

**STRESS, COPING, & RESILIENCE: A CORRELATIONAL
STUDY ON MENTAL HEALTH AMONG THE
21st CENTURY GENERATION Z**

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June 2024

**“STRESS, COPING, & RESILIENCE: A CORRELATIONAL
STUDY ON MENTAL HEALTH AMONG THE 21st CENTURY
GENERATION Z”**

A Thesis Presented to
the College of Nursing, Midwifery, and Radiologic Technology
Misamis University
Ozamis City

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

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Misamis University

Ozamiz City



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CERTIFICATE OF PANEL APPROVAL

This thesis entitled, **“STRESS, COPING, & RESILIENCE: A CORRELATIONAL STUDY ON MENTAL HEALTH AMONG THE 21st CENTURY GENERATION Z”** prepared and submitted by Michelle Rose B. Castillon, Andrea Gail S. Cordero, John Michael S. Domingo, Manuel Aernest R. Gicos, & Jomel Jay S. Jamoner in partial fulfillment of the requirements for Bachelor of Science in Nursing, has been examined and is recommended for acceptance and approval for Oral Examination.

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ABSTRACT

This study investigated stress, coping mechanisms, and resilience among first-year nursing students in a tertiary university in Ozamiz City, Misamis Occidental. Utilizing a quantitative, descriptive correlational research design, the study aimed to explore the relationships between stress, coping strategies, and resilience among 100 purposively sampled first-year nursing students. Data were collected using a researcher-made questionnaire designed to measure stress, coping mechanisms, and resilience. The instruments were validated using Cronbach's alpha and pre-testing, ensuring reliability and validity. Statistical analysis, including average weight value and regression analysis, were employed to derive comprehensive results. The findings reveal that first-year nursing students experience high levels of stress, particularly related to academic and clinical demands. Coping strategies varied, with problem-focused coping being more prevalent than emotion-focused coping. Resilience levels were moderate, indicating that while students possess some capacity to bounce back from stress, there is room for improvement. Significant relationships were found between stress and both coping strategies and resilience, indicating that higher stress levels are associated with specific coping mechanisms and resilience levels. The conclusions and recommendations of the study emphasize the need for the nursing department to develop programs that support stress management, enhance effective coping strategies, and build resilience among first-year nursing students.

Keywords: *coping mechanism, Generation Z, mental health, resilience, stress*

DEDICATION

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

To our beloved parents, siblings, and friends, we offer our deepest gratitude. Your constant encouragement, support, and love have been our pillars of strength. Your belief in us has been a beacon of hope and motivation, especially during the toughest times of this endeavor.

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The Researchers

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF APPENDICES	vii
LIST OF TABLES	viii
LIST OF FIGURES.	ix
INTRODUCTION	
Rationale of the Study	1
Theoretical Framework	4
Conceptual Framework	7
Schematic Diagram	15
Objectives of the Study	16
RESEARCH METHODOLOGY	
Research Design	17
Research Environment	17
Unit of Analysis, Respondents & Sampling Procedures	17
Research Instruments	18

Data Gathering Procedure	19
Ethical Considerations	20
Validation of Research Instruments	20
Statistical Technique Used	20
RESULTS AND DISCUSSION	
Respondents' Level of Stress Experienced.	22
Respondents' Coping Mechanism.	26
Respondents' Levels of Resilience.	29
Significant Relationship between the Respondents' Levels of Stressed Experience and their Level of Resilience.	30
Significant Relationship between Respondents' Coping Mechanism and their Level of Resilience.	34
SUMMARY , FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	
Summary	38
Findings.	38
Conclusions	39
Recommendations	40
REFERENCES	43
CURRICULUM VITAE	76

LIST OF TABLES

Table	Page
1 Respondents' Level of Stress Experienced.	25
2	
3 Respondents' Coping Mechanism.	29
4	
3 Respondents' Level of Resilience	30
4 Significant Relationship between the Respondents' Level of Stress Experienced and their Level of Resilience.	34
5 Significant Relationship between the Respondents' Coping Mechanism and their Level of and their Level of Resilience.	37

LIST OF FIGURE

Figure		Page
1	Schematic Diagram of the Study	15

LIST OF APPENDICES

Appendix A –Research Instrument.	50
Appendix B- Sample Filled-out Questionnaire	55
Appendix C- Informed Consent Form	61
Appendix D- Letter of Request	68
Appendix E- Letter of Consent	69
Appendix F- Statistical Computation	70
Appendix G- Documentation	73
Appendix H- Grammarly Report AND Turnitin Result	74

INTRODUCTION

Rationale/Background of the Study

Members of Generation Z individuals born between 1997 and 2012 are growing up in an age of increased stress and anxiety. Some 70% of teens across all genders, races and family-income levels say that anxiety and depression are significant problems among their peers. Generation Z has been called the most depressed generation, where in members of this group are more likely than their older peers to seek out mental health counseling or therapy. Some 37% of Gen Zers have a higher rate than any previous generation (Casey,2021).

The Post-Millennials, Generation Z, the 0 Generation, and Generation 2020 are just a few of the monikers adopted by the newest generation (Erickson, 2008; Espinoza et al., 2010; Malloy, 2012; Meister & Willyerd, 2010; The New Strategist Editors, 2006; Vaughan, 2010; Welsh, 2012). The eldest members of this generation are only now entering maturity and hence are not yet represented in the full-time labor. Even though their population is thought to be smaller than that of Millennials, it is still expanding. As of right now, there are about 61 million post-millennials living in the US and more than 5 million in Canada (Espinoza et al., 2010; Statistics Canada, 2012; U.S. Census Bureau, 2013).

According to a recent survey, the proportion of Asian Gen Zs who experience stress is higher than that of any other age group. This has shown itself in the Philippines, where 16% of Gen Z Filipinos experience anxiety and 35% experience depression, both of which are greater than the global average. Gen Z, which spans from 11 to 25, tends to value mental health because all of these issues are personal. Generation Z, defined as those born between the middle of the 1990s and the beginning of the 2010s, has raised concerns about mental health issues. Among the unique challenges and demands this generation faces include the pervasive influence of digital technology and social media, growing academic

pressure, economic insecurity, and the rapidly changing social and cultural scene (Casey, 2021).

According to a number of studies, Generation Z faces high-stress levels. Stress levels have been connected to elements including societal expectations, academic pressures, and future-focused worries (Twenge, 2019). Because of their particular circumstances, Generation Z uses different coping methods than prior generations. Generation Z is growing up in a world that is changing quickly and exposes them to more outside stressors. It is essential to comprehend their resilience since it acts as an armor against the negative consequences of stress (Fergus & Zimmerman, 2021). Studies have indicated that mental health issues, such as anxiety and depression, which are becoming more common in this generation, can be caused by low resilience, insufficient coping strategies, and prolonged stress (Auerbach et al., 2018). Understanding stress, coping, and resilience in Generation Z is essential for guiding public health policies and interventions, given the importance of mental health in overall well-being and the possible long-term repercussions of untreated mental health concerns (Patel et al., 2018).

Coping mechanisms are vital in understanding how individuals manage the stressors they face, particularly in the setting of Generation Z. This literature review offers insights into the coping techniques used by Generation Z to handle the stressors they encounter in the 21st century. When Generation Z needs emotional or practical support, they frequently look to their peers, family, and friends in their immediate social networks. One important coping strategy for stress management has been discovered to be having a strong support network (Boden et al., 2018). Physical activity has been found to be a healthy coping strategy for Generation Z. Frequent exercise has been linked to lowered stress levels and enhanced mental health (Spartano et al., 2019). Some Gen Zers use techniques for digital detoxification, like setting screen time limits and taking breaks from social media. According to Twenge and Campbell (2018), these activities are perceived as attempts to lessen exposure to online stressors and

support mental health. Generation Z has come to embrace mindfulness techniques as a means of reducing stress and fostering emotional health.

The ability to endure hardship, adjust to it, and recover from it is known as resilience. Positive adaptation is more important than just the absence of suffering. To understand how Generation Z manages stress, one must understand resilience (Masten, 2019). A multitude of elements, such as personal traits, familial support, and outside resources, can impact resilience. The family dynamics, educational setting, and availability of social support networks influence the resilience of Generation Z (Luthar et al., 2020). Resilience is necessary for Generation Z in the digital age. This calls for the ability to deal with the difficulties that come with living in the digital age, such as the pressure to maintain a well-curated online persona and cyberbullying and harassment (Hinduja & Patchin, 2018).

Resilience plays a crucial role in helping individuals cope with adversity, maintain healthy relationships, and experience positive emotions. It is a dynamic, lifelong process that can be developed and enhanced over time, depending on one's capacity to thrive and grow in life (Qamar & Akhter, 2018). Resilience is not only a potential trait but also a characteristic that can be cultivated, particularly through self-efficacy. Studies show a strong link between resilience and mental health, with higher resilience associated with better stress management, reduced anxiety, and improved mental well-being (Connor & Davidson, 2019).

Resilience enables individuals to withstand adversity, adapt to challenges, and positively emerge from difficult experiences. While suffering can sometimes be avoided, the key to resilience is positive adaptation. This concept is especially important in understanding how Generation Z copes with stress, as resilience involves the capacity to respond to, adjust to, and learn from pressures and changing circumstances (Masten, 2020). Resilience, therefore, serves as a vital resource in navigating the complexities of modern life, particularly for Generation Z as they face unique challenges in both their personal and digital environments.

Resilience development in Generation Z is influenced by a combination of internal and external factors. Intrinsic variables, such as motivation and the drive to succeed, have been shown to enhance resilience, while external factors, including social support from friends, family, teachers, and religious communities, play a significant role in buffering stress. Additionally, students have identified reflective practices and exposure to stories of resilient individuals as effective strategies for resilience training (Ang et al., 2022).

Despite extensive research on stressors and coping strategies in Generation Z, there remains a notable gap in understanding the interaction between stressors, coping mechanisms, and the development of resilience. Social media and digital platforms present unique challenges that impact mental health, and further research is needed to explore how these digital environments affect Generation Z's ability to cope with modern stressors. Addressing these gaps could inform the development of targeted interventions to promote resilience and well-being in this population as they navigate the complexities of the digital age and adulthood.

To summarize, research holds significance as it has the capacity to provide fresh perspectives, useful strategies, and insightful information that all worked together to improve the mental health outcomes of Generation Z. Moreover, the study adopts a prospective viewpoint, considering how stressors and coping mechanisms might affect Generation Z's transition into adulthood, underscoring the research's relevance for both present and future well-being.

Theoretical Framework

To give a theoretical basis as a guide, the study utilized the Stress and Coping theory (Lazarus & Folkman 1984). This theory explores how individuals perceive and respond to stressors. It could be used to understand how Generation Z perceives stressors, what coping strategies they employ, and how effective these strategies are in managing their mental health. The Stress and Coping Theory (Lazarus & Folkman, 1984) serves as the theoretical foundation for this study, offering a comprehensive framework to understand how individuals, particularly

Generation Z in this context, perceive and respond to stressors. The theory posits that the way stressors are perceived significantly influences emotional responses and coping strategies, ultimately impacting mental health outcomes.

In the context of Generation Z, the theory can be applied to explore how this generation perceives stressors in the digital age, such as academic pressures, social media exposure, economic uncertainties, and societal expectations. The theory suggests that individuals may appraise stressors as either threats or challenges, and this appraisal influences their choice of coping strategies.

The coping mechanisms under investigation which include Social Support, Physical Activity and Exercise, Digital Detoxification, and Meditation and Mindfulness can be analyzed through the lens of the Stress and Coping Theory. For instance, individuals relying on social support as a coping mechanism align with the theory's emphasis on the importance of social resources in effective stress management.

Furthermore, the theory introduces the concept of adaptive coping strategies, emphasizing problem-solving and emotional regulation. This aligns with the study's exploration of how Generation Z copes with stress and maintains mental health resilience. The theory also underscores the role of flexibility in adapting coping strategies based on the nature of stressors, which correlates with the study's focus on the coping mechanisms employed by Generation Z.

