

PSYCHOSOCIAL WELL-BEING AND ACADEMIC
PERFORMANCE OF FIRST YEAR
NURSING STUDENTS

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**PSYCHOSOCIAL WELL-BEING AND ACADEMIC PERFORMANCE OF FIRST
YEAR NURSING STUDENTS**

**An Undergraduate Thesis Presented to
the Faculty of the College of Nursing,
Midwifery, and Radiologic Technology
Misamis University
Ozamiz City**

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

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2024

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DECLARATION

We hereby declare that this research output is our original work, and it has been written by us in its entirety. We have duly acknowledged all the sources of information which have been used in this output.

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing this thesis entitled **“PSYCHSOCIAL WELL-BEING AND ACADEMIC PERFORMANCE OF FIRST YEAR NURSING STUDENTS”** has been examined and recommended for acceptance and approval for the oral examination.

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The Researchers

ABSTRACT

This study investigated the relationship between psychosocial well-being and academic performance. In recent years, a variety of obstacles, including financial, professional, psychosocial, and educational ones, beset nursing students as they pursue their college degrees. This study aims to focus on 1st year nursing students as it is the adjustment period from secondary to tertiary education, where potential stressors may affect their psychosocial well-being and academic performance. Using a quantitative descriptive correlational research design that was conducted in one of the Higher Education Institutions in Ozamiz City, 160 respondents were selected through simple random sampling who took part in the study using a researcher-made questionnaire assessing their psychosocial well-being and academic performance. The result of the survey was statistically examined using multiple statistical techniques. The study showed that psychosocial well-being and the joy of learning obtained a mean score of 3.3244, followed by school connectedness with a mean score of 3.0219. These findings indicate that the psychosocial well-being of first-year nursing students, as well as the joy of learning and school connectedness, had no significance on the student's academic performance. The overall interpretation of student academic performance was fair, indicating that the majority of the students had passing marks on their academic grades in NCM 100. Therefore, the respondent's psychosocial well-being is not correlated with their academic performance. The study found that students' psychosocial well-being, including the joy of learning and school connectedness, was good, indicating motivation and interest in learning and strong social connections and supportive relationships. Academic performance was exemplary for most students, but some were categorized as fair. For further improvement, the researchers recommend investigating factors affecting respondents' psychosocial well-

being and academic performance, expanding the sample size and focusing on a larger sample, implementing targeted interventions, exploring teacher-student interactions, and examining stressors like pressure, social challenges, and personal problems.

Keywords: academic performance, psychosocial well-being, students

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Chapter 1

INTRODUCTION

Rationale of the Study

In recent years, a variety of obstacles, including financial, professional, psychosocial, and educational ones, beset nursing students as they pursue their college degrees. Numerous obstacles may hinder their academic achievement. Added to that, it was reported that there was a global nursing shortage, prompting nursing educators to take action by providing exceptional education and averting the crisis. According to numerous studies, up to 33% of nursing students discontinue their education. This is concerning for the reason nursing students' mental health is crucial given their obligation to deliver high-quality patient care. Prior studies have demonstrated that mental health problems and stress can have a negative impact on learning, school dropout rates, patient care quality, and clinical performance. Finding stresses and other psychosocial factors is essential for nursing programs to provide interventions that boost academic achievement and lower attrition (Berry-Jones, 2021).

Psychosocial describes the relationship between social and behavioral aspects and the influence of social factors on an individual's mind or conduct. As indicated by Kumar (2020), A psychosocial theory of human behavior centers on the interaction between internal psychological processes and external environmental influences. A person's psychosocial traits are commonly defined as their psychological development in relation to their social and cultural environment. Psychosocial well-being is a superordinate phrase that includes emotional and psychological well-being in addition to social and individual well-being. The terms "quality of life" and "psychosocial well-being" are similar in that

they both relate to an individual's emotional, social, and physical components of their existence (Francisco Eiroa-Orosa, 2020). Improved physical and mental health, more educational opportunities, more productivity, greater economic involvement, stronger interpersonal bonds, and greater social cohesiveness are further factors that contribute to a higher quality of life (Kumar, 2020).

Learning is about satisfying your curiosity and providing you with more knowledge about the world. Therefore, it can actually be a powerful and joyful experience (Clayton, 2020). In contrast, education is a fundamental aspect of human development, shaping individuals' intellectual capacities and providing them with the necessary skills and knowledge to navigate the complexities of life. However, the traditional approach to education often emphasizes rote memorization and standardized testing, neglecting the importance of joy and intrinsic motivation in the learning process (Linda Darling-Hammond, 2019). When students find joy in there, they become intrinsically motivated, leading to increased effort, persistence, and overall academic performance.

