

**PERCEPTION ON RETENTION POLICY AND ITS
IMPLICATION ON THE BIOPSYCHOSOCIAL
STATUS OF THE NURSING STUDENTS**

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**PERCEPTION ON RETENTION POLICY AND ITS IMPLICATION ON THE
BIOPSYCHOSOCIAL STATUS OF THE NURSING STUDENTS**

An Undergraduate Thesis

Presented to the Faculty of the
College of Nursing Misamis University, Ozamiz City

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

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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 research output entitled, “**Perception on Retention Policy and its Implication on the Biopsychosocial Status of the Nursing Students**” is hereby recommended for acceptance and approval.

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ABSTRACT

Nursing education relies on retention policies to ensure academic rigor and program efficiency. However, the influence of these policies on the biopsychosocial well-being of nursing students remains understudied. Hence, this study looks at how the implementation of the retention policy affects the biological, psychological, and social status of the 116 third-year and fourth-year nursing students selected using Raosoft Software, of one of the higher education institutions in Ozamiz City. The study utilized a Quantitative-correlational research design. The data was collected using a researcher-made questionnaire. Mean and standard deviation were utilized to assess the respondents' perceptions of the retention policy and their biopsychosocial status. Additionally, the Pearson Product Moment Correlation Coefficient was employed to examine the relationship between these variables. The study found that respondents generally had a favorable impression of the retention policy, despite having areas of their biopsychosocial status that needs improvement. The respondents' perception of the retention policy was found to have a significant relationship with their biopsychosocial status. It is recommended for students to practice efficient time management, researchers include the entire nursing department population, and institutions to establish strong support systems to enhance the well-being and biopsychosocial health of students.

Keywords: *Biological, Biopsychosocial, Perception, Psychological, Retention Policy, Social*

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Chapter 1

INTRODUCTION

Rationale of the Study

A good grade is one of the many things a student would want or need to achieve in their academic endeavor. It has been instilled in the learner's mind that a student studies to achieve favorable, if not top marks, in their activities or tests in school. One of the famous quotes by Mandela (2017) states that "education is the most powerful weapon we can use to change the world." This implies that a person needs education to succeed or make an impact in order to make the world a better place.

According to Rothstein (2015), various measures such as grade retention are implemented to ensure that students maintain a high caliber of knowledge regarding their chosen program. Grade retention, as defined by Jones and Waguespack (2011), refers to the practice of compelling students to repeat a grade level because they did not achieve the necessary benchmarks or grade criteria. Universities or colleges implement such scholastic standards to promote quality education by screening out quality students (Marasigan, 2018). Jimerson & Renshaw (2012) stated that decades of research show that grade retention has numerous negative effects on student performance and long-term outcomes, and empirical evidence does not show any benefits of grade retention. According to research, the academic benefits of being retained are temporary, diminish over time, and contribute to an increase in dropout rates (Barett-Tatum et al., 2019). Many students are facing challenges that are negatively impacting their academic performance. According to Jerome Cleofas (2019), students encounter a variety of problems during their college years, including issues with learning, handling finances, and their health, in which some of these

may impede their academic progress. Furthermore, both doctors and scientists agree that the biological, mental, and social aspects of our life are intertwined. According to Megan Hardie (2021) the “biopsychosocial (BPS) model” highlights the relationship between biological, psychological, and social factors. This approach illustrates the significance of upholding wellness in every sphere of our life when applied to health.

The term biological (bio) refers to the relationship between illness and physical well-being. The biological status of human populations is an important topic of study in terms of current living conditions and practical applications related to its role as a mirror of socioeconomic transformations. It also refers to biological components that have an impact on health which includes genetics, neurochemistry, and physical health. The psychological factors in the biopsychosocial model refer to our thoughts, beliefs, and perceptions about our experiences, our environment, and ourselves. It plays a crucial role in shaping how individuals perceive and interact with the world, how they respond to situations and challenges, and how they make decisions. These factors can influence both positive and negative aspects of human functioning, including mental health, well-being, resilience, and adaptive behaviors. The social factors revolve around how a person relates with one another to his or her surrounding environment (Barlow, 2002). Human relationships and neighborhood events are examples of personal and social elements. Social isolation, whether intentional or unintentional (as in the case of an illness that restricts activities), has a negative impact on a person's ability to interact socially or maintain healthy relationships with people outside of one's home. These social deficits may result in feelings of loneliness and an unbalanced lifestyle (Hardie, 2021). This approach illustrates the significance of upholding wellness in every sphere of our life when applied

to health. Additionally, it highlights the interdependence of these three components. When one or more is disturbed, it can have an immediate and frequently detrimental effect on the others.

This study may guide the nursing program to improve the implementation of the retention policy. The output may provide significant data and provide a valuable source of information that could help enhance or improve students' biological, psychological, and social factors as well as their performance with regards to the retention policy. It promotes positive interdependence and a better learning environment for the students (Marasigan, 2018). The findings of the study could help institutions and parents understand the various aspects of how students are impacted by the retention policy, enabling them to offer the best possible support. It also provides baseline information in undertaking related studies.

In this study, the implementation of the retention policy as a way of ensuring the quality of education and students continues to be an issue. While some studies have investigated retention policies in general, there is a significant gap in the literature when it comes to exploring the relationship between the respondents' perceptions on the retention policy and examining the biopsychosocial implications of these policies within the researchers' specific setting, particularly with the nursing students as respondents. Given the large number of students that are under the retention policy, the study of how the respondents perceive of the said retention policy and its implication on the three important aspects of health- the biological, psychological, and social well-being of the nursing students is worthy of educational research. The researchers would like to look into this topic as understanding how the nursing students perceive retention policy and the potential effect on their holistic well-being is essential for designing effective educational strategies

and support systems. Additionally, it will serve as a valuable resource for the nursing program and educational institutions for improving and effectively implementing the retention policy.

Theoretical Framework

This study is anchored on George Engel's (1977) biopsychosocial model and the adaptation model of Callista Roy (1976).

This biopsychosocial model proposed by George Engel (1977) explains how psychological stress affects a human's well-being due to the interrelation and interaction between the body and mind. This model was created to understand a person's health status by taking into account not only biological factors but also psychological and social factors. Engel implies that there are factors that influence one's health, illness, behaviors, thoughts, and feelings that may have an impact on a person's physical state. However, the biopsychosocial model doesn't merely focus on the physical state of the body but recognizes the human being as a complex organism and health as an interaction between the physical/body (biological), mind (psychological), and environment (social). Further, this model is a holistic approach that shows each of the three factors do not operate independently, but both affect and are affected by each other. And if these three domains are compromised, it may affect a person's capability to carry out daily tasks and activities. Hence, considering Engel's biopsychosocial model of health, it is crucial to not only focus on the students' academic performance but also consider their biological, psychological, and social well-being.

In addition, the study is supported by the nursing theory of Callista Roy's Adaptation Model (1976). The theory assumes that the person is an open and adaptive

system that uses an input, processing, and output sequence. People adapt in relation to the internal and external stimuli that surround them, and they respond to the factors that cause them to have stress individually due to their changing characteristics. Roy stated that health is an inevitable dimension of a person's life and is represented by a health-illness continuum. In her theory, Roy sees the individual as a set of interrelated systems that maintain a balance between various stimuli. The theory emphasizes that each individual, under any stressful situation, would attempt to balance the interrelationships of physical, self-concept, role function, and interdependence mode in order to maintain or restore adaptation.