The way Generation Z perceives stressors, as either threats or challenges, significantly influences their emotional responses and subsequent coping strategies, ultimately impacting their mental health. The coping strategies chosen by Generation Z, including problem-focused coping, emotion-focused coping, and avoidance, play a crucial role in shaping their ability to manage stress and, consequently, their mental health outcomes. Generation Z individuals who employ adaptive coping strategies, characterized by problem-solving and emotional regulation, are more likely to exhibit resilience and maintain positive mental health, even in the face of persistent stressors. The presence of strong social support networks positively correlates with the effectiveness of coping strategies

among Generation Z, contributing to their mental health resilience in the face of stress. Generation Z individuals who demonstrate flexibility in adapting their coping strategies based on the nature of stressors are more likely to exhibit resilience and maintain positive mental health outcomes over time.

This study utilized the Stress and Coping Theory as a framework for delving into the mental health of Generation Z. The primary objective was to unveil the complex interactions involving how Generation Z perceives stressors, employs coping mechanisms, and develops resilience. By gaining a deeper understanding of how this generation navigates and copes with various stressors, the research aimed to provide insights that can guide the development of specific interventions and support systems tailored to their distinct needs. The ultimate goal was to enhance mental health outcomes for Generation Z in the dynamic landscape of the 21st century. The application of the Stress and Coping Theory is integral to unraveling the nuanced dynamics between stress perception, coping mechanisms, and resilience within Generation Z, offering a strategic foundation for informed and targeted approaches to support their mental well-being.

To strengthen the first theory even further, Betty Neuman established a nursing theory that centers on an individual's relationship to progressive stress, response, and reconstitution variables. The Neuman Systems Model offers a comprehensive, all-encompassing, system-based approach to nursing that preserves some degree of flexibility. Betty Neuman established a nursing philosophy that centers on an individual's relationship to progressive stress, response, and reconstitution variables. The Neuman Systems Model offers a comprehensive, all-encompassing, system-based approach to nursing that preserves some degree of flexibility.

In this study, the concepts of stress, coping, and resilience are well-aligned with Betty Neuman's Systems Model. As with the stress variables in our study such as academic pressures, internet exposure, economic concerns, and societal expectations the model presents the idea of stressors altering a system's stability. The coping strategies studied such as physical exercise, social support, digital

detoxification, and mindfulness align with Neuman's focus on response and reconstitution factors that support system stability. One of the main components, resilience, is consistent with Neuman's theory of the system's capacity to sustain equilibrium in the face of stress. All things considered, Neuman's Systems Model offers a framework for comprehending how stress, coping, and resilience function inside the larger system of mental health within Generation Z.

Betty Neuman's Systems Model provides a holistic perspective on Generation Z's mental health. Stressors such as academic pressures, digital exposure, economic uncertainties, and societal expectations disrupt the stability of the client system. Coping mechanisms like social support, physical activity, digital detoxification, and mindfulness act as response and reconstitution variables, contributing to system stability and wellness. Resilience becomes crucial in maintaining equilibrium despite stressors. The model offers a comprehensive, system-based approach to understanding how stress, coping, and resilience interact within Generation Z, guiding your study to explore the intricate dynamics influencing their mental health outcomes.

Conceptual Framework

This research looks into variables, namely: Stress, coping mechanisms and resilience.

Stress. Stress is a complex concept that is influenced by many different things. Stress is characterized by "any event in which internal and/or environmental demands exceed the adaptive resources of an individual or social system." Stressors are referred to as "demands made by the internal or external environmental stimuli that affect the balance, thereby influencing the physical and psychological well-being of an individual and requiring actions to restore the balance." Stress is a significant problem for Gen Z as they deal with a range of Academic Pressures, social media and Digital Exposure, Economic Uncertainties, and Societal Expectations.

Stress is a intricate and dynamic physiological, psychological, and emotional reaction that individuals undergo when they sense a discrepancy

between the expectations imposed on them and their capacity to manage those expectations. High stress levels can lead to adverse conditions like burnout, anxiety, and depression (Chaabane et al., 2021). Responding to the survey report, most teenagers in Generation Z reported experiencing what they believe are unhealthy levels of stress and most likely reported poor mental health. Senior and specifically girl students perceived more stress (Veeraboina et al., 2020).

Academic Pressure. The term "academic pressure" describes the elevated strain and demands placed on members of Generation Z in the academic sphere. These demands are typified by the competitive nature of schooling, the pressure to succeed in a labor market that is changing quickly, and the push to achieve academic excellence (Steare et al., 2023). It includes the mental stress brought on by pursuing academic success, making important professional decisions, and living up to social expectations about academic performance. Feelings of pressure to perform academically, make decisions about one's profession, and handle the fierce competition that permeates the educational environment are examples of academic pressure. Although there is evidence from around the world that suggests academic pressure may have a role in Generation Z's mental health issues, this relationship has never been thoroughly examined (Steare et al., 2023).

The competitive nature of education and the expectations for success in the rapidly evolving job market contribute to stress among Generation Z individuals, who may feel pressured to excel academically and make significant career decisions early in life. According to data by NRCB, nearly 12,526 students in India committed suicide between 2019-2021 (Aryani1, F. & Umarumar, N.F., 2020). This pressure is not just with academics but also often related to physical appearance, body image issues, cyberbullying, performance in extracurricular activities, social interactions, cultural standards, friendship or any romantic relationships," Charan Teja(2018) said.

Social Media and Digital Exposure. Continuous engagement via social media and online platforms exposes Generation Z to an overwhelming influx of information, comparisons with others, and the risk of cyber bullying, leading to

increased stress levels. Researchers have approached stress from different perspectives. Some research discussed whether social media could be a stressor to social media users. For example, Li and McCaslin (2019) asked participants how they would feel if they cannot get access to social media. Five out of 25 participants' answers were coded into "anxious, left out, and not being up to date". American Psychological Association (2018) found that 55% of Gen Z participants reported social media to be a supportive platform, whereas 45% said it made them "feel judged". Thirty eight percent of Gen Z participants said they felt bad because of their use of social media.

Economic Uncertainties. Financial difficulties, encompassing substantial student loan burdens, competition in the job market, and anxieties regarding financial security, add to the stress experienced by Generation Z as they navigate the early stages of adulthood. Beardsley and Charissa (2023) reported that certain research findings indicate a rise in the prevalence of mental health disorders, including depression and anxiety, among young adults in the past several years. The authors then proposed various possible rationales for this trend. It may have changed college culture, putting more emphasis on achievement and fewer supportive social structures like fraternities and sororities, which may have increased stress and isolation. It also increased stressors like academic pressure, social media use, and economic uncertainty, which may have contributed to the development of mental health issues.

Societal Expectations. This signifies the stress and strain individuals in this generation undergo because of the expectations and norms imposed by society, encompassing academic, professional, and social standards. By impacting social concerns and organizational changes, the study advances our understanding of how Generation Z's socio-historical setting impacts their views, motives, and actions. It puts forth a model that links their context to their actions and expectations. The study recommends that the theoretical framework be tested, and that behavior prediction based on large-scale data be examined in subsequent research.

According to the survey, Generation Z's emphasis on authenticity, need for openness, and pursuit of purpose-driven initiatives are what have an impact on society and organizations. Their incorporation into organizations depends on alignment with values like transparency, social responsibility, and work-life balance in Van Lierop, S. A. P. (2023). University administrators must comprehend Generation Z in order to draw and keep this group of students, as they have different expectations than previous generations when they enter college. Meeting the demands of a more diverse student body and achieving broad institutional goals will continue to provide new problems for university administrators (Trevino, N. 2018).

Coping Mechanisms. Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations. It is a term used distinctively for conscious and voluntary mobilization of acts, different from 'defense mechanisms' that are subconscious or unconscious adaptive responses, both of which aim to reduce or tolerate stress (Algorani, E. & Gupta, V., 2023). When individuals are subjected to a stressor, the varying ways of dealing with it are termed 'coping styles,' which are a set of relatively stable traits that determine the individual's behavior in response to stress. These are consistent over time and across situations. Generally, coping is divided into reactive coping (a reaction following the stressor) and proactive coping (aiming to neutralize future stressors). Proactive individuals excel in stable environments because they are more routinized, rigid, and are less reactive to stressors, while reactive individuals perform better in a more variable environment. (Algorani, E. & Gupta, V., 2023).

Coping strategies help people manage stress and adversity. Coping mechanisms are characterized as attempts to control feelings, actions, thoughts, and surroundings in reaction to the stress of daily life, in connection to this; Generation Z often uses the following to cope up with stress, namely: social support, physical Activity and exercise, digital detoxification, and meditation & mindfulness.

Coping methods remain a contentious notion (Stanisławski, 2019), a multitude of unique adaptive behaviors have been examined in the extensive body of research on stress. While some coping mechanisms are more "passive" (e.g., social seclusion), others are seen to be more "active," such as cognitive reframing. According to Fullana et al. (2020), other coping mechanisms of Gen Z occur during collective crises. These behaviors include adhering to routines or upholding good habits throughout the COVID-19 breakdown. Other categories of coping mechanisms exist as well, like social support. To activate the best coping mechanisms during trying times to handle stressors, it's critical to map out and strengthen our coping mechanisms. When faced with crises that arise in regular life, we use our psychological resources. According to Galiana et al., (2020), coping methods have a significant impact on well-being, even for older individuals.

Social Support. It is the assistance, encouragement, or comfort that individuals receive from their social relationships, including family, friends, colleagues, and communities. It encompasses various forms of aid, both emotional and practical, that contribute to an individual's well-being, resilience, and ability to cope with stressors or challenges. Social support can be instrumental in promoting mental health, providing a sense of belonging, and fostering a supportive environment.

Social support is one of the variables that can increase the level of Generation Z employee engagement as it helps having a healthy mental health at work. Social support is defined as the provision of physical, emotional, informational, and instrumental assistance that a person feels from his or her social network (Daryanto et al., 2020). Social support includes many kinds of social, such as interaction with spouse, extended family. Theoretically, social support can increase Gen Z employees' willingness in their efforts to complete work tasks by fostering their work environment (W. Schaufeli et al., 2019). Great social support has a positive effect on work engagement especially this Generation Z. An organization that only relies on the behavior required by the job description

is a very fragile social support system (Zhu, Lam, & Lai, 2019). It becomes even more interesting to study whether Generation Z, which has its own characteristics, will be the same in responding to various variables or factors that influence their extra-role behavior (Katz, 2020).

Physical Activity and Exercise. Engaging in physical activity and exercise has been shown to reduce stress by promoting the release of endorphins, the body's natural mood lifters. Regular physical activity alleviates tension, improves mood, and contributes to an overall sense of well-being. Additionally, physical activity has been highlighted as a critical modifiable lifestyle behavior for brain function and development (Sharma et al., 2006; American Psychological Association, 2011; Chekroud et al., 2018). In response, professional bodies have published recommendations for incorporating physical activity both inside and outside the home (Japanese Association of Exercise Epidemiology, 2020). During Japan's stay-at-home order, residents were still allowed to exercise and walk outside, recognizing the necessity of these activities for daily living. Exercise not only addresses issues related to physical inactivity but also supports mental health (Cooney et al., 2013; Kadariya et al., 2019; Scully et al., 1998). Longitudinal and cross-sectional studies have reported that the relationship between exercise and mental health persisted even during COVID-19 quarantines. A systematic review by Wolf et al. (2021) found that individuals who maintained regular physical activity routines experienced fewer symptoms of depression and anxiety. Exercise has been identified as a protective factor against the negative mental health effects of COVID-19-associated quarantines (Jiménez-Pavón et al., 2020), further emphasizing its importance in both physical and mental well-being, particularly during times of isolation.

Digital Detoxification. Constant digital connectivity contributes to information overload and increased stress levels. A digital detox allows individuals to step back, reduce mental clutter, and create a more serene environment. In response to the growing problem of "technostress" and its negative effects on well-being and productivity, digital detoxification has gained

popularity in both culture and Information Systems (IS) research (Vaghefi et al., 2018; Eichner, 2020; Zhou et al., 2020). Digital detoxification is defined as periodic disconnection from IT, along with strategies to reduce engagement with digital technologies (Syvertsen & Enli, 2019). However, both the conceptualization and empirical analysis of digital detox remain vague, with early research presenting mixed results on its effectiveness in improving well-being (Wilcockson et al., 2019; Brown & Kuss, 2020; Schmuck, 2020).