Among other things, it was established that students who were driven to study by internal motivation outperformed those who were motivated by external motivations like grades or awards academically. Other than that, students who are delighted in their studies are generally happier and are more satisfied with their educational experience. Students experience a feeling of meaning and contentment when they are happy with who they are, which boosts engagement and fosters favorable attitudes about school. This optimistic outlook serves as the cornerstone for both personal development and lifetime learning, in addition to promoting academic achievement. Joy in learning adds to students' general well-being and contentment with their educational experience, as well as improving

cognitive functioning and good emotional states. (Harackiewicz et al., 2019).

Most of us have memories of our days at school, and there are usually some good and some not-so-good. Apart from our fondest memories came from feeling appreciated and cared for by our peers and other adults who helped us learn. Students are more likely to be concerned about both their well-being and academic success when they have a sense of belonging at their school. Students are more likely to take up healthy behaviors and succeed academically when they have a connection to their school. Additionally, students who experience a sense of belonging at their school are more likely to achieve academically, as evidenced by improved grades and test results, as well as improved attendance and longer retention rates. Connecting to school is crucial for young people who are at higher risk. Students who feel they are connected to the school believe that they belong, that instructors care about them and their academic achievement, that education is important, that discipline is reasonable, and that they have opportunity to engage in extracurricular activities. However, major obstacles to school connectedness include social detachment, a lack of security at school, and inadequate classroom management (American Psychological Association, 2023).

According to Tadesse (2020), academic performance is assessed by continuous evaluation or cumulative grade point average. It reveals how successfully a student, instructor, or institution has achieved their short- or long-term educational objectives. Institutions of higher learning are essential for producing the skilled labor force required to handle the most important problems facing a community. Education is a powerful transformative tool that improves health and livelihoods while fostering social stability. On a micro level, more education is associated with higher living standards for

individuals through increased production since educated people often have greater access to economic and social opportunities. Macroeconomically speaking, education promotes the growth of skilled and informed human capital, which has been identified as a major force behind economic growth and development. But gaining knowledge, attitudes, values, and skills through education is not a simple task; rather, it is a drawn-out and challenging life journey. Students must commit a large portion of their time to their studies in order to graduate with passing grades.

As stated by Abo et al. (2022), to help students succeed and pursue higher education, it is essential to comprehend the psychosocial factors that can positively or negatively impact academic performance. Researchers found that among university students, psychosocial factors had a significant impact on academic achievement. For instance, social support, motivation, stress, contentment, self-efficacy, anxiety, and depression were often linked to prior academic success, study effort, adjustment, family, and emotions.

In addition, moving from high school to college can be exhilarating and frightening at the same time. While the idea of having more freedom and making new friends is thrilling, it can also be difficult at times to consider the unknowns of college-level coursework, navigating a strange campus, and living without family support when it comes to everyday life outside of the classroom. Academically, the change from high school to a college freshman year can be a culture shock for many students. In high school, students are accustomed to a daily routine, predetermined class schedules, and the guidance of teachers. In contrast, college offers a more flexible schedule and greater responsibility for managing one's own time. First-year college students often find it challenging to balance

academic workload, participate in extracurricular activities, and manage their personal lives effectively. The transition period requires students to develop time management skills and take ownership of their education (John Montesi, 2018).

Many studies have explored aspects of psychosocial well-being and academic performance; these studies have provided significant data and thorough explanations for other studies but have not covered the psychosocial well-being and academic performance of 1st year nursing students. This study aimed to focus on 1st year nursing students because it is the transition from secondary education to tertiary education, and it can be challenging as students face new academic demands, increased responsibilities, and potential stressors that may impact their overall well-being and academic success. Moreover, this study attempted to know if there is a significant relationship between psychosocial well-being and the joy of learning and school connectedness to the academic performance of 1st year nursing students.

Theoretical Framework

A recent study could greatly benefit how to help struggling individuals as it brings forward what is really influencing one's life. The Social Cognitive Theory analyzes social surroundings to determine a person's outcomes and emotional decisions. This is an extremely beneficial tool for understanding people's psychology and what can be done to help people with fragile minds.

This study is anchored to the social cognitive theory introduced by Albert Bandura in 1960. In 1985, it evolved from Social Learning Theory (SLT) to Social Cognitive Theory. According to the Social Cognitive Theory (SCT), learning occurs in a social setting where behavior, the environment, and the individual interact in a dynamic and reciprocal

way. The idea that differentiates Social Cognitive Theory apart is its emphasis on social impact and both internal and outward social reinforcement. This theory takes into account both the social environment in which behaviors are utilized and the many ways in which people learn and practice them. The concept takes into account an individual's past experiences, which affects whether or not behavioral activity occurs. Past experiences have an impact on expectations, expectancies, and reinforcements. These factors affect not just whether someone will engage in a specific activity but also the motivations behind that conduct. Furthermore, the researchers applied this theory with the use of two indicators under psychosocial well-being, the joy of learning and school connectedness, due to its emphasis on self-efficacy, observational learning, reciprocal determinism, emotional regulation, and self-regulation, which social cognitive theory has a high correlation on psychosocial well-being. Additionally, individuals can adopt good behaviors, create a more supportive and adaptable psychosocial environment, and build coping mechanisms by comprehending and applying the SCT principles.