Roy's Adaptation model utilizes that a person is made up of a number of interconnected biological, psychological, and social systems. In which it accentuates how a person is an adaptable, open system that employs behavioral strategies to deal with stressors. As per Roy's Adaptation model, the environment includes all circumstances, conditions, and influences that surround an individual and have an effect on their development and behavior. Further, it encompasses three concepts: the human being, adaptation, and nursing. The human being is viewed as a biopsychosocial being who is continually interacting with the environment. And the human being's goal through this interaction is adaptation. The person has two major internal processing subsystems, the regulator and the cognator. These subsystems are the mechanisms used by human beings to cope with stimuli from the internal and external environment.

The regulator mechanism, on the other hand, pertains to the intrinsic coping mechanisms and behaviors individuals employ to keep things in balance and adapt to their environment. It involves the person's behaviors and coping mechanisms adapted to cope

with stress in a healthy way. This mechanism works primarily through the autonomic nervous system and includes endocrine, neural, and perception pathway, preparing the individual for coping with the environmental stimuli. The regulator mechanism includes the following crucial components: coping strategies, adaptive behaviors, and mastery. Coping mechanisms are the distinctive strategies that individuals use to deal with stressors and maintain adaption. The retention policy raises challenges for nursing students, who may use a variety of coping mechanisms and adaptive behaviors to handle and meet academic demands. These strategies could include time management methods, getting social support, using study tools, practicing self-care, or changing their learning styles. Students who are perceived to have lack of control may experience greater difficulty in adaptation. The regulator mechanism is important for understanding how students adapt and manage retention policy demands. By studying these mechanisms, we can explore how students' behaviors relate to their overall well-being, including biological, psychological, and social aspects.

Finally, the cognator mechanism refers to the cognitive and emotional processes involved in adaptation. The key components to this mechanism include emotions, perceptual/information processing, learning, and judgment. The nursing students' perception of the retention policy would influence how they interpret its purpose, fairness, and effectiveness. To add, nursing students' emotional responses to the retention policy, such as stress, worry, or motivation, could influence how well they can effectively handle and perceive it and therefore imply that emotional factors may impact their engagement in academic activities, decision-making processes, and overall well-being. In conclusion, cognitive and emotional responses are crucial for students' adaptation and success.

Hence, Roy's model implies that behavior is viewed as an output of the human system and takes the form of either adaptive responses or ineffective responses. These responses serve as feedback to the system, with the human system using this information to decide whether to increase or decrease its efforts to cope with the stimuli (Roy, 2009). Thus, the theory shows that increasing adaptation improves the interaction between the environment and human systems-including one's cognator mechanism and regulator mechanism, thus improving one's health. Therefore, it contributes to health and quality of life.

Both models show that students' well-being encompasses their overall health, including their biological, psychological, and social well-being. For this reason, considering these models of Engel and Roy in relation to the student's biopsychosocial status, it is important to look into not only to their academic performance with regards to the retention policy, and how it affects their biological, psychological, and social health. Hence, having a deeper understanding and awareness of a student's biopsychosocial status will help to promote their overall health and improve educational outcomes.

Conceptual Framework

As the completion of a college degree became more important for individuals, it became more important for post-secondary campuses to demonstrate that they could assist individual students in achieving those goals (Berger, 2012). Some universities began implementing the retention policy to promote the quality education of their students. Additionally, it is important to take into account the analysis conducted by Hamshire et al. (2019) regarding the Wicked Problem Framework. This framework urges strategy developers to acknowledge that student retention in nursing programs encompasses various

complex issues, such as personal circumstances, conflicts between clinical and academic obligations, and a clinical placement culture that perceives students as anonymous and subservient individuals who are expected to perform flawlessly, even within a learning environment. Complex problems necessitate the exploration of multiple solutions, and the execution of these solutions must undergo ongoing assessment and modification.

Nurses have a role in taking care of a person's health. The student nurses will soon be working in hospitals and attending to the patient's needs. Each student nurse must be aware of the task they would soon be handling which is being in charge of someone's life. Thus, as students it is crucial to hone their skills and knowledge to prepare them in their future professions.

Retention Policy

A data retention policy, or records retention policy, is an organization's established protocol for retaining information for operational or regulatory compliance needs (Posey, 2021). In this study, it is used to determine the implication of the retention policy.

According to Cockx et al., (2019), grade retention policies are used in many Organizations for Economic Cooperation and Development (OECD) countries as the main strategy for improving the academic performance of low achievers. Furthermore, grade retention is mostly used as a disincentive for students' weak performance, or for their failure to pass a certain number of topics as specified by the syllabus. And its use has been supported on a widespread basis. First, it gives students time to mature. Second, it establishes the minimum academic standards needed to move on to the next grade. And third, it tries to improve overall performance by instilling an effort in students. In this regard, it is believed that retention can help low achievers catch up on minimum

requirements by providing them with an additional year of instruction, which will improve their academic performance (Manacorda, 2012).

In an effort to comprehend retention and its supporting terminology, the Vincent Tinto (1975) model is one that is most frequently quoted since it highlighted the significance of student integration (both socially and academically) in the forecasting of student retention. Tinto's Integration Model proposed that retention is connected to the student's capacity and actions to become an active participant in her or his institution (Tinto, 1987). In addition, as John Bean (1980) noted, "Retention rates are connected to the interaction between the students attending the college and the characteristics of the college," he was in complete agreement with the requirement of integration. The ability an institution to retain a sizable number of its students as evidence of academic success depends on its ability to maintain a proper account of student attendance, which is crucial despite the difficulty.

Further, Oding et al., (2021) argues that retention policy is a crucial guiding concept that academic institutions use to support students' development. Retention of students, especially in the nursing program is an expensive issue that has an impact on the supply and demand of health providers for the healthcare system (Mitchell et al., 2021). Studying the nursing program could cost a lot of money for the students or their families who financially support their studies. The number of students who successfully finish their nursing education has an effect on the number of healthcare providers, especially nurses. If many students were dropped out, graduate at lower rates, or decide not to become nurses, it can cause a shortage of qualified health care workers which in turn affects the quality and accessibility of healthcare services. In order to implement successful retention

methods, program integration for students must be taken into account along with social and academic institutional systems. All students will continue to struggle with retention policies if the academic institution is not well prepared to meet their demands (Oding et al., 2021). Numerous studies and theories have been developed to examine how organizational, societal, and individual factors affect student retention (Tinto, 2006). But since nursing students represent the future of the field, healthcare providers who are tasked with mentoring and assisting them in the registration process must demonstrate a high level of dedication and expertise.

Implication of Retention Policy on the Biopsychosocial Status

The biopsychosocial model often takes into account connected biological, psychological, and societal functioning. In clinical practice today, this strategy is frequently utilized to resolve issues (Lakhan, 2006). In an effort to explain the tight relationship between health and illness by considering the biological, social, and psychological aspects of health, the biopsychosocial concept emphasizes the assumption that ailment is solely bodily in origin (Engel, 1977).

According to Dewart (2020), nursing students encounter a variety of difficulties during their college years including challenges with education, employment, finances, and mental health. Several of these difficulties could hinder their academic progress. The biological, the mental, and the social components of our lives are interconnected, according to both scientists and doctors. Reported by Hardie (2021) the “biopsychosocial (BPS) model” highlights the relationship between biological, psychological, and social factors. She illustrates the significance of upholding wellness in every sphere of our life when applied to health. Additionally, she highlights the interdependence of these three

components. When one or more of the three is disturbed, it can have an immediate and frequently detrimental effect on the others.