In line with the hierarchical computer-mediated communication taxonomy (Meier & Reinecke, 2020), digital detoxification should extend beyond just refraining from electronic devices for a certain period. It should also involve reducing engagement with specific types of applications (e.g., social media), branded media (e.g., unplugging from Facebook), certain features (e.g., disconnecting from chats), types of interactions (e.g., active WhatsApp use), and specific types of messages (e.g., voice messages). Meier and Reinecke (2020) emphasize the importance of distinguishing these six levels to capture the full range of media use. Based on this taxonomy, digital detox can include taking breaks from a single device or from all digital devices. This more nuanced understanding of digital detoxification provides a systematic approach to managing digital interactions and mitigating stress caused by constant connectivity.

Meditation and Mindfulness. Both meditation and mindfulness serve as powerful coping mechanisms for managing stress, anxiety, and other challenges. They offer individuals a set of tools to cultivate mental resilience, regulate emotions, and promote overall well-being. The regular practice of meditation and mindfulness has been associated with numerous mental health benefits, including stress reduction, improved focus, increased emotional regulation, and a greater sense of inner peace.

According to a recent study of Wu et al., (2023), reflection, learning outcomes, and active experimentation are the three stages in which participants experienced the benefits of Zen meditation tourism. Although experiential

learning in on-site tourism encounters has garnered a lot of scholarly attention, little is known about the benefits Zen meditation tourism will have for Generation Z as they reintegrate into society. Over the past ten years, contemplative teaching and mindfulness have become more prevalent in university and academic library classrooms. Adopting mindfulness techniques has been demonstrated to be beneficial for stress management and learning optimization (Zell et al., 2021). The main focus has been on intentionally taking brain rests and engaging in mindfulness exercises through activities that promote emotional self-regulation and single-minded focus.

Resilience. The word "resilience" is a word used to characterize people who can handle and withstand difficult situations. Resilience refers to a capacity for flexibility; that is, it denotes the ability to withstand pressure and regain power. Resilience is an individual's capacity to adapt and thrive despite stress and adversity. It has been established that resilience is a crucial element of stress management. However little research has been done on how various sociodemographic traits of undergraduate students view resilience (Ang et al.,2022). The ability to overcome or lead purposeful lives after overcoming obstacles and hardships is known as resilience (Muhammad Siddique,2021). Self-efficacy, grit, longevity, growth-attitude, and flexibility are all closely related to resilience. It alludes to the ability of someone to recover quickly from setbacks, repeatedly, without losing interest in the task or tasks in question. People who are more resilient don't become as influenced by planned and predetermined risks; instead, they easily overcome them (Muhammad Siddique,2021).

Members of Generation Z are accustomed to changes and transitions and easily adapt to their work environment. Previous studies have demonstrated that Generation Z learns how to move forward rather than how to recover from setbacks. After ten years, Gen Z has been overtaken by two significant worldwide tragedies. But when we talked to young people, we found optimism, hope, and a desire to take advantage of the circumstances (Ashish Advani, 2018).

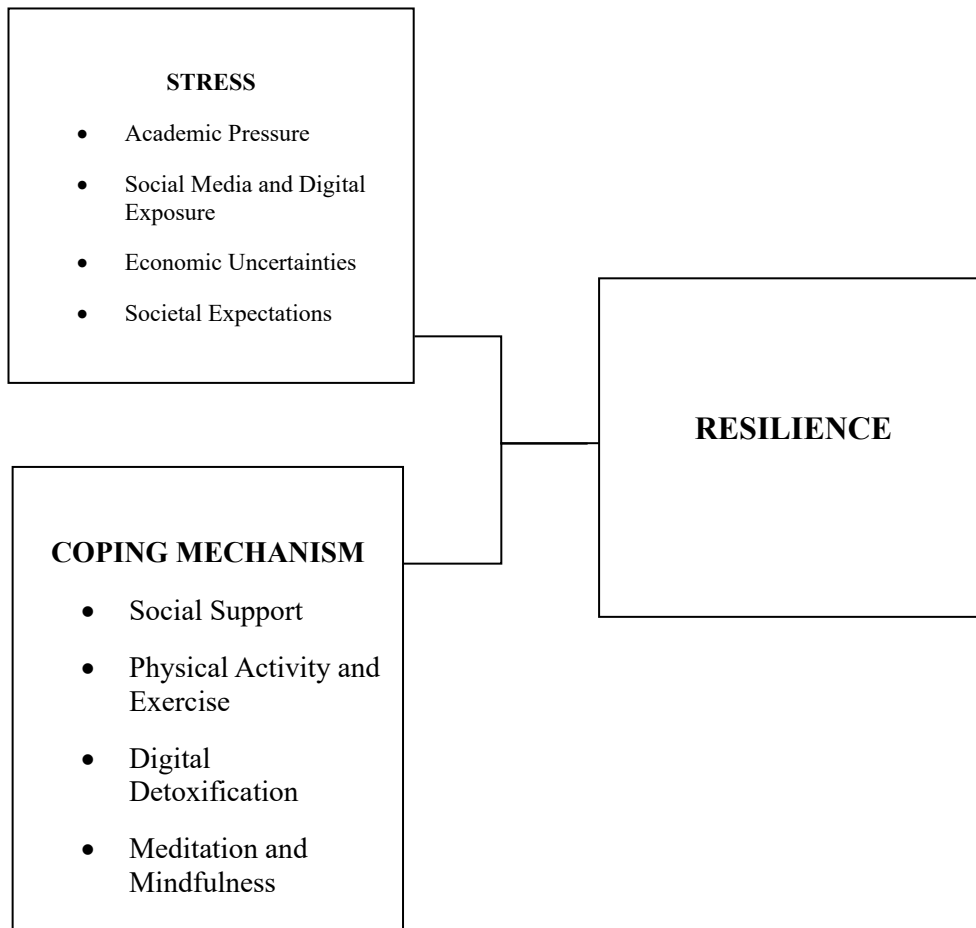


Figure 1: *Schematic Diagram of the Study*

Objectives of the Study

This study sought to understand the relationships between stress, coping & resilience among the 21st Century Generation Z's mental health.

Specifically, the study aimed to identify the following:

1. Determine the respondent's level of stress.
2. Determine the respondent's coping mechanism.
3. Describe the respondent's resilience.
4. Explore the significant relationship between the respondent's level of stress and their coping mechanism.
5. Explore the significant relationship between the respondent's coping mechanisms and their resilience.

Null hypotheses:

1. There is no significant relationship between the stress among Generation Z and their Resiliency.
2. There is no significant relationship between the coping mechanisms used among generation Z and their Resiliency.

RESEARCH METHODOLOGY

Research Design

This study utilized a quantitative, correlational research design that focuses on exploring mental health in 21st century Generation Z, particularly on stress, coping, and resilience among the 1st year nursing students. Descriptive research is a method that aims to gather measurable data for statistical analysis of the population sample. It is a process that begins with a description based on observation of an event. The study involved techniques such as surveys to identify the mental health in 21st century Generation Z, stress, coping, and resilience among the 1st year nursing students.

Research Environment

The study took place at a tertiary university in Ozamiz City, Misamis Occidental. The university has a rich history of growth, offering over 58 courses and aims to continue evolving to meet the demands of a dynamic world. The tertiary university in Ozamiz City, Misamis Occidental, provides an ideal environment for conducting the study, "Stress, Coping, & Resilience: A Correlational Study on Mental Health among the 21st Century Generation Z." With its broad academic offerings and history of growth, the university fosters a diverse student body, reflecting the various challenges faced by Generation Z. The academic environment provides a pertinent and authentic framework for investigating the mental health dynamics, stressors, and coping strategies that are common in this generation.

Unit of Analysis, Respondents & Sampling Procedures

The focus was on first year nursing students, totaling 395, in a dynamic and progressive learning environment. The respondents of the study were 100 first-year nursing students. Purposive sampling was used to select the desired and actual respondents for the study. The following were the criteria in the selection of the respondents: (1) First year students who are currently enrolled in the Bachelor

of Science in Nursing program, (2) aged 17 to 20 years old; (3) has given the consent to participate in the study.

Research Instruments

The study used researcher-made questionnaire with particular focus areas like academic pressure, social media exposure, and physical exercise, it covers fundamental concepts like stress, coping mechanisms, and resilience. The questions' content and physical reliability are enhanced by their obvious alignment with body of existing literature. Furthermore, replies are consistent when a Likert scale is used, which enhances internal dependability. In general, the questionnaire works well to investigate the connections among stress, coping mechanisms, and resilience in Generation Z.

Respondent's level of Stress. This includes complex response to overwhelming demands, affecting mental and emotional well-being. Respondent's stressors include academic pressure, social media exposure, economic uncertainties, and societal expectations. This is a researcher-made questionnaire that was used to assess the challenges encountered by respondents. It utilized a four-point Likert scale. Presented below is the continuum used to interpret and analyze the data gathered.

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

Respondent's Coping Mechanism. Adaptive strategies to manage stress and challenges among Gen Z include social support, physical activity, digital detoxification, and meditation, which help alleviate emotional distress and restore

balance. This tool examined the respondents' coping mechanisms using a four-point Likert scale. Below is the continuum that was used for interpreting the gathered data.

Continuum	Responses	Qualitative
Interpretation		
4 3.26-4.00	Strongly Agree (SA)	Very Good
3 2.51-3.25	Agree (A)	Good
2 1.76-2,50	Disagree (DA)	Bad
1 1.00-1.75	Strongly Disagree (SDA)	Very Dad

Respondent's level of Resilience. The ability to thrive despite adversity is characteristic of Gen Z resilience, involving adaptation, recovery from setbacks, and maintaining purpose. Traits such as self-efficacy, grit, a growth mindset, and flexibility are crucial for mental well-being. This tool examined the respondents' psychological status using a four-point Likert scale. Below is the continuum used for interpreting the gathered data.

Continuum	Responses	Qualitative
Interpretation		
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

Data Gathering Procedure

Before and during the actual administration of the research instrument, the researchers in this study asked permission from the Dean of the College of Nursing and Midwifery to conduct the study. The data used in this study was gathered using a researcher-made standard questionnaire which is a tailored instrument created by researchers to collect specific data relevant to the study, ensuring it meets the unique needs of their research objectives while maintaining

rigor in measurement practices. Upon the approval of the letter of request, the researchers then distributed the questionnaire individually to the 100 first year Nursing students. The researchers assured the respondents of the study that they were thoroughly informed of the terms and conditions of the questionnaire and the confidentiality of the matter.

Ethical Consideration

The researchers strictly implemented the following procedures: (1) A request letter addressed to the Dean of the College of Nursing, Midwifery & Radiologic Technology; (2) The respondents were asked to sign the informed consent before the distribution of the questionnaire began and after they had read the consent form, allowing for any points of clarification to be addressed; (3) The respondents were fully informed about the purpose, benefits, and potential risks of the study; (4) The respondents were informed that they could withdraw from participating in the study at any time with the assurance of confidentiality of the information provided; (5) The respondents were encouraged to contact the investigator in case of queries and concerns; and (6) It was a top priority to maintain anonymity and confidentiality at all times during the study.

Validation of Research Instrument

The instrument was presented to the research adviser for evaluation and further improvement. The questionnaire was prepared and validated through a pilot study of 20 students who are not part of the study. After the pilot study, the questionnaire was tallied and was presented to Cronbach's alpha then offered to the adviser for more suggestions. The comments and suggestions from the respondents and adviser were included in the modification of the items of the questionnaire. The aim of this was to ascertain the validity of the data-gathering tool.

Statistical Technique Used

The researchers used the frequency presented by the respondents. To derive comprehensive, valid, and reliable results, the following statistical methods and techniques were utilized:

Average Weight Value. This tool is used to describe the respondents' stress, coping mechanisms, and resilience.

Regression Analysis. This technique was used to determine the significant relationship between independent and dependent variables. The independent variables include various stressors such as academic pressure, social media exposure, economic uncertainties, and societal expectations, along with coping mechanisms like social support, physical activity, digital detoxification, and mindfulness practices. The dependent variable focuses on mental health outcomes, which may encompass aspects such as resilience, anxiety levels, depression, and overall well-being. By employing regression analysis, the study aims to assess how these independent variables predict variations in the dependent variable, thereby identifying significant relationships and the impact of different stressors and coping strategies on the mental health of Generation Z.

