed in career paths like healthcare, education, and

customer service that demand extensive interpersonal connection and emotional work. Depersonalization has been studied in several sectors, with research highlighting the need for assistance and treatments to lessen its consequences (Cagnazzo et.al., 2021).

Lack of personal accomplishment. Lack of personal accomplishment is the marker of burnout among students who have the tendency to evaluate their progress negatively and exhibit low self-esteem, particularly when it comes to their way towards success. Individuals who have a low feeling of personal accomplishment are discouraged and unsatisfied with themselves, their abilities, and their competence. Anger and anxiousness are developed as non-specific symptoms (Cochran et al., 2020). The relationship between lack of personal accomplishment and burnout among healthcare workers was examined. The study found that lack of personal accomplishment was negatively related to job satisfaction and positively related to turnover intention. The study also found that lack of personal accomplishment partially mediated the relationship between job demands and burnout, suggesting that high job demands may lead to a reduced sense of personal accomplishment, which in turn contributes to burnout (Wang et al., 2020).

Resilience. Resilience is generally defined as an individual's ability to withstand difficulties and to bounce back from any traumatic and stressful experiences (Neufeld & Malin., 2021). Moreover, it was reported that resilience can be defined as a personality trait, an outcome, or a process, according to recent studies. It is understood to consist of cognitive and behavioral elements that aid people to cope with and face obstacles, along with protecting them from the effects of stressors (Iacoviello & Charney, 2020). In addition, resilience is considered to be a learned behavior due to facing different challenges in life. The effectiveness of programs targeted at fostering academic resilience in school settings has also been studied by researchers. For instance, a study by Oyoo (2018) looked at the effects of a resilience-building program students'

academic resilience and well-being. The intervention includes supporting healthy coping methods and teaching students' resilience skills. The results showed that the program had a considerable positive impact on students' psychological health and academic resiliency.

Perseverance. Schaffner (2020) stated that perseverance is the ability to endure and progress. Perseverance embodies courage. Moreover, self-awareness and the ability to uphold a vision for the future are necessary to progress. Students' belief in themselves that they are able to make an impact provides the necessary power for perseverance. Optimism and having a good outlook go hand in hand with perseverance. People who have a strong sense of perseverance are more likely to keep a positive outlook, see setbacks as passing obstacles, and have faith in their ability to get through adversities. Perseverance, optimism, and resilience have all been positively associated in studies across a variety of circumstances (Luthans et al., 2018). In addition, individuals recognizing that they can achieve their tasks and meet their own goals develop this character. Perseverance's beneficial correlation with educational achievements has been highlighted in studies looking at its influence in academic success. For instance, studies have shown that students with higher levels of perseverance are more likely to get through obstacles in educational environments and excel (Datu, 2021).

Reflective and Adaptive Help-seeking. As individuals reflect on particular instances, their perceptions and standards set on themselves will become more evident. Reflective approaches have been found to aid resilient individuals reconceptualize impediments as educational opportunities (Parker et.al, 2019). Adaptive help-seeking behavior emerges as students reflect on their strengths and weaknesses. It was determined that an adaptive help-seeker as an individual who acknowledges that assistance is necessary, observes essential requests for support, identifies ideal resources at hand, and practices the guidance obtained to their ability to solve challenges.

Different contextual elements, such as the educational environment, cultural norms, and institutional support, might have an impact on reflective and adaptive help-seeking. Studies have examined how these characteristics affect paramedical students' help-seeking behaviors and have outlined the need of fostering inclusive and supportive environments (Omari et al., 2022).

Negative Affect and Emotional Response. Negative affect is a construct described by the covariation between fear, anxiety, remorse, shame and guilt, impatience, and perhaps other displeasing emotions (Kara & Gök, 2020). It is associated with an individual's emotional response. Managing negative affect and emotional responses requires substantial emotional regulation abilities. Effective emotional regulation techniques, such cognitive reappraisal and emotional acceptance, can help paramedical students deal with difficult situations and manage their emotions. The emotional responses of students will affect their study habits, involvement in school, and their career path due to the tendency of reduced motivation and self-esteem (Hill et al., 2021).

Several students may have a much harder time dealing with life's challenges, leading to lower academic achievement and, in some circumstances, exiting university. Individuals who are extremely resilient use adaptive coping techniques more frequently and integrate stressful events into opportunities for personal growth and development (Wu et al., 2020). McKeering et al. (2021) stated that students with an increased level of resilience adjusted well in institutions. Thus, a student's resilience is linked to effective adaptive mechanisms in the face of burnout. Furthermore, resilience can be viewed as a protective factor since it prohibits students from engaging in maladaptive behaviors, lowering academic stress levels. In this proposed study, resilience is the independent variable while burnout among paramedical students is the dependent variable.