Implication of Retention Policy on the Biological Status

An important object of research on human evolution and adaptation to contemporary living conditions and practical applications related to its role as a mirror of socioeconomic transformation (Wolaski & Siniarska, 2001). The biological status of human populations is an important topic of study in terms of current living conditions and practical applications related to its role as a mirror of socioeconomic transformations. It also refers to biological components that have an impact on health. This includes genetics, neurochemistry, physical health, and medication side effects. Technology and conceptual advances in the behavioral, biological, and medical sciences have aided the bidirectional and multilevel relationships between behavior and health. In this study, it is a variable used to determine the effect of the implementation of the retention policy on biological status. Hence, even if retention policies may not have a direct focus on the biological components of nursing students, it's important for educational institutions to consider the potential impact on their health and well-being. Implementing supportive measures such as stress management resources, promoting healthy lifestyles, and providing access to nutritious meals and opportunities for physical activity can help mitigate any potential effects on their biological components.

Implication of Retention Policy on the Psychological Status

The psychological factors in the biopsychosocial model refer to our thoughts, beliefs, and perceptions about our experiences, our environment, and ourselves. These cognitive patterns affect our perceived sense of control over our environment, (Barlow,

2002). The term psychological refers to the aspects of mental and emotional health that have an influence on one's behavior. Concerns about illness, quarantines, and abrupt lifestyle changes have been detrimental to people suffering from mental illness disorders such as anxiety or depression. Our experiences and the skills we have developed to meet life's challenges shape our thoughts, perceptions, emotions, motivations, interpersonal relationships, and behaviors. Psychological health is the outcome of a complex interaction between the mental, emotional, social, and spiritual dimensions of health. (Donatell, J., & Ketcham, 2017). Through collective actions, our communities can provide support networks and have a positive influence on our psychological health. In this study, it is a variable used to determine the effect of the implementation of the retention policy on psychological status.

Communities can provide social support and have a massive influence on a person's psychological well-being. That community can help you with your psychological health by providing a safe environment in which you can explore and develop your mental, intellectual, emotional, social, and spiritual dimensions. Relationships provide the social capital that allows us to maintain our psychological health in the face of life's challenges (Wong et al., 2021).

Implication of Retention Policy on the Social Status

Social Status refers to the honor or prestige attached to one's position in society. It may also refer to a rank or position that one holds in a group, such as son or daughter, playmate, pupil, etc. (Weber, 2021). Human relationships and neighborhood events are examples of personal and social elements. People are living as members of social groups and societies. It is well known that social class or socioeconomic position has a profound

effect on health through multiple pathways (Adler et al., 1994). Family members may provide our initial social support, but as we grow and develop, the support of peers and friends becomes increasingly important. In this study, it is a variable used to determine the effects of the implementation of the retention policy on the social life and status of the students.

According to research, college students who have adequate social support have improved overall well-being, including higher GPAs. Since the predecessor to this report (IOM, 1982), it has become clear that the degree of social inequality in a given country is related to health in that society (Kaplan et al., 1996). Furthermore, there are aspects of the school environment that can cause stress and have a negative impact on students' health (Karasek & Theorell, 1990).

Health

The World Health Organization (2018) defines well-being as a condition of health in which people are aware of their own abilities, able to cope with daily stressors, productive at work, and able to give back to their community.

In relation to biopsychosocial, according to Engel's (1977), biopsychosocial model describes how the relationship and interaction between the body and mind cause psychological stress to have an impact on disease development. The biopsychosocial paradigm questions the idea that health is solely a physical state and seeks to explain the close connection and interdependence between health and disease by taking into account its biological, psychological, and social dimensions (Engel, 1977). Moreover, according to the biopsychosocial model, biological, psychological, and societal factors all contribute to the development of illness. In order to effectively treat any condition, therapy approaches

should take into account the medical, social, and psychological paradigms, according to Brooker and Brabban (2004). These interventions' main objective is to explore and pinpoint the disease's underlying causes by considering the origins of biological, psychological, and social issues.

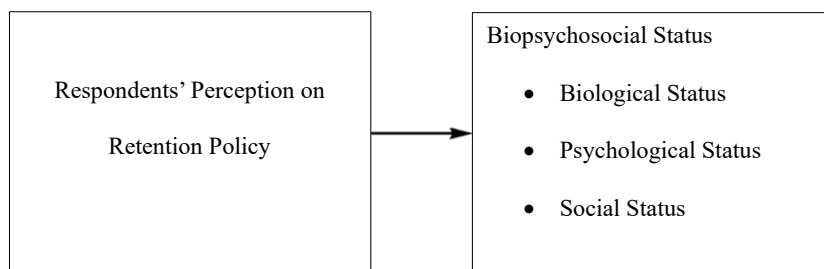


Figure 1. Schematic Presentation of the Study

Statement of the Problem

This study aims to determine the perception on retention policy and its implication on the biopsychosocial status of the nursing students.

Specifically, the study seeks out the answer to the following questions:

1. What is the respondents' perception on retention policy?
2. What are the respondents' biopsychosocial status as to the
 - A. Biological Status
 - B. Psychological Status
 - C. Social Status
3. Is there a significant relationship between the respondents' perception on the retention policy and biopsychosocial status?

Hypothesis

H₀: There is no significant relationship between the respondents' perception on the retention policy and their biopsychosocial status.

Chapter 2

RESEARCH METHODOLOGY

This chapter presents the research design, research setting, research respondents, instrumentation, ethical consideration, and interview protocol and data treatment.

Design

Quantitative research design was used in this study. Quantitative research involves the systematic collection and analysis of numerical data. Data analysis is a versatile tool that enables the identification of patterns, calculation of averages, prediction of outcomes, testing of causal relationships, and generalization of findings to larger populations (Bhandari, 2023). Quantitative research is suitable for this study since it allows sampling on larger sample sizes to enhance statistical power and precision in detecting significant patterns or effects. This is especially valuable when examining the effects of a retention policy on a diverse population of nursing students.

The correlational research design was utilized in this study. With a correlational research design, one can examine relationships among variables (Yukl, 2006). By using a correlational research design, the study can examine whether there is a relationship between the perception of the retention policy and the biopsychosocial status of nursing students. Furthermore, this design is suitable for studying naturally occurring variables, such as the perception of the retention policy and the biopsychosocial status of nursing students, without manipulating them. Therefore, the study will provide valuable insights into the potential relationship between the perception of the retention policy and the biopsychosocial status of nursing students.

Setting

The researchers conducted a study on nursing students enrolled in one of the three higher education institutions (HEI) located in Ozamis City, Misamis Occidental. In order to conduct a study regarding the perception on retention policy and its implication on the biopsychosocial status of the nursing students, the institution must implement the retention policy in the nursing department, and this HEI has done that. Aside from that, this private institution promotes a modern, dynamic education and is the first and only institution of higher learning in Mindanao that has received ISO certification from Det Norske Veritas, The Netherlands.

Respondents

The study involved third-year and fourth-year students who were enrolled in the Bachelor of Science in Nursing program at the university setting. The nursing students in the program have currently undergone retention policy. The respondents consisted of 105 third-year students and 60 fourth-year students. The study used the Raosoft software that determined the sample size that totaled 116 wherein 74 were third-year nursing students, 42 were fourth-year nursing students.

Instrument

The study has utilized two questionnaires as data gathering instruments.

