

**ACADEMIC STRESS, INSECURITIES, AND SUICIDAL IDEATION
AMONG SENIOR HIGH SCHOOL STUDENTS**

DIONIO, SHENEY C.

FIEL, APPLE MAE S.

FLORES, PRINCESS ANN V.

GALLOGO, YURICO B.

HERNANDEZ, YSSA L.

LUZA, REYNEL ANGELA T.



MISAMIS UNIVERSITY

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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 Requirement for the Degree of Bachelor of Science in
Nursing

DIONIO, SHENEY C.
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CERTIFICATE OF PANEL APPROVAL

This thesis entitled, “**ACADEMIC STRESS, INSECURITIES, AND SUICIDAL IDEATION AMONG SENIOR HIGH SCHOOL STUDENTS**” prepared and submitted by Sheney C. Dionio, Apple Mae S. Fiel, Princess Ann V. Flores, Yurico B. Gallogo, Yssa L. Hernandez, & Reynel Angela T. Luza in partial fulfillment of the requirements for the Degree of **Bachelor of Science in Nursing** has been examined and is recommended for acceptance and approval.

JUDY JANE S. REVELO, MAN, RN

Adviser

Approved by the College of Nursing, Midwifery, and Radiologic Technology
Thesis Committee.

ARNIELYN M. ELMEDULAN, MAN, RN

Panel Member

CHONA J. ROBLES, MAN, RN

Panel Member

JESUS G. OCAPAN Jr., Phd, MAN, RN

Chairman

Accepted and Approved in Partial Fulfillment of the Requirements for the
Degree of Bachelor of Science in Nursing

Oral Defense Date: June 2024

JESUS G. OCAPAN JR., Phd, MAN, RN

Dean, College of Nursing, Midwifery and Radiologic Technology

ABSTRACT

Transitioning to senior high school often increases academic pressures, insecurities, and mental health challenges for students. It is essential to understand how these stressors affect the wellbeing of senior high school students so we can help mitigate adverse effects like suicidal ideation. Thus, the study draws upon Joiner's Interpersonal-Psychological Theory of Suicidal Behavior (IPTS) and the Health Belief Model (HBM). Utilizing a quantitative, descriptive correlational research design, the study aimed to determine the relationships between academic stress, insecurities, and suicidal ideation among 295 purposively sampled senior high school students conducted at a higher institution of learning in Ozamiz City, Misamis Occidental. The study utilized a researcher-made questionnaire, which they tested first through pilot testing to ensure accuracy and reliability, yielding a high Cronbach's alpha score. The results indicated that higher academic stress is strongly linked to thoughts of suicide, with financial constraint insecurities emerging as the highest p-value predictor. The findings showed that higher levels of school-related stress and feelings of insecurity are significant factors leading to suicidal ideation among senior high school students, highlighting the importance of having interventions that focus on mental health. The study's conclusions and recommendations underscore the need to address academic stress and insecurities to reduce suicidal ideation among senior high school students. It recommends implementing comprehensive mental health programs and stress management workshops to help students feel better mentally. The findings stress the importance of schools building a helpful atmosphere where students can find the resources and assistance they need to handle their academic and personal challenges.

Keywords: *academic stress, insecurities, mental health, senior high school students, suicidal ideation.*

DEDICATION

This research study is dedicated to the following individuals:

To our parents, who have always loved us, supported us, and encouraged us,
providing the strong foundation we needed throughout this journey.

To our siblings and friends, who continuously motivated us, urged us to
persevere, and prayed for our success.

To the senior high school students who kindly took the time to share their
thoughts and experiences, which were very helpful in finishing this research. May
this work foster a deeper understanding of their challenges and contribute to a
more supportive educational environment.

Above all, we want to thank God for giving us the knowledge and strength to
complete this study.

The Researchers

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The Researchers

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INTRODUCTION

Rationale/Background of the Study

After the Enhanced Basic Education Act of 2013 (Republic Act 10533) was approved, the education system in the Philippines began a period of change (Poblador & Tagare, 2024). The Department of Education (2019) states that the K to 12 Basic Education Program is an important change in the country's education system. It includes six years of primary school, four years of junior high school, and two years of senior high school. Adding two more years to the education system was designed to help students get ready for college, vocational and technical careers, and jobs in creative arts, sports, and entrepreneurship (DepEd, 2019). Generally, grades 11 and 12 make up senior high school, which is often attended by students between the ages of 16 and 17 entering the adolescent stage (Cebu, 2023).

Cebu (2023) defined adolescence as the stage in life when a person is neither a child nor an adult. In addition, the World Health Organization (2019) indicated that someone between the ages of 10 and 19 is considered an adolescent. It is the transition from being a child to becoming an adult. In this stage, known as the trial-and-error phase, Cebu (2023) discovered that a problem they would often encounter is the difficulty of establishing their sexuality, gaining independence, and forming relationships, putting them at risk of a variety of psychological conditions. Adolescents who are faced with a stressful situation that they cannot control or handle are experiencing these psychological conditions. Many underlying circumstances, such as issues at home, school, and personal lives, exposed adolescents to these psychological conditions (Cebu, 2023).

Senior high school students are adolescents navigating the formation of their identity, establishing relationships, and the period to which they transition into adulthood (Matsayi, 2023). About 68%, which is roughly four million out of six million Filipinos aged 16 to 18, were enrolled in senior high school for the 2022-

2023 school year, as revealed during the hearing on the enrollment data from the Department of Education Information Systems analyst (Chi, 2023). In addition, Brew et al. (2021) emphasized that a person's entire existence is deeply tied to how they use the knowledge they gain to improve themselves, their nation, and the world as a whole. Secondary education plays a crucial role in preparing future professionals and helps them understand and organize different job fields (Nanbak, 2020).

According to Jagiello et al. (2024), a prevalent issue for senior high school students is academic stress, which is said to have a potentially detrimental effect on both students' educational performance and wellbeing. When students used low or moderate ways to handle stress, there was a link between academic stress and suicidal ideation (Okechukwu et al., 2022). However, when students had strong coping skills, this link was not present. Jagiello et al. (2024) found that senior high school students often experience increased stress levels linked to school demands, particularly as they approach high-stakes assessments. The requirements for each strand took up almost all of the student's time in school. In addition, other academic responsibilities such as research, role plays, project materials, writing assignments, and school assignments negatively impacted students' mental health (Wuthrich et al., 2021). Thus, students were found to experience psychological issues as a result. Cebu (2023) noted that senior high school students are at a higher risk of experiencing mental health conditions such as stress, anxiety, and depression, which increases their vulnerability to suicidal ideation.

Matsayi (2023) highlighted that when senior high school students feel emotional stress and insecurity, it can significantly affect how well they do in school, their happiness, and their overall growth. Similarly, Amawhule and Fynface (2022) noted that most countries' constitutions would guarantee the right to safety because it is a basic human right for everyone in that Society. In addition, Merriam-Webster (n.d.) defined insecurity as "the opposite of security." Concerns about the safety and health of staff, teachers, and students in schools fall under the issue of

insecurity in secondary schools (Homeniuk, 2021). When students experience insecurity, it often leads to emotions such as anxiety, fear, and uncertainty (Matsayi, 2023). Furthermore, Ojeleye et al. (2022) asserted that insecurity around residents' lives and property can hinder a country's progress toward sustainable development and educational advancement. According to Nwosu et al. (2019), children who experience insecurity in school environments may suffer from toxic stress and traumatic disorders, both of which have a detrimental effect on learning.

Yahaya et al. (2021) identified physical insecurities, particularly concerning body image perception, as a worldwide public health concern. According to Merriam-Webster (n.d.), body image is how someone sees their own looks. This view is shaped by how they look at themselves and how they notice others responding to them. A negative perception of one's body might result in physical insecurities. It can show up as worries about how much you weigh, your skin, your hair, or the size and shape of a specific body part (Brazier, 2023).

Furthermore, News-Medical (2022) noted that only a few parents cited height and facial features as concerns, whereas young people often feel insecure about their hair, skin problems like acne, and weight. Yahaya et al. (2021) also observed that self-perception, whether positive or negative, is influenced by individual and environmental factors. A vast majority (75%) of the 561 senior high school students in the Offinso Municipality, Ashanti Region, who participated in a study that examined body image, self-esteem, and health behaviors reported having mild to severe body image concerns. Although the Philippines has a lower suicide rate than several other countries, trends showed a worrying rise in the number of people taking their own lives (Lagman et al., 2021). Suicidal thoughts or ideas, or suicidal ideation, refers to an individual who is thinking about or devising plans to end one's life. This type of ideation exists on a spectrum of intensity that can range from vague wishes to die without specific methods, plans, or intent to active suicidal thoughts that include a clear plan and a strong intention to carry it out (Harmer et al., 2024). It is a pervasive and concerning issue that demands immediate attention,

particularly among the youth in the Philippines. The CDC's 2019 Youth Risk Behavior Survey provided important information about young people's thoughts and actions related to suicide, including those who seriously thought about it, made plans, attempted it, or needed medical help after an attempt (Ivey-Stephenson et al., 2020).

Additionally, data from the University of the Philippines Population Institute in 2022 revealed that over 574,000 Filipino youths, which is about 3%, tried to take their own lives in 2013, a figure in 2021 climbed to 7.5%, is equivalent to nearly 1.5 million youth with such experience. Alarming, six in 10 of those who contemplated suicide did not reach out to anyone about it. Suicide is a leading cause of death for young people around the world. In addition, Estrada et al. (2019) reported that students are more likely at risk to think about or attempt suicide than those in formal schools, as suggested by studies from high-income countries.

Suicidal ideation is a significant public health concern in the US and around the world (Ivey-Stephenson et al., 2020). Suicidal behaviors, whether fatal (such as suicide) or nonfatal (such as suicide attempts), are a public health concern for people of all ages, but they are especially concerning for youths and young adults between the ages of 10-24. In 2018, 48,344 people of all ages took their own lives in the United States, which made it the 10th most common cause of death, representing about 1.7% of all deaths. Among high school students aged 14 to 18, suicide was the second leading cause of death, with 2,039 cases reported following accidental injuries (Ivey-Stephenson et al., 2020).

According to Tao et al. (2023), Anhedonia was more common among college students, but suicidal ideation was exclusive to senior high school students among the 36,105 participants. Their investigation provided insights into depression treatment: "Many senior high school students with depression showed signs of thinking about suicide when screening for depression using optimal cutoff scores were applied" (Tao et al., 2023). Students in their senior year of high school experience a lot of stress from schoolwork, more than other students, as they get

ready for important college entrance exams called "Gaokao." These exams determine if they can get into a top university (Zhang et al., 2019). Students tend to blame their failures when their parents or their expectations are not fulfilled. More seriously, just for senior high school students to escape from agony, they might take the ultimate step of suicide in the end (Cao et al., 2022; Hou et al., 2020).

The research addresses a crucial gap in understanding the mental health problems that students in their senior year of high school experience; specifically, it focuses on examining the relationship between academic stress, insecurities, and suicidal ideation. This study focuses on the unique context of senior high school students in Ozamiz City, Misamis Occidental, Philippines, considering the academic demands and social pressures they encounter. Additionally, the study recognizes the limited exploration of the relationship between academic stressors, insecurities, and suicidal ideation in the Philippine context, emphasizing the importance of creating support systems and interventions that are specifically designed to meet the needs of people in this country.

Theoretical Framework

The theoretical framework used in this research study includes "Joiner's Interpersonal-Psychological Theory of Suicidal Behavior (IPTS)" and the "Health Belief Model (HBM)". As Joiner (2005) proposed, the "Interpersonal-Psychological Theory of Suicidal Behavior (IPTS)" offers a comprehensive framework for understanding the complex dynamics underlying suicidal ideation and behaviors. Joiner demonstrated that a person will not kill themselves unless one of the following two conditions is met: 1) the capacity to commit suicide and 2) the desire to commit suicide. In addition, this theory identifies two key interpersonal factors—thwarted belongingness and perceived burdensomeness—that interact to increase the risk of suicide. Thwarted belongingness is a sense of social isolation or feeling disconnected from others, while perceived burdensomeness means thinking that one is a problem or a heavy burden for other people. In relation to our research study on the wellbeing of senior high school students mentally, the IPTS can be

integrated to explore how academic stressors and insecurities contribute to feelings of social isolation and perceptions of being burdensome. For instance, the intense academic demands and social pressures faced by students may lead to a sense of disconnection from their peers, exacerbating feelings of loneliness and thwarted belongingness. Additionally, the pressure to succeed in school can make students feel like they are a burden, especially if they think they are not living up to what their families or Society expect from them. By incorporating the IPTS, the study aims to unravel the interpersonal dynamics that link academic stress, insecurities, and suicidal ideation among senior high school students.

The Health Belief Model (HBM) was developed in the 1950s by social psychologists like Hochbaum, Rosenstock, and others. It helps explain how people think about their health and make choices related to it. This model was created to help understand and predict how people participate in activities that improve their health, such as considering the perceived threat of a health problem, the perceived benefits of preventative action, and the perceived barriers to taking that action.