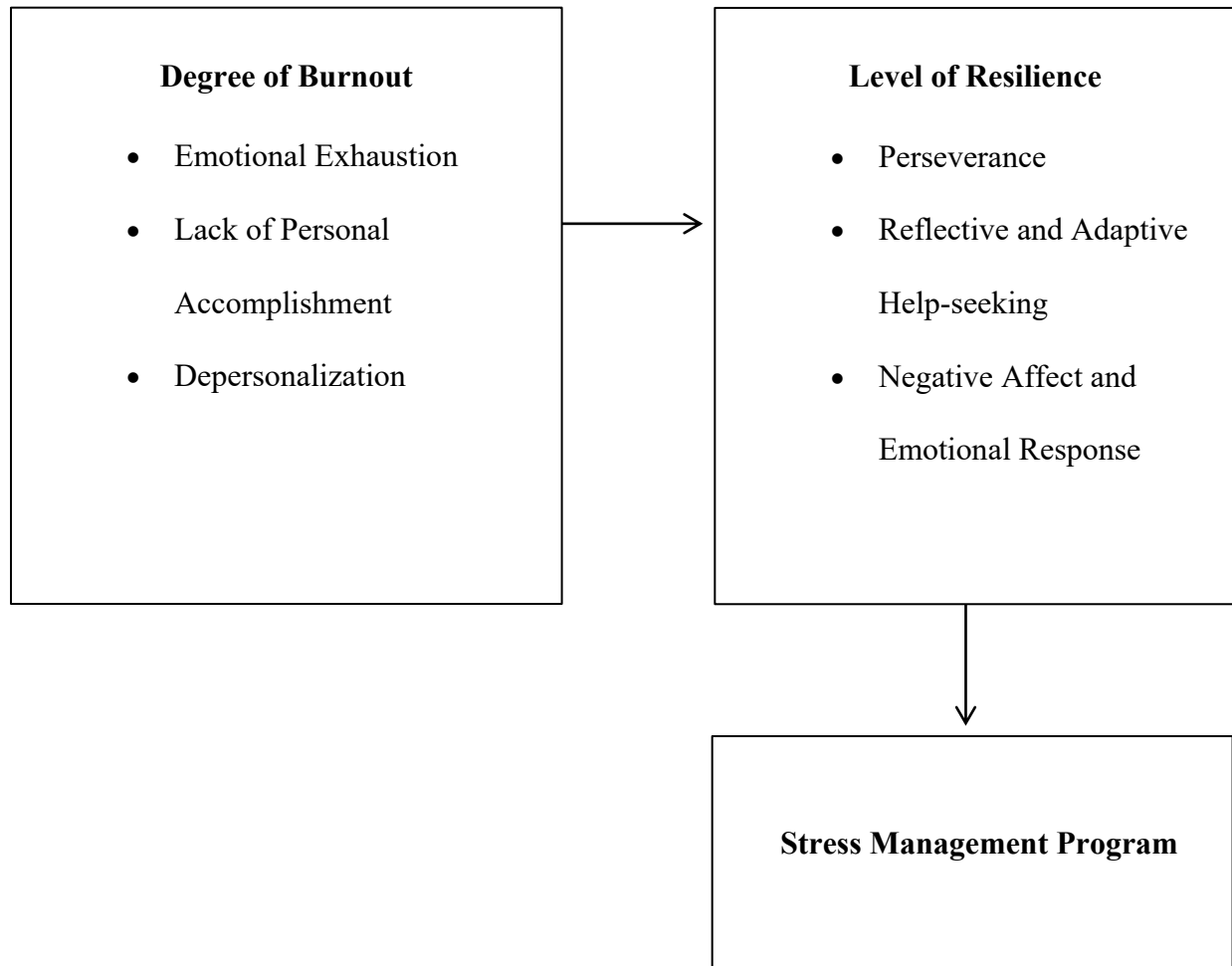


Figure 1. Schematic Diagram of the Study

Statement of the Problem

The study sought to look into the degree of burnout and level of resilience among paramedical students who are facing different educational demands and resources in educational settings, all of which will have an impact on their well-being. Therefore, this study aimed to determine the degree of burnout and level of resilience among paramedical students.

Specifically, this research answered the following:

1. What is the respondents' degree of burnout as to emotional exhaustion, lack of personal accomplishment and depersonalization?
2. What is the respondent's level of resilience as to perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response?
3. Is there a significant relationship between the respondents' degree of burnout and level of resilience?
4. Propose a stress management program.

Hypothesis

It is generally hypothesized that the degree of burnout has no significant relationship with the level of resilience of paramedical students. Specifically, the following hypothesis will be tested:

1. There is no significant relationship between the degree of burnout and level of resilience among paramedical students.

Significance of the Study

This study could be an additional information to researches on burnout and resilience among paramedical students.

Paramedical Students. The findings will greatly benefit the paramedical students as they are the direct concern of this study and may be able to provide knowledge regarding the relationship of burnout and resilience as well as its effects. Data gathered will also help the students improve both academic and clinical performance.

Research Respondents. Based on the student's experiences, the researchers may be able to provide respondents with an opportunity to express their emotions in order to alleviate the problems they have been dealing with, especially now that we are in a pandemic.

Clinical Instructors. The result of the study will also help the clinical instructors evaluate the quality of academic and clinical performance rendered by the students. The findings of this study may also aid clinical instructors in better understanding the prevalence of burnout among paramedical students or may establish an effective management system, allowing them to develop well-validated and effective measures to address burnout in students.

Guidance Counselors. The study could also be used in the guidance office to help guidance counselors make a stress-management interventions for the students such as a support group where college students can share their experiences with stress and other mental health concerns.

Future Researchers. This study may also be used as a result of previous research, particularly by those who will be conducting similar studies on the psycho-emotional aspect of the students. The data provided will help future researchers understand how the students' levels of

burnout and resilience affect the students' physical, emotional, and psychological health in their academic performance and learning. The findings will enable future researchers to assist respondents in developing personal resilience plans.

CHAPTER II

METHODOLOGY

This chapter presents the description of the research design, research setting, research respondents, research instruments, data gathering procedure, statistical technique used, and ethical considerations.

Research Design

This is a descriptive-correlational study which is concerned with the description and relationship of the degree of burnout and level of resilience among paramedical students. The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on “why” a particular phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens. Since the present study is concerned with the description and relationship of the degree of burnout and level of resilience among paramedical students, researchers considered it as an appropriate research design.

Research Setting

The proposed study was conducted in one of the HEI's in Ozamis City, Philippines. It is a private non-sectarian institution that provides a higher quality education. This HEI is a recipient of awards by the Philippine Association of Colleges and Universities [PACUCOA] as the "First Bachelor of Secondary Education Program in Region X to have been granted level III reaccredited status in 2013": " as having the most number of accredited programs for two [2] consecutive years. The said school have 15 colleges including the College of Medical Technology, College of Nursing Midwifery and Radiologic Technology and College of Dentistry.

Research Respondents

The respondents of the study were 1st to 4th year paramedical students. There were 20 respondents from Nursing, 20 respondents from Radiologic Technology, 20 respondents from Medical Technology, and 20 respondents from Dentistry with a total of 80 and selected through stratified random sampling. The selection of the respondents was under the observance of the following criteria: 1.) a bonafide student in the College of Nursing, Radiologic Technology, Dentistry, and Medical Technology 2.) enrolled during the 2nd Semester SY 2021-2022 3.) willing to participate in the study. The respondents were given a questionnaire to assess the degree of burnout and level of resilience to their academic workload.

Research Instruments

The researchers were able to utilize a modified questionnaire to gather pertinent data and information. The questionnaire was the primary tool of inquiry and was divided in two-parts.