A. Perception on Retention Policy Questionnaire (Appendix A). To gather the required data and information, the researchers made a questionnaire utilizing the five-point Likert scale. It contained 10 out of 40 questions made specifically to determine the third-year and fourth-year nursing students' perception regarding the retention policy.

In determining the perception of retention policy, the following scale was used:

Responses	Continuum	Interpretation
5 - Strongly Agree	4.20 – 5.0	Very Favorable
4 - Agree	3.40 – 4.19	Favorable
3 - Somewhat Agree	2.60 – 3.39	Fair
2 - Disagree	1.80 – 2.59	Unfavorable
1 - Strongly Disagree	1.0 – 1.79	Very Unfavorable

B. Biopsychosocial Status Questionnaire (Appendix B). To gather the required data and information, the researcher-made questionnaire that utilizes the five-point Likert scale was used. It contained 30 out of 40 questions that determined the third-year and fourth-year nursing students' Biopsychosocial status regarding the retention policy.

In determining the biopsychosocial status of the third-year and fourth-year nursing students, the following scale was used:

Responses	Continuum	Interpretation
5 - Strongly Agree	4.20 – 5.0	Very Good
4 - Agree	3.40 – 4.19	Good
3 - Somewhat Agree	2.60 – 3.39	Fair
2 - Disagree	1.80 – 2.59	Poor
1 - Strongly Disagree	1.0 – 1.79	Very Poor

Validation of Instrument

The two instruments were validated through a pilot test to a sample of 15 nursing students who were excluded from the final data collection process. The survey questionnaire was designed to be simple and comprehensible in order to optimize the efficiency of respondents' time spent on completing the survey. The reliability of the survey questions was assessed using Cronbach's alpha coefficient.

Data Gathering Procedure

Before the actual fielding of the research instrument, the researchers secured a signed letter of permission to conduct the study from the Dean of the College of Nursing and the research clinical instructor to conduct the study. The researchers explained the intent and all the pertinent information about the study to the qualified respondents. The researchers also ensured to explain that the beneficence and confidentiality of the respondents will be given the utmost importance. Furthermore, the researchers made certain that respondents have participated with their free will and a signed informed consent form was secured. Afterwards, the actual data gathering was then conducted, wherein a prepared questionnaire by the researchers aiming to determine the impacts of retention policy to the biopsychosocial status of the nursing students. The data was then collected and statistically treated, analyzed, and interpreted.

Ethical Considerations

The researchers have secured permission from the dean of the College of Nursing to conduct the study. The researchers ensured that participants were provided with informed consent before participating in the study. Prior to data collection, participants were presented with a statement emphasizing the confidentiality of their responses and the

intended use of the data solely for research purposes. Participants were required to affix their signatures to indicate their understanding and acceptance of these terms and conditions.

The researchers have avoided providing inaccurate information of any kind. On the other hand, preserving the greatest degree of objectivity throughout the research was taken into account. Affiliations of any kind, information sources, and any conflicts of interest were disclosed. Lastly, all communications on this study remained open and truthful.

Data Analysis

The study used the following tools in analyzing the data gathered with the use of Minitab Software:

Mean and *Standard Deviation* were used in determining the respondents' perceptions regarding their retention policy and their biopsychosocial status.

Pearson Product Moment Correlation Coefficient was used in exploring the significant relationship between the retention policy and the biopsychosocial status of the third-year and fourth-year nursing students.

Chapter 3

RESULTS AND DISCUSSIONS

This chapter presents, analyzes, and interprets the data of the study, arranged according to the following topics which are the Respondents' Perception on Retention Policy, and Respondents' Biopsychosocial Status. It also delves into the Respondents' Biological Status, Respondents' Psychological Status, and Respondents' Social Status. Lastly, it explores the Relationship Between the Respondents' Perception on the Retention Policy and their Biopsychosocial Status.

Respondents' Perception on Retention Policy

This part of the study reveals the respondents' perception on retention policy. Results of the study are presented in Table 1.

Table 1 shows that the respondents have a favorable perception ($M=3.58$; $SD=0.45$) on the retention policy. This indicates that the Retention Policy is widely recognized and valued. It is regarded as a motivator, useful to academic performance, and essential in the development of critical skills and values. Based on the given statements, the average weighted mean of 3.58 suggests a highly favorable impression of the Retention Policy.

Two statements with the highest mean are considered. One of the statements with the highest mean of 4.13, interpreted as favorable is "Retention Policy is implemented to maintain quality education." This indicates that the policy is viewed as a tool to ensure that educational standards and expectations are met. The policy is considered as a mechanism for preserving the nursing program's integrity and excellence while fostering a high degree of educational quality. The Policy is viewed as more than just a set of rules or criteria. It is

likewise a necessary component of the educational framework that leads to a healthy learning environment.

The second statement with the highest mean of 3.98, also interpreted as favorable is “Retention Policy is a driving factor for me to study harder.” In this perspective, the Policy is viewed as a motivational force that instills in students a sense of purpose and urgency. It emphasizes the significance of meeting academic standards and successfully completing their nursing program. Knowing that there are penalties for failing to achieve the policy's standards motivates students to study harder and devote more time and effort to their studies. It implies that the Policy has a significant impact on shaping students' study habits and activities by putting in more effort and dedication to their studies, which could lead to improved academic performance (Schneider, 2003).

Two statements with the lowest mean are also considered. The statement with the lowest mean of 2.62 which is interpreted as fair is “Retention Policy does not add burden to my life” which indicates that they recognize additional responsibilities and obligations upon the implementation of the retention policy.

Although not overwhelming, students acknowledge the need to meet academic standards, meet criteria, and fulfill requirements.

The second statement with a lower mean of 3.28 and is also interpreted as fair is “Retention Policy makes me academically competitive.” This suggests that most respondents recognize the competitive aspect of the policy. While the overall view of the Retention Policy remains positive, these data suggest that some students may still have concerns or difficulties with the policy's implementation or its impact on their academic competitiveness.

Table 1
Respondent's Perception on the Retention Policy

Statements	AWV	Interpretation
1. Retention Policy is a driving factor for me to study harder.	3.98	Favorable
2. Retention Policy does not add burden to my life.	2.62	Fair
3. Retention Policy is implemented to maintain quality education.	4.13	Favorable
4. Retention policy is beneficial in a way that it will hone me in my performance for the nursing board examinations in the future.	3.75	Favorable
5. Retention Policy makes me academically competitive.	3.28	Fair
6. Retention Policy helps me improve my time management skills.	3.43	Favorable
7. Retention Policy teaches me responsibility and accountability.	3.91	Favorable
8. Retention Policy helps me improve my cognition and understanding of the lesion.	3.47	Favorable
9. The college is well-prepared and equipped to implement the retention policy and meet the needs of the students.	3.34	Fair
10. Retention Policy pressures me to focus on getting a high grade without actually understanding the lessons.	3.91	Favorable
Weighted Mean	3.58	Favorable
Standard Deviation		0.45

Note: Status Scale: 4.20-5.0 (Very Favorable); 3.40-4.19 (Favorable); 2.60-3.39 (Fair); 1.80-2.2.59 (Unfavorable); 1.0-1.79 (Very Unfavorable)

Respondents' Biopsychosocial Status

Table 2 shows that the respondents have fair biopsychosocial (M=3.13; SD=0.47). It means that there may be specific areas within the biological aspect that need further consideration or intervention to enhance the respondents' overall biological health and well-being. In terms of psychological status, the mean is 2.91, which is interpreted as fair. This shows that, on average, the respondents' psychological well-being is fair and generally

experience positive mental health and effective coping mechanisms in dealing with stress. The fair interpretation shows that they have a relatively stable mental state and are able to manage and navigate stress in a healthy manner. Moreover, in terms of social status, the mean is 3.42, which is also interpreted as good. This shows that, on average, the respondents' social well-being is fair. They may have positive social interactions, some support systems in place, and an academic environment that is somewhat conducive to their well-being. While there are positive aspects within their social status, there may also be areas that require further attention or development. Thus, the table below presents the respondents' biopsychosocial status which shows that their biological aspect is rated as fair, their psychological aspect is rated as fair, their social aspect is rated as good, and their overall status is rated as fair, indicating that even though there are some areas that require attention, their overall well-being is within fair interpretation. In further, additional investigation and interventions can be targeted towards specific areas to enhance their biopsychosocial health and academic progress.