In the context of our study of senior high school students, the Health Belief Model can provide valuable insights into the students' perceptions and beliefs regarding their mental health and well-being. The model's constructs can aid in understanding how these students perceive the severity of academic stressors and insecurities, their beliefs regarding the efficacy of seeking help or employing coping strategies, and the perceived barriers that hinder their access to mental health support. Additionally, the model emphasized the significance of self-efficacy and cues to action in influencing individuals' decisions to engage in health-protective behaviors. Thus, the use of the Health Belief Model in our research study can illuminate the cognitive processes underlying the students' attitudes and behaviors toward managing academic stress and addressing psychological insecurities, ultimately contributing to better support systems and interventions that meet their specific needs.

It is crucial for our research study to consider the various dimensions of the Health Belief Model, including the students' perceived susceptibility to mental health challenges, the severity of perceived academic stressors and insecurities, their beliefs regarding the effectiveness of support systems and coping mechanisms, and the perceived barriers that make it hard for them to get mental health resources. Furthermore, understanding the role of cues to action, such as educational interventions and social support networks, and the students' self-efficacy in managing their mental wellbeing will be integral in designing targeted interventions that foster a supportive and conducive environment for their holistic development.

Conceptual Framework

This research study focuses on two sets of variables: the independent variable and the dependent variable. The independent variable looks at what causes academic stress and insecurities among senior high school students. Simultaneously, the dependent variable of this study examines how academic stress and these insecurities affect suicidal ideation.

Academic Stress. Academic stress is the mental pressure that senior high school students feel from their classmates and themselves (Misra et al., 2000; Neseliler et al., 2017) due to their academic responsibilities, such as maintaining high grades and the submission of requirements such as assignments and projects. Being under a lot of academic pressure for a long time can harm both one's body and mind in the long run (Flórez & Sánchez, 2020). According to Barbayannis et al. (2022), students' psychological wellbeing can be negatively affected by academic stress, which is often manifested as feelings of anxiety, depression, and being very tired emotionally. Studies, such as those by Espinosa et al. (2020), showed that stress from school can harm students' performance, motivation, and confidence. This stress often comes from different pressures that disrupt students' balance, causing issues in senior high school students that need to be addressed (Valdivieso et al., 2020).

In this study, grades are one way to measure academic stress. Psychologically, this type of stress affects students, especially those who face difficulties like not having enough resources, heavy workloads, and wanting to reach their academic goals (Montalvo & Montiel, 2020). Mismanagement of these psychological factors can hinder students' personal development and their ability to achieve optimal academic performance. Jaramillo (2020) found that grade evaluations are a major source of stress that can cause anxiety and lead to negative feelings and behaviors, which may result in students dropping out of school. This stress arises from students' intense concern over performance results because they face difficulties in achieving the desired objectives, thus leading to significant psychological problems and eventually manifest in physical health issues. Cokley et al. (2017) pointed out that the need to do well and be noticed in a highly competitive academic setting leads to ongoing comparisons with others and self-doubt, which increases stress.

Another way to measure academic stress is the submission of requirements. Rodríguez A. et al. (2020) found that academic stress is a major psychological issue, especially for students in their senior year of high school. These students often experience increased pressure due to the demands on the submission of requirements, heavy academic workloads, or similar factors. The study highlighted the importance of taking steps to lessen both the immediate and lasting effects of academic stress, which often affects students' focus and performance in school (Rodríguez I. et al., 2020). Recent research by Bashir et al. (2019), Wang et al. (2023), and Guzmán et al. (2023) also discussed how the university setting requires students to adjust to various changes, such as a faster study pace, tight deadlines for assignments, and more complex topics, all of which can negatively affect their mental health. Therefore, it is crucial to address academic stress among university students through targeted support that helps them manage their responsibilities without harming their wellbeing (Gonzalez, 2020).

Insecurities. Insecurities refer to feelings of lacking confidence, anxiety, and uncertainty (Patterson, 2022) that arise from various aspects of senior high school student's life, including their physical appearance, intellectual abilities, and financial status. Matsayi (2023) stated that feelings of insecurity in senior high school students can harm their mental health, making it harder for them to manage their emotions, social life, and schoolwork. These students may feel helpless, unsure, and vulnerable, which can affect their ability to concentrate on their studies and interact positively with others. By recognizing and dealing with their feelings of insecurity, a person can reduce the negative effects it has on their life. This process can help them feel more secure, stable, and valuable, leading to greater happiness and better overall health (Patterson, 2022).

Physical insecurity is one of the ways in which insecurities are measured in this study. A recent national survey reveals that most teenagers feel self-conscious about their looks. According to the C.S. Mott Children's Hospital National Poll on Children's Health at the University of Michigan Health, about two-thirds of parents said their child feels insecure about how they look, and one in five parents reported that their teen avoids situations like being in photos because they feel too embarrassed (News-Medical, 2022). Patterson (2022) explained that teens dealing with physical insecurities may struggle to view their physical appearance accurately. Instead of maintaining a balanced perspective, they may overfocus on worrying about their appearance, spending significant time and energy on their perceived flaws. Someone might feel insecure about their whole body, or they might center on one particular feature, such as the nose, ears, knees, or teeth. While some teens feel judged by others, some may harshly judge themselves, often more critically than others ever would.

Another way to measure insecurity is through intellectual insecurity, where senior high school students lack confidence in their cognitive abilities and academic competence. The American Psychological Association (2020) pointed out that students who don't feel confident often doubt their ability to succeed. This can make

them hesitant to engage fully in learning or take necessary risks for academic growth. Additionally, senior high school students might fear that their past successes were just luck or worry that others now have too high expectations of them. When senior high school students face unreasonably high standards, they may experience constant disappointment and feelings of inadequacy (Binder et al., 2023).

Senior high school students faced not only physical and intellectual insecurities but also financial constraints and insecurity from their own and their parents' situations. They have to manage the costs of education, which adds extra pressure because they need to balance studying with earning money for tuition, housing, food, and other expenses. This is especially challenging if they have moved to a new place for school (Córdova Olivera et al., 2023). Research by McCloud and Bann (2019) showed that financial stress can harm students' mental health, leading to more anxiety and depression. Patterson (2022) observed that when senior high school students feel insecure about their food, housing, and safety needs, they often face difficulties in achieving a sense of security in terms of psychological needs. In addition, always comparing yourself against others, especially in terms of accomplishments, appearance, or success, can lead to feelings of being inferior and insecure (Gupta, 2024). According to Matsayi (2023), emotional distress is one reason why students may not perform well academically. When senior high school are preoccupied with emotional issues or safety concerns, they may struggle to pay attention in class, finish assignments, or do well on tests. These emotional stressors can affect their focus, sleep, and ability to handle their feelings, which can lead to lower grades and poorer academic performance.

Suicidal Ideation. Thoughts of self-harm or ending one's life, known as suicidal ideation, is a serious issue for mental health. If these thoughts are not taken seriously and dealt with properly, they can lead to very serious problems (Harmer et al., 2024). It is not a condition on its own but instead a sign of something else that can arise in response to challenging life events, mental disorders, or the use of

certain psychoactive substances (Barry, 2019). Suicidal ideation can indicate underlying emotional distress and the need for immediate intervention and support.

According to Cebu (2023), in the Philippines, about 10% of young Filipino people aged 15-27 have thoughts of suicide, and 5% have attempted it. A survey of 312 respondents showed that most mental health conditions, including depression, anxiety, and stress, were generally normal, but a significant number, about 118, experienced mild to moderate suicidal ideation. After finishing senior high school, around the ages of 16 and 17, students enter the adolescent stage where they face various academic pressures, such as completing their strands' requirements, that negatively affect their mental health, contributing to psychological issues. Other school requirements, such as writing assignments, projects, activities, role plays, and research, were found to harm students' mental health, causing different psychological problems (Wuthrich et al., 2021).

Girma et al. (2021) stated that this situation is common among teenagers because this mental illness can result in severe consequences, such as suicide. Every year, around 800,000 people take their own lives, making it one of the leading reasons for death among people aged 15 to 19. A cross-sectional study noted that 28% of students with depression experience moderate to severe levels. Furthermore, Micalizio et al. (2021) highlighted that difficult experiences make teenagers more prone to experiencing mental health issues and can cause emotional instability, potentially leading to depression.

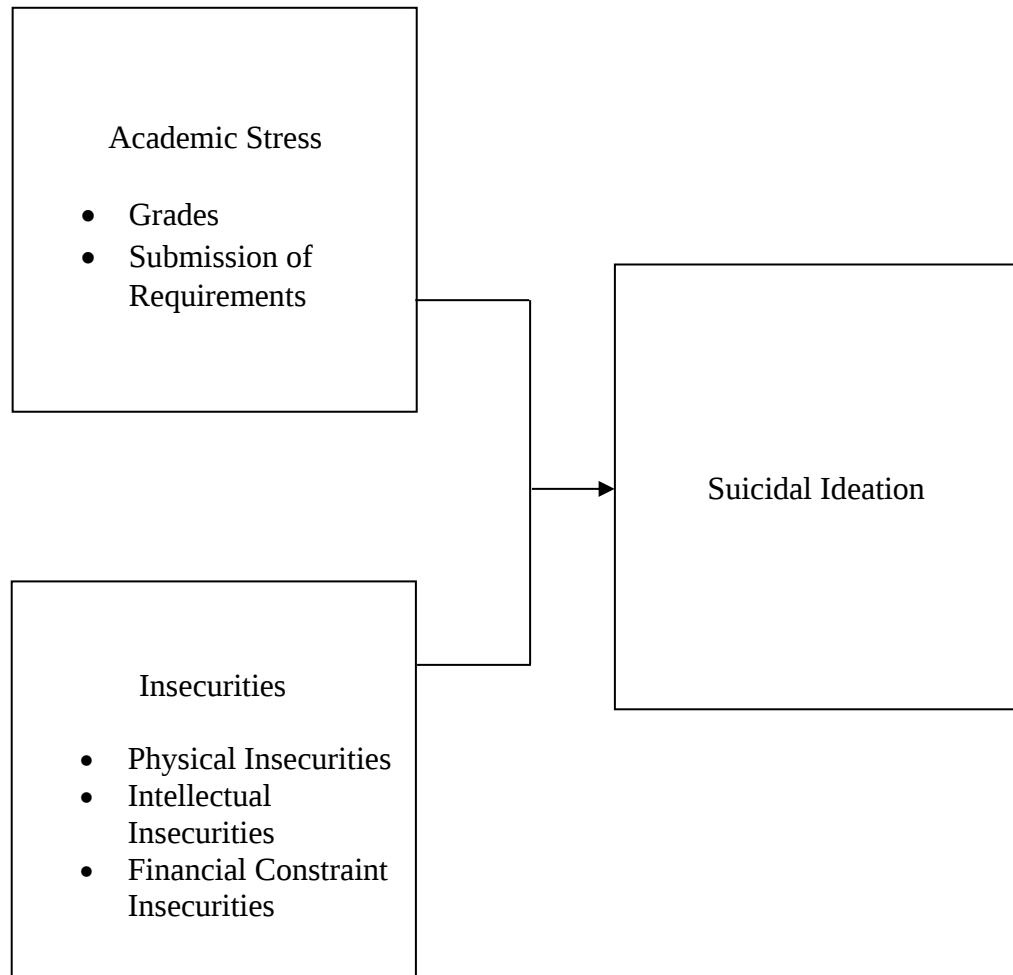


Figure 1. Schematic Diagram of the Study

Objectives of the Study

This study looked at academic stress, feelings of insecurity, and suicidal ideation among senior high school students. The main goals were to:

- 1) Determine how much academic stress senior high school students experience;
- 2) Identify the insecurities that these senior high school students have;
- 3) Determine how many senior high school students have suicidal ideation;
- 4) Determine the significant relationship between the level of academic stress and suicidal ideation among senior high school students;
- 5) Determine the significant relationship between the level of insecurities and suicidal ideation among senior high school students; and
- 6) Determine the potential predictors or determinants of suicidal ideation.

Null Hypothesis

In addition, this study hypothesized that:

H0₁) There is no significant relationship between the respondents' level of academic stress and suicidal ideation; and

H0₂) There is no significant relationship between the respondents' level of insecurities and suicidal ideation.

Significance of the Study

This research study is particularly significant because of the major changes made to education in the Philippines with the K to 12 Basic Education Program, which added two extra years of senior high school. These reforms have placed senior high school students in a pivotal developmental stage, where they are preparing for higher education or vocational careers and navigating the complexities of adolescence. This study looks at how academic stress, feelings of insecurity, and thoughts of suicide are connected in Ozamiz City. The goal is to gather information that can help create better policies and programs for the mental health of senior high school students nationwide. Ultimately, this study seeks to contribute to creating comprehensive support systems that nurture the academic, emotional, and social growth of senior high school students in the Philippines.

RESEARCH METHODOLOGY/MATERIALS AND METHODS

Research Design

A quantitative type of research, specifically a descriptive correlational design, was used in this study. This type of research involves collecting numerical data that researchers can analyze using various statistical techniques, from simple to more advanced. Through these statistical analyses, data can be grouped, relationships can be identified, and comparisons can be made between data sets (Coghlan & Brydon-Miller, 2014). Descriptive correlational studies help explain how two things are related when the researcher cannot change the factors that might affect the results (Lappe, 2000). This research design was suitable because it examined how closely the two variables are connected. The design was a cost-effective way to gather information about the research questions within the given time, allowing insights into how the findings from a smaller group of people could apply to all senior high school students (Creswell, 2009). The current study looked into issues related to students in their senior years of high school, such as academic stress, insecurities, and suicidal ideation. Therefore, the researchers thought this research design was suitable.