In the joy of learning, as stated by Singapore American School (2023), without determination, studying turns into an exhausting task. Children learn the best when they are joyful and enthusiastic about what they are learning, and a good school stimulates curiosity, wonder, and joy in its students. Similar to Social Cognitive Theory, an action's desire is determined by its advantages and disadvantages. When the perceived benefits of an activity exceed its perceived costs, people are more likely to aspire to engage in it. Social responses and the resulting consequences dictate whether an observed behavior is repeated in the future (Western Governors University, 2020).

Indicated by the Centers for Disease Control and Prevention (2022) states that school

connectedness reflects students' perceptions of how peers and educators support, value, and care about both their personal development and academic success; school connectedness also creates an essential barrier that maintains students' health and well-being. In connection with Social Cognitive Theory, the thesis indicates that before the beginning of university, social interaction had a significant impact. Apart from learning a lot from their family, students additionally gain a great deal from their classmates as they get older. Peers bring with them a wider variety of self-efficacy experiences as a student's world develops. This may result in both favorable and unfavorable effects. The most competent and accomplished peers can serve as significant role models for behavior.

Other than that, humans learn behaviors by combining reinforcement and imitation, as stated in Social Cognitive Theory, where imitation is the replication of learning from observation (Gross, 2020). Furthermore, Social Cognitive Theory anchors our study, as it has shown that it has something to do with people learning by observing and modeling the behaviors of other people in various contexts and places and how learning through social influence can happen inside or outside of the classroom (Anderson, 2023). As a result, this theory will help individuals learn effective coping mechanisms, emotional control techniques, and adaptive behaviors in the setting of psychosocial well-being by imitating and studying the behavior of those who exhibit high levels of well-being. Students can gain efficient study habits, problem-solving techniques, and academic motivation by imitating successful peers or teachers in terms of academic performance.

Conceptual Framework

Psychosocial well-being refers to the psychological, social, and subjective elements that affect how well people function generally and their ability to reach their highest

potential as part of society. In this study, psychosocial well-being is our independent variable; the variable has two indicators: the joy of learning and school connectedness; these indicators are the ones that helped measure the respondents' psychosocial well-being using a series of questions that were answered by the respondents which are later then be concluded if there is a significant relationship with the respondents' academic performance. A person's ability to manage the many stresses of daily life and reach their full potential as a contributing member of society are two aspects of their well-being (Kumar, 2020).

In addition, as stated in the East African Community (2019), cultivating cognitive, emotional, and spiritual capabilities within people, families, and communities is a key component of psychosocial well-being as it fosters a general sense of healthy social relationships. This condition of well-being encourages the development of life skills that allow people, families, or communities to comprehend and interact with their surroundings in order to create a healthy one. The joy of learning refers to the students' positive intellectual and emotional states. This condition or experience is attained when a person or group finds enjoyment and a sense of accomplishment in the process of learning. In this study, the researchers utilized joy of learning as an indicator of psychosocial well-being that measured the objective experience of the respondents through a researcher-made questionnaire that consisted of questions as to joy of learning, school connectedness, and the academic performance of the 1st year nursing students. A Likert scale was used to help interpret and analyze the gathered data and to see if there is a significant relationship between the joy of learning indicator and the academic performance of 1st-year nursing students. As stated by Cronqvist (2021), some factors give joy to the learners, such as being

able to be active, being free to make certain decisions, having enough time for tasks, and being motivated by play. Moreover, he also stated that the area's focus on how students influenced by their will, abilities, emotions, and morality affect them is engaging because it motivates students to strive more and develops an enjoyable environment that makes learning become effortless.

School connectedness basically, denotes how much students feel cared for, recognized, and accepted by their instructors and classmate while attending school. (Marsh et al., 2019). In this study, school connectedness was used to assess how students felt connected with their school environment. It is also a factor of interactions to enhance social skills and build positive relationships, particularly with regard to their psychosocial well-being, in which we can also gauge how this would affect their academic performance. When students experience a sense of belonging at school, they are more likely to participate in positive habits and achieve academic success. Furthermore, students who have a sense of belonging at school are more likely to accomplish better academically, as measured by grades and test scores, attend class more frequently, and remain in school longer. (American Psychological Association, 2023). It has drawn attention from the fields of education and health as a potentially adaptable protective factor towards frequent mental health issues. (Raniti et al., 2023).