Table 2
Respondents' Biopsychosocial Status

Variables	M	SD	Interpretation
Biological Aspect	3.07	0.51	Fair
Psychological	2.91	0.43	Fair
Social Aspect	3.42	0.46	Good
<i>Overall Status</i>	3.13	0.47	Fair

Note: Status Scale: 4.20-5.0 (Very Good); 3.40-4.19(Good); 2.60-3.39(Fair); 1.80-2.2.59 (Poor); 1.0-1.79 (Very Poor)

Respondents' Biological Status

Table 3 shows that the respondents have fair biological status (M=3.07; SD=0.51). This means that the respondents generally show a fair biological state in relation to the

retention policy. In the table, two statements with the highest means are considered. The first statement is “Academic stress or pressure do not lead me to inflict self- harm or injury” with a weighted mean of 3.98 and a good interpretation. The statement indicates that the majority of the respondents feel that academic stress or pressure does not drive them to engage in self-harming behaviors or cause them to intentionally harm themselves. This implies that they have a positive outlook and do not resort to self-harm as a way of dealing with the pressures they face in their academic pursuits. This response is an encouraging indication of the respondents' resilience and ability to navigate the challenges of academic life without harming themselves.

Another statement with a lower mean is “Academic stress or pressure do not lead me to participate in the use of alcohol or toxic substances” with a weighted mean of 3.75 and a good interpretation. The statement indicates that the majority of the respondents feel that academic stress or pressure does not drive them to engage in harmful behaviors such as alcohol or substance use. A good interpretation of this response is that the respondents demonstrate a healthy and positive approach to academic stress. Despite facing the challenges and pressures of their academic pursuits, they do not rely on alcohol or toxic substances as a means of escape or relief. The mean indicates a positive trend among the respondents, that they prioritize their well-being and make conscious choices to avoid potentially harmful behaviors in response to academic stress. It reflects their resilience and commitment to maintaining a healthy lifestyle while navigating the challenges of their academic responsibilities.

The researchers also considered two statements with the lowest mean. The first statement is “I still get to exercise at least 2-3 times per week” with a weighted mean of

2.28 and poor interpretation. The low weighted mean of 2.28 indicates that the majority of the respondents struggle to engage in regular exercise at the recommended frequency. A poor interpretation shows that respondents generally have difficulty incorporating regular exercise into their routines. Their responses show that they may not be achieving the recommended level of physical exercise, which could have potential implications for their biological health.

Another statement that shows a lower weighted mean is “I get an adequate amount of rest and sleep” It has a weighted mean of 2.47 and a poor interpretation. This shows that the majority of the respondents feel that they do not obtain an adequate amount of rest and sleep and perceive their sleep patterns as insufficient or inadequate. Insufficient or inadequate sleep can negatively impact their overall well-being, cognitive function, concentration, decision-making abilities, and physical health. It can also affect the ability to perform effectively in their studies and clinical responsibilities, which require alertness, attention to detail, and critical thinking skills. Recognizing the importance of adequate rest and sleep is crucial since it can help to enhance well-being, cognitive abilities, and overall performance, which in turn can contribute to success in education and future practice.

Thus, the overall interpretation shows that the weighted mean of all the statements is 3.07, which corresponds to a "Fair" rating. It shows that the respondents' biological well-being is not severely compromised, indicating that they generally feel healthy and are able to maintain basic biological functions adequately in some ways.

Table 3
Respondents' Biological Status

Statements	AVW	Interpretation
1. I generally feel healthy, and I don't get sick too often because of academics.	2.86	Fair
2. I get an adequate amount of rest and sleep.	2.47	Poor
3. I get to eat 3 meals or more per day.	2.91	Fair
4. I still get to exercise at least 2-3 times per week.	2.28	Poor
5. Academics stress or pressure do not lead me to participate in the use of alcohol or toxic substances.	3.75	Good
6. Academic stress or pressure do not lead me to inflict self-harm or injury.	3.98	Good
7. My appetite for food isn't affected despite academic pressure.	3.18	Fair
8. I balanced my health and academics well.	2.99	Fair
9. My appetite for food isn't affected despite my academic future.	3.07	Fair
10. I manage and balance my school-life pretty well.	3.16	Fair
Weighted Mean	3.07	Fair
Standard Deviation		0.51

Note: Status Scale: 4.20-5.0 (Very Good); 3.40-4.19(Good); 2.60-3.39(Fair); 1.80-2.2.59 (Poor); 1.0-1.79 (Very Poor)

Respondents' Psychological Status

Table 4 shows that the respondents have fair psychological status ($M = 2.91$; $SD = 0.43$). This means that the respondents generally display a fair psychological status in relation to the retention policy. In the table, the researchers considered two statements with the highest mean. The first statement is "I feel anxious about the retention policy" with a weighted mean of 3.84. This indicates that a significant proportion of the participants feel anxious about the potential outcomes of the policy. The participants' weighted mean indicates a significant presence of anxiety as an emotional response when considering the implications of the retention policy. Driscoll Evans, Ramsey, and Wheeler (2009) found that nursing students have significantly higher test anxiety than the general public and high school students. Nursing students also worry about rookie errors that might harm patients and affect their futures.

Another statement with the highest mean is “I feel confident about my studies and that I will receive above 2.5 grades” with a weighted mean of 3.23. Unlike the first statement the second one reflects a feeling of confidence regarding the respondents’ studies and their expectation of receiving grades above 2.5. This feeling of confidence suggests that the respondents have a strong sense of self-assurance regarding their academic performance. The development of confidence in student nurses is associated with improved achievement motivation (Zhang et al, 2015). It demonstrates faith in their knowledge, skills, and study strategies. This also shows that the respondents are not deterred by the potential consequences of the policy, such as the possibility of facing additional academic requirements. This belief in their own capabilities can drive the respondents to work harder, adopt effective time management and study techniques. While some aspects, such as feeling calm and not pressured after knowing about the policy and having a sense of peace in coping with it, are rated at a fair level, there is room for improvement. The students' self-esteem remains relatively unaffected by the retention policy, indicating a positive psychological foundation. On the other hand, some positive psychological indicators emerge from the data. The students report an improvement in self-awareness and management after learning about the policy, suggesting that the retention policy may have contributed to personal growth and resilience. They also express satisfaction with the implementation of the policy, indicating a certain level of acceptance and understanding.