Locale of the Study/Research Environment

The research was done at one of the higher institutions of learning in Ozamiz City, an educational institution with a rich history and diverse academic tracks and vocational programs. The university provided different study programs for senior high school students, including Accountancy, Business and Management, General Academic Strand, Humanities and Social Sciences, Pre-Baccalaureate Maritime, and Science, Technology, Engineering, and Math. It also offered vocational programs like Home Economics, Industrial Arts, Information and Communication Technology, and Security Services. With a commitment to academic excellence and a holistic approach to education, the university expanded its program offerings, encompassing fields like engineering, criminology, nursing, social work, agriculture, computer science, and more. The university's dedication to quality

education was evident in its numerous accreditations and certifications. The university's role as an educational institution with a diverse student body and a range of academic programs made it an ideal setting for exploring the interplay between academic stressors, insecurities, and suicidal ideation among senior high school students.

Respondents of the Study/Unit of Analysis, and Sampling Procedure

The study mainly focused on this university's senior high school students, acknowledging its significant relevance to the target population. At the time of the study, the university had 610 enrolled Grade 11 and 644 enrolled Grade 12 senior high school students. The study included 295 students in their senior years of high school, as determined by the Raosoft calculator. The researchers used a purposive sampling method to choose the participants. According to Campbell et al. (2020), purposive sampling is when researchers choose particular cases that they think will be important for the study. The criteria for choosing the students were that they had to be: 1) currently enrolled and 2) had given consent to participate in the study.

Data Gathering Instruments/Data Gathering Procedure

The data was collected using a questionnaire created by the researcher that was divided into three parts designed to assess academic stress, insecurities, and suicidal ideation among senior high school students. The Academic Stress Questionnaire focused on two main areas: stress related to maintaining grades and the submission of requirements. The Insecurities Questionnaire was divided into sections addressing physical insecurities, intellectual insecurities, and financial constraint insecurities. The Suicidal Ideation Questionnaire measured how often and how strongly people had thoughts about suicide. All the questionnaires used a four-point Likert scale for answering.

The information-gathering process started with approval from the Dean of the College of Nursing, Midwifery, and Radiologic Technology and the Principal of the Basic Education Department. Questionnaires were then given to respondents with assurance that their answers would remain private, ensuring informed consent

was also obtained. The questionnaires were filled out in a controlled setting to ensure accurate and truthful answers. Advisor feedback was received to ensure the tools used were valid and reliable, and pre-tests were conducted.

Validity and Reliability of the Instrument

The researcher created a questionnaire and presented it to the research adviser for review and feedback. The researcher conducted a pre-testing and a reliability test called Cronbach's alpha to ensure it was accurate. Cronbach's alpha was calculated for each part of the questionnaire individually. It was calculated for each construct separately: academic stress (grades = 0.759, submission of requirements = 0.866), insecurities (physical = 0.934, intellectual = 0.847, financial constraint = 0.891), and suicidal ideation (0.814). After testing the questionnaire, it was reviewed by the adviser for additional feedback, where it was incorporated to improve the questions. This process was done to ensure that the tool for collecting information was effective and reliable.

Scoring Guidelines

The researchers utilized the following researcher-made questionnaires to gather essential data and information:

- A. Respondents' Academic Stress.** The researcher created this questionnaire to understand the difficulties faced by the people answering it. It used a four-point Likert scale for responses. The continuum used to evaluate and analyze the collected data is shown below.

Continuum		Responses	QI
4	3.41 – 4.00	Always (A)	Very High (VH)
3	2.61 – 3.40	Often (O)	High (H)
2	1.81 – 2.60	Seldom (S)	Low (L)
1	1.00 – 1.80	Never (N)	Very Low (VL)

- B. Respondents' Insecurities.** This tool examined how people cope with challenges. It used a four-point Likert scale to measure their responses.

Below is the continuum that was used to interpret and analyze the collected data.

	Continuum	Responses	QI
4	3.26-4.00	Strongly Agree (SA)	Very High
3	2.51-3.25	Agree (A)	High
2	1.76-2,50	Disagree (DA)	Low
1	1.00-1.75	Strongly Disagree (SDA)	Very Low

C. Respondents' Suicidal Ideation. This tool examined the mental state of the people surveyed. A four-point Likert scale was employed to measure their responses. Below is the continuum used to interpret and analyze the collected data.

	Continuum	Responses	QI
4	3.26-4.00	Strongly Agree (SA)	Very High
3	2.51-3.25	Agree (A)	High
2	1.76-2,50	Disagree (DA)	Low
1	1.00-1.75	Strongly Disagree (SDA)	Very Low

Mode of Analysis/Statistical Treatment

Statistical tools were used by the researchers to analyze the data. In order to obtain a clear, thorough, legitimate, and trustworthy outcome, the following techniques were applied:

Average Weight Value. This tool assisted in describing the thoughts and coping mechanisms of senior high school students.

Regression Analysis. This technique was used to find out the relationship between independent and dependent variables.

Ethical Consideration

Prior to gathering data, the researcher implemented all necessary ethical steps. This involved getting a letter of permission from the Dean of the College of Nursing and Midwifery and the Principal of the Basic Education Department. Respondents had to sign consent forms before receiving questionnaires, making sure they understood the study's purpose, benefits, and possible risks. They were also informed that they could leave the study at any time and that their information would be kept private. Respondents were encouraged to contact the researchers if they had any questions or worries, and protecting their anonymity and confidentiality was a top priority during the entire study.

RESULTS AND DISCUSSIONS

This chapter presents, analyzes, and interprets the data of the study which are arranged to the following topics:

Respondents' Level of Academic Stress

Respondents' Level of Insecurities

Respondents' Level of Suicidal Ideation

Significant Relationship between Respondents' Level of Academic Stress and Suicidal Ideation

Significant Relationship between Respondents' Level of Insecurities and Suicidal Ideation

Predictors of Suicidal Ideation

Respondents' Level of Academic Stress

The data presented in Table 1 illustrates the respondents' perceived levels of academic stress across various factors. An overall assessment reveals a WM of 3.29 and StDev of 0.156, indicating a predominantly very high level of academic stress among the respondents. These findings underscore the substantial impact of academic demands on individuals' stress levels, emphasizing the need for effective stress management strategies within educational settings.

Grades. It has a weighted mean (WM) of 3.40 and a standard deviation (StDev) of 0.5639. This is interpreted as 'Very High' (H). This suggests that respondents experience significant stress related to grades, indicating a pervasive concern in this area at the most extreme level. According to Feldman (2020), the constant pressure to achieve high grades or maintain a competitive grade point average (GPA) can lead to students being sleep-deprived, anxious, and even engaging in self-harm. Similarly, Mustafa (2019) found that academic burnout and mental health challenges are common and sometimes severe among senior high school students. The data presented in the table here clearly shows that grades are a significant source of stress for these senior high school students. This situation emphasized the importance of educational institutions providing supportive

measures like academic counseling and stress management programs to aid senior high school students in handling these academic pressures more effectively. The correlation between grades and academic stress is evident, as the pressure to achieve high grades directly influences students' stress levels.

Submission of Requirements. The results show a weighted mean (WM) of 3.18 and a standard deviation (StDev) of 0.6777. This is interpreted as 'High'. This suggests that the deadlines and volume of assignments and projects play a big role in how stressed students feel. Koppenborg et al. (2022) pointed out that many senior high school students feel burdened by the large volume of academic tasks they are expected to manage. This sensation of being overwhelmed often leads to feelings of anxiety, as students find it challenging to keep up with deadlines, do their best work, and manage the specific requirements of their courses. Effective time management skills, combined with supportive academic policies, can mitigate the stress associated with submission of requirements.

Table 1

Respondents' Level of Academic Stress

Academic Stress	WM	StDev	I
Grades	3.40	0.5639	VH
Submission of Requirements	3.18	0.6777	H
Overall Weighted Mean	3.29	0.156	VH
<i>Legend:</i>			
3.26-4.00 – Very High (VH)		1.26-2.25 – Low (L)	
2.26-3.25 – High (H)		1.00-1.25 – Very Low (VL)	

Respondents' Level of Insecurities

The data presented in Table 2 presents an insightful analysis of respondents' levels of insecurity across different domains with an overall WM of 3.24 and StDev of 0.550, which suggests a high level of insecurity among senior high school students, highlighting areas where intervention and support may be warranted.

Physical Insecurities. The results show a weighted mean (WM) of 3.18 and a standard deviation (StDev) of 0.6777. This is interpreted as 'High' (H). This means that high school seniors feel a lot of stress about their physical appearance, showing

that this is a common worry, though it isn't the worst level of stress. Young people are observed to often focus on redefining and shaping their mental self-image. Tallat et al. (2017) pointed out that feeling bad about one's body can lower a person's self-confidence and self-esteem, which can then harm their academic performance. Body image has also been a trending issue in this generation because of the unrealistic standards set by Society (Genobaten, 2019). In addition, negative experiences like childhood abuse, bullying, rejection, or criticism can cause senior high school students to feel insecure (Gupta, 2024).

Intellectual Insecurities. The results present a weighted mean (WM) OF 3.27 and a standard deviation (StDev) of 0.4146. This is interpreted as 'Very High' (VH). This denotes that intellectual insecurities are a major cause of stress for the respondents. The lower standard deviation implies that this stress level is consistently felt among the respondents, highlighting a common issue regarding intellectual abilities and self-perception. This indicates that students are experiencing significant anxiety and self-doubt regarding their academic abilities and performance. Patterson (2022) highlighted that students at various educational levels might feel insecure and start to doubt their intellectual abilities, writing skills, and ability to apply knowledge as needed. This sense of intellectual insecurity can lead to issues like getting bad grades, not doing well at work, and leaving tasks unfinished.

Financial Constraint Insecurities. The results indicate a weighted mean (WM) of 3.26 and a standard deviation (StDev) of 0.5448. This is interpreted as 'High' (H). This interpretation suggests a consistent central tendency with some variability in the data in our research context. Senior high school students from lower socioeconomic backgrounds may experience stress related to tuition fees, school supplies, and other educational costs, which can hinder their academic performance and overall mental health. Watermark Insights (2023) highlighted that financial instability can negatively impact students' mental health. Concerns about money can cause or make problems for students mentally, such as depression and

anxiety, worse. In addition, financial insecurity is a significant factor influencing students' decisions to postpone or drop out of school. Therefore, providing financial aid and scholarships and implementing policies to reduce educational costs can help address these insecurities, ensuring that financial barriers do not impede students' excellent academic performance and wellbeing.

Table 2

Respondents' Level of Insecurities

Stress	WM	StDev	I
Physical	3.18	0.6777	H
Intellectual	3.27	0.4146	VH
Financial Constraint	3.26	0.5448	H
Overall Weighted Mean	3.24	0.550	H
<i>Legend:</i> 3.26-4.00 – Very High (VH) 1.26-2.25 – Low (L) 2.26-3.25 – High (H) 1.00-1.25 – Very Low (VL)			

Respondents' Level of Suicidal Ideation

Suicidal Ideation. The results show a weighted mean (WM) of 2.70 and a standard deviation (StDev) of 0.7999. This score falls within the "High" level category based on the study's legend, which ranges from 2.26 to 3.25. The data suggests that the senior high school students surveyed have a significantly high level of suicidal thoughts. The results indicate that students have a positive perception of their current psychological status. These strong thoughts about suicide are alarming and suggest that the health and mental state of senior high school students are at risk. The substantial standard deviation indicates variability in the responses, signifying that while many students experience high levels of suicidal thoughts, there are still variations in the intensity of these thoughts.

Among high school students in their senior years, thoughts about committing suicide have brought significant attention recently due to the rising numbers of mental health issues within this demographic. The study found that the high level of thoughts about suicide among senior high school students in Ozamiz City is mainly due to two reasons: academic stress and feelings of insecurity. Harmer et al. (2020) observed that suicidal ideations are presented in a "growth and

decline manner," so their magnitude and nature change significantly over time. According to Purse (2024), suicidal ideation can arise from a variety of factors. These thoughts often occur during moments of hopelessness, a lack of control, or a sense that life lacks meaning or purpose. For senior high school students, these feelings may be due to circumstances like academic stress and insecurities.

Given these findings, it is imperative to address both academic stress and insecurities among senior high school students to mitigate the risk of suicidal ideation. Schools and colleges should create strong mental health programs to help and support students. These programs should offer counseling, workshops on managing stress, and activities that promote a friendly and welcoming atmosphere.

Table 3
Respondents' Level of Suicidal Ideation

Variable	WM	StDev	I
Suicidal Ideation	2.70	0.7999	H
<i>Legend:</i> 3.26-4.00 – Very High (VH) 1.26-2.25 – Low (L) 2.26-3.25 – High (H) 1.00-1.25 – Very Low (VL)			

Significant Relationship between Respondents' Level of Academic Stress and Suicidal Ideation

Academic Stress and Suicidal Ideation. The results indicate a calculated r-value of 0.286 with a p-value of 0.00**. This suggests that we can reject the null hypothesis (Ho). According to the presented data, a significant relationship is present between respondents' academic stress and suicidal ideation. Yao et al. (2023) pointed out that while facing academic challenges can boost things like how creative students feel about themselves, the impact on their ability to bounce back from difficulties isn't always clear. This effect can vary based on factors like students' confidence in their academic skills and other related circumstances. In addition, Choi et al. (2019) found a strong association between academic stress and suicidal ideation among high school students in their senior years, highlighting the need for effective interventions to address this issue. Moreover, the pressure to excel academically has been amplified by societal expectations and increased

competition for college admissions (Chang, 2018). This pressure, combined with factors such as heavy workloads, fear of failure, and lack of adequate coping mechanisms, can lead students to have thoughts about suicide (Lee et al., 2020).