A. Burnout among Paramedical Students. Burnout among Paramedical Students. This part was used to determine the degree of burnout among paramedical students of Misamis University using the Maslach Burnout Inventory (MBI) which comprised three parts. It consisted of 15 items to evaluate the emotional exhaustion, personal accomplishment, and depersonalization.

The continuum presented below was used to interpret the gathered data.

Weight	Continuum	Response	Interpretation
7	6.50 – 7.00	Extremely Strong	Extremely High
6	5.50 – 6.49	Very Strong	Very High
5	4.50 – 5.49	Pretty Strong	High
4	3.50 – 4.49	Moderate	Moderate
3	2.50 – 3.49	A Little	Fair
2	1.50 – 2.49	Very Mild	Low
1	1.00 – 1.49	Not at All	Very Low

B. Resilience among Paramedical Students. This part was used to determine the level of resilience among paramedical students using the Academic Resilience Scale (ARS-30) which comprises three parts. The ARS-30 is a 30-item questionnaire that provides a measure of academic resilience based on students' perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response.

The continuum presented below was used to interpret the gathered data.

Weight	Continuum	Response	Interpretation
5	4.50 – 5.00	Very Unlikely	Very Low
4	3.50 – 4.49	Unlikely	Low
3	2.50 – 3.49	Neutral	Moderate
2	1.50 – 2.49	Likely	High
1	1.00 – 1.49	Very Likely	Very High

Data Gathering Procedure

Prior to disseminating the research instruments, the researcher initially secured permission from the Dean of the College of Nursing, Midwifery, and Radiologic Technology, Medical Technology and Dentistry. The data used in this study was gathered using the modified questionnaire.

Upon the approval of the letter request, the researchers used google form to disseminate the questionnaire. The researcher assured the respondents of the study to be thoroughly informed on the terms and conditions of the questionnaire and the observance of strict confidentiality on the matter. After the entire questionnaires were collected, the data was then tabulated and presented to the statistician for the statistical treatment. The researcher then analyzed the result and interpreted the research findings.

Ethical Considerations

The researcher was able to employ all the ethical considerations before the actual data gathering procedure. The researcher studied the implementation of the following: (1) A request letter made to address to the Dean of the College of Nursing, Midwifery, and Radiologic Technology, Medical Technology and Dentistry; (2) The respondents were fully informed about the purpose, benefits and potential risks of the study; (3) The respondents were informed that they can withdraw from participating in the study anytime they wanted with the assurance of confidentiality of the information they had given; (4) The respondents were encouraged to contact the researcher in case of queries and concerns; and (5) It is a top priority that anonymity and confidentiality to always be maintained during the conduction of the study. The respondents' names were not recorded on any of the questionnaire. In any sort of report that might be published, no information was included that could potentially identify a participant.

Statistical Techniques Used

The researcher used frequency and was presented by the respondents. To derive comprehensive, valid, and reliable results of the following statistical methods and techniques will be used:

Average Weight Mean. This tool was utilized in ensuring similar data points are equal in the proportion represented.

Pearson's R Correlation. This technique was used to determine the significant relationship between independent and dependent variables.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents the results and discussion that the researchers have gathered from the answers to the questionnaires distributed to the field. The data presented were in tabular form in accordance with the specific questions on the statement of the problem.

Table 1 reveals, the degree of burnout as to Emotional Exhaustion is high with an overall weighted mean of 5.2. Specifically, question number 2 ranked first with an average weighted mean of 5.7 exhibiting a very high feeling of frustration and being emotionally drained at school. According to Choi et. al (2018), a higher level of emotional weariness was linked to higher levels of sadness, anxiety, traumatic event, and perceived stress. Hardiness, self-esteem, and quality of life were all found to be inversely related to exhaustion. Emotional exhaustion, in particular, is continually being viewed as the main cause of burnout.

Individuals who are emotionally exhausted frequently feel as though they have no power or control over what happens in life. They may have feelings of being "stuck" or "trapped" in a situation. When the level of emotional exhaustion in students is high, several implications can arise. It may reduce the academic performance and can affect students' ability to concentrate, retain information, and engage effectively in their studies. It may lead to decreased motivation, difficulty in completing assignments, and lower overall academic performance.

Table 1. Respondents' degree of Burnout as to Emotional Exhaustion

Emotional Exhaustion	AWM	Interpretation
1. I feel used up at day's end	5.6	Very High
2. I feel frustrated and emotionally drained at school	5.7	Very High
3. I feel as though I am working too hard at school	5.3	High
4. I feel as though I am at the end of my rope	4.8	High
5. I feel as though being with people stresses/strains me	4.7	High
Total	5.2	High

Legend: *Extremely High* - 6.50 - 7.00; *Very High* - 5.50-6.49; *High* - 4.50-5.49; *Moderate* - 3.50-4.49; *Fair* - 2.50-3.49; *Low* - 1.50-2.49; *Very Low* - 1.00-1.49.

For Table 2, the degree of burnout as to Personal Accomplishment is moderate with an overall weighted mean of 4.3. Specifically, question number 1 ranked first with an average weighted mean of 4.7 exhibiting a high feeling of being helpful towards student colleagues. Allam et. al (2021) stated that lack of personal accomplishment is considered a key indicator of burnout. The person who lacks personal accomplishment develops a negative attitude towards oneself and believes that he or she is not capable of executing the prescribed task as well as his or her colleagues. Such bad feelings may cause people to become detached from their actual work, rendering them unable to complete tasks as planned.

A mismatch between expected and actual results might lead to a diminished sense of personal accomplishment. Students with moderate levels of personal accomplishment may exhibit inconsistent academic performance. While they may demonstrate competence in certain subjects or tasks, they may struggle in others. They may have achieved some successes, but they may also face challenges or setbacks that hinder their overall sense of accomplishment. This can result in varying levels of motivation and self-confidence, depending on the specific areas of achievement or struggles.