Academic performance refers to the level to which a learner, instructor, or institution has met their short- or long-term learning objectives, as determined by cumulative grade point average or continuous assessment. (Tadese, Yeshaneh, & Mulu, 2022). In this study the researchers utilized the academic performance of 1st year nursing of their grade in NCM 100. This was to assess the current academic performance of the

respondents and also to see if there was a significant relationship between psychosocial well-being as to joy of learning and school connectedness. Moreover, there are numerous factors that affect students' performance in school, one is good performance of students in school it may result from the university's facilities the teaching and learning process, student finances, and the impact of family and friends. There are other, less obvious reasons why students take breaks from class, such as their health, however it seems that just a fifth of them experience acute illness while learning that necessitates taking a special study break (Razak, et al., 2019). Students' academic performance, particularly in 1st year college, is greatly affected because they are at a stage in their lives when they need to be more conscientious in their endeavors and may develop unhealthy habits or mental illnesses and grow into them.

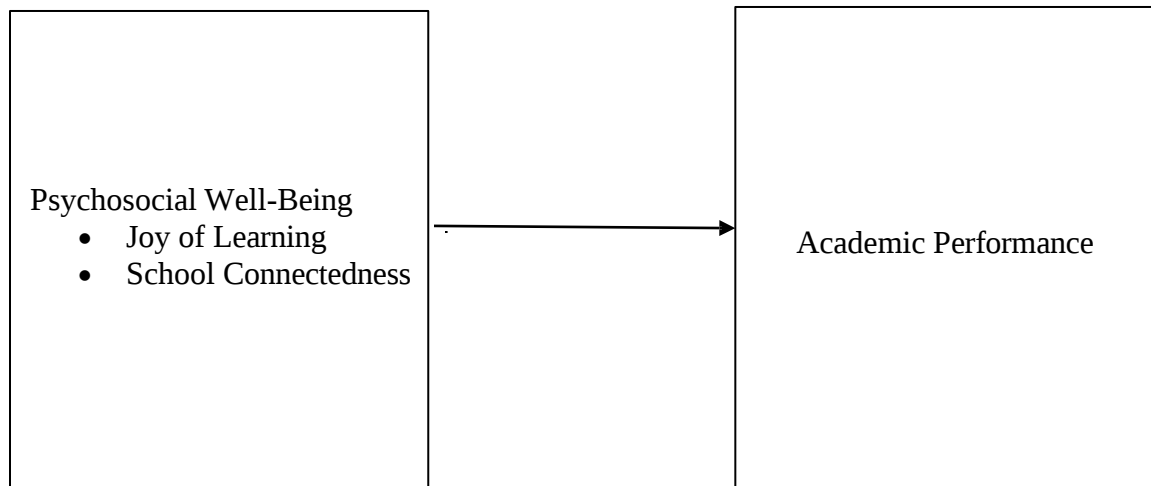


Figure 1. Schematic Presentation of the Study

Statement of the Problem

The study will determine the psychosocial well-being and academic performance of 1st year nursing students. Specifically, the study will answer the following questions:

1. What is the respondents' psychosocial well-being as to the joy of learning and school connectedness?
2. What is the respondents' academic performance?
3. Is there a significant relationship between the respondents' psychosocial well-being and their academic performance?

Hypothesis

Ho: There is no significant relationship between the respondents' psychosocial well-being and their academic performance.

Chapter 2

RESEARCH METHODOLOGY

This chapter presented the description of the research including the design, setting, respondents, instruments, data gathering procedure, ethical consideration and data analysis technique.

Design

This study utilized the descriptive correlational research design to describe the connection between two or more variables before drawing any conclusions regarding the cause and effect. To determine whether there is a relationship between the variables involves gathering and analyzing data on at least two of them (Bhat, 2023). In addition, descriptive correlational design is intended to produce an instantaneous representation of an individual's current sentiments, thoughts, or behavior (Walters, 2020). It describes what exists, such as current conditions, practices, and situations. Since the present study is concerned about the psychosocial well-being and academic performance of 1st year nursing students, the researchers considered it as an appropriate research design.

Setting

This study was conducted in a Higher Education Institutions in Ozamiz City, Misamis Occidental. The institution is privately owned and is a non-profit educational institution that promotes innovative and flexible education. The institution also offers paramedical courses, including Bachelor of Science in Nursing fitted for the conduct of the study.

Respondents

The researchers utilized a simple random sampling method in which the

respondents consisted of one hundred sixty-year nursing students that were composed of 8 blocks. Within each block, the researchers selected 20 students randomly. A simple random sample is intended to offer an objective depiction of a group. As every member of the population has an equal chance of being chosen, it is seen as a fair method of selecting a sample from a larger population. Simple random sampling is hence renowned for its randomness and lower risk of sampling bias (Hayes, A. 2022). This method randomly selected a subset of respondents from 1st year nursing students.

Instruments

The following are the research instruments used in gathering the data and information.

A. Psychosocial Well-Being

This is a researcher-made questionnaire with a four-point Likert scale used to determine how psychosocial well-being affects the respondents' academic performance. To assure the validity and reliability of the questionnaire, the researchers conducted a pilot testing and verified the results to the statistician using the Cronbach's Alpha Test resulted 0.8821 which implies reliable and valid to use. This category is divided into two parts which are the joy of learning, and school connectedness.

Presented below is the continuum that will be used to interpret and analyze the data gathered.