Submission of Requirements and Suicidal Ideation. The results indicate a calculated r-value of 0.304 with a p-value of 0.00**. This suggests that we can reject the null hypothesis (Ho). The data reveals a significant relationship between respondents' academic stress and suicidal ideation. Osman et al. (2020) indicated that students facing multiple concurrent deadlines felt more stressed and were more likely to have thoughts of suicide than those who had fewer deadlines to worry about. The findings implied that as academic stress increases, the chances of having thoughts about suicide also increase.

Table 4

Significant Relationship between Respondents' Level of Academic Stress and Suicidal Ideation

Variable	r-value	p-value	Decision
Academic Stress and Suicidal Ideation	0.286	0.00**	Reject Ho
Submission of Requirements and Suicidal Ideation	0.304	0.00**	Reject Ho

Ho. There is no significant relationship between the respondents' level of academic stress and suicidal ideation.

Legend: 0.00-0.01** Highly Significant 0.02-0.05* Significant above 0.05 Not Significant

Significant Relationship between Respondents' Level of Insecurities and Suicidal Ideation

Physical Insecurities and Suicidal Ideation. The results show a calculated r-value of 0.304 with a p-value of 0.00**. This suggests that the null hypothesis (Ho) is rejected. The data reveals a significant relationship between the respondents' level of insecurities and suicidal ideation. According to Sukoco et al. (2022), body shaming can happen in different ways. First, it can involve someone being critical of their own looks, often comparing themselves to others. Second, it can mean

openly criticizing how others look. Lastly, it can involve making negative comments about someone's appearance without their knowing it. These actions can make people feel ashamed and encourage the belief that others should be mostly evaluated based on their appearance. This can cause people to lose confidence and feel ashamed. They might even hurt themselves or, in the worst case, think about or commit suicide. Therefore, it is clear that the beauty standards shown in the media can harm how young people see their own bodies. Nonetheless, it is suggested that social media should be used to spread awareness about the harmful effects of body shaming on individuals and Society as a whole (Zulkifli et al., 2023). Sometimes, people say things about someone's appearance without thinking, and those comments can hurt the feelings of the person they are talking about (Sukoco et al., 2022).

Students often experience body-related insecurities and are overly concerned about how others perceive them. Their mindset can lead them to feel like they are not attractive enough or good enough. This can create a belief that changing their appearance is necessary for social acceptance. When self-esteem is low, students may strive to gain approval from others as a way to boost their confidence (Romano et al., 2022). Nemours Teen Health reported that common sources of these insecurities include weight, skin conditions, acne, and hair, while factors like height and facial features were mentioned less frequently by parents. Therefore, the detrimental impacts of body shaming on people and society at large are said to be better understood by the use of social media to raise awareness. (Zulkifli et al., 2023).

Intellectual Insecurities and Suicidal Ideation. The results show a calculated r-value of 0.295 with a p-value of 0.00**. This suggests that the null hypothesis (H₀) is rejected. The data reveals a significant relationship between the respondents' level of insecurities and suicidal ideation. Adolescents facing academic challenges often become the focus of attention for parents, teachers, and researchers. While these students experience significant stress, those who generally perform well

academically are also exposed to stressors. In this study, common stressors included concerns about exams, lack of understanding from family regarding school responsibilities, perceptions of unfair tests, too much work in some subjects, fear of failing school, insufficient time for studying, and anxiety about the future. These factors can make it more likely for students to drop out of school and may lead to thoughts of suicide (Daniel et al., 2019). Studies have documented that skipping school is connected to having suicidal thoughts (Epstein et al., 2020) as well as failing academic courses (Kosidou et al., 2019). Furthermore, research has shown that students who have difficulty with reading and writing are more likely to think about suicide (Daniel et al., 2019).

Financial Constraint Insecurities and Suicidal Ideation. The results show a calculated r-value of 0.384 with a p-value of 0.00**. This suggests that the null hypothesis (Ho) is rejected. The data reveals a significant relationship between the respondents' level of insecurities and suicidal ideation. Research has consistently highlighted a connection between a person's economic and social situation and their chances of experiencing suicidal thoughts or actions (Turecki et al., 2019). During adolescence, those with lower family or household income are at a greater risk of considering suicide. In addition, perceived financial difficulties within the family have been significantly connected to suicidal thoughts, particularly in adolescents (Platt, 2016). Moreover, many studies have shown that individuals facing economic hardship are more prone to experiencing suicidal ideation and attempting it (Pirkis et al., 2019). Financial stress linked to poverty often leads to increased exposure to negative life experiences and reduced access to environmental protective benefits (Chang et al., 2020). Bronfenbrenner's theory about how people grow and develop suggests that a family's financial situation is very important. It affects what resources are available at home, which in turn has a direct impact on mental health and overall wellbeing (Tudge et al., 2019).

Table 5

Significant Relationship between Respondents' Level of Insecurities and Suicidal Ideation

Variable	r-value	p-value	Decision
Physical Insecurities and Suicidal Ideation	0.304	0.00**	Reject Ho
Intellectual Insecurities and Suicidal Ideation	0.295	0.00**	Reject Ho
Financial Constraint Insecurities and Suicidal Ideation	0.384	0.00**	Reject Ho

Ho. There is no significant relationship between the respondents' level of insecurities and suicidal ideation.

Legend: 0.00-0.01** Highly Significant 0.02-0.05* Significant above 0.05 Not Significant

Predictors of Suicidal Ideation

Table 6 presents a regression analysis aimed at identifying predictors of suicidal ideation. The variables considered include academic stress, physical health issues, and financial stress. The coefficients (Coef), standard errors (SE Coef), t-values, and p-values for each predictor are provided. The regression equation is given as:

Suicidal Ideation = 0.440 + 0.1731 (Academic Stress) + 0.1449 (Physical) + 0.3704 (Financial)

Suicidal Ideation = 0.440 + 0.1731 (Academic Stress) + 0.1449 (Physical) + 0.3704 (Financial). The model summary includes the standard error of the regression (S), R-squared (R-sq), adjusted R-squared (R-sq(adj)), and predicted R-squared (R-sq(pred)) values.

Interpretation and Analysis: Predictors and their Significance, **Academic Stress**: Coefficient: 0.1731, Standard Error: 0.0859, t-Value: 2.02, p-Value: 0.045. Academic stress has a positive coefficient, indicating that higher levels of academic stress are linked to more suicidal ideation. The t-value of 2.02 indicates that this predictor is statistically significant ($p = 0.045$), as the p-value is less than 0.05. This finding supports recent studies showing that the pressure to succeed in school is a

major source of stress for students that often leads to mental health problems, including thoughts of suicide (Wang et al., 2019).

Physical. Coefficient: 0.1449, Standard Error: 0.0745, t-Value: 1.94, p-Value: 0.053. Physical health issues also have a positive coefficient, implying a positive relationship with suicidal ideation. However, its t-value of 1.94 and p-value of 0.053 suggest that it is not statistically significant at the conventional 0.05 level. This marginal significance highlights how physical health can potentially affect mental well-being, in line with findings by Liu et al. (2018) who noted that chronic physical illnesses can exacerbate mental health problems, though not always reaching significance in smaller samples.

Financial Stress. Coefficient: 0.3704, Standard Error: 0.0914, t-Value: 4.05, p-Value: 0.000. Financial stress shows a strong positive relationship with suicidal ideation, as evidenced by a coefficient of 0.3704 and a highly significant t-value of 4.05 ($p < 0.001$). This suggests that financial difficulties are a robust predictor of suicidal thoughts. This is supported by recent literature, such as research by Richardson et al. (2020), which found that financial strain is a critical factor in the deterioration of the health of an individual mentally, which can make people think about suicide more often.

The regression analysis highlights financial stress as the highest predictor of thoughts of suicide compared to other factors considered. This is corroborated by multiple studies that highlight the detrimental effects of financial strain on mental health (Richardson et al., 2020). Academic stress also emerges as a major predictor, reflecting the intense pressure faced by students and its potential to trigger severe mental health issues (Wang et al., 2019). Although physical health issues show a positive association with suicidal ideation, their marginal significance suggests that their impact might be more pronounced in conjunction with other stressors or in larger samples (Liu et al., 2018).

The modest R-squared value indicates that while academic, physical, and financial stress are important, there are likely other significant predictors of suicidal

ideation not captured in this model. Future studies should explore other factors like social support, mental health history, and coping mechanisms to build a more comprehensive predictive model.

Table 6

Predictors of Suicidal Ideation

Term	Coef	SE Coef	T-Value	P-Value
Constant	0.440	0.302	1.45	0.147
Academic Stress	0.1731	0.0859	2.02	0.045
Physical Insecurity	0.1449	0.0745	0.0745	0.053
Financial Constraint Insecurity	0.3704	0.0914	0.0914	0.000

Regression Equation

$$\text{Suicidal Ideation} = 0.440 + 0.1731 \text{ a1} + 0.1449 \text{ b1} + 0.3704 \text{ b3}$$

Model Summary

S	R-sq	R-sq(adj)	R-sq(pred)
0.730497	14.45%	16.60%	15.07%

Ho: There is no predictor of suicidal ideation

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Several conclusions are presented below based on the findings presented in the study:

1. Senior high school students experience a very high level of academic stress concerning grades and a high level of stress related to the submission of requirements. This suggests that the academic environment and the pressure to perform well academically are significant stressors for these students.
2. Senior high school students also exhibit high levels of insecurity. Physical and financial insecurities are prevalent, while intellectual insecurities are notably very high. This indicates that concerns about appearance, economic stability, and intellectual capabilities are major sources of insecurity among senior high school students.
3. The high level of suicidal ideation among these senior high school students is alarming. This highlights the severe impact of the psychological stressors they face and underscores the need for immediate attention and intervention.
4. There is a significant relationship between the respondents' level of academic stress and suicidal ideation. This means that when students face more stress from school, they are more prone to have thoughts of hurting themselves, emphasizing the need for addressing academic pressures as part of mental health interventions.
5. There is a significant relationship between the respondents' level of insecurities and suicidal ideation. This finding suggests that insecurities, whether physical, intellectual, or financial constraints, can increase the risk of having suicidal thoughts, highlighting the need to address these insecurities to improve senior high school students' mental health.
6. Academic stress, physical insecurity, and financial constraint insecurity are identified as significant predictors of suicidal ideation. This suggests that

interventions aiming to reduce these specific stressors could be effective in lowering the incidence of suicidal thoughts among students.

Recommendations

Specifically, based from the analysis and results found, the researchers suggest the following:

1. For the Guidance Office and the Basic Education Department, they may conduct a Stress Management seminar. These seminars may teach students effective coping mechanisms for managing academic stress, such as time management skills, relaxation techniques, and healthy study habits.
2. The Guidance Office and Basic Education Department may provide accessible services that support mental health, including counseling and psychological support. This could involve body positivity campaigns and tutoring programs to boost intellectual confidence. The Guidance Office may promote their websites or social contacts, such as through Facebook, where senior high school students can contact them if they are too embarrassed to open up personally. The Department of Student Affairs and Services may offer financial aid or scholarship programs to alleviate economic stress. In addition, the Guidance Office may conduct regular mental health screenings and the presence of trained mental health professionals to help in early identification and intervention for students facing high levels of stress and thoughts of suicide.
3. The Basic Education Department may conduct a parental involvement meeting to engage parents in supporting students' mental health. They may conduct workshops to educate parents about typical issues regarding mental health faced by adolescents, such as anxiety, depression, and stress. These workshops can help parents recognize the signs of mental health problems and understand their impact on their children's wellbeing. In addition, the Basic Education Department may offer training sessions to help parents improve their communication skills. Effective communication

can encourage open dialogue between parents and children, making it easier for children to express their feelings and concerns.

4. The Guidance Office may conduct regular assessments of students' academic stress levels, and appropriate interventions should be provided based on the findings. Workshops, seminars, and information sessions on subjects like coping mechanisms, stress management, and self-esteem can fall under this category. Providing informational materials and online resources can also help students access support when they need it. In addition, the Basic Education Department could consider reducing the workload, offering flexible deadlines, and providing academic counseling to help students manage their academic responsibilities effectively.
5. The Guidance Office may conduct workshops and seminars on insecurity focused on addressing physical, financial, and intellectual insecurities. These could include body positivity programs, scholarship programs, and academic support groups to help students build confidence and resilience. The Department of Student Affairs and Services can offer financial aid or scholarships to senior high school students, whereas the Basic Education Department can implement policies to reduce educational costs. This can help alleviate financial stress for students and ensure that financial barriers do not impede their studies and overall wellbeing. The Basic Education Department can also conduct financial literacy programs to help senior high school students better handle their money. These programs can cover topics like making a budget, saving money, dealing with debt, and knowing about financial aid options.
6. The Basic Education Department may develop a program that support peers where students can share about their experiences and help one another. Peer mentors can provide relatable advice and support, listening to the senior high school students' concerns and letting them know that peer mentors are there to support them, fostering a sense of community and

belonging among senior high school students. The Basic Education Department may promote social connectivity and provide opportunities to connect with peers and other adult caregivers. The Basic Education Department and the Guidance Office may encourage senior high school students to seek professional help and provide options for senior high school students who are contemplating taking their own life. In addition, the Guidance Office may implement a system for regular monitoring and evaluation of students' stress levels, insecurities, and mental health. It can be done through surveys or seminars. This will help track the effectiveness of the interventions and make necessary adjustments. Interventions should be specifically designed to address the predictors of suicidal ideation identified in this study. By targeting academic stress, physical insecurities, and financial constraint insecurities, the Basic Education Department can make a more supportive environment that helps lower the chances of senior high school students having suicidal thoughts.