The researchers also considered two statements with the lowest mean. The first statement is “I feel calm and not pressured after knowing the retention policy” with a weighted mean of 2.56. This indicates a sense of tranquility and absence of stress or anxiety in relation to the retention policy. It suggests that the respondents have gained a level of

understanding and acceptance regarding it, which has allowed them to approach it with a composed mindset. Instead of stressing over it, they have managed to find a sense of stability regarding the implications. They have viewed the policy as an opportunity for personal growth and improvement. This mindset enables them to approach it with a positive outlook, reducing the likelihood of feeling overwhelmed or pressured. Being calm and unpressured signifies their capacity to handle and navigate the demands of the policy. The second statement is “I feel satisfied with the implementation of the retention policy” with the same weighted mean of the first statement which is 2.56. This statement indicates a positive perception and contentment with how the retention policy has been put into practice. It suggests that the respondents perceive the policy as fair, effective, and beneficial in supporting their academic progress and success. This implies that they believe the policy is being executed in a manner that aligns with their expectations and needs. This satisfaction can contribute to a conducive learning environment, fostering motivation, and encouraging students to strive for academic success within the framework of the retention policy.

The overall interpretation shows that while the respondents’ psychological well-being is not severely compromised, there are specific areas related to the retention policy that may require further consideration. By addressing these areas of concern, institutions can work towards creating a more positive and supportive psychological climate for nursing students, ultimately contributing to their overall biopsychosocial well-being and academic success.

Table 4

Respondents' Psychological Status

Statements	AWV	Interpretation
1. I feel confident about my studies and that I will receive above 2.5 grades.	3.23	Fair
2. I feel calm and not pressured after knowing the retention policy.	2.56	Poor
3. I feel at peace coping with the retention policy.	2.68	Fair
4. My self-esteem is not affected even after hearing about the retention policy.	2.72	Fair
5. My self-awareness and management improved after knowing the retention policy.	3.04	Fair
6. I feel satisfied with the implementation of the retention policy.	2.56	Poor
7. I engage in recreational activities to enhance my well-being and cope up with stress.	3.27	Fair
8. I am grateful to know about the retention policy.	2.62	Fair
9. I feel anxious about the retention policy.	3.84	Good
10. I feel relaxed about my grades.	2.60	Fair
Weighted Mean	2.91	Fair
Standard Deviation		0.43

Note: Status Scale: 4.20-5.0 (Very Good); 3.40-4.19(Good); 2.60-3.39(Fair); 1.80-2.2.59 (Poor); 1.0-1.79 (Very Poor)

Respondents' Social Status

Table 5 shows that the respondents have good social status ($M = 3.42$; $SD = 0.46$) responses of the nursing students in terms of their social status. This means that the respondents generally display a good social status in relation to the retention policy. In the table, the researchers considered two statements with the highest mean. The first statement with the highest mean is "My family financially supports my studies with an average weighted value of 4.40. This statement is perceived to have a very good social implication on the respondents' studies. This financial support likely impacts a sense of security and lessens any pressures associated with college expenses. Nursing students may find the financial support from their families helpful since it allows the students to concentrate more

on their academic goals without having to worry as much about their financial needs. The presence of financial stress has been found to have a significant impact on various aspects of academic life, including academic performance, student attrition, and student wellbeing (Grant-Smith & De Zwaan, 2019). By having their financial needs taken care of, students will be able to concentrate their time and effort on their academics and other extracurricular activities linked to their nursing degree. The statement and the results also indicate a strong social network and positive family relationships among the nursing students to which they really need. The emotional support, guidance, and encouragement that a supportive social network and healthy familial relationships could provide nursing students have a favorable effect on their general well-being and academic success.

The second statement with the highest mean is “I am motivated to study harder with my friends” with an average weighted value of 3.61. This result highly suggests a good implication of peer support on the nursing students’ academic endeavor especially with the implementation of retention policy. Students that study together benefit from a supportive learning environment and greater drive among one another, which may boost their academic performance and overall psychological well-being. Studying together creates a space of collaboration- allowing the students to engage in group discussions, ask each other questions, share knowledge, and learn from each other’s perspectives. It promotes active learning and encourages students to participate in interactive study lessons. According to Palsson et al. (2020), peer learning has been identified as an effective approach that enhances nursing students' self-efficacy to a greater extent compared to conventional supervision methods. Moreover, getting a degree in Nursing and complying to academic requirements and criteria can put a lot of pressure on students and can be very stressful but

having friends as study partners can help to reduce the feeling of loneliness and can be a good source of emotional support. A more enjoyable and fulfilling learning process could be achieved by the feeling of a sense of belonging and support from peers.

Two statements with the lowest means were also considered. The statement “My family and I bonded more due to the retention policy.” received a weighted mean of 2.61 which got the lowest mean average among the ten statements that aim to determine the respondents’ biopsychosocial level as to their social status. This indicates a fair level of bonding among the nursing students and their family with regards to the retention policy. This suggests that the nursing students' family ties may not have been more considerably reinforced by the retention policy. As family support is crucial to the students' general well-being, it is necessary to seek out ways to strengthen family ties and offer opportunities for meaningful interactions. As cited by Butler et al (2022) Research has demonstrated a strong link between positive and supportive relationships with parents and the overall well-being and life satisfaction of young individuals. This highlights the crucial role of caring and supportive families in promoting the social and emotional well-being of all children, irrespective of their level of risk (Gilman & Huebner, 2003; Oberle et al., 2011).

The second statement, “I am not under any social pressure after knowing the retention policy” also perceived a fair level of social pressure with an average weighted value of 3.08, the second lowest mean among the statements. This shows that the retention policy may have an impact on the respondents' social well-being, perhaps causing higher stress and discomfort in social interactions. On the other hand, the remaining items of social status are perceived as good indicating that there is room for strengthening these areas to

promote the students' social well-being regarding the implementation of the retention policy.

Table 5
Respondents' Social Status

Statements	AWV	Interpretation
1. I can still hang out with my friends despite the retention policy.	3.59	Good
2. I am motivated to study harder with my friends.	3.61	Good
3. My family financially supports my studies	4.40	Very Good
4. I performed my duties as a student, son/daughter, and a member of the community better due to the retention policy.	3.45	Good
5. I am not under any social pressure after knowing the retention policy.	3.08	Fair
6. I participate in activities that nurture me spiritually while balancing my school life.	3.48	Good
7. I am having a better relationship with my friends and colleagues due to the retention policy.	3.20	Fair
8. I gained more social support from my friends and loved ones due to the retention policy.	3.23	Fair
9. I exert more effort in my studies when I am with my friends.	3.58	Good
10. My family and I bonded more due to the retention policy.	2.61	Fair
Weighted Mean	3.42	Good
Standard Deviation		0.46

Note: Status Scale: 4.20-5.0 (Very Good); 3.40-4.19(Good); 2.60-3.39(Fair);1.80-2.2.59 (Poor); 1.0-1.79 (Very Poor)

Relationship Between the Respondents' Perception on the Retention Policy and their Biopsychosocial Status

Table 6 shows the significant relationship between retention policy and the biopsychosocial status among the nursing students in terms of biological aspect ($r= 0.34$; $p= 0.00$), psychological aspect ($r= 0.44$; $p=0.00$), and social aspect ($r= 0.47$; $p=0.00$). Since the p-values are less than 0.01 ($p<0.01$), which indicates a highly significant result, we reject the null hypothesis (H_0). This suggests that there is a significant relationship between the respondents' perception on retention policy and their biopsychosocial aspect.

The respondents' impression of the retention policy and their biological state were correlated positively ($r=0.343$), which points to a significant association of the two variables. This suggests that there tends to be a similar improvement in the students' biological well-being as perception of the retention policy advances. This is further supported by the extremely significant p-value (0.00). These results suggest that the retention policy, as viewed by the respondents, affects their physical well-being. It implies that students who see the retention policy favorably likely may have better physical health, sleep patterns, exercise routines, and nutritional practices. Additionally, it suggests that the retention policy has a significant influence the students' health-related habit. The retention policy, when perceived positively, may help create an environment that supports the students' physical well-being and encourages healthier choices.