Continuum	Responses	Interpretation
3.41 - 4.00	Always	Very Good (VG)
2.61 – 3.40	Often	Good (G)
1.81 – 2.60	Sometimes	Fair (F)
1.0 – 1.80	Never	Poor (P)

B. Academic Performance

This determined if the respondent has or have not reached the satisfactory rating of their academic performance specifically in their NCM 100.

Rating	Interpretation
1.00-1.50	Outstanding
1.51-2.00	Very Satisfactory
2.01- 2.50	Satisfactory
2.51-3.00	Fair

Data Gathering Procedure

Before the researchers distributed the research instrument, the researchers asked the permission from the Dean of the College of Nursing, Midwifery and Radiologic Technology through a letter request to allow the researchers to conduct the study.

Upon the approval of the letter request from the Dean, replication of the questionnaires are done and is disseminated to the identified respondents.

To gather pertinent data and information, a researcher-made questionnaire was employed. Consisting of 2 parts. Part 1 assessed respondents' psychosocial well-being as to joy of learning, and school connectedness. On the scheduled date, the respondents had time to complete the questionnaire. The respondents are informed by the researchers that the results remains confidential. Part 2 assessed the respondents; academic performance specifically on NCM 100 subject respondents' grades.

Ethical Considerations

The researcher employed (a) voluntary participation, (b) informed consent, (c) anonymity, (d) confidentiality to the respondents were ensured before the actual data

gathering procedure. The researcher implemented the following: (1) the researcher secured a consent letter that is made and addressed to the Dean of College of Nursing, Midwifery, and Radiologic Technology, (2) the respondents was asked to sign the informed consent before the actual distribution of questionnaire commenced and after they have read the consent form so that any queries and concerns can be answer, (3) the respondents were fully informed about the aims, benefits and potential risk of the study, (4) the respondents were informed that they have the right to refuse or withdraw to participate in the study, (5) anonymity and right to privacy of the respondents were always maintained during the conduct of the study.

Data Analysis Technique

To derive comprehensive, valid, and reliable results of the study, the following data analysis techniques were utilized:

Mean and Standard Deviation. This tool was used to measure the respondents' psychosocial well-being.

Frequency and Percentage. This tool was used to determine the respondents' academic performance.

Pearson r Product Moment Correlation Coefficient. This tool was used to measure the respondents' psychosocial Well-Being and their academic performance.

Chapter 3

RESULTS AND DISCUSSION

It is presented in this chapter the analysis and interpretation of the data based on the sequence below.

Respondents' Psychosocial Well-Being as to the Joy of Learning and School Connectedness.

Respondents' Academic Performance.

Significant Relationship Between the Respondents' Psychosocial Well-Being and their Academic Performance.

Respondents' Psychosocial Well-Being as to the Joy of Learning and School Connectedness

Table 1 presents the respondents' psychosocial well-being. The Joy of learning is one of the variables to interpret the respondents' psychosocial well-being in terms of how good their learning experience is. As shown in the table, results reveal that joy of learning is interpreted as "good" with a $M=3.3244$ and of $SD=0.5212$ implying that the mean 3.3244 is the data's average value and the standard deviation 0.5212 is approximately comparable to the mean. This implies that the respondents currently have good learning experiences, are motivated, and perform well in their academic competencies. The joy of learning, as indicated by Living (2023), learning is not merely a way to achieve something. It is a continuous process that gives joy and satisfaction. We stretch ourselves, learn new things about the world and ourselves, and develop personally when We learn. In addition, the process of learning is not always enjoyable. It might be challenging to persevere through a

challenging subject, topic, or laborious assignment, but the foundation from which students obtain the knowledge that academic challenges are temporary and worthwhile is joy at school and in studying (Hough, 2023).

School Connectedness is another variable used to interpret the respondents' psychosocial well-being in terms of how the respondents relate to their peers, instructors, and their school environment. The findings also revealed that it is interpreted as "good" with an $M=3.0210$ and an $SD=0.5278$. The result indicated that the mean 3.0210 is the average data value of school connectedness, and the standard deviation 0.5278 is almost comparable to the mean. This implies that the respondents possess a good support system in school, a good sense of belongingness with their peers, instructors, and their environment, and a good feeling about the environment in which they belong. School connectedness, according to Raniti et al. (2022), demonstrates how well students connect with their instructors, peers, and other students. This also includes students' thoughts, feelings, and behaviors toward the school environment and learning experiences. In addition, connections matter. We find enjoyment, stability, support, and a sense of purpose in our close connections with our loved ones, peers, and our surroundings. Being socially connected is beneficial for our mental and physical well-being and can help prevent depression and anxiety (Deegan, 2022).