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APPENDIX A – Survey Questionnaire (Blank)

QUESTIONNAIRE ON

SENIOR HIGH SCHOOL STUDENTS: ACADEMIC STRESS

Direction: Select and check the appropriate response option for each statement based on their agreement or disagreement with the statement using the following codes:

4- Always 3- Often 2-seldom, 1 -Never.

Statement	Always 4	Often 3	Seldom 2	Never 1
ACADEMIC STRESS				
1. Grades				
I experience stress when pressured to maintain high grades.				
My fear of academic failure influences my decision-making and choices inside the school.				
I feel stressed in a competitive academic environment that places emphasis on grades.				
My fear of receiving a low grade impacts my motivation and passion for learning.				
My overall stress level increases when I am pressured to excel academically and achieve high grades.				
1. Submission of Requirements				
My stress level increases when deadlines for submitting requirements get tight.				
I get kind of worried about not meeting submission requirements, and that really adds to my academic stress.				
It stresses me out when I compare my ability to meet deadlines with others.				
I feel overwhelmed when there are a lot of academic requirements to submit.				

APPENDIX A - Cont'd

My stress level increases when I find it challenging to balance the demands of multiple assignments with my personal life.				
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SENIOR HIGH SCHOOL STUDENTS: INSECURITIES

Direction: Select and check the appropriate response option for each statement based on their agreement or disagreement with the statement using the following codes:

4-Strongly Agree (SA), 3- Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
INSECURITIES				
1. Physical				
I feel insecure about how society judges people based on their looks.				
I've noticed that not feeling good about my appearance can stick with me and affect how I feel inside.				
I feel more self-conscious about how I look when I see perfect bodies on social media platforms.				
I perceive my own appearance based on what society deems "normal" and the values of my culture.				
My insecurity increases when I compare my physical appearance to the standards of society.				
2. Intellectual				
I often find that doubting my intellectual capabilities really affects how I see myself.				

APPENDIX A - Cont'd

I feel stressed when I am not confident in my intellectual abilities because it can stick with me and impact my self-esteem.				
I feel insecure when I compare my intellectual capabilities to those of others academically.				
I view my own intellect based on what society expects and the values of my culture.				
I sometimes question my intellectual worth when I am faced with situations that challenge my knowledge and skills.				
3. Financial Constraint				
I am worried when pressured with limited finances.				
I feel stressed when living with limited finances because it can stick with me and affect my well-being.				
I feel insecure when I compare my financial situation to others.				
I perceive financial stability based on what society expects and the economic conditions around me during my education.				
I feel uneasy when I think about the uncertainty of my future due to limited finances.				

APPENDIX A - Cont'd

SENIOR HIGH SCHOOL STUDENTS: SUICIDAL IDEATION

Direction: Select and check the appropriate response option for each statement based on their agreement or disagreement with the statement using the following codes:

4-Strongly Agree (SA), 3- Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
SUICIDAL IDEATION				
I have experienced thoughts of hurting myself or having suicidal tendencies during the past few weeks.				
I feel overwhelmed by the challenges and stressors in my academic life, to the point where I have considered suicide as a way to escape the pressure.				
Sometimes, I think about death or have thoughts of ending my own life.				
I have made specific plans or taken steps toward attempting suicide.				
I believe that life is not worth living, and I have contemplated suicide as a way to end my suffering.				
I think that academic pressure contributes significantly to feelings of suicide among senior high school students.				
I believe that social isolation is a major factor in suicide ideation among senior high school students.				

APPENDIX A - Cont'd

I often experience a sense of hopelessness or despair regarding my academic challenges, and as a result, I have had thoughts about the difficulty of my situation.				
I have found it difficult to envision a positive future for myself in the past few weeks.				
I have felt overwhelmed by academic challenges, and at times, the fear of disappointing my parents has led me to contemplate difficult thoughts.				

APPENDIX B – Sample of the Filled-out Questionnaire

QUESTIONNAIRE ON

SENIOR HIGH SCHOOL STUDENTS: ACADEMIC STRESS

Direction: Select and check the appropriate response option for each statement based on their agreement or disagreement with the statement using the following codes: 4- Always 3- Often 2-seldom, 1 -Never.

Statement	Always 4	Often 3	Seldom 2	Never 1
ACADEMIC STRESS				
1. Grades				
I experience stress when pressured to maintain high grades.		/		
My fear of academic failure influences my decision-making and choices inside the school.		/		
I feel stressed in a competitive academic environment that places emphasis on grades.		/		
My fear of receiving a low grade impacts my motivation and passion for learning.	/			
My overall stress level increases when I am pressured to excel academically and achieve high grades.	/			
2. Submission of Requirements				
My stress level increases when deadlines for submitting requirements get tight.			/	
I get kind of worried about not meeting submission requirements, and that really adds to my academic stress.		/		
It stresses me out when I compare my ability to meet deadlines with others.		/		
I feel overwhelmed when there are a lot of academic requirements to submit.	/			
My stress level increases when I find it challenging to balance the demands of multiple assignments with my personal life.	/			

APPENDIX B - Cont'd

SENIOR HIGH SCHOOL STUDENTS: INSECURITIES

Direction: Select and check the appropriate response option for each statement based on their agreement or disagreement with the statement using the following codes: 4-Strongly Agree (SA), 3- Agree (A), 2- Disagree (D), 1-Strongly Disagree (SD).

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
INSECURITIES				
1. Physical				
I feel insecure about how society judges people based on their looks.		/		
I've noticed that not feeling good about my appearance can stick with me and affect how I feel inside.			/	
I feel more self-conscious about how I look when I see perfect bodies on social media platforms.			/	
I perceive my own appearance based on what society deems "normal" and the values of my culture.			/	
My insecurity increases when I compare my physical appearance to the standards of society.			/	
2. Intellectual				
I often find that doubting my intellectual capabilities really affects how I see myself.		/		
I feel stressed when I am not confident in my intellectual abilities because it can stick with me and impact my self-esteem.			/	
I feel insecure when I compare my intellectual capabilities to those of others academically.			/	
I view my own intellect based on what society expects and the values of my culture.			/	
I sometimes question my intellectual worth when I am faced with situations that challenge my knowledge and skills.		/		
3. Financial Constraint				
I am worried when pressured with limited finances.	/			
I feel stressed when living with limited finances because it can stick with me and affect my well-being.		/		
I feel insecure when I compare my financial situation to others.			/	

APPENDIX B - Cont'd

I perceive financial stability based on what society expects and the economic conditions around me during my education.			/	
I feel uneasy when I think about the uncertainty of my future due to limited finances.			/	

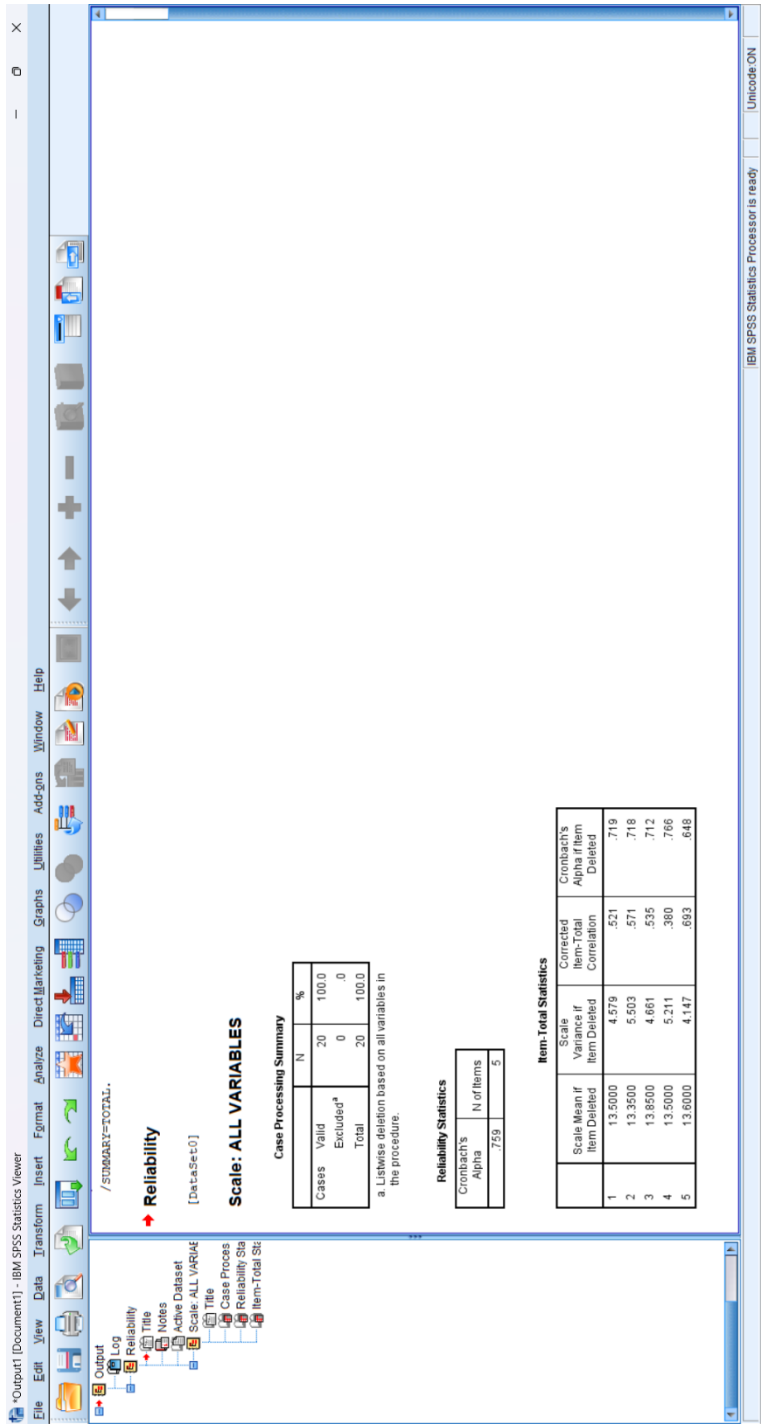
SENIOR HIGH SCHOOL STUDENTS: SUICIDAL IDEATION

Direction: Select and check the appropriate response option for each statement based on their agreement or disagreement with the statement using the following codes: 4-Strongly Agree (SA), 3- Agree (A), 2- Disagree (D), 1-Strongly Disagree (SD).

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
SUICIDAL IDEATION				
I have experienced thoughts of hurting myself or having suicidal tendencies during the past few weeks.	/			
I feel overwhelmed by the challenges and stressors in my academic life, to the point where I have considered suicide as a way to escape the pressure.		/		
Sometimes, I think about death or have thoughts of ending my own life.		/		
I have made specific plans or taken steps toward attempting suicide.		/		
I believe that life is not worth living, and I have contemplated suicide as a way to end my suffering.			/	
I think that academic pressure contributes significantly to feelings of suicide among senior high school students.			/	
I believe that social isolation is a major factor in suicide ideation among senior high school students.		/		
I often experience a sense of hopelessness or despair regarding my academic challenges, and as a result, I have had thoughts about the difficulty of my situation.		/		
I have found it difficult to envision a positive future for myself in the past few weeks.			/	
I have felt overwhelmed by academic challenges, and at times, the fear of disappointing my parents has led me to contemplate difficult thoughts.	/			