Table 2. Respondents' degree of Burnout as to Lack of Personal Accomplishment

Personal Accomplishment	AWM	Interpretation
1. I feel as though I am helping my student colleagues	4.7	High
2. I feel energetic	4.3	Moderate
3. I feel as though I am positively influencing others	4.2	Moderate
4. I feel that I can easily create a relaxed atmosphere	4.1	Moderate
5. I feel as though I have accomplished worthwhile things	4.4	Moderate
Total	4.3	Moderate

Legend: *Extremely High* - 6.50 - 7.00; *Very High* - 5.50-6.49; *High* - 4.50-5.49; *Moderate* - 3.50-4.49; *Fair* - 2.50-3.49; *Low* - 1.50-2.49; *Very Low* - 1.00-1.49.

Table 3 reveals that the degree of burnout as to Depersonalization is moderate with an overall weighted mean of 4.4. Specifically, question number 1 ranked first with an average weighted mean of 5.3 exhibiting a high feeling of worry that school is hardening the respondents. Edu-Valsania et.al (2022) reported that depersonalization as a burnout dimension manifests itself in changing attitudes toward task and changing behavior toward individuals, a progressive loss of idealism, energy, and meaning in their own work that does not occur in typical fatigue, a sense of lack of control over work obligations, a growing tendency toward negative thinking, and a growing detachment from social relationships with colleagues, all of which can lead to further bafflement. Depersonalization is a dreamy state in which you are disconnected from your surroundings and things appear less real than they should. Excessive workload in which work is intellectually and physically demanding, time constraint, and work atmosphere all contributes to depersonalization. Even while depersonalization is relatively harmless, it can be distressing for the person facing it.

If an individual is experiencing moderate depersonalization, it implies that they are experiencing these symptoms to a significant degree but not to the extent that it is completely overwhelming or debilitating. The implications of moderate depersonalization can vary depending on the individual and the context in which it occurs. Generally speaking, moderate

depersonalization can have a number of potential effects on a person's life. Individuals with moderate depersonalization may find it difficult to engage with others in social situations, as they may feel disconnected from those around them and have difficulty forming meaningful connections. It may lead to cynicism with negative perceptions of patients or fellow students, guilt, the avoidance of social situations, and disengagement from others. Any empathy the individual may ordinarily feel for his patients or fellow students is repressed.

Table 3. Respondents' degree of Burnout as to Depersonalization

Depersonalization	AWM	Interpretation
1. I feel that I worry that school is hardening me	5.3	High
2. I feel as though I treat my student colleagues impersonally	4.5	High
3. I feel that I have become more callous towards people	4.5	High
4. I feel that I don't really care what happens to my student colleagues	3.9	Moderate
5. I feel as though colleagues blame me for some of their problems	3.9	Moderate
Total	4.4	Moderate

Legend: *Extremely High* - 6.50 - 7.00; *Very High* - 5.50-6.49; *High* - 4.50-5.49; *Moderate* - 3.50-4.49; *Fair* - 2.50-3.49; *Low* - 1.50-2.49; *Very Low* - 1.00-1.49.

The data provided is a summary of descriptive statistics related to a study on burnout among paramedical students. The study used a questionnaire focusing on three aspects of burnout: Emotional Exhaustion, Depersonalization, Personal Accomplishment.

A total of 80 students (N=80) participated in the study. The overall burnout score among the paramedical students is high (M = 4.66, SD = 1.16). This suggests that the scores were fairly spread out, with some students experiencing low levels of burnout while others were experiencing

high levels of burnout. Since the valid N (listwise) value is also 80, it indicates that there were no missing data points in the burnout scores for the sample.

In totality, the study examined burnout among 80 paramedical students using a questionnaire that focused on three aspects of burnout. The results show that the students had a high level of burnout on average, with a fair amount of variability in the scores. A high burnout level among paramedical students is a concerning issue that can have significant negative impacts on both the student's well-being and their ability to provide quality care to patients. It is important for educational institutions and healthcare organizations to address this issue by providing support and resources to students, promoting self-care and stress-management strategies, and creating a positive and supportive learning environment. By addressing burnout among paramedical students, it can help ensure that they can be able to provide high-quality care to patients while also maintaining their own well-being and task satisfaction.

Table 4. Descriptive Statistics of Burnout among Paramedical Students

	N	M	SD	Interpretation
Burnout	80	4.6600	1.16421	High
Valid N (listwise)	80			

Legend: *Extremely High* - 6.50-7.00; *Very High* - 5.50-6.49; *High* - 4.50-5.49; *Moderate* - 3.50-4.49; *Fair* - 2.50-3.49; *Low* - 1.50-2.49; *Very Low* - 1.00-1.49.

Table 5 reveals the level of resilience as to Perseverance is high with an overall weighted mean of 2.2. Specifically, question number 2 ranked first with an average weighted mean of 2.0 exhibiting a high drive in using feedback to improve work. Perseverance is the willingness to

continue striving and move forward. In a world of constant change, having the drive and fortitude to keep moving forward requires self-awareness and the capacity to sustain a passion for the future. As nurse leaders recognize that they can achieve their tasks and meet their own goals, they become more determined. When positive self-efficacy is combined with determination, the individual can persevere and progress (Rico, 2021).

Individuals who exhibit high levels of perseverance are often able to achieve their goals and reach their full potential. They are not easily deterred by obstacles or setbacks and are willing to put in the work necessary to succeed. This trait is important in many areas of life, including education, career, personal relationships, and physical fitness. By persisting through challenges and setbacks, individuals can build their confidence, resilience, and self-efficacy, which can help them succeed in all aspects of life.

Table 5. Respondents' level of Resilience as to Perseverance

Perseverance	AWM	Interpretation
1. I would work harder/ keep trying	2.1	High
2. I would use the feedback to improve my work	2.0	High
3. I would try to think of new solution	2.2	High
4. I would change my career plans/ change my long-term goal and ambitions	2.6	Moderate
5. I would use the situation to motivate myself/ see the situation as a challenge	2.3	High
6. I would look forward to showing that I can improve my grades	2.2	High
7. I would do my best to stop thinking negative thoughts	2.3	High
Total	2.2	High

Legend: *Very Low* - 4.50-5.00; *Low* - 3.50-4.49; *Moderate* - 2.50-3.49; *High* - 1.50-2.49; *Very High* - 1.00-1.49.