Table 1. *Respondents' psychosocial well-being.*

Variable	M	SD	Interpretation
Joy of Learning	3.3244	0.5212	Good
School Connectedness	3.0210	0.5278	Good
<i>Legend: Psychosocial Well-Being 3.41 - 4.00 (Very Good); 2.61 – 3.40 (Good) ;1.81 – 2.60 (Fair);1.0- 1.80 (Poor)</i>			

Respondents' academic performance

Table 2 presents the respondents' academic performance. This table summarizes the

findings of the frequency and percentage of the Respondent's academic performance using a four-point Likert scale ranging from 4(outstanding) to 1(fair) to determine if the respondents have or have not reached the satisfactory rating of their academic performance, specifically in their NCM 100. As can be seen in Table 2, 35 out of 160 students had outstanding academic performance, with a percentage of 21.88% of students. 40 out of 160 students were very satisfied with their academic performance, with a percentage of 25% of students. 62 out of 160 students were satisfied with their academic performance, with a percentage of 38.75% of students. Finally, 23 out of 160 students had fair academic performance, with a percentage of 14.38% of students. The overall performance resulted in a weighted mean of 2.574, which is fair. The questionnaire specifically tested whether the psychosocial well-being of nursing students can affect their academic performance.

In conclusion, the table shows that the overall performance of the respondents of this study was fair in terms of the impact of academic performance on the psychosocial well-being of students. This indicates that most of the respondents had a passing mark for their academic performance in NCM 100. It is important to gauge the frequency and percentage of the Respondent's academic performance because it gives students the benefit of understanding psychosocial aspects that can have both good and negative effects on academic achievement (Abo et al., 2022).

Table 2. *Frequency and Percentage of the Respondents' academic performance*

Academic Performance	Frequency	Percentage
Outstanding	35	21.88
Very Satisfactory	40	25.00
Satisfactory	62	38.75
Fair	23	14.38
Overall Performance		2.574 Fair

Legend: 1.00- 1.50 (Outstanding);1.50- 2.00(Very Satisfactory)2.01- 2.50 (Satisfactory);2.51-3.00(Fair)

Significant relationship between the respondents' psychosocial well-being and their academic performance.

Table 3 presents the significant relationship between the respondents' psychosocial well-being and their academic performance. On joy of learning based on these findings, this suggestively implies that joy of learning has no influence on the respondents' academic performance. As shown in the table it reveals that joy of learning has no significance ($r=0.014$ $p=0.857$) to the respondents' academic performance. Based on the given r-value of 0.014 and p-value of 0.857, the r-value of 0.014 shows that there is little correlation between the two variables. The p-value is quite high suggesting that the correlation is not statistically significant. Based on these findings, this suggestively implies that joy of learning is not a factor or has no significance in the respondents' academic performance. Thus, the decision "Do not reject the H_0 " is reflected. According to Wang (2017), joy of learning is a students' way of gaining a satisfying educational experience, from the standpoint of the instructors, motivated students, and an eagerness to learn are always preferred because motivated students drive instructors to want to teach more.

School Connectedness. The results also reveal that school connectedness has no significance ($r=-0.120$ $p=0.129$). Based on the based on the given r-value of -0.120 and a corresponding p-value of 0.129. the r-value of -0.120 indicates a weak negative correlation while the p-value of 0.129 which is greater than the conventional threshold of 0.05, suggest that the correlation is not statistically significant to the respondents' academic performance. This implies that school connectedness is not a direct influence in the respondent's academic performance. Thus, the decision "Do not reject the H_0 ". This implies that school connectedness is not a direct influence in the respondent's academic performance.

As stated by the Centers for Disease Control and Prevention (2022), School connectedness is when students believe that instructors and peers are interested in both their academic progress and their lives. This comprises a feeling of support, belonging, and care at school. Schools can help students feel connected by taking steps to support their health and development as well as their overall well-being. In addition, it is a critical factor affecting youths' health and well-being. Recent efforts to measure school connectedness include rating youths' perceptions of inclusiveness, closeness, happiness, and safety at school (Eugene et al., 2021). Moreover, feeling connected to school can have additional positive long-term effects, including greater life satisfaction and positive health outcomes (Steiner et al., 2019).

Table 3. *Significant relationship between the respondents' psychosocial well-being and their academic performance.*

Variable	r-value	p-value	Decision	Remarks
Joy of Learning	0.014	0.857	Do not reject Ho	Not Significant
School Connectedness	-0.120	0.129	Do not reject Ho	Not Significant

Ho: There is no significant relationship between respondents' psychosocial well-being and their academic performance.

*Legend: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)*

Chapter 4

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study aimed to investigate the psychosocial well-being and academic performance of 1st year nursing students. The study determined the respondents' psychosocial well-being, the respondents' academic performance, and the significant relationship between psychosocial well-being and the joy of learning and school connectedness to their academic performance. This study was conducted in one of the Higher Education Institutions in Ozamiz City. An initial sample of 160 respondents was chosen using simple random sampling, and participants in the study participated in a researcher-made questionnaire to gauge the respondents' psychosocial well-being and academic performance. The survey's results were statistically evaluated utilizing a variety of statistical techniques.