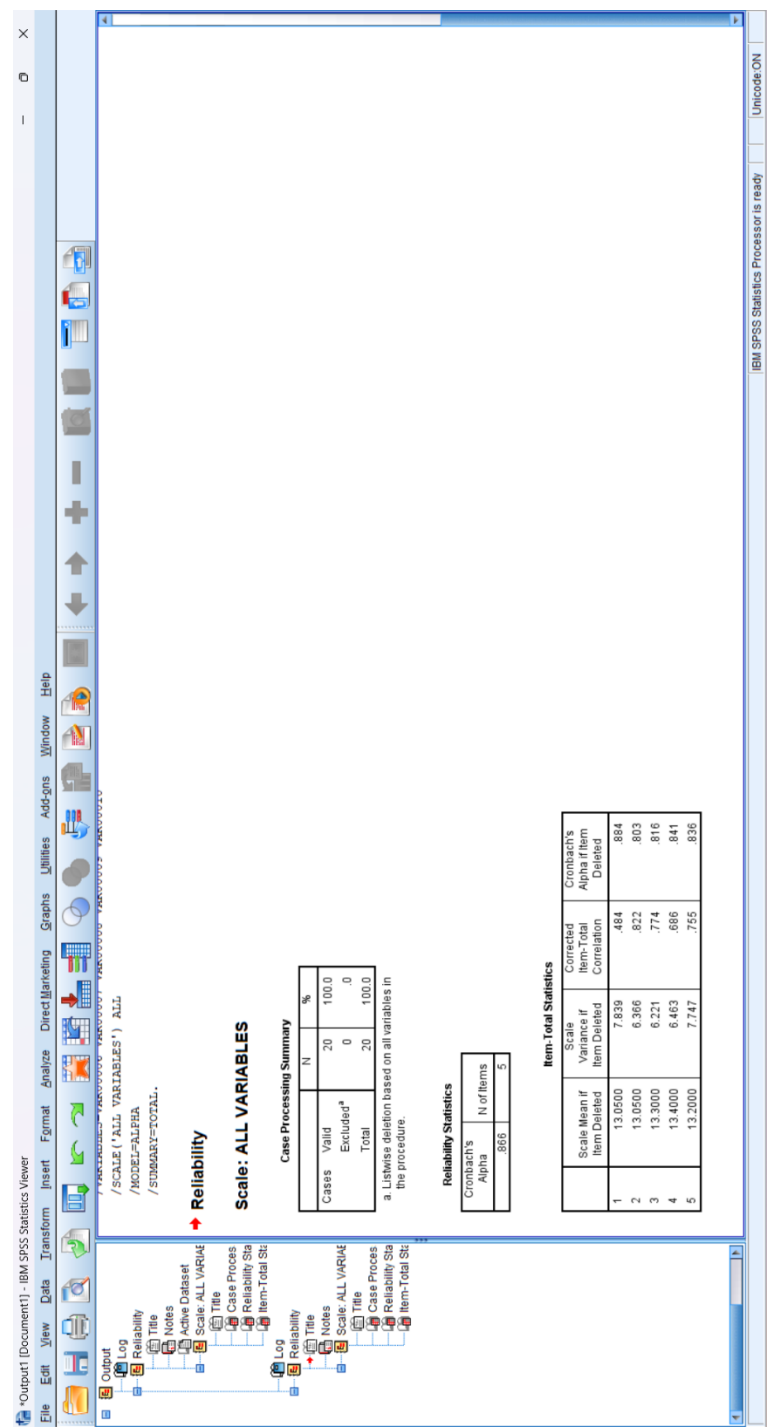
APPENDIX C – Sampling Computation

Academic Stress Grade



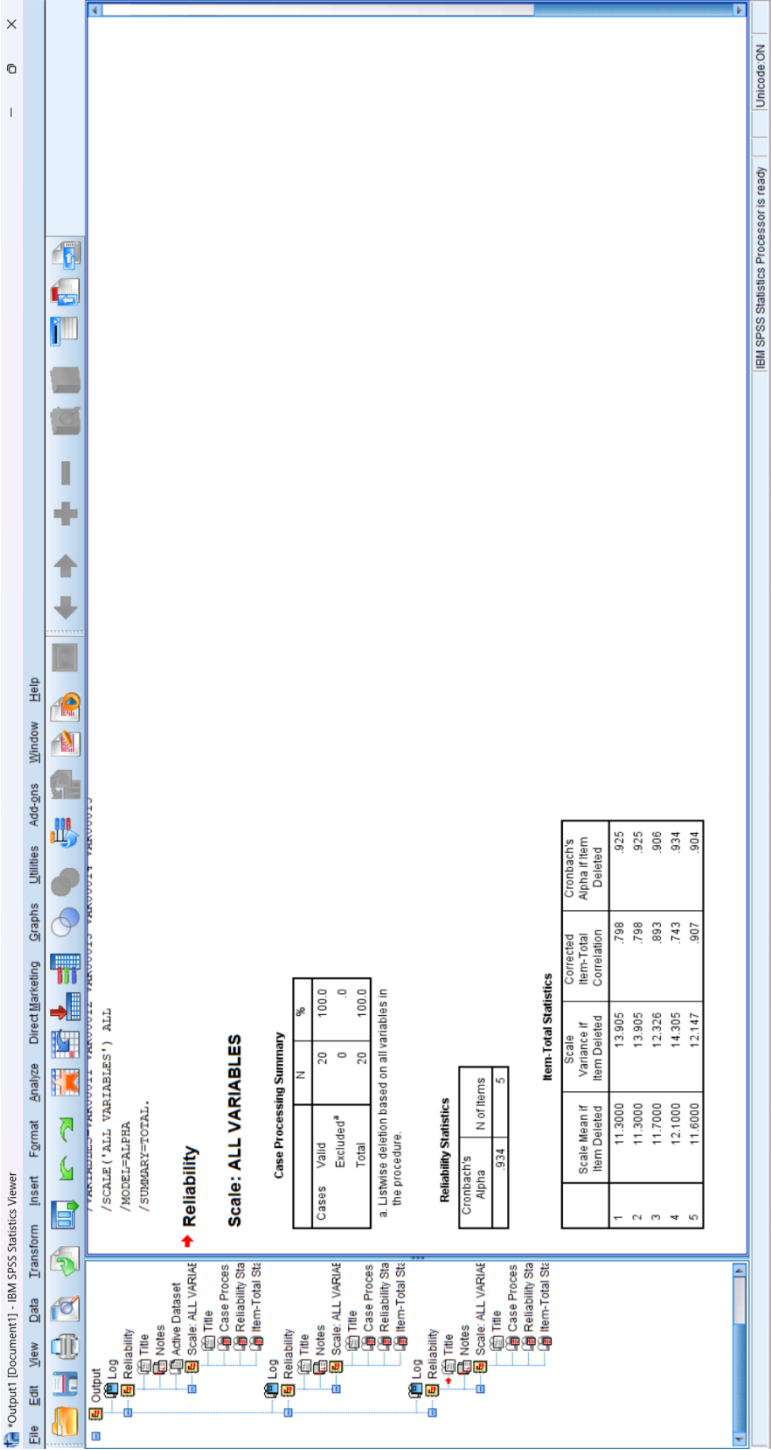
APPENDIX C - Cont'd

Submission of requirements



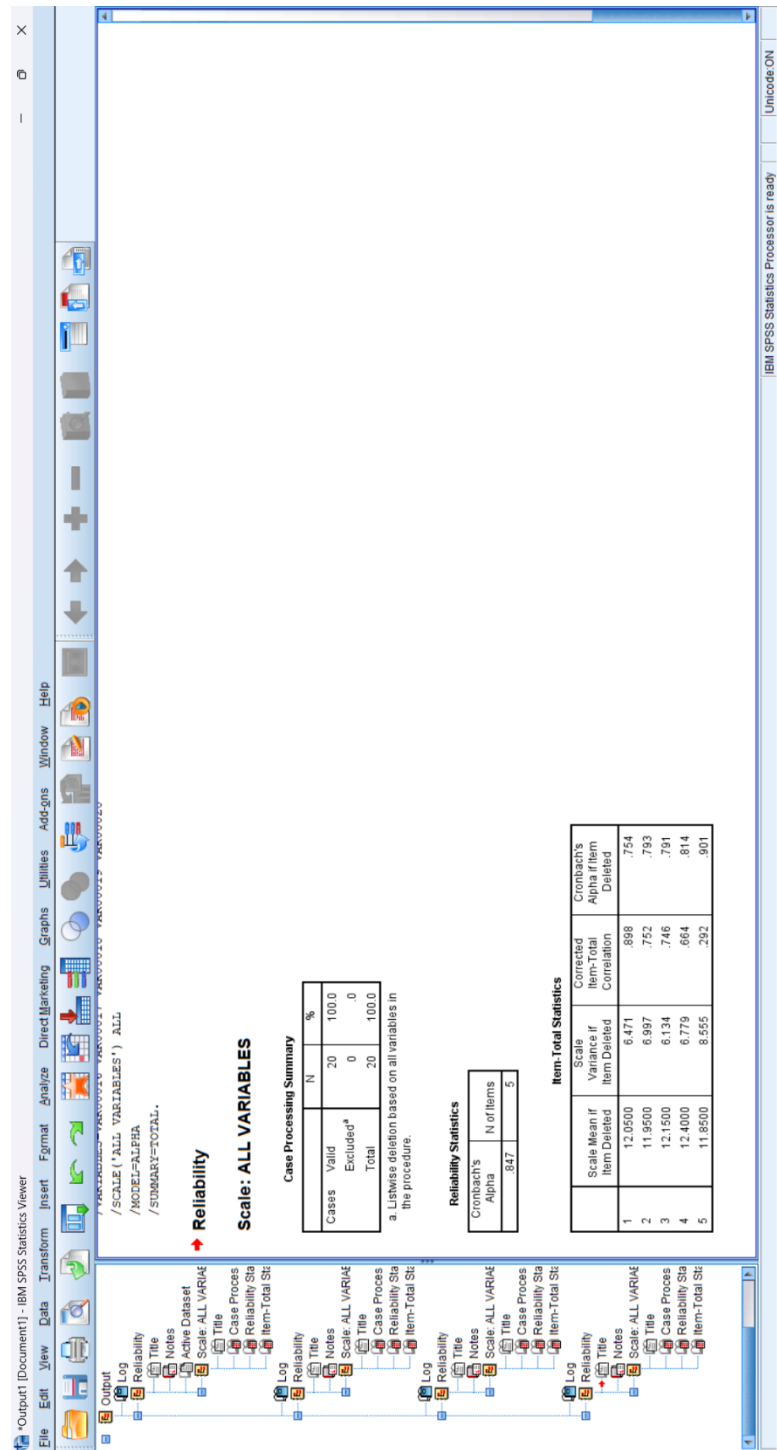
APPENDIX C - Cont'd

Insecurities physical



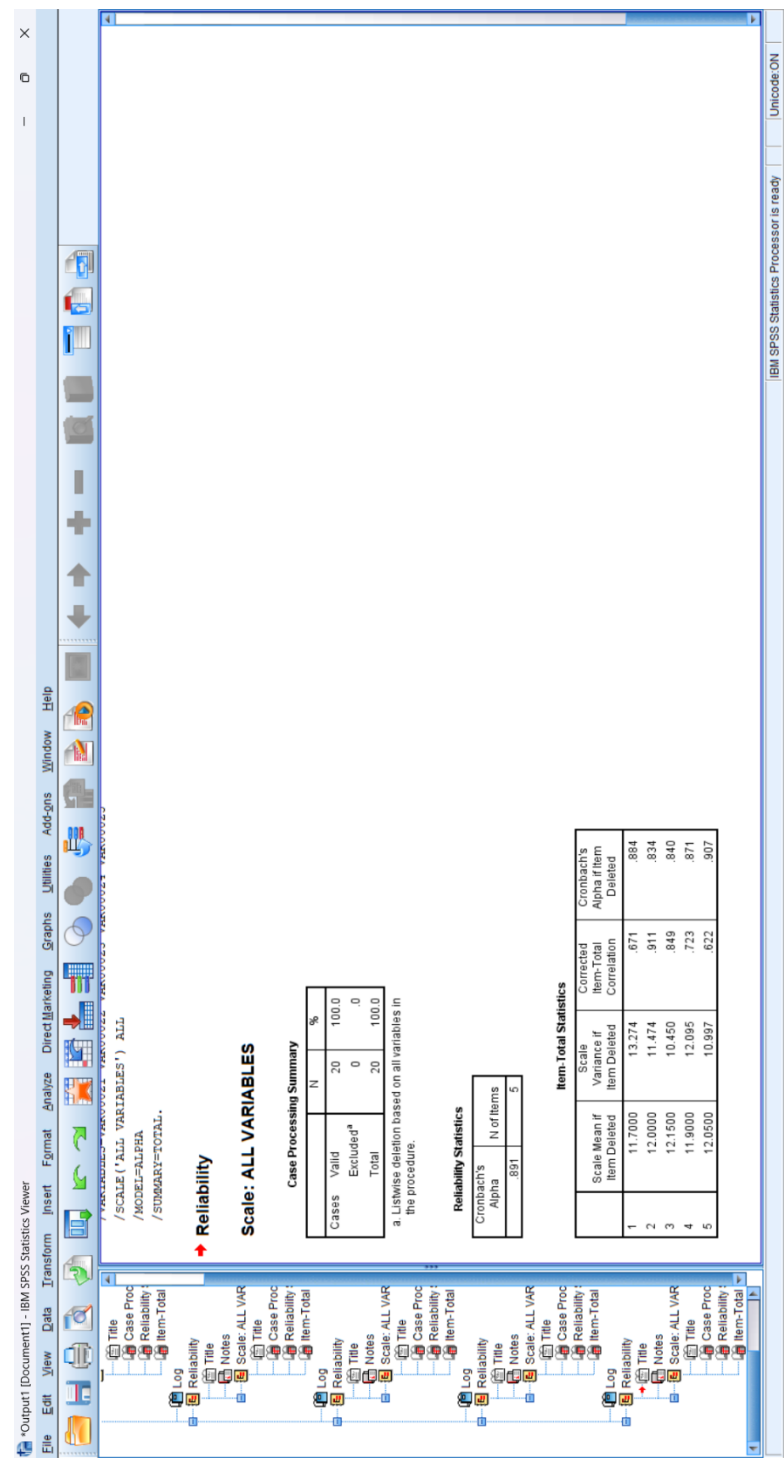
APPENDIX C - Cont'd

Intellectual



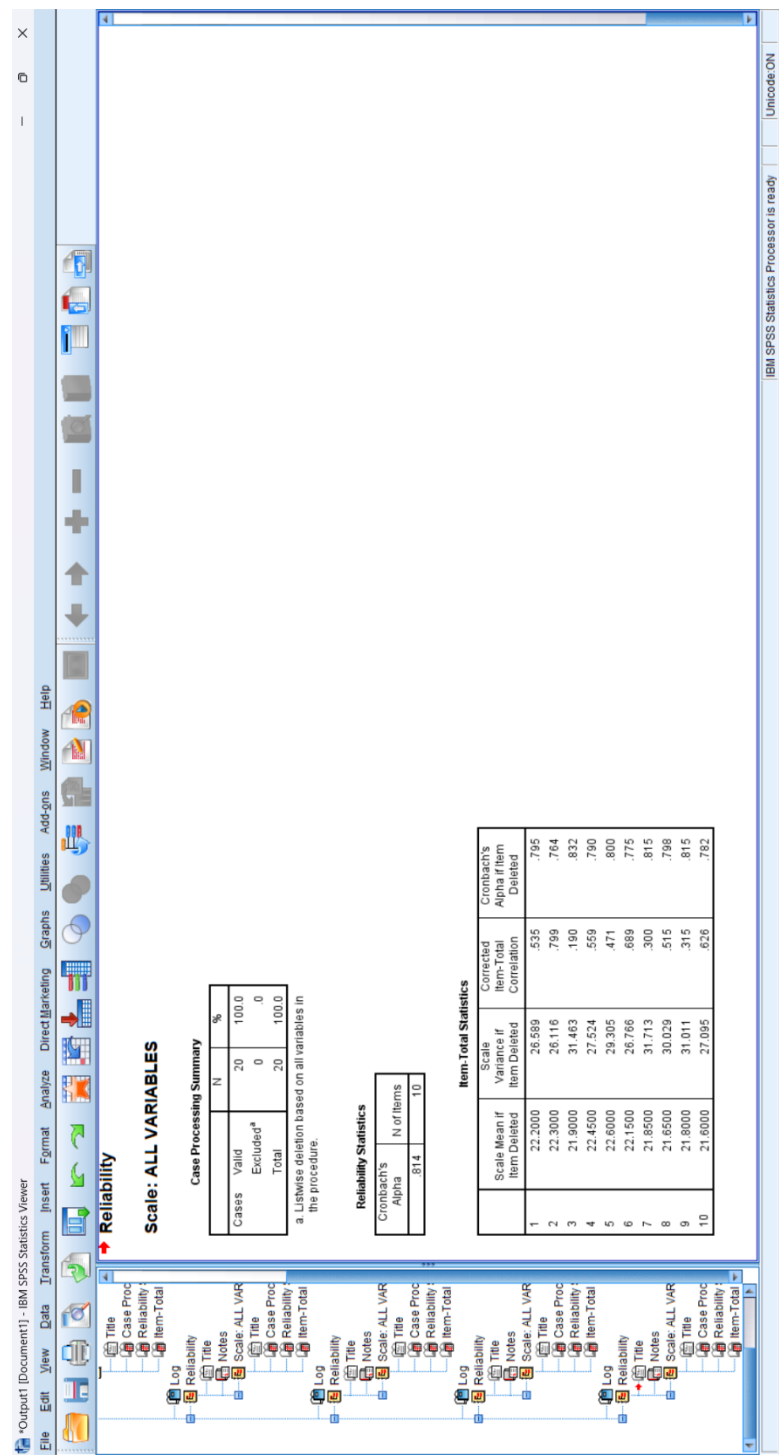
APPENDIX C - Cont'd

Financial constraint



APPENDIX C - Cont'd

Suicidal Ideation



APPENDIX D – Informed Consent Form (Institutional Format)

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Researcher/Investigator (Nagtuon):

Name (Ngalan): Sheney C. Dionio, Apple Mae S. Fiel, Princess Ann V. Flores,
Yurico B. Gallogo, Yssa L. Hernandez, & Reynel Angela T. Luza

Course: BSN 3-A

College: College of Nursing, Midwifery, & Radiologic Technology

Email / Contact Number: shenney76@gmail.com / 09618058587

Research Title: **“SENIOR HIGH SCHOOL STUDENTS: ACADEMIC STRESS, INSECURITIES AND SUICIDAL IDEATION”**

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>Sheney C. Dionio</u>, the principal researcher/investigator of the study entitled “Senior High School Students: Academic Stress, Insecurities and Suicidal Ideation”. I am a 3rd year nursing student at <u>Misamis University in Ozamiz City</u>. I am to conduct the research with the <u>Senior High School Student</u> as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the questionnaire, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Macyong adlaw! Ako si <u>Sheney C. Dionio</u>, ang nagpahigayon sa pagtuon kabahin sa “Senior High School Students: Academic Stress, Insecurities and Suicidal Ideation”. Ako usa ka 3rd year nursing na estudyante sa <u>Misamis University sa Ozamiz City</u>. Kami nagapili kanimo, mga estudyante sa senior high school isip participant nga maoy mutubag sa gikinahanglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga questionnaire, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.</i>
Purpose (Katuyoan)	The purpose of the study is to determine and investigate the interplay between academic stressors, insecurities, and suicidal ideation among senior high school students.

APPENDIX D - Cont'd

	<i>(Ang katuyoan sa pagtuon mao ang pagkahibaw ug pag-imbestigar sa pagapekto sa academic stressors, insecurities, ug suicidal ideation sa mga senior high school nga mga estudyante.)</i>
Type of Research Intervention <i>(Matang sa Interbensyon sa Pagtuon)</i>	This study will be conducted through the use of questionnaire. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa paghatag og questionnaire. Personal ang pagkuha sa datos.)</i>
Selection of Participants <i>(Pagpili sa mga Partisipante)</i>	The selection of the participants is based on the following inclusion criteria: <u>1) currently enrolled and 2) has given the consent to participate in the study.</u> <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: 1) kasamtangan nga na-enrol ug 2) naghatag sa pagtugot sa pag-apil sa pagtuon.)</i>
Voluntary Participation <i>(Boluntaryong Pag-apil)</i>	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung moapil ka niini nga pagtoon o dili. Kung mo-decision ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure <i>(Pamaagi)</i>	The participants will be given ample time to answer the questionnaire. The questionnaire will be undertaken once. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pagtubag sa questionnaire. Ang questionnaire pwedeng himoon kausa ra. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research ug pagatagdon uban sa labing kompidensyal nga paagi.)</i>

APPENDIX D - Cont'd

Duration (Gidugayon)	The gathering of data through the questionnaire will last for 5 to 10 minutes. <i>(Ang pagkuha sa datos pinaagi sa questionnaire mokabat ngadto sa singko hantod pulo ka minutos.)</i>
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung panangliton adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (Kacayohan)	This study will enable you to acknowledge the alarming rates of suicide-related behaviors and the pressing public health concerns they pose, particularly at your age. Thus, your responses will be highly valued, being deemed important to contribute valuable insights into the factors influencing mental well-being during this critical developmental phase of a senior high school student. <i>(Kini nga pagtuon makapahimo kanimo sa pag-ila sa makapaalarma nga mga rate sa mga kinaiya nga may kalabutan sa paghikog ug ang dinalian nga mga kabalaka sa panglawas sa publiko nga ilang gipahinabo, labi na sa imong edad. Sa ingon, ang imong mga tubag mahimong labi nga gipabilhan, nga giisip nga importante aron makaamot ug hinungdanon nga mga panabut sa mga factors nga nag-impluwensya sa kahimsog sa pangisip sa niining kritikal nga yugto sa pag-uswag sa usa ka estudyante sa senior high school.)</i>
Reimbursements (Hulip nga bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon.)</i>
Confidentiality of Data	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality.

APPENDIX D - Cont'd

<i>(Pag-amping sa Datos)</i>	During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga ilabay human sa unom kabulan gikan sa pag-publish sa resulta.)</i>