RESULTS AND DISCUSSION

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

Respondents' Level of Stress Experienced

Respondents' Coping Mechanism

Respondents' Level of Resilience

Significant Relationship between Respondents' Level of Stress Experienced

Significant Relationship between Respondents' Coping Mechanism and their Level of Resilience

Respondents' Level of Stress Experienced

Table 1 presents the level of stress experienced among Generation Z which has an overall weighted mean of 3.06, with a StDev of 0.0968, which is interpreted as High. This means that high stress levels are a common experience among the respondents.

Academic Pressure. The stress level associated with academic pressure had a WM of 3.20 and a StDev of 0.4837, which is interpreted as 'High' (H). When under a lot of academic pressure, respondents find it difficult to focus on their studies, which negatively affects their cognitive focus and overall performance. Performance anxiety is prevalent among respondents because they worry about not meeting academic standards or failing tests, which makes them more stressed. Furthermore, students frequently struggle with time management, finding it difficult to juggle their personal lives, clinical responsibilities, and education. This increases their level of stress and exacerbates physical symptoms like exhaustion and headaches, demonstrating the somatic effects of stress. Overall, respondent's mental and physical health are negatively impacted by academic pressure, which

in turn impacts their general academic performance and well-being. According to the study of Alghamdi et al. (2019), academic stress is common among nursing students during their first years of study. Nursing students often experience high levels of stress because they frequently encounter various challenges that can negatively affect their academic performance and general health. In the study of Pulido-Criollo, et al (2018) academic stress affects the cognitive, emotional, behavioral, and social aspects of functioning. It is a physiological reaction. It also includes the environment, coping mechanisms, and the organism's adaptation. Stress in young people might be brought on by social situations or academic obligations. Information about the harmful impacts of stress on nursing students' academic growth and health is available. These effects include anxiety, depression, learning inhibition, and burnout.

Social Media and Digital Exposure. Stress levels among respondents are greatly increased by the continual need to stay updated on social media and by feeling overpowered by digital connectivity. Respondent's mental health is significantly impacted by experiencing or watching cyberbullying because social media makes it harder for them to avoid unpleasant interactions. Furthermore, respondents frequently experience stress as a result of comparing their lives to those of others on social media sites, which can result in low self-esteem and feelings of inadequacy. Many respondents experience sleep disturbances as a result of late-night social media use, which increases stress and has an impact on academic performance. These findings underline the need for digital stress management techniques by highlighting the detrimental effects of social media and digital exposure on respondent's mental health. The stress level associated with social media and digital exposure had a WM of 2.97 and a StDev of 0.5234, which is interpreted as 'High' (H). In the study of Steele et al. (2020), digital stress is a mildly unpleasant effect of using digital technology or having frequent access to social media information online. It can be brought on by using social media. Generation Z digital stress has been linked longitudinally to depressive symptoms and has been described as an increasing and ubiquitous source of interpersonal

stress for this age group (Nick et al., 2021). According to Verduyn et al. (2018), upward social comparison is considered a key process in the relationship between passive social media use and poor adolescent mental health. Increased access to information about others' achievements and status, and comparisons with highly idealized online representations of others, can lead to feelings of envy, rumination, and depression.

Economic Uncertainties. One major cause of stress for respondents is financial strain, which includes issues with managing living expenses and paying tuition. Respondents already experience stress from worrying about their future work prospects, and their financial worries are exacerbated by uncertainty about finding a secure job after graduation. Although some respondents receive financial assistance from their family, this assistance is sometimes insufficient, which raises stress and anxiety levels over the stability of the economy. Because of the increased workload and time constraints, many students who work part-time jobs to fund their studies experience increased stress. To reduce financial stress and promote respondent's well-being, it is imperative to provide financial help and guidance. It has a WM of 3.05 and a StDev of 0.5889, indicating a high level of stress. It shows the highest standard deviation among the four, which shows how economic factors stress the respondents. These factors could be attributed to differences in personal financial situations, employment status, and economic backgrounds. The prolonged home confinement, restricted social interactions, insufficient mental refreshment, academic and professional delays and uncertainties are all intensifying the mental health problems among students (Cao et al., 2020; Grubic et al., 2020; Lu et al., 2020). Compared to others, students had higher anxiety, depression, stress and lower mental well-being in Bangladesh (Ahmed, Ahmed, Alim, Khan and Jobe, 2020), and the growing mental health ailment can be attributed to the home confinement and exposure to social and electronic media (Hossain et al., 2020; Khan et al., 2020)

Societal Expectations. This pressure frequently has to do with choosing a career and doing well in school. Respondent's total stress levels are increased by

stress resulting from cultural norms and expectations, such as upholding traditional values and taking care of family obligations. For many respondents, upholding their social standing and fulfilling social expectations causes stress that negatively affects their mental health. Respondent's stress levels rise and their mental health is impacted by worries about the future and social pressure to perform well. Holistic support solutions are necessary to help respondents manage the pressures of society and enhance their mental health, which highlights the necessity for support systems. It has a WM of 3.04 and a StDev of 0.5201, which is interpreted as High. The stress that respondents face has been exacerbated in recent years by societal expectations. Many young people are living in high-stress environments because of the pressure to perform well academically, engage in extracurricular activities, and maintain a strong social presence both online and offline. Along with internalized standards from Generation Z themselves, these expectations are frequently set by parents, teachers, and classmates. Anxiety, despair, and burnout are among the serious mental health issues that can result from the never-ending pursuit of achieving these many goals (Luthar & Kumar, 2018). Social expectations have changed to acknowledge social media's dual character, which may be both a source of stress and support at the same time. To assist Generation Z in using social media in a healthy manner, this duality has prompted requests for improved digital literacy instruction and mental health support (Vannucci et al., 2020).

Table 1 Respondents' Level of Stress Experienced

Stress Experienced	WM	StDev	I
Academic Pressure	3.20	0.4837	H
Social Media and Digital Exposure	2.97	0.5234	H
Economic Uncertainties	3.05	0.5889	H
Societal Expectations	3.04	0.5201	H
Overall Weighted Mean	3.06	0.0968	H

Legend: 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' Coping Mechanisms

Table 2 presents the respondents coping mechanism which has an overall weighted mean of 3.12, with a StDev of 0.21 which is interpreted as Good.

Social Support. One very useful coping strategy for handling stress is social support. Respondents who have a strong network of friends, family, and peers to lean on for emotional support and practical help. Through social interactions, respondents can express their worries, get support, and see issues from many angles. Despite the fact that social support does not substantially correspond with resilience, stress management still greatly benefits from it, according to the study. Respondents who perceive their social networks as supportive are more capable of managing stress and preserving their mental well-being. Establishing a setting that encourages open communication, and mutual support is essential to assisting respondents in skillfully managing pressures. It has a weighted mean (WM) of 3.38 and a standard deviation (StDev) of 0.4554. This is interpreted as 'Very Effective' (VE). This suggests that interpersonal relationships and community support play a crucial role in stress management for the respondents. A study of Maymon, R., Hall, N. (2021) align with the finding which examined the empirical research on the impact of social support and stress on first-year students. They discovered that social support from family, friends, and instructors plays a critical role in reducing stress and enhancing psychological effects. The evaluation emphasizes the importance of having a variety of support systems to assist students in overcoming the obstacles of their first year in college. They indicate that receiving sufficient social support results which contribute to the improvements in adolescent's health, have a positive effect on the adaptation process of the adolescent to motherhood (Peter PJ, Mola CL, et al 2017). Social support builds people up during times of stress and often gives them the strength to carry on and even thrive. In addition, relying on others, it also serves as a form

of support. Support groups, generally more structured meetings or self-help according to Steven and Matthews (2011).

Physical Activity and Exercise. Exercise and physical activity are recognized by respondents as useful coping strategies for stress management. Regular physical activity lowers stress levels in respondents by giving them a way to release tension and improving their general well-being. Exercise helps respondents maintain their physical health, which in turn promotes their mental health. It also releases endorphins, which are naturally occurring mood enhancers. Respondents who engage in physical activities, including playing sports, going to the gym, or even taking regular walks, say they feel more equipped to handle social and academic stresses. Including physical activity in everyday routines is an important way to reduce stress and build resilience. It has a WM of 3.09 and a StDev of 0.5843, which is interpreted as 'Effective. The effectiveness of this coping strategy shows that exercising is a frequently used and generally reliable strategy. This suggests that respondents' experiences of the benefits of physical activity may vary, possibly as a result of varying levels of personal fitness and exercise preferences. Frequent physical activity has been demonstrated to greatly lessen stress technique for stress management. By reducing the body's synthesis of stress chemicals like cortisol and increasing the release of endorphins, which are naturally occurring mood enhancers, the moderate average levels (Gordon et al., 2021). Studies have highlighted that even moderate-intensity activities, such as walking or yoga, can lead to substantial reductions in perceived stress and improvements in overall mental health (Rebar et al., 2018). Physical activity also provides a form of active distraction, helping individuals to break free from stress-inducing thought patterns and fostering a sense of accomplishment and control (Gerber & Pühse, 2019). Furthermore, engaging in regular exercise has been linked to better sleep quality, which is crucial for stress management and overall well-being (Kandola et al., 2018).

Digital Detoxification. Respondents also reported that digital detoxification is an efficient coping strategy for stress management. The

respondents find that taking pauses from social media and digital devices lessens the mental strain brought on by continuous connectedness and information intake. The stress that comes from cyberbullying, social media comparisons, and digital distractions can be reduced by respondents by establishing limitations for their screen use and partaking in offline activities. Through digital detoxification, respondents can rediscover who they are, communicate with others in person, and concentrate on other stress-relieving pursuits like reading, hobbies, or time spent in nature. In order to lessen the detrimental effects of internet exposure on mental health, this technique is crucial. It has a WM of 2.87 and a StDev of 0.5347, which is interpreted as Effective. According to Garg, Singh, and Yanan (2024), overindulgence in technology can lead to both physical and mental exhaustion. This not only affects individuals' health but also diminishes the quality of their relationships. The advent of the Internet and digital devices has markedly transformed people's lives, bringing both positive and negative impacts. Allwyn Prem Raj (2012) refers to a variety of techniques meant to reduce or completely eradicate the usage of digital gadgets and social media as "digital detoxification" in his 2012 study. These techniques aim to reduce the negative effects of frequent digital exposure to assist people manage stress, improve mental health, and promote general well-being. This practice is intended to lower stress levels and foster more in-person social connections by taking a break from electronic devices.

Meditation and Mindfulness. The promotion of resilience among respondents is significantly aided by mindfulness and meditation techniques. By concentrating on the here and now, these techniques assist to lower anxiety and enhance emotional control. Respondents who practice mindfulness techniques like yoga, guided meditation, or deep breathing report feeling more at ease and having less stress. Through the development of a more balanced viewpoint, meditation aids respondents in managing stressors such as social expectations, academic pressures, and other demands. Respondents can improve their capacity for stress management and resilience building by implementing mindfulness into their daily

activities. It has a WM of 3.09 and a StDev of 0.7125, which is interpreted as Effective. Integration of mindfulness and meditation is emphasized in yoga. Specific yoga postures and sequences can be designed to address emotions or mental states, thereby strengthening the mind-body connection. Yoga is a type of exercise that emphasizes the integration of mindfulness or meditation into yoga. Mindfulness meditation, when incorporated into yoga practice, further deepens this connection by fostering a profound sense of awareness and presence. This practice has been shown to reduce stress, improve mental clarity, and enhance emotional well-being. (Miao, C. 2023). This approach can be particularly beneficial for individuals dealing with depression, offering new perspectives for clinical treatment by targeting both mental and physical aspects of well-being (Yang, Cao, Lyu, & Gao, 2023).