As shown in Table 6, the level of resilience as to Reflecting and Adaptive Help-Seeking is high with an overall weighted mean of 2.3. Specifically, question number 1 ranked first with an average weighted mean of 2.1 revealing the student's intent of focusing on improving their strengths and work on their weaknesses to improve their work. In an academic sense, the study of help-seeking (Arbos et al., 2021) postulates that adaptive help-seeking as a learning approach can have an impact on academic progress. Seeking assistance when needed is a self-regulated learning technique that should be regarded from an educational standpoint. Help-avoidant university students, according to studies, are more agitated and function poorer than adaptive help-seekers (Chou & Chang, 2021).

An individual who has a high reflective help-seeking attitude is capable of critically reflecting on their own learning and recognizing areas where they could need support. They are not afraid to acknowledge their limitations and are open to seeking help from others when necessary. This attitude involves being proactive in seeking out resources and guidance, rather than waiting until a problem becomes overwhelming. An adaptive help-seeking attitude involves being flexible and willing to adjust one's approach based on the feedback received from others. This means accepting constructive criticism and incorporating it into one's learning process.

It also involves being open to trying new strategies and approaches, even if they are outside of one's comfort zone. In combination, a high reflective and adaptive help-seeking attitude can lead to more effective learning and problem-solving. It can also facilitate personal growth and development, as individuals are able to identify and address their areas of weakness and continually improve their skills and knowledge.

Table 6. Respondents' level of Resilience as to Reflecting and Adaptive Help-Seeking

Reflecting and Adaptive Help-Seeking	AWM	Interpretation
1. I would try to think more about my strength and weaknesses to help me work better	2.1	High
2. I would give myself encouragement/ seek encouragement from my family and friends	2.3	High
3. I would try different ways to study	2.2	High
4. I would set my own goals for achievement/ use my past successes to help motivate myself	2.2	High
5. I would seek help from my tutors	2.4	High
6. I would start to monitor and evaluate my achievements and effort	2.4	High
7. I would start to self-impose rewards and punishment depending on my performance	2.5	Moderate
Total	2.3	High

Legend: *Very Low* - 4.50-5.00; *Low* - 3.50-4.49; *Moderate* - 2.50-3.49; *High* - 1.50-2.49; *Very High* - 1.00-1.49.

Table 7 reveals that the level of resilience as to Negative Affect and Emotional Response is moderate with an overall weighted mean of 3.5. Specifically, questions number 4 ranked first with an average weighted mean of 2.6 exhibiting a moderate feeling of getting very disappointed. Anxiety, being catastrophic, and avoiding unpleasant responses are examples of negative affect and emotional response traits, characters, and reactions. Negative affect can lead to a variety of individual and group behavior issues, as well as dread and anxiety, which can be accompanied by acute and chronic stress, compromising immunological function, and increasing susceptibility to stress-related physiological illnesses. (Wang et. al, 2020).

Having moderate negative affect and emotional response can have several implications, both in terms of individual well-being and interpersonal dynamic. These affect includes an individual's mood, mental state and overall well-being leading to frustration and anxiety. Emotional responses,

even with moderate in intensity can also influence decision-making process and bias judgment, leading to sub-optimal results. Other factors can include effects in distorted interpersonal relationships, and in the worst case of scenario, can cause self-isolation. It is important to note that these implications can vary depending on an individual, the context or the scenario. Additionally, everyone's emotional experiences are unique and should never be neglected even in moderation.

Table 7. Respondents' level of Resilience as to Negative Affect and Emotional Response

Negative Affect and Emotional Response	AWM	Interpretation
1. I would feel like everything was ruined and was going wrong	2.9	Moderate
2. I would begin to think my chances and success at university were poor	2.8	Moderate
3. I would probably get depressed	2.9	Moderate
4. I would be very disappointed	2.6	Moderate
5. I would begin to think my chances of getting the job I want were poor	2.6	Moderate
6. I would probably get annoyed	2.8	Moderate
7. I would stop myself from panicking	2.7	Moderate
Total	2.8	Moderate
	3.5	Moderate

Legend: *Very Low - 4.50-5.00; Low - 3.50-4.49; Moderate - 2.50-3.49; High - 1.50-2.49; Very High - 1.00-1.49.*

The statements are grouped into three categories: Perseverance, Reflecting and adaptive help-seeking, and Negative affect and emotional response. Under each category, there are several items that ask students about their behavior and attitudes towards academic challenges and stressors. For example, under perseverance, the items ask students about how they would respond to feedback, how they would motivate themselves, and how they would avoid negative thinking.

The resilience questionnaire employed a 5-point Likert scale, with responses ranging from 1 (Very Likely) to 5 (Very Unlikely). Lower scores indicate higher levels of resilience, while higher scores suggest lower resilience.

Table 8 shows that the overall resilience of the paramedical students is high ($M = 2.4436$; $SD = 0.8825$). This relatively low mean score suggests that the paramedical students in the sample generally possess a good level of resilience. The valid N listwise is also 80, which means that there were no missing values or incomplete responses in the data.

However, the standard deviation of 0.88253 indicates some variability in resilience levels among the students. As a researcher, it would be important to further investigate the factors contributing to this variability, as well as any potential relationships between resilience and other variables, such as academic performance, stress levels, and burnout.

By analyzing the responses to the different statements, we can also identify areas of strength and weakness in the respondents' resilience. For example, the items under reflecting and adaptive help-seeking suggest that the respondents are more likely to seek help from their tutors and set their own goals for achievement. On the other hand, the items under negative affect and emotional response suggest that the respondents are more likely to feel disappointed and think that their chances of success at university and in their careers are poor.

Table 8. Descriptive Statistics of Resilience among Paramedical Students

	N	M	SD	Interpretation
Resilience	80	2.4436	.8825	High
Valid N (listwise)	80			

Legend: *Very Low* - 4.50-5.00; *Low* - 3.50-4.49; *Moderate* - 2.50-3.49; *High* - 1.50-2.49; *Very High* - 1.00-1.49.

Significant Relationship between Burnout and Resilience among Paramedical Students

Table 9 shows the relationship between the burnout and resilience among the paramedical students. The result shows that the p-value is 0.136, which means there is no significant relationship between burnout and resilience among the students. It suggests that burnout is not affecting students' resilience. The lack of correlation indicates that burnout and resilience may be influenced by different factors. Burnout may be influenced by factors such as workload, organizational culture, and social support, while resilience may be influenced by factors such as self-efficacy, emotional regulation, and social connectedness. Therefore, addressing burnout and promoting resilience may require different strategies and interventions. By understanding the prevalence of burnout and the level of resilience among students, educational institutions and healthcare organizations can identify areas for improvement and implement targeted interventions to support student well-being and academic success.