Sharing of Findings <i>(Pagpaambit sa Nakaplagan)</i>	The results of this study will be presented during the research final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa research sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw <i>(Katungod sa Pagpalibabad o Pag-undang)</i>	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact <i>(Kinsa ang Kontakon)</i>	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher: Sheney C. Dionio Cellphone Number/s: 09618058587 e-mail ad: shenney76@gmail.com

APPENDIX D - Cont'd

Name of the Researcher: Apple Mae S. Fiel Cellphone Number/s: 09384947013 e-mail ad: applemae062217@gmail.com Name of the Researcher: Princess Ann V. Flores Cellphone Number/s: 09957412022 e-mail ad: floresprincessann4@gmail.com Name of the Researcher: Yurico B. Gallogo Cellphone Number/s: 09305861650 e-mail ad: yuricogallogo08@gmail.com Name of the Researcher: Yssa L. Hernandez Cellphone Number/s: 09998459004 e-mail ad: yssalh02@gmail.com Name of the Researcher: Reynel Angela T. Luza Cellphone Number/s: 09510439114 e-mail ad: angelaluza20@gmail.com STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. To the best of my ability, I make sure that the participant will understand the questionnaire. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo, siguroon namo nga masabtan sa partisipante ang mga pangutana sulod sa questionnaire.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary.
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APPENDIX D - Cont'd

	<i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researchers (Ngalan sa Nagtuon): SHENEY C. DIONIO, APPLE MAE S. FIEL, PRINCESS ANN V. FLORES YURICO B. GALLOGO, YSSA L. HERNANDEZ, & REYNEL ANGELA T. LUZA
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PART II. CERTIFICATE OF CONSENT	
	This research entitled "<u>Senior High School Students: Academic Stress, Insecurities and Suicidal Ideation</u>" by Sheney C. Dionio, Apple Mae S. Fiel, Princess Ann V. Flores, Yurico B. Gallogo, Yssa L. Hernandez, & Reynel Angela T. Luza has been presented and explained to me clearly. Since the study involves Senior High School Students, I am chosen as one of the participants. <i>(Kini nga pagtuon gitituloan, "<u>Senior High School Students: Academic Stress, Insecurities and Suicidal Ideation</u>" nila Sheney C. Dionio, Apple Mae S. Fiel, Princess Ann V. Flores, Yurico B. Gallogo, Yssa L. Hernandez, & Reynel Angela T. Luza gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa senior high school na mga estudyante, ako napilian isip usa sa mga partisipante.)</i> I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study. <i>(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa ra pd sa mga nagtuon. Ako mosugot nga boluntaryo nga mahimong partisipante sa niining pagtuon.)</i>

APPENDIX D - Cont'd

Print Name of Participant (Ngalan sa Partisipante): _____	
Signature of Participant (Pirma sa Partisipante): _____	
Date: [MM/DD/YYYY] _____	
If underage (Kung menor de edad)	
If the respondent is underage (below 18), the parents/guardian of the respondents will sign. The respondent's parents/guardian will attest this undertaking. The respondent will affix his/her thumb print.	
<i>[Kung ang partisipante kay menor de edad o 18 anyos paubos, ang ginikanan o nagbantay sa partisipante ang mopirma para sa iya. Ang ginikanan o nagbantay partisipante ang mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamlà (thumb print)].</i>	
_____ Name and Signature of parent/guardian (Ngalan ug Firma sa Testigo)	Thumb mark

APPENDIX E – Approved Letter of Request

	MISAMIS UNIVERSITY Ozamiz City 7200, Philippines COLLEGE OF NURSING AND MIDWIFERY Tel. No. (088) 521-0431/Telefax No. (088) 521-2917 Email Address: mu@edu.ph	
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LETTER OF REQUEST

May 7, 2024
DR. JESUS OCAPAN, PhD, RN
Dean of the College of Nursing, Midwifery, and Radiologic Technology
Misamis University
Ozamiz City, 7200

Dear Dr. Ocapan,

The undersigned are Level III Nursing students of Misamis University who will conduct a research study entitled **"SENIOR HIGH SCHOOL STUDENTS: ACADEMIC STRESS, INSECURITIES AND SUICIDAL IDEATION"** In partial fulfillment of the requirement for the Nursing Research 2 subject.

With this, we would like to ask approval from your good office to allow researchers to conduct the said research study. The study will be conducted inside the campus, with the senior high school students as the respondents from April 2024 to May 2024. Rest assured that all information derived herein will be treated with utmost confidentiality.

We are hoping for your positive response on this matter. Thank you very much and God Bless!

Very respectfully yours,

 <u>SHONEY C. DIONIO</u> Research Student	 <u>APPLE MAE S. FIEL</u> Research Student	 <u>PRINCESS ANN V. FLORES</u> Research Student
 <u>YURICO B. GALLOGO</u> Research Student	 <u>YSSA L. HERNANDEZ</u> Research Student	 <u>REYNEL ANGELA T. LUZA</u> Research Student

Noted by: 
JUDY JANE S. REVELO MAN, RN
Adviser

Approved: 
DR. JESUS OCAPAN, PhD, RN
Dean of the College of Nursing, Midwifery, & Radiologic Technology

APPENDIX E - Cont'd

**MISAMIS UNIVERSITY**
Ozamiz City 7200, Philippines
COLLEGE OF NURSING, MIDWIFERY, & RADIOLOGIC TECHNOLOGY
Tel. No. (088) 521-0431/Telefax No. (088) 521-2917
Email Address: mu@edu.ph

LETTER OF REQUEST

May 7, 2024

DR. ANALYN S. CLARIN
Principal, Basic Education Department
Misamis University
Ozamiz City, 7200

Dear Dr. Clarin:

The undersigned is presently conducting a research study on **"Senior High School Students: Academic Stress, Insecurities and Suicidal Ideation"** in partial fulfillment of the course requirements in Research 2 Subject.