The researchers determined the respondents' perception and response on the implementation of retention policy and how this impacts their biopsychosocial status particularly in the psychological aspect through exploring the students' emotional well-being, coping strategies, self-esteem, self-awareness, satisfaction with the retention policy, engagement in recreational activities, gratitude, and feelings of anxiety and relaxation. Results show that there is a significant correlation between retention policy and the psychological status of the students as indicated by the rejection of the null hypothesis (H_0). Furthermore, findings suggest that the way nursing students perceive the retention policy has an impact on their psychological well-being and that the collective results of fair psychological status of the students indicate areas for improvement to implement strategies that can help strengthen these areas that influence the students' psychological status. These

psychological factors, influenced by the retention policy, contribute to the overall psychosocial status of the nursing students.

Moreover, the findings suggest a significant correlation between the retention policy and the biopsychosocial status specifically in the social aspect of the students. The social status of the students tends to improve as the retention policy's perception among students tends to be highly perceived, according to a positive correlation value of 0.47. The evidence for this association is further strengthened by the highly significant p-value (0.00). The results suggest that the perception of the retention policy can influence social interactions, support systems, family dynamics and forming social relationships which in turn affect the students' overall social well-being which also has a significant impact on their academic performance in relation to the implementation of the retention policy.

Table 6
Relationship Between the Respondents' Perception on the Retention Policy and Their Biopsychosocial Status

Variables	r-value	p-value	Interpretation
Retention Policy and Biological Aspect	0.34	0.00	Reject H_0
Retention Policy and Psychological Aspect	0.44	0.00	Reject H_0
Retention Policy and Social Aspect	0.47	0.00	Reject H_0

Note: ($p \leq 0.05$ = Statistically Significant = Reject H_0 ; $p > 0.05$ = Not Statistically Significant = Accept H_0)

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Chapter 4

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter seeks to give a summary of the researcher's findings and suggestions in light of the test results obtained for this study. The researchers will emphasize the research implications, highlight any noteworthy discoveries, and summarize the findings. This chapter will operate as a manual for putting the research findings into practice and advancing knowledge in the area.

Summary

The study looked into the perception on retention policy and its implications on the biopsychosocial status of the nursing students. This study has the potential to provide guidance for the nursing program in enhancing the implementation of retention policy, specifically in relation to the biological, psychological, and social aspects of nursing students. A Quantitative-correlational research design was used to conduct the study on a total of 116 third year and fourth-year nursing students on one of the higher educational institutions in Ozamiz City, Misamis Occidental. A researcher-made questionnaire was utilized to gather the data. Mean and Standard Deviation was used to determine the students' perception on the retention policy and their biopsychosocial status, while Pearson Product Moment Correlation Coefficient was used to analyze the relationship between the variables.

Specifically, the study seeks out the answer to the following questions: 1.) What is the respondents' perception on retention policy? 2.) What are the respondents' biopsychosocial status as to the A. Biological Status; B. Psychological Status; C. Social

Status. 3.) Is there a significant relationship between the respondents' perception on the retention policy and the biopsychosocial status?

Findings

The following are the findings of the study:

1. The respondents claimed to have a favorable perception of the retention policy.
2. The findings suggest that the nursing students' biopsychosocial well-being is within a fair level with some areas for improvement.
3. There is a significant relationship between the respondents' perception on retention policy and their biopsychosocial aspect.

Conclusion

Based on the findings presented in the study, several conclusions are presented:

1. Respondents have a favorable perception of the retention policy. The respondents acknowledged its significance in inspiring students to work more in school and assuring excellent education. The approach was also viewed as a way to improve their academic competitiveness, time management skills, and overall development.
2. Some aspects of the nursing students' biopsychosocial status need to be addressed and improved. It is essential to develop interventions and support systems that promote physical health, address mental health issues, and provide a supportive social environment.
3. There is a highly significant relationship between respondents' perceptions of the retention policy and their biopsychosocial status. This highly significant relationship shows that the respondent's perceptions and understanding of the retention policy have a direct influence on their overall well-being in various

aspects of their lives.

Recommendations

Specifically, based from the analysis and results interpretations, the researchers recommend the following:

1. Students could examine how a positive view of retention policies influences academic performance, well-being, and the overall nursing student experience. They could also promote sustaining an effective orientation program focused on understanding and complying with retention policies. Understanding why students view these policies favorably can inform adjustments to better meet nursing students' needs. Additionally, advocating for effective orientation on retention policies can cultivate a supportive learning environment, fostering academic success and personal development.
2. The institution could evaluate some aspects of the biopsychosocial status that needs to be addressed and improved by identifying factors contributing to the fair level. Through this, the institution could gain insights into the root causes of the fair level and can then develop interventions to enhance those areas.
3. The future researchers could conduct further research and analysis to explore the significant relationship between the respondents' perception on retention policy and their biopsychosocial aspect by utilizing both quantitative and qualitative methods of research. Using qualitative methods such as interviews can provide more information regarding experiences and perceptions while quantitative methods such as surveys can help assess the impact of the retention policy.

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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 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 14, 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 "RETENTION POLICY AND ITS IMPACT ON THE BIOPSYCHOSOCIAL STATUS OF THE NURSING STUDENTS." This study aims to determine the impacts of the retention policy on the biopsychosocial status of the nursing students. 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 specifically in a higher educational institution in Misamis Occidental from April to May 2023.

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

Thank you very much and God bless.

Sincerely yours,


RON JOSIAH B. ARIOSIA


KRISTINE C. BARETE


MARY JANE C. BARIL

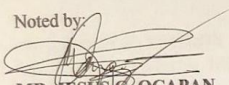

JEWEL JYN LOVEL A. DALIGDIG


PAUL MAE A. DAQUE

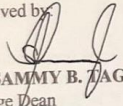

FRECHEL B. HATAGUE

Researchers

Noted by:


MR. JESUS G. OCAPAN
Research Adviser

Approved by:


DR. SAMMY B. TAGHOY
College Dean

Appendix B: Research Instrument

Name: _____

Year Level: _____

RETENTION POLICY QUESTIONNAIRE

Directions: The following are the statements about the students' perception regarding the retention policy. Please indicate the extent to which each statement characterizes by clicking the appropriate response. There are no right and wrong answers. Your answers will be kept strictly confidential, and you will not be identified. **5 - Strongly Agree; 4 - Agree; 3 - Somewhat Agree; 2 - Disagree; 1 - Strongly Disagree.**

PERCEPTION OF RETENTION POLICY	5	4	3	2	1
1. Retention Policy is a driving factor for me to study harder.					
2. Retention Policy does not add burden to my life.					
3. Retention policy is implemented to maintain quality education.					
4. Retention Policy is beneficial in a way that it will hone me in my performance for the nursing board examinations in the future.					
5. Retention Policy makes me academically competitive.					
6. Retention Policy helps me improve my time management skills.					
7. Retention policy teaches me responsibility and accountability.					
8. Retention policy helps me improve my cognition and understanding of the lessons.					
9. The college is well-prepared and equipped to implement the retention policy and meet the needs of the students.					
10. Retention policy pressures me to focus on getting a high grade without actually understanding the lessons.					