Findings

The following were the salient findings of the study:

1. The respondents, in terms of psychosocial well-being and the joy of learning, had a “good” interpretation of the learning experience and were likely motivated, as well as performing well in their academic competencies. In school connectedness, which also has a “good” interpretation, the students felt that they had a good support system in school.
2. The respondents' academic performance revealed the overall academic performance of the students was “fair”, which implies that the students' academic performance was acceptable and suitable in a particular circumstance but needs room for improvement.

3. There is no significant relationship between the respondents' psychosocial well-being as to the joy of learning and school connectedness on their academic performance.

Conclusion

Based on the findings, the following are the conclusions:

1. The study revealed that psychosocial well-being as to the joy of learning and school connectedness of the respondents were both interpreted as good, since students were likely motivated and showed interest in learning, it also showed that the respondents have strong social connections, supportive relationships, and social networks which the respondents had a good overall psychosocial well-being.

2. The theoretical revealed that the respondents' academic performance, particularly in theoretical grade of NCM 100 was exemplary for a significant number of students. However, there were some respondents who fell into the category of "fair", suggesting the need for improvement for these respondents.

3. There is no significant relationship between psychosocial well-being as to joy of learning and school connectedness and their academic performance. The findings suggest that the indicators of joy of learning and school connectedness do not affect or play a significant role in achieving an outstanding or fair academic performance.

Recommendations

Based on the findings and conclusion of the study, the following are recommendations:

1. Investigate several factors to learn more about the respondents' psychosocial wellbeing and to see whether it influences their performance in school.

2. Investigate this research using more details involving additional respondents and

consider expanding the sample size rather than concentrating on a specific year level.

3. Establish targeted interventions to assist students who are performing inadequately in school, giving them more assistance and support.

4. Further explore the influence of effective teacher-student interactions on the academic performance and psychosocial well-being of the respondents.

5. Explore the effects of various stressors, such as pressure to perform academically, social challenges, or personal problems, on respondents' psychosocial well-being and academic performance.

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APPENDICES

Appendix A: Transmittal Letter

Letter of Approval



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

APRIL 28, 2023

DR. SAMMY B. TAGHOY

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

Dear Dr. Taghoy:

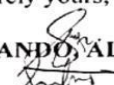
Good day!

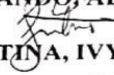
The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled “PSYCHOSOCIAL WELL-BEING AND ACADEMIC PERFORMANCE OF 1ST YEAR NURSING STUDENTS”. This study aims to assess the psychosocial well-being and academic performance of First year nursing student in NCM 100. With this, they would like to ask approval from your good office to allow them to conduct the study. It will be conducted in Ozamiz City from April to June, 2023.

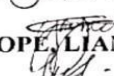
Rest assured that all information derived herein will be treated with utmost confidentiality.

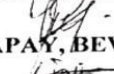
Thank you very much and God bless.

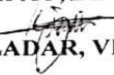
Sincerely yours,


CABANDO, ALIEN JOY


CANTINA, IVY GIFT


GALOPE, LIANCEN


TINAPAY, BEVIANYL

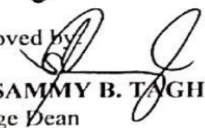

VILLADAR, VHIA

Researchers

Noted by:


MS. LEAH T. PEPITO
Research Adviser

Approved by:


DR. SAMMY B. TAGHOY
College Dean

Appendix B: Consent

RESEARCH INFORMED CONSENT FORM

Title

This study is titled “Psychosocial Well-Being and Academic Performance of 1st Year 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 Alien Joy Cabando, Ivy Gift C. Cantina, Liancen P. Galope, Bevianyl J. Tinapay and Vhia C. Villadar who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Leah T. Pepito as the adviser. The researcher can be contacted through this mobile number 09569367448 or emailaddressallenjoycabando123@gmail.com, ivygiftcantina@gmail.com, gliancen@gmail.com, bevianyltinapay4@gmail.com, hyusong143@gmail.com.

Purpose of the Research

This study aims to assess the psychosocial well-being and academic performance of 1st year nursing students in NCM 100.

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 two (2) months.

Potential Benefits

This study will benefit and will apply to nursing programs to identify and understand stressors as well as psychosocial factors in order for nursing programs to offer interventions to improve and reduce attrition in student academic performance. Through this study, it will create another opportunity for the future researcher to analyze and will have a baseline data to develop in regarding to prepare, to be more knowledgeable and more skillful. Respondents who will participate in the study will gain awareness of their psychosocial well-being.

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

.

Appendix C: Respondents' Psychosocial Well-being and Academic Performance Questionnaire

Psychosocial Well-Being and Academic Performance of 1st Year

Nursing Students Questionnaire

Part I. Assess respondents' psychosocial well-being in terms of joy of learning and school connectedness.

Directions: Kindly mark (/) your response using the following scale.

