

**BURNOUT, PSYCHOLOGICAL PERSPECTIVE AND ACADEMIC
PERFORMANCE AMONG NURSING STUDENTS IN
OZAMIZ CITY: BASIS FOR STRESS
MANAGEMENT PROGRAM**

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CITY: BASIS FOR STRESS MANAGEMENT PROGRAM**

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

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

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Misamis University

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COLLEGE OF NURSING, MIDWIFERY & RADIOLOGIC TECHNOLOGY

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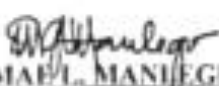


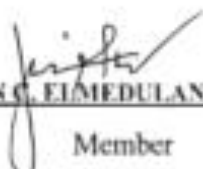
CERTIFICATE OF PANEL APPROVAL

In partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing, this research output entitled, **“BURNOUT, PSYCHOLOGICAL PERSPECTIVE, AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS IN OZAMIZ CITY: BASIS FOR STRESS MANAGEMENT PROGRAM”**, prepared and submitted by **Judy Iceley H. Lesmoras, Gillian E. Medina, Fe C. Monte, Ma. Crystel A. Montecillo, and Princess Nicole E. Morden**, has been examined and recommended for acceptance and approval.


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ABSTRACT

Nursing students face significant stress due to academic and clinical demands, often leading to burnout that adversely affects their psychological perspective and academic performance. This study explores the link between burnout, psychological perspective, and academic performance among nursing students in Ozamiz City, highlighting the significant stress they face due to academic and clinical demands. The aim is to develop a stress management program to address this issue. This study investigates the impact of burnout on nursing students' academic performance and psychological perspective, emphasizing the need for personalized stress management programs in educational institutions, using Maslach's Burnout Theory and Sister Callista Roy's Adaptation model. The study utilized a quantitative descriptive- correlational research design to investigate the correlation between burnout, psychological perspective, and academic performance among 193 nursing students, which were identified using a stratified random sampling method, confirming the validity and reliability of the instruments through pilot testing. Burnout among nursing students is a significant issue, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. A negative correlation was found between burnout and academic performance, while a positive relationship was found between psychological perspective and academic performance. A comprehensive plan is necessary to address the psychological perspective and academic performance, and burnout among nursing students. The study suggests that educational institutions should implement stress management programs that foster supportive environments and resources for nursing students which would enhance students' perspective and academic success, thereby preparing them for professional excellence.

Keywords: *academic performance, burnout, nursing students, psychological perspective, stress management program*

This research paper is dedicated to those whose support, guidance,
and encouragement have been essential throughout this journey.

To our parents, for their steadfast love, sacrifice, and faith in our dreams.
To our classmates, for their camaraderie, support, and the shared experiences that
have enriched our academic lives. To our friends, for their encouragement,
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The Researchers

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The Researchers

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INTRODUCTION

Rationale/Background of the Study

Nursing education is a structured process designed to prepare individuals for a career in nursing. It is designed to equip individuals with the knowledge, skills, and ethical attitude necessary for competent and compassionate care (Su et al., 2021). According to Lewis et al., (2022), nursing education uses competency- based education to include a broader understanding of other medical disciplines, often involving inter- professional education and the use of research in clinical and managerial decisions in alignment with the current and future needs of health care. Nursing programs involve a lot of scientific knowledge, complex skills, and demanding clinical evaluations.

Burnout is a state of persistent physical and emotional exhaustion that is often accompanied by emotions of cynicism and withdrawal from responsibilities. It can be caused by prolonged exposure to high levels of stress and demands, particularly in situations where individuals feel overwhelmed and perceive a lack of control or support. Burnout is not limited to the workplace; it can occur in various areas of life, including academic settings, caregiving roles, and personal relationships (Darling Downs Health, 2023).

Burnout is a chronic state of physical and mental fatigue caused by long-term and severe stress from academic expectations. It is particularly prevalent among students who may face pressure from high expectations, heavy workloads, and the need to meet academic standards. Burnout can affect students at various levels of education (Moghadam et al., 2023). It is also known as "burnout syndrome" which usually occurs when an individual's defense mechanisms are insufficient in coping with stress and overload from the academic environment. Significant levels of psychological distress and associated problems have been observed among higher education students around the world. Previous studies indicate that internal human causes such as anxiety, interpersonal relationships, and health state, despair, psychological pressure and self-worth, as well as major-

related elements such as competency in nursing or major fulfillment, and contextual influences, such as relations with parents and friends, can all influence academic burnout. The pressure to be an excellent nursing student who completes responsibilities satisfactorily leads to stress, guilt, and emotional exhaustion (Wang et al., 2019).