Anent to this, we would like to ask permission from your good office to allow us to conduct our study in this prestigious university. This provides opportunity for the researchers to gather pertinent data related to the interplay between academic stressors, insecurities, and suicidal ideation among senior high school students. The result of this study will be beneficial as it can help senior high school students gain valuable insights into the factors influencing mental well-being during this critical developmental phase of a senior high school student. Any data gathered from several tests will be treated with utmost confidentiality and for research purposes only.

Thank you in anticipation of your favorable response on our request.

Very respectfully yours,

 <u>SHENEV C. DIONIO</u> Research Student	 <u>APPLE MIKE S. FIEL</u> Research Student	 <u>PRINCESS ANN V. FLORES</u> Research Student
 <u>YURICO B. GALLOGO</u> Research Student	 <u>YSSA L. HERNANDEZ</u> Research Student	 <u>REYNEL ANGELA T. LUZA</u> Research Student

Noted by: 
JUDY JANE S. REVELO MAN, RN
Research Instructor


DR. JESUS G. CHAN, PhD, RN
Dean of the College of Nursing, Midwifery, & Radiologic Technology

Approved by: 
ANALYN S. CLARIN, Ed.D.
Principal, Basic Education Department

APPENDIX F – Approved Letter of Consent

 **MISAMIS UNIVERSITY**
Ozamis City 7200, Philippines
COLLEGE OF NURSING AND MIDWIFERY
Tel. No. (088) 521-0431/Telefax No. (088) 521-2917
Email Address: mu@edu.ph



LETTER OF CONSENT

Dear Respondent,

The undersigned are 3rd year Nursing student at present conducting a study entitled "SENIOR HIGH SCHOOL STUDENTS: ACADEMIC STRESS, INSECURITIES AND SUICIDAL IDEATION" where you are identified as one of the important contributors to the research.

The researchers would like to ask your consent for participating in the said research study. The researchers will provide essential information, procedure, and consideration throughout the study period. Research survey will be done.

In this connection, please answer to the best of your ability the questions asked without leaving any item/s unanswered as this is important to the success of the study. Rest assured that your responses are kept with the highest confidentiality.

Thank you very much and God Bless!

SULAT SA PAGTUGOT

Sa among respondent,

Ang 3rd year Midwifery students maghimo ug research study na ginganlan ug "SENIOR HIGH SCHOOL STUDENTS: ACADEMIC STRESS, INSECURITIES AND SUICIDAL IDEATION" nga diin usa kamo sa mga importanteng kontribyutor alang sa among research.

Kami, nagahangyo sa imong pagtugot na ikaw usaka partisipante sa among research study. Kami usab magahatag ug ga importansya, pamaagi ug konsiderasyon taman sa mahuman ang among research study. Ang pag survey o paghatag sa og questionnaire ang among mga pagahimoon aning research.

Alang niini kami nagkinahanglan sa inyong pagtubag sa mga pangutana nga among ihatag nga diin walay magkulang ug kini tanan mahatagan ug saktong tubag kutob sa inyong makaya aron sa kalampusan sa among research.

Kamo makasalig nga ang inyung mga tubag magpabilin kini nga pribado ug kompidensyal.

Salamat kaayo and God Bless!

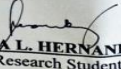
Very respectfully yours,

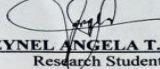

SHENCY O. DIONIO
Research Student


APPLE MAE S. FIEL
Research Student


PRINCESS ANN V. FLORES
Research Student


YURICO B. GALLOGO
Research Student

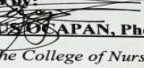

YSSA L. HERNANDEZ
Research Student


REYNEL ANGELA T. LUZA
Research Student

Noted by:


JUDY JANE S. REVELO MAN, RN
Research Adviser

Approved by:


DR. JESUS C.APAN, PhD, RN
Dean of the College of Nursing, Midwifery, & Radiologic Technology


ANALYN S. CLARIN, Ed.D.
Principal, Basic Education Department

APPENDIX G – Statistical Computations

Table 1

Respondents' Level of Academic Stress

Academic Stress	WM	StDev	I
Grades	3.40	0.5639	VH
Submission of Requirements	3.18	0.6777	H
Overall Weighted Mean	3.29	0.156	VH
<i>Legend:</i>	3.26-4.00 – Very High (VH) 2.26-3.25 – High (H)	1.26-2.25 – Low (L) 1.00-1.25 – Very Low (VL)	

Table 2

Respondents' Level of Insecurities

Stress	WM	StDev	I
Physical	3.18	0.6777	H
Intellectual	3.27	0.4146	VH
Financial Constraint	3.26	0.5448	H
Overall Weighted Mean	3.24	0.550	H
<i>Legend:</i>	3.26-4.00 – Very High (VH) 2.26-3.25 – High (H)	1.26-2.25 – Low (L) 1.00-1.25 – Very Low (VL)	

Table 3

Respondents' Level of Suicidal Ideation

Variable	WM	StDev	I
Suicidal Ideation	2.70	0.7999	H
<i>Legend:</i>	3.26-4.00 – Very High (VH) 2.26-3.25 – High (H)	1.26-2.25 – Low (L) 1.00-1.25 – Very Low (VL)	

APPENDIX G - Cont'd

Table 4

Significant Relationship between Respondents' Level of Academic Stress and Suicidal Ideation

Variable	r-value	p-value	Decision
Academic Stress and Suicidal Ideation	0.286	0.00**	Reject Ho
Submission of Requirements and Suicidal Ideation	0.304	0.00**	Reject Ho

Ho. There is no significant relationship between the respondents' level of academic stress and suicidal ideation.

*Legend: 0.00-0.01** Highly Significant 0.02-0.05* Significant above 0.05 Not Significant*

Table 5

Significant Relationship between Respondents' Level of Insecurities and Suicidal Ideation

Variable	r-value	p-value	Decision
Physical Insecurities and Suicidal Ideation	0.304	0.00**	Reject Ho
Intellectual Insecurities and Suicidal Ideation	0.295	0.00**	Reject Ho
Financial Constraint Insecurities and Suicidal Ideation	0.384	0.00**	Reject Ho

Ho. There is no significant relationship between the respondents' level of insecurities and suicidal ideation.

*Legend: 0.00-0.01** Highly Significant 0.02-0.05* Significant above 0.05 Not Significant*

APPENDIX G Cont'd

Table 6

Predictors of Suicidal Ideation

Term	Coef	SE Coef	T-Value	P-Value
Constant	0.440	0.302	1.45	0.147
Academic Stress	0.1731	0.0859	2.02	0.045
Physical Insecurity	0.1449	0.0745	0.0745	0.053
Financial Constraint Insecurity	0.3704	0.0914	0.0914	0.000

Regression Equation

$$\text{Suicidal Ideation} = 0.440 + 0.1731 \text{ a1} + 0.1449 \text{ b1} + 0.3704 \text{ b3}$$

Model Summary

S	R-sq	R-sq(adj)	R-sq(pred)
0.730497	14.45%	16.60%	15.07%

Ho: There is no predictor of suicidal ideation

APPENDIX H – Documentations



APPEND



Page 2 of 81 - Integrity Overview

Submission ID trnoid::28447:72908872

28% Overall Similarity

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Characters	98054	Reading time	56m 57s
Words	13670	Speaking...	1h 53m 55s
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Readability

Metrics compared to other Grammarly users

Word length	5.2		Above average
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Unique Words	17%		Above average
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CURRICULUM VITAE

Personal Information

Name : Sheney C. Dionio
Age : 22
Birthdate : July 10, 2002
Civil Status : Single
Religion : Born Again Christian
Home Address : P-8 Bernad Subdivision Aguada Ozamiz City, Misamis Occidental
Contact Number : 09770821030
Email : Shenney76@gmail.com
Parents : Mr. Eugene P. Dionio
: Mrs. Catherine C. Dionio



EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T. Feliciano St. Aguada, Ozamiz City, Mis. Occ.
2021 – present
Senior High School : Science, Technology, Engineering, and Mathematics
Misamis University
H.T. Feliciano St. Aguada, Ozamiz City, Mis. Occ.
March 2021
Junior High School : Computer Networking Technology
Ozamiz City School of Arts and Trades
Barangay Maningcol, Ozamiz City, Mis. Occ.
March 2019
Elementary School : Ozamiz Christian School
Bernard Avenue St., Lam-an, Ozamiz City
March 2015

CURRICULUM VITAE

Personal Information

Name : Apple Mae S. Fiel
Age : 21
Birthdate : December 17, 2002
Civil Status : Single
Religion : Roman Catholic
Home Address : Polao, Tangub City, Misamis Occidental
Contact Number : 09384947013
Email : applefiel062217@gmail.com
Parents : Mr. Edelito C. Fiel
Mrs. Emma B. Soledad



EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T. Feliciano St. Aguada, Ozamiz City, Mis. Occ.
2021 – present

Senior High School : Humanities and Social Sciences
Gov. Alfonso D. Tan College
Lower Maloro, Tangub City, Mis. Occ.
March 2021

Junior High School : Tangub City National High School
Mantic, Tangub City, Mis. Occ.
March 2019

Elementary School : Ozamiz City Central School
Pingol, Ozamiz City, Mis. Occ.
March 2015

CURRICULUM VITAE

Personal Information

Name : Princess Ann V. Flores
Age : 21
Birthdate : March 25, 2003
Civil Status : Single
Religion : Jehovah's Witness
Home Address : Barangay Bañadero, Ozamiz City, Misamis
Occidental
Contact Number : 09957412022
Email : floresprincessann4@gmail.com
Parents : Mr. Radney U. Flores
Mrs. Precy Ann V. Flores



EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T. Feliciano St. Aguada, Ozamiz City, Misamis
Occidental
2021 – present
Senior High School : General Academic Strand
Ozamiz City National High School
Mayor Fernando Bernad Avenue, Ozamiz City
March 2021
Junior High School : Valencia National High School
Lapu-Lapu St., Valencia City
March 2019
Elementary School : Iligan City Central School
Roxas Avenue, Barangay Mahayahay, Iligan City
March 2015

CURRICULUM VITAE

Personal Information

Name : Yurico B. Gallogo
Age : 21
Birthdate : October 11, 2002
Civil Status : Single
Religion : Roman Catholic
Home Address : Barangay V, Malubog Tangub City, Misamis Occidental
Contact Number : 09305861650
Email : yuricogallogo08@gmail.com
Parents : Mr. Eduardo P. Gallogo Jr.
Mrs. Florenda B. Gallogo



EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T. Feliciano St. Aguada, Ozamiz City, Misamis Occidental
2021 – present
Senior High School : Science, Technology, Engineering, & Mathematics
St. Michaels High School
Barangay 2, Tangub City, Misamis Occidental
March 2021
Junior High School : St. Michaels High School
Barangay 2, Tangub City, Misamis Occidental
March 2019
Elementary School : St. Michaels High School
Barangay 2, Tangub City, Misamis Occidental
March 2015

CURRICULUM VITAE

Personal Information

Name : Yssa L. Hernandez
Age : 22
Birthdate : January 28, 2002
Civil Status : Single
Religion : Roman Catholic
Home Address : Dumingag, Zamboanga del Sur
Contact Number : 09998459004
Email : yuricogallogo08@gmail.com
Parents : Mr. Frederick E. Hernandez
Mrs. Bernadette L. Hernandez



EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T. Feliciano St. Aguada, Ozamiz City, Misamis
Occidental
2021 – present

Senior High School : Science, Technology, Engineering, & Mathematics
Lycée St. Jean-Baptiste De La Salle
Barangay Valconcha, Ozamiz City, Mis. Occ.
June 2020

Junior High School : San Jose Academy
Barangay San Pedro Dumingag, Zamboanga del Sur
March 2018

Elementary School : Dumingag Sped Center
Barangay San Pablo Dumingag Zamboanga del Sur
March 2014

CURRICULUM VITAE

Personal Information

Name : Reynel Angela T. Luza
Age : 20
Birthdate : November 20, 2003
Civil Status : Single
Religion : Roman Catholic
Home Address : Ramon Magsaysay, Zamboanga del Sur
Contact Number : 09510439114
Email : angelaluza20@gmail.com
Parent : Mrs. Nelda C. Taguibalos



EDUCATION

College : Bachelor of Science in Nursing
Misamis University
H.T. Feliciano St. Aguada, Ozamiz City, Misamis
Occidental
2021 – present

Senior High School : Science, Technology, Engineering, and
Mathematics
Sacred Heart Diocesan School
Kamagong St., Molave, Zamboanga del Sur
March 2021

Junior High School : Sacred Heart Diocesan School
Kamagong St., Molave, Zamboanga del Sur
March 2019

Elementary School : Katipunan Elementary School
Katipunan Ramon Magsaysay Zamboanga del Sur
May 2015