Table 9. Correlation between Burnout and Resilience

Variable	Test Statistics		Remarks
	r value	p value	
Burnout	-. 168	0.136	Not significant

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

DISCUSSION

The result on burnout and resilience among paramedical students serves as a basis for understanding their ability to cope with stress and academic challenges. In light of the results, it is essential to discuss the findings in relation to recent research on burnout and resilience in similar populations.

The mean burnout score among the students indicates a high level of burnout. The standard deviation, which measures the dispersion or variability of the scores, was 1.16421. It reveals that the results were evenly distributed, with some students exhibiting signs of low burnout while others exhibiting signs of high burnout.

The mean resilience score suggests that paramedical students exhibit a high level of resilience. However, the standard deviation of 0.88253 reveals significant variability in resilience levels, which is consistent with findings from other studies (Piotrowski et al., 2021). This variation might be due to individual differences in coping strategies, social support, and personal factors (Valladolid, 2021).

The high variability in resilience levels may also be associated with burnout. Research has demonstrated that burnout is more prevalent among healthcare students and professionals due to high workloads, emotional demands, and inadequate support (Seedhom, 2019). This suggests that addressing these factors could reduce burnout and enhance resilience among paramedical students.

The study results indicate that paramedical students tend to engage in reflecting and adaptive help-seeking strategies, such as seeking help from tutors and setting personal goals. These strategies have been found to improve resilience and academic success (McKeering et al., 2021). However, the negative affect and emotional response category suggests that students may struggle

with disappointment and negative thinking. Providing tools and resources to address these issues can help improve resilience (West et al., 2018).

The findings of this study can inform the development of stress management programs tailored to the needs of paramedical students. Incorporating evidence-based interventions that focus on enhancing resilience and addressing burnout risk factors can lead to improved well-being and academic success (Mills et al., 2021).

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary

This study aimed to investigate burnout and resilience among paramedical students and provide a basis for developing a stress management program. The questionnaire on resilience, which included three categories (perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response), measured the respondents' resilience levels. Furthermore, the questionnaire on burnout that also regarded three aspects (emotional exhaustion, depersonalization, and personal accomplishment) determined the respondent's degree of burnout. Descriptive statistics and correlation analysis were conducted to understand the relationship between burnout and resilience. The results indicated a high level of resilience among the part resilience, with significant variability in resilience scores. However, the latter's score indicates a high level of burnout among students on average, but with a fair amount of variability meaning these scores were fairly distributed, with some students experiencing low levels of burnout and high levels of burnout.

Findings

The following are the significant findings of the study presented by the researchers on the analyzed and interpreted data.

The degree of burnout among paramedical students is moderately high.

The level of resilience among paramedical students is significantly high.

There is no significant relationship between burnout and resilience among paramedical students.

Conclusion

The findings of this study highlight the importance of understanding burnout and resilience among paramedical students. While the correlation analysis did not reveal a statistically significant relationship between burnout and resilience, the variability in resilience scores suggests that individual factors and coping strategies play a crucial role. The results also revealed that paramedical students are more likely to engage in reflecting and adaptive help-seeking strategies but may struggle with negative emotions and thoughts. In conclusion, the high levels of resilience and burnout that are present among paramedical students reflect the varied nature of their training and experiences. High degrees of burnout can have detrimental effects, although resilience can provide safeguards and encourage adaptable coping mechanisms. Educational institutions may foster the professional growth and well-being of paramedical students by offering the right support and interventions, ensuring that they enter the healthcare field prepared to handle obstacles.

Recommendations

Based on the findings, the following recommendations are proposed:

Develop a stress management program: To address the burnout and resilience issues among paramedical students, the university should develop a comprehensive stress management program tailored to their needs. This program should include evidence-based interventions that focus on enhancing resilience and addressing burnout risk factors.

Provide training in coping strategies: The university should offer workshops and seminars that teach students effective coping strategies, such as problem-solving, time management, and

emotional regulation techniques. These workshops can help students build resilience and better manage academic stressors.

Enhance social support: Encourage the establishment of peer support groups and mentorship programs, which can provide students with a network of individuals who share similar experiences and challenges. This support system can contribute to improved well-being and resilience.

Foster a positive learning environment: Administrators and faculty members should work together to create a supportive and inclusive learning environment that encourages open communication, fosters collaboration, and acknowledges the challenges faced by paramedical students.

Conduct further research: To gain a more comprehensive understanding of burnout and resilience among paramedical students, future research should investigate additional factors, such as the role of social support, academic workload, and personal characteristics. Longitudinal studies could also provide valuable insights into how resilience levels change over time and the impact of stress management interventions on burnout and well-being.

By implementing these recommendations, Misamis University can support the well-being and academic success of its paramedical students, ultimately improving their ability to manage stress and thrive in their future careers.

Framework for developing stress management program:

1. Education and Awareness:

- Start by educating paramedical students about burnout, its signs, and its impact on physical and mental health.
- Raise awareness about the importance of managing stress and promoting self-care.

2. Stress Assessment:

- Encourage students to assess their stress levels and identify personal stressors.
- Provide tools such as stress questionnaires or self-assessment surveys to help students gain insights into their stressors.

3. Time Management and Organization:

- Teach effective time management techniques to help students prioritize tasks and reduce feelings of being overwhelmed.
- Promote organization skills, such as creating schedules, setting goals, and breaking tasks into manageable chunks.

4. Self-Care Practices:

- Educate students on the importance of self-care for physical and mental well-being.
- Encourage activities like regular exercise, healthy eating, and sufficient sleep.
- Promote relaxation techniques like deep breathing exercises, mindfulness, meditation, or yoga.

5. Building Support Networks:

- Emphasize the value of social support in managing stress.
- Encourage students to connect with peers, faculty, and mentors for support and guidance.
- Facilitate opportunities for group discussions or support groups to share experiences and coping strategies.