Table 2. Respondents' Coping Mechanism

Stress Experienced	WM	StDev	I
Social Support	3.38	0.4554	VG
Physical Activity and Exercise	3.09	0.5843	G
Digital Detoxification	2.87	0.5347	B
Meditation and Mindfulness	3.09	0.7125	VB
Overall Weighted Mean	3.12	0.21	G
<i>Legend:</i> 3.26-4.00 – <i>Very Effective (VE)</i> 1.26-2.25 – <i>Less Effective (LE)</i> 2.26-3.25 – <i>Effective €</i> 1.00-1.25 – <i>Not Effective (NE)</i>			

Respondents' Level of Resilience

Table 3 presents the level of resilience among respondents which has a weighted mean (WM) of 3.26 and a standard deviation (StDev) of 0.5938, which is interpreted as Very High. Emotional regulation, self-efficacy, adaptability, social connections, optimism, and problem-solving skills are critical components of

resilience among respondents. Those who manage their emotions well through mindfulness and cognitive reframing feel more in control and better handle stress. High self-efficacy boosts confidence and persistence, enabling respondents to tackle challenges effectively. Adaptable individuals can adjust to new circumstances, reducing stress and maintaining control. Strong social connections offer vital emotional and practical support, fostering a sense of belonging and reducing isolation. Optimistic respondents view challenges as opportunities for growth, which helps them persevere and cope better with stress. Effective problem-solving skills further enhance resilience by enabling respondents to proactively address difficulties with confidence and resourcefulness. Recent research supports these findings, highlighting various factors that contribute to such resilience. According to Masten (2018), key elements include supportive relationships, particularly with family and peers, which provide emotional and practical assistance. Additionally, interventions that enhance emotional regulation, problem-solving skills, and self-efficacy significantly boost resilience levels (Gartland et al., 2019).

Moreover, resilience is bolstered by environmental supports, such as access to quality education and extracurricular activities, which help Generation Z develop a broader range of coping skills (Luthar & Eisenberg, 2017). This consistency is crucial as higher resilience is associated with better mental health outcomes, including lower levels of anxiety and depression and a greater overall sense of well-being (Zimmer-Gembeck & Skinner, 2019).

Table 3 Respondents' Level of Resilience

Stress Experienced	WM	StDev	I
Level of Resilience	3.26	0.5938	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)			

Significant Relationship between Respondents' Level of Stress Experienced

and their Level of Resilience

The presented data in Table 4 shows that there is no significant relationship between the respondents' level of stress experienced and their level of resilience. The acceptance of the null hypothesis (H_0) implies that there is no correlation between the respondents' level of stress experienced and their level of resilience.

Academic Pressure. The presented data reveals that there is no significant relationship between respondents' level of stress experienced and their level of resilience, as indicated by a Pearson correlation coefficient (r) of 0.144 with a p -value of 0.12. The acceptance of the null hypothesis (H_0) interpreted as no significant relationship. The lack of significant correlation suggests that factors other than stress may play a more critical role in shaping resilience. Resilience is influenced by a variety of factors, including individual coping strategies, social support, and personal traits like adaptability and self-efficacy. Despite experiencing high levels of stress, respondents may still maintain or develop high levels of resilience through effective coping mechanisms or support systems. The study of Yao et al. (2023) suggested that while academic challenge stress can have direct positive effects on outcomes like self-rated creativity, the influence on resilience is not always straightforward and can depend on various mediating factors such as academic self-efficacy and other contextual variables. Additionally, Wu et al. (2020) and Shao and Kang (2022) highlighted the importance of self-efficacy and peer relationships in enhancing academic resilience, but these studies also note that the direct impact of stressors like academic pressure on resilience can vary significantly based on individual circumstances and additional support mechanisms.

Social Media and Digital Exposure. The presented data reveals that there is no significant relationship between respondents' level of stress experience and their level of resilience, as indicated by a Pearson correlation coefficient (r) of 0.033 with a p -value of 0.748. The acceptance of the null hypothesis (H_0) interpreted as no significant relationship. This lack of a significant relationship

suggests that, within the context of this study, the impact of social media and digital exposure on resilience may not be as pronounced as previously thought. Factors influencing resilience might include individual differences, coping strategies, or external support systems rather than the stressors associated with social media use. It also indicates the possibility that the respondents may have developed resilience strategies that mitigate the potential negative impacts of digital exposure, thus leading to the observed lack of correlation. Generation Z who use social media more frequently are more likely to exhibit signs of anxiety and depression, according to research by Vannucci and Ohannessian (2018), suggesting a direct link between social media use and elevated stress levels. According to Barry et al. (2018), FOMO or fear of missing out is a strong predictor of elevated stress and bad emotions in Generation Z because it makes them feel compelled to engage in and stay up to date with their friends' online activities. This stress is increased by the FOMO phenomenon, which makes Generation Z feel under constant pressure to keep up with the activities and experiences that their peers share online.

Economic Uncertainties. The presented data reveals that there is no significant relationship between respondents' level of stress experience and their level of resilience, as indicated by a Pearson correlation coefficient (r) of 0.033 with a p -value of 0.413. The acceptance of the null hypothesis (H_0) interpreted as no significant relationship. This finding suggests that the level of stress experienced by respondents does not predictably affect their level of resilience. It may imply that resilience is influenced more by other factors, such as personal coping mechanisms, social support, or individual characteristics, rather than the specific stressors they encounter. Furthermore, it highlights the complexity of resilience, indicating that individuals may possess resilience traits that enable them to withstand stress without showing a clear statistical relationship between stress levels and resilience outcomes. According to the study of Padmanabhannuni et al. (2023) Research published in BMC Psychology discovered that although resilience is frequently taken for granted to act as a stress

buffer, its relationship with stress is not always clear-cut and can be influenced by a number of variables, such as the particular context and the measures employed. Additionally, research published in BMC Nursing looked at the connection between nurses' professional ethics and resilience. It discovered no discernible relationship between resilience and a number of demographic factors, indicating that resilience may not always be directly related to particular stressors or characteristics, a research-0 study by Asadi et al. (2023).

Societal Expectations. The presented data reveals no significant correlation between respondents' levels of stress experience and their resilience ($r = 0.185$, $p = 0.066$), leading to the acceptance of the null hypothesis (H_0) suggesting no significant relationship. This result implies that, although there might be a correlation between resilience and societal expectations, it is not significant enough in the circumstances of this study. It presents the notion that, in addition to pressures resulting from societal expectations, resilience may also be influenced by other underlying elements, such as personal beliefs, social support networks, or individual coping techniques. All things considered, these findings highlight the complexity of resilience and show that people may respond to societal limitations in ways that are not necessarily associated with their degrees of resilience. However, this study contradicts the lack of significant correlation may be attributed to the complex interplay of factors influencing stress and resilience, as highlighted by Miller and Wilson's research (2021). Their study suggests that societal norms regarding behavior, achievement, and social roles can impact individuals' coping with stress. If individuals perceive these norms as challenging or unattainable, they may experience heightened stress levels and struggle to develop resilience. Similarly, according to Smith and Johnson (2020), societal norms significantly influence individuals' perceptions of stressors and their coping capacity.

Table 4 Significant Relationship between Respondents' Level of Stress Experienced and their Level of Resilience

Stress Experienced	r value	p value	Decision
Academic Pressure	-0.144	0.12	Accept Ho
Social Media and Digital Exposure	-0.033	0.748	Accept Ho
Economic Uncertainties	0.033	0.413	Accept Ho
Societal Expectations	0.185	0.066	Accept Ho

Ho: There is no significant relationship between the respondents' level of stress experienced and their level of resilience.

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

Significant Relationship between Respondents' Coping Mechanism and their Level of Resilience

The presented data in Table 5 shows a significant relationship between the respondents' level of coping mechanism experienced and their level of resilience. Among the constructs on the coping mechanism only the social support yield a result that social support coping mechanism has no relationship or cannot affect the level of resiliency among the 4 constructs, it reveals that there is no significant relationship between respondents' level of coping mechanism experience and their level of resilience, as indicated by a Pearson correlation coefficient (r) of 0.174 with a p-value of 0.08. The acceptance of the null hypothesis (Ho) interpreted as no significant relationship. Liu, H., Zhang, N., Kwan, J. L., & Lou, W. (2018). The findings suggest that social support coping mechanisms do not significantly affect psychological outcomes, which could indirectly imply a lack of relationship between coping mechanisms and resilience across various constructs. However, according to Chang et al. (2023) those who have experienced trauma, social

support has a mediating role in the association between psychological resilience and anxiety or depression.

Physical Activity and Exercise. The presented data reveals that there is a highly significant relationship between respondents' level of coping mechanism experience and their level of resilience, as indicated by a Pearson correlation coefficient (r) of 0.556 with a p -value of 0.00. As presented, results indicate a relationship. This implies that Physical Activity and Exercise as coping mechanisms can affect the level of resiliency among the 4 constructs. The rejection of the null hypothesis (H_0) interpreted as a highly significant relationship. The findings suggest that Physical Activity and Exercise are effective in enhancing resilience. This underscores the importance of incorporating physical activity into daily routines as a way to foster mental health and build resilience against stressors. The highly significant relationship points to physical activity not only as a coping strategy but as an essential component in improving overall resilience, especially in dealing with academic, social, and economic stressors. The findings of Belcher et al. (2020) underscored how important it is to understand how exercise and physical activities interact with Generation Z's development in order to affect self-regulation and lessen mental health issues. Their research emphasized the varied nature of resilience and indicates that these characteristics operate as barriers to the development and severity of mental health problems. Higher levels of physical activity have been related to lower levels of stress, anxiety, and depression among college students, according to Zhang et al.'s (2022) strong negative correlations between physical activity levels and negative emotional states.

Digital Detoxification. The presented data reveals that there is a highly significant relationship between respondents' level of coping mechanism experience and their level of resilience, as indicated by a Pearson correlation coefficient (r) of 0.291 with a p -value of 0.00. The results presents that there is a relationship or impact on the level of resiliency. The findings imply that Digital Detoxification plays a crucial role in enhancing resilience among respondents. It

highlights the value of periodically disengaging from digital platforms to foster a healthier mental state and improve the ability to cope with stressors. This practice not only reduces stress but also contributes to the development of adaptive coping mechanisms that enhance resilience, helping individuals better manage challenges and maintain emotional balance. Thus, digital detoxification serves as an effective tool in maintaining and building resilience against the stressors of the modern digital age.. The rejection of the null hypothesis (H_0) interpreted as a highly significant relationship. Twenge & Campbell's (2018) study stated that, teens who are particularly vulnerable to the addictive properties of digital media, often suffer from overload due to the constant stimulation and connectivity that come with social media, smartphones, and online gaming. As a result, they may experience anxiety, sadness, and restless nights. By engaging in digital detoxification, Generation Z can take the lead in prioritizing offline activities that improve wellbeing and regaining control over their screen time. To ascertain whether digital detox methods are beneficial in enhancing outcomes (such as health, well-being, social connections, self-control, or performance), Radtke et al. (2021) carried out an extensive analysis on 21 publications. The study discovered that different experiments had different effects of digital detox interventions on performance, social interactions, health and well-being, and self-control. For instance, some publications reported on the positive effects of an intervention, while others found none or even detrimental effects on well-being.

Meditation and Mindfulness. The presented data reveals that there is a highly significant relationship between respondents' level of coping mechanism experience and their level of resilience, as indicated by a Pearson correlation coefficient (r) of 0.544 with a p -value of 0.00. This means the result indicates a relationship or impact on the level of resiliency. The findings imply that Meditation and Mindfulness are effective tools for enhancing resilience among respondents. These practices contribute significantly to an individual's capacity to manage stress and recover from adversity. By incorporating mindfulness into daily routines, respondents can strengthen their emotional regulation skills, increase

their tolerance to stress, and ultimately build resilience. The highly significant relationship suggests that meditation and mindfulness play an essential role in resilience-building, making them valuable practices for improving mental health and well-being in the face of various stressors. The rejection of the null hypothesis (Ho) interpreted as a highly significant relationship. According to the study by Fan Yang & Takashi Oka (2022), the results showed that mindfulness was positively associated with resilience, that attachment avoidance may mediate the relationship between mindfulness and resilience, and that more research was necessary to determine the role that attachment anxiety plays in this relationship. Similarly, mindfulness improves resilience and helps people handle stress better, which is important for high-stress populations, according to a meta-analysis by Liu et al. (2022). It showed that among college students, mindfulness and resilience were significantly correlated, highlighting the benefits of mindfulness training for enhancing emotional control, self-awareness, and future orientation.

Table 5 Significant Relationship between Respondents' Coping Mechanism and their Level of Resilience

Coping Mechanism	r value	p value	Decision
Social Support	0.174	0.08	Accept
Physical Activity and Exercise	0.556	0.00**	Ho
Digital Detoxification	0.291	0.00**	Reject Ho
Meditation and Mindfulness	0.544	0.00**	Reject Ho
			Reject Ho

Ho: There is no significant relationship between the respondents' coping mechanism and their level of resilience.