BIOPSYCHOSOCIAL STATUS QUESTIONNAIRE

Directions: The following are the statements about the Biopsychosocial status of the third-year paramedical students regarding the retention policy. Please indicate the extent to which each statement by clicking the appropriate response. There are no right and wrong answers. Your answers will be kept strictly confidential, and you will not be identified. **5 - Strongly Agree; 4 – Agree; 3 – Somewhat Agree; 2 – Disagree; 1 – Strongly Disagree**

BIOLOGICAL ASPECT	5	4	3	2	1
1. I generally feel healthy, and I don't get sick too often because of academics.					
2. I get an adequate amount of rest and sleep.					
3. I get to eat 3 meals or more per day.					
4. I still get to exercise at least 2-3 times per week.					
5. Academic stress or pressure do not lead me to participate in the use of alcohol or toxic substances.					
6. Academic stress or pressure do not lead me to inflict self-harm or injury.					
7. My appetite for food isn't affected despite academic pressure.					
8. I balance my health and academics well.					
9. My appetite for food isn't affected despite my academic future.					
10. I manage and balance my school-life pretty well.					

PSYCHOLOGICAL ASPECT	5	4	3	2	1
1. I feel confident about my studies and that I will receive above 2.5 grades.					
2. I feel calm and not pressured after knowing the retention policy.					
3. I feel at peace coping with the retention policy.					
4. My self-esteem is not affected even after hearing about the retention policy.					
5. Self-awareness and management improved after hearing the retention policy.					
6. I feel satisfied with the implementation of the retention policy.					
7. I engage in recreational activities to enhance my well-being and cope up with stress.					
8. I am grateful to know about the retention policy.					
9. I feel anxious about the retention policy.					
10. I feel relaxed about my grades.					

SOCIAL ASPECT	5	4	3	2	1
1. I can still hang-out with my friends despite the retention policy.					
2. I am motivated to study harder with my friends.					
3. My family financially supports my studies.					
4. I performed my duties as a student, son/daughter, and a member of the community better due to retention policy.					
5. I am not under any social pressure after knowing the retention policy.					
6. I participate in activities that nurture me spiritually while balancing my school life.					
7. I am having a better relationship with my friends and colleagues.					

8. I gained more social support from my friends and loved ones due to retention policy.					
9. I exert more effort in my studies when I am with my friends.					
10. My family and I bonded more due to retention policy.					

Appendix C: Informed Consent Form

We appreciate your enthusiasm in expressing your interest to partake in our research survey. The researchers would like to emphasize that the confidentiality of all data provided by participants in this survey will be upheld to the highest degree, ensuring that it will solely be utilized for research objectives. By affixing your signature to this agreement, you are acknowledging your comprehension and awareness of the aforementioned terms and conditions. We express our gratitude for your willingness to partake in our research survey.

The contribution provided by the user is of great value, and we express our gratitude for their dedication and input. May God bless each one of us!

Signature

Curriculum Vitae



Personal Information

Name : Kristine C. Barete
Age : 22
Birthdate : May 20, 2002
Civil Status : Single
Religion : Christian
Home Address : Upper Lancangan, Oroquieta City, Misamis Occidental
Contact Number : 09279861593
Email : kristinebarete02@gmail.com
Parents : Eden P. Barete
Christina C. Barete

EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T Feliciano St. Aguada, Ozamiz City, Misamis Occidental
August 2020- present

Senior High School : Humanities and Social Sciences
Lycée St. John Baptist De La Salle
La Salle St., Barangay Aguada, Ozamiz City, Misamis Occidental
June 2020

Junior High School : Science, Technology, Engineering, and Mathematics
Misamis Occidental National High School
Gov. A, Bernad Street, Oroquieta City, Misamis Occidental
March 2018

Elementary School : Lancangan Central Elementary School
Zarraga Street, Proper Langcangan, Oroquieta City
Misamis Occidental
March 2014

Curriculum Vitae



Personal Information

Name : Mary Jane C. Baril
Age : 23
Birthdate : October 26, 2000
Civil Status : Single
Religion : Roman Catholic
Home Address : Polao, Tangub City, Misamis Occidental
Contact Number : 09610123795
Email : maryjn2600@gmail.com
Parents : Jungie H. Baril
: Rosalyn C. Baril

EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T Feliciano St. Aguada, Ozamiz City, Misamis Occidental
August 2020- present

Senior High School : Science, Technology, Engineering, and Mathematics
Lycée St. John Baptist De La Salle
La Salle St., Barangay Aguada, Ozamiz City, Misamis Occidental
May 2019

Junior High School : St. Michael's High School, Tangub City Centro 7214
Misamis Occidental
March 2017

Elementary School : Tangub City Central School
Anecito Siete St., Mantic, Tangub City
Misamis Occidental
March 2013

Curriculum Vitae



Personal Information

Name : Jewel Jyn Seovel A. Daligdig
Age : 22
Birthdate : June 9, 2001
Civil Status : Single
Religion : Roman Catholic
Home Address : Aguada, Ozamiz City, Misamis Occidental
Contact Number : 09381711390
Email : jeweld197@gmail.com
Parents : Jeremy Dominique B. Daligdig
Jeremae A. Daligdig

EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T Feliciano St. Aguada, Ozamiz City, Misamis Occidental
August 2020- present

Senior High School : Science, Technology, Engineering, and Mathematics
Lycée St. John Baptist De La Salle
La Salle St., Barangay Aguada, Ozamiz City, Misamis Occidental
June 2020

Junior High School : Special Science Curriculum
Mayor Fernando Bernad Ave, Ozamiz City
Misamis Occidental
March 2018

Elementary School : La Salle University - Integrated School
La Salle St, Aguada, Ozamiz City
Misamis Occidental
March 2014

Curriculum Vitae



Personal Information

Name : Paula Mae A. Daque
Age : 22
Birthdate : March 9, 2002
Civil Status : Single
Religion : Assembly of God
Home Address : Binuangan, Oroquieta City, Misamis Occidental
Contact Number : 09454932652
Email : daquepaulamaegmail.com
Parents : Pablo C. Daque
 : May A. Daque

EDUCATION

College : Bachelor of Science in Nursing
 Misamis University
 H.T Feliciano St. Aguada, Ozamiz City, Misamis
 Occidental
 August 2020- present
Senior High School : Science, Technology, Engineering, and Mathematics
 Gov. A. Bernad St, Oroquieta City
 June 2020
Junior High School : Special Program in the Arts - Vocal
 Gov. A. Bernad St, Oroquieta City
 Misamis Occidental
 March 2018
Elementary School : Oroquieta City Central Elementary School
 Dr Jose Rizal St, Oroquieta City
 Misamis Occidental
 March 2014

Curriculum Vitae



Personal Information

Name : Frechel G. Hatague
Age : 21
Birthdate : June 14, 2002
Civil Status : Single
Religion : Iglesia Filipina Independente
Home Address : Adorable, Jimenez, Misamis Occidental
Contact Number : 09519402380
Email : frechelhatague@gmail.com
Parents : Frederick L. Hatague
: Rochel G. Hatague

EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T Feliciano St. Aguada, Ozamiz City, Misamis Occidental
August 2020- present
Senior High School : School of Saint John the Baptist (SSJB)
Nacional, Jimenez
Misamis Occidental
June 2020
Junior High School : School of Saint John the Baptist (SSJB)
Nacional, Jimenez
Misamis Occidental
March 2018
Elementary School : Adorable Integrated School
Adorable, Jimenez
Misamis Occidental
March 2014