In the study by Gomez-Urquiza et al. (2023), students frequently experience anxiety and depression as a result of the nursing curriculum, and their studies are related with high levels of stress. Nursing students frequently face emotional and psychological issues during their four years of study, including academic stress, emotional exhaustion, hopelessness, and anxiousness, being overburdened with too many tasks during their university training. Different degrees of stress are frequently associated with burnout within the higher education systems (Ali-Abadi et al., 2020). There is evidence that burnout has detrimental impacts, including poor effects on nursing care quality, poor academic achievement, and course withdrawal (Galdino et al., 2020). Reith (2018) claims nursing and medical students are prone to experience professional-related psychological stress (Wei et al., 2021). Stress like this can make students feel worn out or unproductive in their studies, which can result in more burnout (Liu et al., 2018). Students tend to juggle coursework, laboratories, examinations, and clinical rotations. They may have demanding schedules and limited support systems, making it difficult to establish a good balance between studies, personal life, and social relationships. Nursing students are susceptible to burnout (Labrague et al., 2018).

Psychological perspective is defined as understanding how psychological factors, such as emotions, thoughts, and behaviors, mental health, and well-being can impact nursing students' learning. Nursing students can utilize psychological perspectives to enhance their understanding of patients' needs and develop effective interventions to promote their health and recovery (Reverté-Villarroya et al., 2021). Nursing students' psychological perspective has a significant impact on their decision to pursue and continue a nursing career, as well as their ability to

effectively adjust to the demands of college or university life. Nursing students as a group may be more vulnerable to experiencing psychological distress. Students' experiences with nursing school programs and teachers may differ depending on their resource availability.

Academic performance is defined as how well a student fulfills the requirements and standards set by an educational institution, typically measured through grades, exam scores, and other assessments. It serves as an indicator of a student's mastery of the material, understanding of concepts, and ability to apply knowledge in academic settings. Academic performance can be measured through various methods, and the choice of measurement depends on the educational level, subject matter, and specific goals of assessment (Darling Downs Health, 2023). Numerous aspects can influence the academic performance of nursing students. Burnout from educational obligations leads to exhaustion, decreased interest, and reduced participation in classroom activities, affecting academic performance and students' confidence. A study by Wei et al. (2021) found a negative correlation between burnout and academic performance.

There have been studies on the relationship between students experiencing burnout and psychological perspective to their academic performance. However, there were limited studies that looked into the correlation of burnout and psychological perspective to the academic performance of the nursing students. Furthermore, it would investigate identifying interventions that would reduce burnout and improve the psychological perspective and academic performance of nursing students. Nursing students can improve their well-being and academic performance by addressing these issues early in their academic careers, preparing them for success in their professional lives.

Theoretical Framework

This study was centered on the Multidimensional Theory of Burnout by Christina Maslach (1981) and Sister Callista Roy's Adaptation Model (1976). Maslach's burnout theory describes burnout as a prolonged process of emotional

exhaustion, depersonalization, and lack of personal achievement. (Tchounwou, 2022). Maslach conceptualized burnout as a reaction to overwhelming workplace tension, encompassing three dimensions: Emotional Exhaustion, characterized by feeling emotionally depleted and drained of resources; Depersonalization, marked by a negative, detached attitude towards others and a loss of idealism; and Reduced Personal Achievement, signifying a decrease in the sense of competence and effectiveness at work. Emotional exhaustion was related to emotional depletion as a result of long-term academic stress in students. Browne (2018) identified emotional tiredness signs as rapid mood swings, trouble thinking, and a loss of excitement in job and personal life. The study of Esteban et al., (2023), showed that emotional exhaustion had a beneficial impact on academic procrastination and a substantial negative impact on study satisfaction.

Depersonalization referred to students' indifferent, detached, and unpleasant attitude toward their schooling. It was defined as an attitude characterized by apathy toward peers and a negative outlook on future activities (Hazwani et al., 2018). It was also a reaction to recognized organizational inequality in terms of job results (Lee et al., 2020). It manifests as unpleasant or inappropriate attitudes and acts, impatience, loss of enthusiasm, and social avoidance, generally towards consumers of services, patients, and/or clients (Edú- Valsania et al., 2022).

Reduced personal accomplishment (RPA): this burnout syndrome component was marked by a lack of appreciation for one's work, a sense of inadequacy, and an inability to reach goals (Brady et al., 2020). It also leads to decreased productivity and abilities, low morale, and poor coping skills. Considering RPA had a direct effect on a person's sense of fulfillment and well-being in their role, it was essential to address it in order to prevent and mitigate burnout (Edú-Valsania et al., 2022).

The Multidimensional Theory of Burnout was utilized by the researchers to investigate the prevalence of burnout among nursing students, identify the factors that contributed to burnout, and develop intervention programs to prevent

or reduce burnout. Maslach's burnout theory, in general, provided a useful framework for understanding and addressing nursing student burnout. By applying this theory, the researchers gained ideas about the causes and consequences of burnout.