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

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

High levels of stress are experienced by Generation Z due to a variety of factors, including social, academic, economic, and cultural demands. Despite these difficulties, individuals exhibit a high degree of resilience that is shaped by useful coping strategies rather than just stress levels. Digital detoxification, physical exercise, social support, and mindfulness techniques are beneficial for stress management and resilience building. This highlights how crucial it is to have flexible coping mechanisms in order to preserve mental health and handle the challenges of contemporary living.

- I. Generation Z experiences high levels of stress across various domains, including academic pressure, social media and digital exposure, economic uncertainties, and societal expectations. These stressors reflect the multifaceted challenges faced by Generation Z in today's rapidly evolving social and economic landscape.
- II. Among the coping mechanisms identified, social support emerges as a particularly effective strategy for managing stress among Generation Z. This underscores the significance of interpersonal relationships and community support networks in mitigating the adverse effects of stress. Additionally, physical activity and exercise, digital detoxification, and meditation/mindfulness are identified as effective coping strategies, providing avenues for individuals to alleviate stress and enhance overall well-being.
- III. Despite the prevalence of stressors, Generation Z demonstrates a very high level of resilience. This resilience is characterized by the ability to adapt positively to adversity, maintain psychological well-being, and bounce back from challenging situations. The findings highlight the inherent strength and resilience of young individuals in navigating the complexities of modern life.

- IV. It can be concluded that there is no significant relationship between stress levels and resilience among Generation Z. This suggests that while stressors may exert a considerable impact on mental health, resilience is not solely determined by the presence or absence of stress. Instead, other factors, such as coping mechanisms and individual differences, play a crucial role in shaping resilience.
- V. There is no significant relationship between social support as a coping mechanism and resilience but there is also a significant relationship between certain coping mechanisms, namely physical activity and exercise, digital detoxification, meditation/mindfulness, and resilience among Generation Z. This highlights the importance of adopting adaptive coping strategies in building and maintaining resilience, particularly in the face of stress and adversity.

Recommendations

The following recommendations are meant to assist Generation Z in developing resilience, handling stress, and enhancing their general well-being. These include programs run by educational institutions and support organizations that aim to give people information, abilities, and coping mechanisms through workshops, seminars, and one-on-one assistance. Furthermore, creating a supportive atmosphere in schools, communities, and families is essential to making sure that young people have the networks and resources they need to prioritize mental health, overcome obstacles, and prosper in the complex world of today.

- I. The Guidance Office may conduct seminars to empower Generation Z with knowledge and skills to effectively manage stress, navigate challenges, and build resilience. Offer educational workshops and resources on stress management, resilience-building techniques, and mental health literacy to equip young individuals with the tools they need to thrive in today's complex world. Encourage active participation and engagement in educational

initiatives, empowering Generation Z to take control of their mental health and well-being.

II. The DSA (Department of Student Affairs) may conduct seminars about raising awareness about the importance of adopting healthy coping mechanisms, such as physical activity, digital detoxification, and mindfulness practices, in managing stress and promoting overall well-being. Encourage Generation Z to prioritize self-care activities and engage in behaviors that promote mental and emotional resilience, including regular exercise, mindful breathing exercises, and digital detox periods.

III. The College of Nursing may conduct activities on resilience-building activities in educational curricula and extracurricular programs to foster the development of resilience among Generation Z. These activities may include workshops, seminars, and interactive sessions focused on enhancing problem-solving skills, emotional regulation, and social support networks. Additionally, promoting activities that encourage self-reflection, goal-setting, and positive mindset cultivation can empower young individuals to navigate challenges with resilience and optimism.

IV. The Guidance Office may also have 1-on-1 stress management sessions to establish mechanisms for ongoing monitoring and evaluation of stress management and resilience-building programs to assess their effectiveness and impact on Generation Z. Collect feedback from participants, educators, and stakeholders to identify areas for improvement and refinement. Continuously adapt and repeat programmatic interventions based on emerging trends, best practices, and evolving needs of young individuals.

V. The College of Nursing may Organize Community Activities Plan like social events to encourage bonding among peers. Also Offer Mentorship Programs Establish programs where experienced individuals will guide and support younger members of Generation Z.

VI. For future researchers, they can create supportive environments within educational institutions, communities, and families that prioritize mental

health and well-being. Foster a culture of open communication, empathy, and acceptance, where young individuals feel comfortable seeking help and support when experiencing stress or adversity. Implement initiatives such as peer support networks, mental health awareness campaigns, and access to professional counseling services to create a safety net of support for Generation Z.

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Appendix A

Survey Questionnaire

STRESS: A CORRELATIONAL STUDY ON MENTAL HEALTH AMONG THE 21st CENTURY GENERATION Z

Direction: Select and encircle 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

STRESS	4	3	2	1
A. ACADEMIC PRESSURE	Always	Often	Seldom	Never
1. I find it challenging to concentrate under academic pressure. (Return demonstrations and the volume of material to learn including anatomy & physiology, and nursing fundamentals).				
2. Dealing with assignments and meeting deadlines contribute to stress in my academic life.				
3. Engaging in return demonstrations while managing academic workload is stressful for me.				
4. I feel pressured due to the existence of a retention policy.				
5. I feel academically uneasy because of the competitive environment.				
B. SOCIAL MEDIA AND DIGITAL EXPOSURE				
1. I intentionally limit my time on social media.				
2. I find it challenging to stay productive with constant digital exposure.				

3. I experience difficulty focusing on real-life interactions due to digital distractions.				
4. I find it hard to control the amount of time spent online.				
5. I often feel emotionally drained after online interactions.				
C. ECONOMIC UNCERTAINTIES				
1. Financial instability presents challenges for me in terms of adjustment.				
2. I adjust my future plans based on economic conditions.				
3. Economic uncertainties significantly impact my emotional well-being.				
4. I feel helpless in managing my financial situation.				
5. I frequently reassess and change my future goals due to economic factors.				
D. SOCIETAL EXPECTATIONS				
1. I often question or oppose societal expectations.				
2. The pressure to excel academically weighs heavily on me, causing stress.				
3. I often feel overwhelmed by the expectation to conform to societal standards in various aspects of life.				
4. The pressure to achieve career success according to societal standards leads to stress.				
5. Societal expectations regarding academic achievement contribute to my stress levels.				

COPING: A CORRELATIONAL STUDY ON MENTAL HEALTH AMONG THE 21st CENTURY GENERATION Z

Direction: Select and encircle 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

COPING MECHANISM	4	3	2	1
A. SOCIAL SUPPORT	Always	Often	Seldom	Never
1. Interactions with friends play a major role in alleviating my stress.				
2. Peer support significantly reduces my stress levels.				
3. Video calls and virtual hangouts positively impact my stress levels.				
4. I value maintaining privacy in dealing with stress and choose not to share it on social media.				
5. I consider social support but make independent decisions on coping strategies				
B. PHYSICAL ACTIVITY AND EXERCISE				
1. Engaging in physical activity has a major impact on my stress relief.				
2. I find that engaging in mindfulness exercises is the most effective method for me in relieving stress.				
3. Physical activity has a profoundly positive impact on my mental well-being.				
4. Stress motivates me to engage in physical activity for relief.				

5. Physical activity is a central component of my stress coping strategies.				
C. DIGITAL DETOXIFICATION				
1. I notice a significant improvement in my mental well-being after a period of digital detox.				
2. I feel more present and engaged in my surroundings after a period of digital detox.				
3. I feel more connected to myself and my values after disconnecting from digital distractions.				
4. Stress is the primary motivator for initiating digital detox.				
5. I regularly engage in digital detox to manage stress.				
D. MEDITATION AND MINDFULNESS				
1. I embody meditation and mindfulness practices into my routine as effective strategies for coping with stress.				
2. Meditation significantly improves my emotional well-being.				
3. I consistently maintain a meditation routine for stress relief.				
4. Stress is the primary motivator for engaging in mindfulness practices.				
5. I make it a part of my routine to visit a tranquil place and practice mindfulness to relieve stress.				

**RESILIENCE: A CORRELATIONAL STUDY ON MENTAL HEALTH
AMONG THE 21st CENTURY GENERATION Z**

Direction: Select and encircle 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

RESILIENCE STATEMENT	4 Always	3 Often	2 Seldom	1 Never
1. I adapt well to changes and challenges in my life.				
2. I believe I can overcome difficult situations in my life.				
3. I can bounce back quickly from setbacks or failures.				
4. I actively seek help or support when facing mental health struggles.				
5. I am able to maintain a positive outlook even during tough times.				
6. I prioritize my mental health and well-being above other demands in my life.				
7. I feel confident in my ability to manage stress effectively.				
8. I have a strong support network (family, friends, etc.) that helps me cope with challenges.				
9. I engage in self-care practices that promote my mental well-being.				
10. believe I can learn and grow from difficult experiences.				

Appendix B

Sample of the Filled-out Questionnaire



QUESTIONNAIRE

ON

**STRESS: A CORRELATIONAL STUDY ON MENTAL HEALTH AMONG THE 21st CENTURY
GENERATION Z**

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

STRESS	4	3	2	1
A. ACADEMIC PRESSURE				
1. I find it challenging to concentrate under academic pressure.	✓			
2. Dealing with assignments and meeting deadlines induces stress in my academic life	✓			
3. Engaging in return demonstrations while managing academic coursework is stressful for me.		✓		
4. I feel pressured due to the existence of a retention policy.	✓			
5. Balancing several assignments affects my ability to focus.		✓		
6. I feel academically uneasy because of the competitive environment.	✓			
B. SOCIAL MEDIA AND DIGITAL EXPOSURE		✓		
1. I intentionally limit my time on social	✓			

media.				
2. I find it challenging to stay productive with constant digital exposure.	—			
3. I struggle to set boundaries for digital exposure, leading to excess usage.		—		
4. Digital interactions frequently lead to negative emotions for me.	—			
5. I find it hard to control the amount of time spent online.	—			
6. I often feel emotionally drained after online interactions.	—			
C. ECONOMIC UNCERTAINTIES				
1. Financial uncertainties make it challenging for me to adjust.	—			
2. I adjust my future plans based on economic conditions.		—		
3. Economic uncertainties significantly impact my emotional well-being.		—		
4. I feel helpless in managing my financial situation.		—		
5. I lack confidence in planning my financial future due to the current economic uncertainties.		—		
6. I frequently reassess and change my future goals due to economic factors.		—		

D. SOCIETAL EXPECTATIONS				
1. I actively challenge societal expectations.	☒			
2. I actively consider societal expectations in my decision-making.	☒			
3. I feel a sense of accomplishment and pride when I meet societal expectations.	☒			
4. Non-conformity to societal norms boosts my emotional well-being.	☒			
5. I embrace the challenge of aligning my personal values with societal norms.	☒			
6. I communicate with others about societal expectations to a limited extent.	☒			

**COPING: A CORRELATIONAL STUDY ON MENTAL HEALTH AMONG THE 21st CENTURY
GENERATION Z**

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

COPING MECHANISM	4	3	2	1
A. SOCIAL SUPPORT				
1. Interactions with friends play a major role in alleviating my stress.	☒			
2. Peer support significantly reduces my stress levels.	☒			

3. Video calls and virtual hangouts positively impact my stress levels.	☒	☐	☐	☐
4. I value maintaining privacy in dealing with stress and choose not to share it on social media."	☒	☐	☐	☐
5. I consider social support but make independent decisions on coping strategies.	☒	☐	☐	☐
6. I value consulting mental health professionals for guidance and support as a proactive measure to prioritize my well-being.	☐	☒	☐	☐
B. PHYSICAL ACTIVITY AND EXERCISE	☐	☐	☐	☐
1. Engaging in physical activity has a major impact on my stress relief.	☒	☐	☐	☐
2. I find that engaging in mindfulness exercises is the most effective method for me in relieving stress.	☒	☐	☐	☐
3. I consistently maintain my exercise routine during stressful periods.	☒	☐	☐	☐
4. Physical activity has a profoundly positive impact on my mental well-being.	☒	☐	☐	☐
5. Stress motivates me to engage in physical activity for relief.	☒	☐	☐	☐
6. Physical activity is a central component of my stress coping strategies.	☒	☐	☐	☐
C. DIGITAL DETOXIFICATION	☐	☐	☐	☐
1. I occasionally take breaks from digital devices for stress relief.	☒	☐	☐	☐