4- Always 3-Often 2-Sometimes 1-Never

Indicators	4	3	2	1
A. Joy of Learning				
1. I am excited to learn new things in class.				
2. I am attentive in the things I am doing in school.				
3. I enjoy working on the given projects and assignments.				
4. I am happy working and learning in school.				
5. I am improving my study habits everyday.				
6. I believe in myself and I am capable of becoming a great student.				
7. I am advancing to new levels by learning more each day.				
8. I am a quick learner and happy all the time.				
9. I am open and ready to learn.				
10. I always learn from my mistakes and they also teach me how to be better.				

B. School Connectedness	4	3	2	1
1. I feel like I belong in my school.				
2. I feel like I can really be myself.				
3. I feel like I am treated with respect at my school.				
4. I encourage other students to get involved in school activities.				
5. I like going to school events, like sports and dances events.				
6. When I have a problem, I ask my friends at school for help.				
7. I help my friends at school with their problems.				
8. I care what my classmates think of me.				
9. I care about my teachers' opinion of me.				
10. I fight with my classmates.				

Part II. Respondents' Academic Performance

Directions: write down below your grade in NCM 100 subject last semester.

Academic Performance: (Grade in NCM 100

CURRICULUM VITAE

PERSONAL DATA

Name : Alien Joy C. Cabando
Date of Birth : September 18, 2002
Place of Birth : Ozamis City
Home Address : Purok 2 Carangan,
Ozamiz City
Civil Status : Single



EDUCATIONAL BACKGROUND

Elementary Level : Ozamis City Central Elementary School
Pingol, Ozamiz City
2008 – 2014

Junior High School Level : Misamis University
H.T. Feliciano St. Ozamiz City
Misamis Occidental
2014 – 2018

Senior High School Level : Misamis University
H.T. Feliciano St. Ozamiz City
Misamis Occidental
2018-2020

Tertiary Level : Misamis University
H.T. Feliciano St. Ozamiz City
Misamis Occidental

CURRICULUM VITAE

PERSONAL DATA

Name :Ivy Gift C. Cantina

Date of Birth :October 21, 2001

Place of Birth :Mabuhay Zamboanga
Sibugay

Home Address :Brgy. Malinao, Mabuhay
Zamboanga Sibugay

Civil Status :Single



EDUCATIONAL BACKGROUND

Elementary Level :Mabuhay Central Elementary School
Pob. Mabuhay, Zamboanga Sibugay
2008 – 2014

Junior High School Level :Mabuhay National HighSchool
Pob. Mabuhay, Zamboanga Sibugay
2014 – 2018

Senior High School Level :Mabuhay National HighSchool
Pob. Mabuhay, Zamboanga Sibugay
2018 – 2020

Tertiary Level :Misamis University
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CURRICULUM VITAE

PERSONAL DATA

Name	:Liancen P. Galope
Date of Birth	:April 16, 2001
Place of Birth	:Cagayan de Oro City Sibugay
Home Address	:Pobalacion Mahayag, Zamboanga del Sur
Civil Status	:Single



EDUCATIONAL BACKGROUND

Elementary Level	:Mahayag Sped Center Molave, Zamboanga del Sur 2008 – 2014
Junior High School Level	:Sacred Heart Diocesan School Molave, Zamboanga del Sur 2014 – 2018
Senior High School Level	:LaSalle University Valconcha, Ozamiz City 2018 – 2020
Tertiary Level	:Misamis University H.T. Feliciano St. Ozamiz City Misamis Occidental

CURRICULUM VITAE

PERSONAL DATA

Name :Bevianyl J. Tinapay
Date of Birth :June 4, 2001
Place of Birth :Sabah, Malaysia
Home Address :Aurora Zamboanga
del Sur
Civil Status :Single



EDUCATIONAL BACKGROUND

Elementary Level :Pusat Mindah Fajar Sdn
Sabah, Malaysia
2008 - 2014
Junior High School Level :Misamis University
H.T. Feliciano St. Ozamiz City
Misamis Occidental
2014- 2018
Senior High School Level :Misamis University
H.T. Feliciano St. Ozamiz City
Misamis Occidental
2018- 2020
Tertiary Level :Misamis University
H.T. Feliciano St. Ozamiz City
Misamis Occidental

CURRICULUM VITAE

PERSONAL DATA

Name	:Vhia C. Villadar
Date of Birth	:February 8, 2022
Place of Birth	:Oroquieta City Misamis Occidental
Home Address	:Brgy. Pines, Oroquieta City
Civil Status	:Single



EDUCATIONAL BACKGROUND

Elementary Level	:Pines Central Elementary School Pines, Oroquieta City 2008 -2014
Junior High School Level	:Misamis Occidental Science and Technology Pines, Oroquieta City 2014- 2018
Senior High School Level	:Misamis Occidental Science and Technology Pines, Oroquieta City, Misamis Occidental 2018 – 2020
Tertiary Level	:Misamis University H.T. Feliciano St. Ozamiz City Misamis Occidental