6. Stress Reduction Techniques:

- Teach stress reduction techniques, such as progressive muscle relaxation, guided imagery, or journaling.
- Provide resources for accessing mental health services, counseling, or therapy if needed.

7. Work-Life Balance:

- Emphasize the importance of maintaining a healthy work-life balance.
- Encourage students to engage in hobbies, spend time with loved ones, and pursue activities outside of their studies.

8. Resilience and Coping Skills:

- Teach resilience-building techniques, including positive thinking, reframing negative thoughts, and developing problem-solving skills.
- Foster a growth mindset that focuses on learning from challenges and setbacks.

9. Regular Evaluation and Feedback:

- Conduct regular evaluations to assess the effectiveness of the stress management program.
- Gather feedback from students to make necessary improvements and adaptations.

Timetable of the Study

NCM 111 2L – NURSING RESEARCH 1 LABORATORY GANTT CHART

ACTIVITIES	CYCLE 2			
	Week 1	Week 2	Week 3	Week 4
Course Orientation				
Research Title proposal				
Writing of Chapter 1				
Submission of outputs (Chapter 1) to the respective research advisers				
Writing of Review of Related Literature/ Chapter 2				
Submission of outputs (Chapter 2) to the respective research advisers				
Writing Research Methodology and Research Instruments/Tools				
Submission of outputs (Chapter 3) to the respective research advisers				
Revising and finalizing the research proposals Consultation with the respective advisers				

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APPENDICES

Appendix A: Transmittal Letter

 **MISAMIS UNIVERSITY**
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 088 521-0367 / Telefax No. +63 088 521-2917
E-mail Address: mu@mu.edu.ph 

CERTIFIED: ISO 9001:2015 Quality Management System – DNV-GL
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

MRS. EVANGELINE M. SEÑEDO
Dean
College of Medical Technology
Misamis University

Dear Ma'am Señedo,

The undersigned are students of Misamis University College of Nursing and will conduct a research study entitled, **"Burnout and Resilience among Paramedical Students in Misamis University: Basis for Stress Management Program"** in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

In line with this, we would like to ask your permission to allow the undersigned to conduct a survey through Google Forms to selected Medical Technology students in your college. Rest assured that the information gathered will be kept confidential.

We hope that this request will merit your approval.

Thank you and God bless!

Respectfully yours,

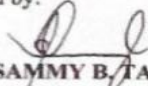

Almendras, Lorraine A.

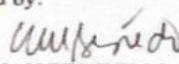
Baco, Krizia Laie M.

Macatundoc, Nicole D.

Robles, Christine Julia J.

Satinitigan, Amalia J.

Noted by:

DR. SAMMY B. TAGHOY
College Dean

Approved by:

MRS. EVANGELINE M. SEÑEDO
Dean, College of Medical Technology



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 088 521-0367 / Telefax No. +63 088 521-2917
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DR. MARLO ENGELBERTO C. LASUTAZ

Dean
College of Dentistry
Misamis University

Dear Dr. Lasutaz,

The undersigned are students of Misamis University College of Nursing and will conduct a research study entitled, **“Burnout and Resilience among Paramedical Students in Misamis University: Basis for Stress Management Program”** in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

In line with this, we would like to ask your permission to allow the undersigned to conduct a survey through Google Forms to selected Dentistry students in your college. Rest assured that the information gathered will be kept confidential.

We hope that this request will merit your approval.

Thank you and God bless!

Respectfully yours,


Almendras, Lorraine A.

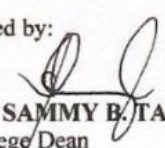

Baco, Krizia Laie M.


Macatunoc, Nicole D.

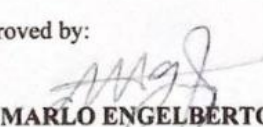

Robles, Christine Julia J.


Satinjitigan, Amalia J.

Noted by:


DR. SAMMY B. TAGHOY
College Dean

Approved by:


DR. MARLO ENGELBERTO C. LASUTAZ
Dean, College of Dentistry



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No +63 088 521-0367 / Telefax No +63 088 521-2917
E-mail Address: mu@mu.edu.ph



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December 15, 2022

DR. SAMMY B. TAGHOY

Dean
College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Dr. Taghoy,

We, the 4th year students, will be on the process of accomplishing a research study entitled, **“Burnout and Resilience among Paramedical Students in Misamis University: Basis for Stress Management Program”** in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

In line with this, we would like to ask your permission to allow the undersigned to start the data collection. Rest assured that the information gathered will be kept confidential.

We hope that this request will merit your approval.

Thank you and God bless!

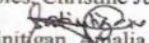
Respectfully yours,


Almendras, Lorraine A.

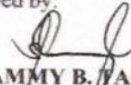

Baco, Krizia Laie M.


Macatunac, Nicole D.


Robles, Christine Julia J.


Satinitigan, Amalia J.

Approved by:


DR. SAMMY B. TAGHOY
College Dean

Appendix B: Research Instrument

Questionnaire on Burnout and Resilience among Paramedical Students in Misamis University

Part I. Burnout

Direction: Kindly indicate your response to the statements presented below by placing a check mark on the appropriate space provided that correspond to your response by utilizing the code below:

7 - Extremely Strong

4-Moderate

1-Do not feel this way

6 -Very Strong

3-A little

5 -Pretty Strong

2 -Very mild

Statements	7	6	5	4	3	2	1
A. Emotional Exhaustion							
I feel							
• used up at day's end							
• frustrated and emotionally drained at school							
• as though I am working too hard at school							
• as though I am at the end of my rope							
• being with people stresses/strains me							
B. Personal Accomplishment							
• as though I am helping my student colleagues							
• energetic							
• as though I am positively influencing others							
• that I can easily create a relaxed atmosphere							
• as though I have accomplished worthwhile things							
C. Depersonalization							
• that I worry that school is hardening me							
• as though I treat my student colleagues impersonally							
• that I have become more callous towards people							
• that I don't really care what happens to my student colleagues							
• as though colleagues blame me for some of their problems							

Part II. Resilience

Direction: Kindly indicate your response to the statements presented below by placing a check mark on the appropriate space provided that correspond to your response by utilizing the code below:

5-Very Unlikely

4-Unlikely

3-Neutral

2-Likely

1-Very Likely

Statements	5	4	3	2	1
A. Perseverance					
I would					
• work harder/keep trying					
• use the feedback to improve my work					
• try to think of new solution					
• change my career plans/ change my long-term goal and ambitions					
• use the situation to motivate myself/ see the situation as a challenge					
• look forward to showing that I can improve my grades					
• do my best to stop thinking negative thoughts					
B. Reflecting and Adaptive Help-Seeking					
• try to think more about my strength and weaknesses to help me work better.					
• give myself encouragement/ seek encouragement from my family and friends					
• try different ways to study					
• set my own goals for achievement/ use my past successes to help motivate myself					
• seek help from my tutors					
• start to monitor and evaluate my achievements and effort					
• start to self-impose rewards and punishment depending on my performance					
C. Negative Affect and Emotional Response					
• feel like everything was ruined and was going wrong					
• begin to think my chances and success at university were poor					
• probably get depressed					

Statements	5	4	3	2	1
• be very disappointed					
• begin to think my chances of getting the job I want where poor					
• probably get annoyed					
• stop myself from panicking					

Appendix C: Informed Consent Form

MISAMIS UNIVERSITY
Ozamiz City
College of Nursing, Midwifery and Radiologic Technology

RESEARCH INFORMED CONSENT FORM

Title

This study is titled “Burnout and Resilience among Paramedical Students in Misamis University: Basis for Stress Management Program” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Lorraine A. Almendras, Krizia Laie M. Baco, Nicole D. Macatunoc, Christine Julia J. Robles and Amalia J. Satinitigan who are pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Rojaida S. Tabanao as the adviser. The researchers can be contacted through this mobile number +639488610574 or email address lowayniealmendras@gmail.com.

Purpose of the Research

This study aims to look into the degree of burnout and level of resilience among paramedical students who are facing different educational demands and resources in educational settings. It also seeks to explore the significant relationship between burnout and resilience.

Description of the Research

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

Potential Benefits

This study will benefit the paramedical students as they are the direct concern of this study and may be able to provide knowledge regarding the relationship of burnout and resilience as well as its effects; the research respondents by acquiring additional knowledge; clinical instructors by helping evaluate the quality of academic and clinical performance rendered by the students; and guidance counselors by helping make a stress-management interventions for the students such as a support group where college students can share their experiences with stress and other mental health concerns.

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 clarifications 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

Curriculum Vitae

LORRAINE A. ALMENDRAS

OZAMIZ CITY, MISAMIS OCCIDENTAL

MOBILE NO. : 09488610574

EMAIL: LOWAYNIEALMENDRAS@GMAIL.COM



Educational attainment:

Tertiary level

College

Bachelor of Science in Nursing
Misamis University
H.T Feliciano St. Aguada Ozamiz City

Secondary Level

Senior High School (SHS)

Science Technology Engineering &
Mathematics
Misamis University
H.T Feliciano St. Aguada, Ozamiz City
May 2019

Junior High School (JHS)

Ozamiz City National High School
Bernad St., Lam-an, Ozamiz City, Misamis
Occidental
March 2017

Primary Level

Elementary

Ozamiz City Elementary School
Tinago, Ozamiz City, Misamis Occidental
March 2013

KRIZIA LAIE M. BACO

MOLAVE, ZAMBOANGA DEL SUR
MOBILE NO. : 09564085759
EMAIL: LAIEMAGALLANES@GMAIL.COM



Educational attainment:

Tertiary level

College

Bachelor of Science in Nursing
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H.T Feliciano St. Aguada Ozamiz City

Secondary Level

Senior High School (SHS)

Accountancy, Business & Management
(ABM)
La Salle University
St Columban Dr, Ozamiz City, 7200
Misamis Occidental
May 2019

Junior High School (JHS)

Sacred Heart Diocesan School
St Camagong, Molave, 7023, Zamboanga
Del Sur
March 2017

Primary Level

Elementary

Molave Regional Pilot School-SPED Center
St Capistrano, Molave, 7023,
Zamboanga Del Sur
March 2013

NICOLE D. MACATUNOC

OZAMIZ CITY, MISAMIS OCCIDENTAL

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EMAIL: NICOLEDELAVIN15@GMAIL.COM



Educational attainment:

Tertiary level

College

Bachelor of Science in Nursing
Misamis University
H.T Feliciano St. Aguada Ozamiz City

Secondary Level

Senior High School (SHS)

Science Technology Engineering &
Mathematics
Misamis University
H.T Feliciano St. Aguada Ozamiz City
May 2019

Junior High School (JHS)

Sinonoc National High School
Sinonoc, Sinacaban, Misamis Occidental
March 2017

Primary Level

Elementary

Sinonoc Elementary School
Sinonoc, Sinacaban, Misamis Occidental
March 2013

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EMAIL: CHRISTINEJULIA.ROBLES25@GMAIL.COM



Educational attainment:

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College

Bachelor of Science in Nursing
Misamis University
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Secondary Level

Senior High School (SHS)

Accountancy, Business & Management
(ABM)
La Salle University
St Columban Dr, Ozamiz City, 7200
Misamis Occidental
May 2019

Junior High School (JHS)

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St Columban Dr, Ozamiz City, 7200
Misamis Occidental
March 2017

Primary Level

Elementary

United Church of Christ in the Philippines
(UCCP)
Lam-an Highway, Ozamiz City, Misamis,
Occidental
March 2013

AMALIA J. SATINITIGAN

BUALAN, TUBOD LANA O DEL NORTE PHIL.

MOBILE NO. : 09515144873

EMAIL: AMALIASATINITIGAN@GMAIL.COM



Educational attainment:

Tertiary level

College

Bachelor of Science in Nursing
Misamis University
H.T Feliciano St. Aguada Ozamiz City

Secondary Level

Senior High School (SHS)

Humanities and Social Sciences (HUMSS)
Mindanao State University Maigo School of
Arts and Trade (MSU-MSAT)
April 2019

Junior High School (JHS)

Arsenio A. Quibranza National High School
Bualan, Tubod, Lanao del Norte
April 2017

Primary Level

Elementary

Bualan Elementary School
Bualan, Tubod, Lanao del Norte
March 2013