2. I prefer extended digital detox sessions for effective stress relief.	☒	☐	☐	☐
3. I experience moderate improvements in mental well-being through digital detox.	☐	☒	☐	☐
4. Short, frequent digital detox sessions work best for me.	☐	☒	☐	☐
5. Stress is the primary motivator for initiating digital detox.	☐	☒	☐	☐
6. I regularly engage in digital detox to manage stress	☐	☒	☐	☐
D. MEDITATION AND MINDFULNESS				
1. I embody meditation and mindfulness practices into my routine as effective strategies for coping with stress.	☒	☐	☐	☐
2. I find that mindfulness exercises, including deep breathing, are effective for me	☐	☒	☐	☐
3. Meditation significantly improves my emotional well-being.	☒	☐	☐	☐
4. I consistently maintain a meditation routine for stress relief.	☐	☒	☐	☐
5. Stress is the primary motivator for engaging in mindfulness practices.	☒	☐	☐	☐
6. I make it a part of my routine to visit a tranquil place and practice mindfulness to relieve stress.	☒	☐	☐	☐

**RESILIENCE: A CORRELATIONAL STUDY ON MENTAL HEALTH AMONG THE 21st
CENTURY GENERATION Z**

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

RESILIENCE STATEMENT	4	3	2	1
1. I adapt well to changes and challenges in my life.	/			
2. I believe I can overcome difficult situations in my life.		/		
3. I can bounce back quickly from setbacks or failures.	/			
4. I actively seek help or support when facing mental health struggles.	/			
5. I am able to maintain a positive outlook even during tough times.		/		
6. I am able to maintain a positive outlook even during tough times.	/			
7. I feel confident in my ability to manage stress effectively		/		
8. I have a strong support network (family, friends, etc.) that helps me cope with challenges.	/			
9. I engage in self-care practices that promote my mental well-being.	/			
10. believe I can learn and grow from difficult experiences.	/			

Appendix C

Informed Consent Form



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



INFORMED CONSENT FORM **(PORMA SA NASABTAN NGA PAGTUGOT)**

Researcher/Investigator (Nagtuon):

Name (Ngalan): Michelle Rose B. Castillon, Andrea Gail S. Cordero, John Michael S. Domingo, Manuel Aernest R. Gicos, and Jomel Jay S. Jamoner

Course: BSN 3-A

College: College of Nursing, Midwifery, & Radiologic Technology

Email Address: jomeljamoner@gmail.com

Research Title: “STRESS, COPING, & RESILIENCE: A CORRELATIONAL STUDY ON MENTAL HEALTH AMONG THE 21st CENTURY GENERATION Z”

PART I. INFORMATION SHEET

Introduction (Pasiuna)	Good day! I am Jomel Jay S. Jamoner, the lead researcher/investigator for the study titled “Stress, Coping, & Resilience: A correlational study on mental health among the 21st century Generation Z”. I am a third-year nursing student at Misamis University in Ozamiz City. This research will involve first-year nursing students as participants. I am respectfully requesting your voluntary participation, provided that you are able to give informed consent to participate in this study. If you agree to answer the questionnaire, you will be asked to sign this form, and you will receive a copy of your records. (Maayong adlaw! Ako si Jomel Jay S. Jamoner, ang pangunahing mananaliksik sa research nga ginganlan “Stress, Coping, & Resilience: A correlational study on
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	mental health among the 21st century Generation Z”. Ako usa ka third-year nursing student sa Misamis University sa Ozamiz City. Kining research magkalahutay sa mga first-year nursing students isip mga partisipante. Busa, kanunay ko nga nagahangyo sa inyong boluntaryo nga pag-apil, kon adunay kamo kahibalo ug mobubo sa inyong pagsugot aron mopartisipar niining research. Kon musogut kamo sa pagtubag sa pangutanaire, pahangyoun kamo nga mopirma niini nga porma, ug adunay kamo makuha nga kopya sa inyong rekord.)
Purpose (Katuyoan)	The aim of this study is to explore and analyze the interconnected dynamics between academic stress, coping mechanism, and resilience among first-year nursing students. (Ang tumong sa pagtuon mao ang pag-usisa ug pag-analisa sa nagkasubo nga dinamika bahin sa academic stress, mga paagi sa pag-atubang, ug kakugi taliwala sa mga estudyante nga bag-ong nangadto sa nursing.)
Type of Research Intervention (MatangsalInterbens yonsaPagtuon)	This study will utilize a questionnaire as the primary method of data collection, and data gathering will be carried out through face-to-face interactions. (Ang pagtuon nga kini magamit og usa ka pangutanaire isip ang pangunang paagi sa pagkuha sa datos, ug ang pagkolekta sa datos pagabuhaton pinaagi sa face-to-face nga mga interaksyon.)
Selection of Participannts (Pagpilisamga Partisipante)	The selection of the participants is based on the following inclusion criteria: 1st year nursing students. (Ang pagpili sa mga partisipante gipundohan sa mosunod nga kriterya sa pag-apil: mga estudyante sa nursing nga bag-ong nangadto sa unang tuig.)
Voluntary Participation (Boluntaryong Pag-apil)	Your participation in this study is entirely voluntary and will not impact your current situation or status. You have the freedom to decide whether you wish to participate or not. If you choose to participate, you are under no obligation to answer any questions that you are uncomfortable with or prefer not to answer. (Ang imong pag-apil niining pagtuon kay sa imong kagustuhan lamang ug dili makadaot sa imong kasamtangang kahimtang o status. Ikaw may kagawasan

	sa pagdesisyon kung gusto ba nimo mopartisipar o dili. Kon moanha ka sa pagtubag sa pangutanaire, wala kaayong obligasyon nga tubagon ang bisan unsang pangutana nga ikaw nagadili o gusto nga dili tubagon.)
Procedure (Pamaagi)	Participants will be given sufficient time and once to complete the questionnaire. The information and data provided by you as a participant will be used solely for the purposes of this study and will be handled with the highest level of confidentiality. (Ang mga partisipante makadawat og sakto nga panahon ug usa lang ka higayon aron mahuman ang pangutanaire. Ang impormasyon ug datos nga imong gihatag isip partisipante pagagamiton lamang alang sa tumong sa pagtuon nga kini ug tibuok kini nga tratuhon ubos sa labing dako nga kumpidensyalidad.)
Duration (Gidugayon)	The gathering of data through the questionnaire will last for 8 to 10 minutes. (Ang pagkuha sa datos pinaagi sa pangutanaire magdugay og 8 padulong 10 minutos.)
Risks and Discomforts (Risgo ug Kahasol)	The respondents will be protected against physical, emotional, and mental risks. If any items feel overly personal or cause discomfort, you have the option to decline to answer any or all questions and can terminate your involvement at any time of your choosing. (Ang mga respondente pagapanalipdan batok sa pisikal, emosyonal, ug mental nga mga katalagman. Kon ang bisan unsang mga item mohinungdanon og labaw ka personal o maghatag og kaguol, aduna ka opsyon nga dili tubagon ang bisan unsang pangutana o tanan, ug mahuman ang imong partisipasyon bisan unsang panahon nga gusto nimo.)
Benefits (Kaayohan)	This study aims to provide insight into students' academic standing and their strategies for managing stress, coping, and resilience as first-year students. Your responses are greatly appreciated as they are considered essential in providing valuable insights into the factors that impact mental well-being during this pivotal developmental stage of a first-year nursing student. (Kining pagtuon makatabang kanimo sa pag-ila sa kahimtang sa estudyante sa ilahang akademikong

	katigayonan ug unsaon nila pag-atubang sa stress, pagpakabana, ug pagkamabungahon isip mga bag-ong estudyante. Busa, ang imong mga tubag gitugotang taas nga pagtahod, tungod kay giisip nga importante sa paghatag ug mahalagang pagsusi sa mga faktor nga nag-impluwensya sa kalampusan sa kahimtang sa hunahuna sa maong kritikal nga yugto sa pagtubo sa usa ka estudyante sa nursing nga unang tuig.)
Reimbursements (Hulipngabayad)	As a respondent, you will not incur any monetary expenses or costs, nor will there be any financial compensation for your participation in this study. (Isip usa ka respondent, dili ka magkadawat og bisan unsang bayad o gasto, ug walay financial nga kompensasyon alang sa imong partisipasyon niini nga pagtuon.)
Confidentiality of Data (Pag-amping sa Datos)	Access to the information and responses provided by participants will be restricted to the researcher alone. Personal identifying information of participants will solely be utilized for research analysis purposes and will be handled with the highest level of confidentiality. (Ang pag-access sa impormasyon ug mga tubag nga gihatag sa mga partisipante isiguro lamang alang sa mananaliksik. Ang personal nga impormasyon nga makapili sa partisipante isipon lamang alang sa mga tuyuhan sa pag-analisa sa pagtuon ug tibuok kini nga tratuhon ubos sa labing dako nga kumpidensyalidad.)
Sharing of Findings (Pagpaambitsa Nakaplagan)	The findings of this study will be presented during the researcher's final defense. The research outcomes may also be disseminated through publications and conferences, ensuring the confidentiality of the respondents' identities. (Ang mga resulta niini nga pagtuon ipakita sa kataposang depensa sa mananaliksik. Ang mga bunga sa pagtuon mahimo usab ipaambit pinaagi sa pagpabalhag sa mga publikasyon ug mga konperensiya, nga nagpasalig sa kumpidensyalidad sa mga identidad sa mga partisipante.)
Rights to Refuse or Withdraw	You are welcome to refuse or discontinue your participation at any point during the study, without providing a reason. There will be no penalties for terminating your participation.

(Katungodsa Pagpalibabad Pag-undang)	(Naglangkob kanimo ang pagpangatol o paghunong sa imong partisipasyon bisan unsang orasa sa panahon sa pagtuon, bisan wala’y rason nga gihatag. Walay silot kon mo-untol ka sa imong partisipasyon.)
Who to Contact (Kinsa ang Kontakon)	You can contact the researcher through the following details: (Mamhimo nga mo kontak pinaagi aning mga detalye:) Name of the Researcher: Michelle Rose B. Castillon E-mail ad: castillon.michellerose18@gmail.com Name of the Researcher: Andrea Gail. Cordero E-mail ad: andreagailcordero86@gmail.com Name of the Researcher: John Michael S. Domingo E-mail ad: Domingojohnmichael59@gmail.com Name of the Researcher: Manuel Aernest R. Gicus E-mail ad: manuelgicos5@gmail.com Name of the Researcher: Jomel Jay S. Jamoner E-mail ad: jomeljamoner@gmail.com STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet with the potential participant, ensuring that they understand the questionnaire to the best of my ability. (Akong maayong gipasabot ang Information sheet ngadto sa potensyal nga partisipante, siguraduhon nga masabtan

	nila ang pangutanaire sa labing maayo nga akong kahibalo.) I can guarantee that participants will have the chance to inquire about the study, and all questions will receive comprehensive answers. Furthermore, participants will not be pressured into providing consent; it must be freely and voluntarily given. (Makaseguro ko nga ang mga partisipante adunay higayon sa pagpamangut bahin sa pagtuon, ug tanang pangutana makadawat og komprehensibo nga mga tubag. Labaw pa niini, ang mga partisipante dili pugson nga mopahibalo sa pagsugot; kinahanglan nga kini kanila nga ibubo ug boluntaryo.) A copy of this Informed Consent Form will be provided to the participant. (Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.) Print Name of Researchers (NgalansaNagtuon): Michelle Rose B. Castillon, Andrea Gail S. Cordero, John Michael S. Domingo, Manuel Aernest R. Gicos, and Jomel Jay S. Jamoner
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PART II. CERTIFICATE OF CONSENT

This research entitled “Stress, Coping, & Resilience: A correlational study on mental health among the 21st century Generation Z” by Michelle Rose B. Castillon, Andrea Gail S. Cordero, John Michael S. Domingo, Manuel Aernest R. Gicos, and Jomel Jay S. Jamoner have been presented and clearly explained. The study is for first-year nursing students, and I have been selected as one of the participants.

(Ang pagtuon nga ginganlan “Stress, Coping, & Resilience: A correlational study on mental health among the 21st century Generation Z” nga gipangalan ni Michelle Rose B. Castillon, Andrea Gail S. Cordero, John Michael S. Domingo, Manuel Aernest R. Gicos, ug Jomel Jay S. Jamoner gipresentar ug klarong gikan sa ang pagtuon naglangkob sa mga estudyante sa nursing sa unang tuig, ug ako naging isip usa sa mga partisipante.)

I have read the foregoing Informed Consent Form, or it has been read to me.

had the opportunity to ask questions, which were subsequently answered
consent voluntarily to be a participant of this study.

*(Ako nakabasa sa gisaysay nga Informed Consent Form, o gipabasa
kanako. Ako nakadawat og higayon sa pagpamangut, ug ang mga pan
gipatubag og bug-os. Ako nagtugot nga boluntaryo nga mopartisipar ni
pagtuon.)*

Print Name of Participant (NgalansaPartisipante):

Signature of Participant (PirmasaPartisipante): _____

Date:

[MM/DD/YYYY] _____

If underage (Kung menor de edad)

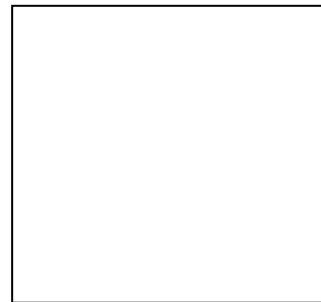
If the respondent is underage (below 18), the parents/guardian of the respondent
sign. The respondent's parents/guardian will attest this undertaking. The respondent
will affix his/her thumb print.

*[Kung ang partisipante kay menor de edad o 18 anyos paubos, ang ginikanan
nagbantay sa partisipante ang mopirma para saiya. Ang ginikanan o nagbantay
partisipante ang mo pamatuod sa gimbuhaton. Ang respondent mobutang sa
tamlá (thumb print)].*

Thumb Mark:

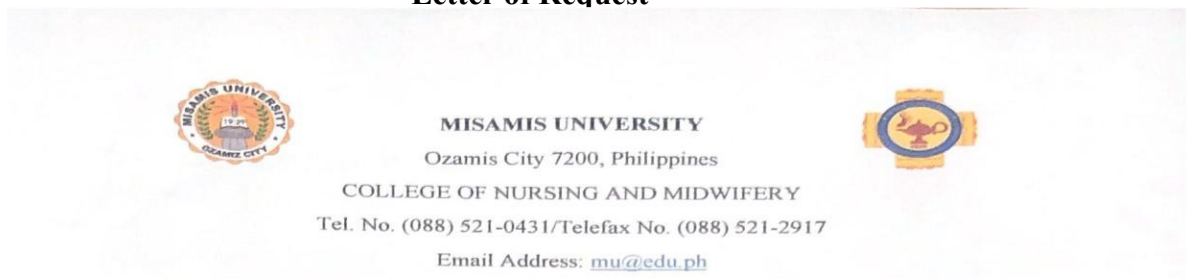
Name and Signature of parent/guardian

(Ngalan ug PirmasaTestigo)



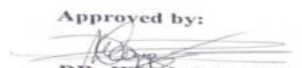
Appendix D

Letter of Request




JUDY JANE S. REVELO MAN, RN
Adviser

Approved by:


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

Appendix E

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,

We, the undersigned, are Level III Nursing students of Misamis University who will be embarking on a research study entitled **"Stress, Coping, & Resilience: A correlational study on mental health among the 21st century Generation Z,"** in which you are recognized as one of the significant contributors to the research.

The researchers kindly request your consent to participate in the described research study. Detailed information regarding the study's purpose, procedures, and any considerations will be provided throughout the duration of the research. Participation will involve completing a research survey.

In this regard, kindly respond to the questions to the best of your ability, ensuring that all items are answered without omission, as this is crucial for the success of the study.

Please rest assured that your responses will be treated with the utmost confidentiality.

Thank you very much and God Bless!

Appendix F

STATISTICAL COMPUTATION

ACADEMIC PRESSURE =

Item and Total Statistics

Variable	Total Count	Mean	StDev
ACA1	20	3.300	0.733
ACA2	20	2.900	0.788
ACA3	20	3.200	0.951
ACA4	20	3.150	0.745
ACA5	20	2.600	0.681
Total	20	15.150	2.815

Cronbach's Alpha

<u>Alpha</u>
0.7639

SOCIAL MEDIA AND DIGITAL EXPOSURE

Item and Total Statistics

Variable	Total Count	Mean	StDev
SOCIAL1	20	2.900	0.788
SOCIAL2	20	2.900	0.788
SOCIAL3	20	2.400	0.681
SOCIAL4	20	2.600	0.754
SOCIA;5	20	2.600	0.995
Total	20	13.400	2.563

Cronbach's Alpha

<u>Alpha</u>
0.6290

ECONOMIC UNCERTAINTIES

Item and Total Statistics

Variable	Total Count	Mean	StDev
ECONOMIC1	20	2.950	0.945
ECONOMIC2	20	3.050	0.887
ECONOMIC3	20	2.950	0.605
ECONOMIC 4	20	2.500	1.051
ECONOMIC5	20	2.750	0.716
Total	20	14.200	3.172

Cronbach's Alpha

<u>Alpha</u>
0.7950

SOCIAL EXPECTATIONS

Item and Total Statistics

Variable	Total Count	Mean	StDev
EXPECT1	20	2.800	0.834
EXECT2	20	2.750	0.444
EXPECT3	20	3.050	0.686
EXPECT4	20	2.700	0.571
EXPECT5	20	2.800	0.616
Total	20	14.100	1.447

Cronbach's Alpha

Alpha
0.01570

SOCIAL SUPPORT

Item and Total Statistics

Variable	Total Count	Mean	StDev
SUPPORT1	20	3.500	0.607
SUPPORT2	20	3.550	0.605
SUPPORT3	20	3.200	0.834
SUPORT4	20	3.400	0.754
SUPP[ORT5	20	3.350	0.745
Total	20	17.000	2.513

Cronbach's Alpha

Alpha
0.7448

PHYSICAL ACTIVITY

Item and Total Statistics

Variable	Total Count	Mean	StDev
PHYSICAL1	20	3.000	0.725
PHYSICAL2	20	3.000	0.918
PHYSICAL3	20	3.050	0.686
PHYSICAL4	20	2.600	0.821
PHYSICAL5	20	2.750	0.851
Total	20	14.400	3.378

Cronbach's Alpha

Alpha
0.8954

DIGITAL DETOXIFICATION

Item and Total Statistics

Variable	Total Count	Mean	StDev
DIGITAL1	20	3.300	0.657
DIGITAL2	20	2.850	0.671
DIGITAL3	20	2.750	0.639
DIGITAL4	20	2.550	0.887
DIGITAL5	20	2.850	0.745
Total	20	14.300	2.273

Cronbach's Alpha

Alpha
0.6135

MEDITATION

Item and Total Statistics

Variable	Total Count	Mean	StDev
MEDI1	20	3.300	0.801
MEDI2	20	3.050	0.887
MWDI3	20	2.800	0.834
MEDI4	20	2.900	0.912
MEDI5	20	2.950	0.826
Total	20	15.000	3.569

Cronbach's Alpha

Alpha
0.8931

RESILIENCE

Item and Total Statistics

Variable	Total Count	Mean	StDev
R1	20	3.200	0.523
R2	20	3.300	0.571
R3	20	3.300	0.571
R4	20	2.900	0.968
R5	20	3.150	0.875
R6	20	3.200	0.894
R7	20	3.000	0.858
R8	20	3.050	0.759
R9	20	3.250	0.716
R10	20	3.450	0.686
Total	20	31.800	4.916

Cronbach's Alpha

Alpha
0.8479

Appendix G

Documentation



Appendix H

Grammarly Report and Turnitin Result

 **Report: FINAL-JAMONER-CHAPTERS (2)**

FINAL-JAMONER-CHAPTERS (2)

by Misamis University

General metrics

96,038	13,262	916	53 min 2 sec	1 hr 42 min
characters	words	sentences	reading time	speaking time

Score



97

This text scores better than 97% of all texts checked by Grammarly

Writing Issues

180	77	103
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism

PAPER NAME

Jamoner, Jomel Jay S.docx

WORD COUNT

13282 Words

CHARACTER COUNT

82464 Characters

PAGE COUNT

52 Pages

FILE SIZE

88.3KB

SUBMISSION DATE

Oct 30, 2024 1:58 PM GMT+8

REPORT DATE

Oct 30, 2024 2:00 PM GMT+8**● 30% Overall Similarity**

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

- 17% Internet database
- 8% Publications database
- Crossref database
- Crossref Posted Content database
- 26% Submitted Works database

● Excluded from Similarity Report

- Bibliographic material
- Manually excluded sources
- Manually excluded text blocks

CURRICULUM VITAE



Personal Background

Name : Michelle Rose B. Castillon
Date of Birth : October 18, 1998
Parents : Mrs. Maribel B. Castillon
Religion : Roman Catholic
Address : P-12, Catadman-Manabay, Ozamiz City, Misamis
Occidental
Contact Number: 09563378209
Email : castillon.michellerose18@gmail.com

Educational Background:

Primary : Catadman Elementary School
Catadman, Bongabong, Ozamiz City, Misamis, Occidental
2011
Secondary : Ozamiz City School of Arts and Trade
Maningcol, Ozamiz City, Misamis Occidental
2016
Tertiary : Misamis University
H.T. Feliciano St., Ozamiz City, Misamis Occidental
2021 - Present

CURRICULUM VITAE



Personal Background

Name : Andrea Gail S. Cordero
Date of Birth : January 17, 2003
Parents : Mr. & Mrs. Chona S. Cordero
Religion : Christian/ Assembly of God
Address : P- 7, Poblacion, Baroy, Lanao del Norte
Contact Number: 09636946491
Email : andreagailcordero379@gmail.com

Educational Background:

Elementary : Baroy Central Elementary School
Poblacion, Baroy, Lanao del Norte
2015
Secondary : Lanao Norte National Comprehensive High School
Santo Nino Village, Baroy, Lanao del Norte
2021
Tertiary : Misamis University
H.T. Feliciano St., Ozamiz City, Misamis Occidental
2021 - Present

CURRICULUM VITAE



Personal Background

Name : John Michael S. Domingo
Date of Birth : October 16, 2002
Parents : Mr. & Mrs. Felix R. Domingo Sr.
Religion : Roman Catholic
Address : Pantad, San Pablo, Zamboanga del Sur
Contact Number: 09459607631
Email : domingojohnmichael59@gmail.com

Educational Background:

Primary : Pantad Elementary School
Pantad, San Pablo, Zamboanga del Sur
2015
Secondary : Saint Andrew's Academy
Poblacion, San Pablo, Zamboanga del Sur
2021
Tertiary : Misamis University
H.T. Feliciano St., Ozamiz City, Misamis Occidental
2021 - Present

CURRICULUM VITAE

Personal Background

Name : Manuel Aernest R. Gicos
Date of Birth : March 05, 2003
Parents : Mr. & Mrs. Mienrad Noel G. Gicos
Religion : Roman Catholic
Address : Pob. Tubod, Lanao Del Norte
Contact Number: 09457665770
Email : manuelgicos5@gmail.com



Educational Background:

Elementary : Tubod Central Elementary School
Poblacion, Tubod, Lanao Del Norte
2015
Secondary : Lanao Norte National Comprehensive High School
Poblacion, Baroy, Lanao Del Norte
2021
Tertiary : Misamis University
H.T. Feliciano St., Ozamiz City, Misamis Occidental
2021 - Present

CURRICULUM VITAE



Personal Background

Name : Jomel Jay S. Jamoner
Date of Birth : January 24, 2002
Parents : Mr. & Mrs. Jonie O. Jamoner
Religion : Roman Catholic
Address : P-1 San Jose Bagakay, Ozamiz City
Contact Number: 09122918670
Email : jomeljamoner@gmail.com

Educational Background:

Elementary : La Salle University – BMSLS
Ledesma St., Aguada, Ozamiz City, Misamis
Occidental
2015
Secondary : La Salle University - Lycée St. Jean Baptiste De La
Salle
Ledesma St., Aguada, Ozamiz City, Misamis
Occidental
2021
Tertiary : Misamis University
H.T. Feliciano St., Ozamiz City, Misamis Occidental
2021 – Present