The study focused on the workload dimension of burnout. The workload dimension was useful in assessing the impact of excessive workload on the emotional exhaustion, depersonalization, and reduced personal accomplishment of nursing students, which was then used to assess burnout among nursing students (Kowalczyk et al., 2020) and to understand the various dimensions of burnout and their influence on the psychological perspective and academic performance of nursing students (Ghods et al., 2022). This enabled the researchers to detect burnout, assess burnout trends, and identify potential areas for preventive measures and therapies.

Sister Callista Roy, a nurse researcher, teacher, writer, and lecturer, developed an adaptation model that focuses on five key concepts: adaptation as the goal, environment as a constant stimuli source, health as the outcome of adaptation, and individual adaptation, with nursing as a means of promoting adaptation and health (Petiprin, 2023). Roy's adaptation model focused on the level and process of human adaptation to various environmental stimuli (Gonzalo, 2024).

Roy classified environmental stimuli into three categories: (1) focal stimulus, which referred to the immediate stimuli that the individual faced. (2) Contextual stimuli referred to all the other stimuli in the situation that contributed to the focal stimulus. Finally, (3) residual stimuli were additional environmental factors that contributed to the situation but had an unknown effect (Fu et al., 2024).

Humans interacted with their environment, causing internal and external changes. Nursing aimed to encourage four adaptive responses: (1) Physiological needs, which addressed fundamental survival needs such as oxygenation, nutrition, activity, and protection; (2) Self-concept, which entailed understanding

oneself in group settings while also fostering unity and congruence with shared values; (3) Role function, which entailed taking on social roles to achieve objectives and maintain order; And (4) Interdependence, which emphasized relational adaptation, focusing on interpersonal relationships and group responsibilities (Petiprin, 2023). Using the model, the researchers effectively identified and managed stressors via the four adaptive modes. This approach enabled the researchers to tailor coping strategies to individual needs, potentially reducing burnout by promoting positive adaptation to stressors that nursing students encountered.

Conceptual Framework

The conceptual framework, which builds on the existing theoretical foundation, bridges the gap between abstract notions and actual applications. It functions as an interpretive lens through which theoretical principles are converted into physical aspects, offering a systematic framework for empirical study and idea application.

Ghods et al. (2022) stated that burnout is typically accompanied by a variety of other feelings and attitudes which include feelings of exhaustion, negativity, and reduced professional efficacy. It affects workers in a wide range of professions, but it is prevalent among healthcare professionals and nursing students. Different degrees of stress are frequently associated with higher education systems, and this can frequently result in student academic burnout. Nursing students may experience fatigue or ineffectiveness in their studies as a result of this stress, which can exacerbate symptoms of burnout. Numerous studies have investigated various aspects of nursing students' academic burnout. When academic burnout is first detected, emotional exhaustion is frequently the first indicator, and this can make academic performance less effective. Doubt and low self-efficacy were regarded as burnout dimensions among nursing students. These factors were further classified into three categories: poor professional effectiveness (feeling unproductive in regular responsibility), psychosocial factors

(cynicism, detachment from peers and work), and individual factors (emotional exhaustion).

According to (Zhou et al., 2022), research has shown that psychological perspective is important in influencing nursing students' decisions to enter and stay in the nursing field, as well as successfully adjusting to college/university life. Increased capacity to concentrate on positive experiences is essential for conquering obstacles and challenges and is associated with a higher psychological perspective. In particular, nursing students who are better able to tolerate negative experiences and enjoy positive events can encourage self-acceptance and self-development, work harder at responsibilities, and accomplish more, all of which contribute to enhance psychological perspective (Zhou et al., 2022).

Academic performance can be defined as a student's knowledge learned and assessed by an instructor and educational goals established by students and instructors to be accomplished over time. It is critical for anyone involved with education (Agarwal, 2021). Throughout their studies, nursing students experience a variety of difficulties that can interfere with their academic progress (Ratanasiripong et al., 2021). Academic performance in nursing programs includes progressing through theoretical courses as well as developing clinical skills. According to a series of studies, nursing students face a number of challenges during their studies that have an impact on their learning capabilities and, as a result, their overall academic performance (Grispshi et al., 2022).

Dante et al. (2023) conducted a thorough review of the literature on academic performance indicators and validated the complexities of academic performance for nursing students, implying that the factors that influence performance for one student may differ substantially for another. According to Mthimunya and Daniels (2020), nursing students meet challenges such as part-time work, away from campus living, curricular structure, limited academic and clinical guidance, and an unsuitable physical environment. Previous research has shown that nursing students experience several challenges during their studies, affecting their willingness to learn and, as a result, their academic success.

Recognizing and resolving the challenges that students confront throughout their academic careers can help to reduce hurdles and improve academic success (Fooladi et al. 2022).

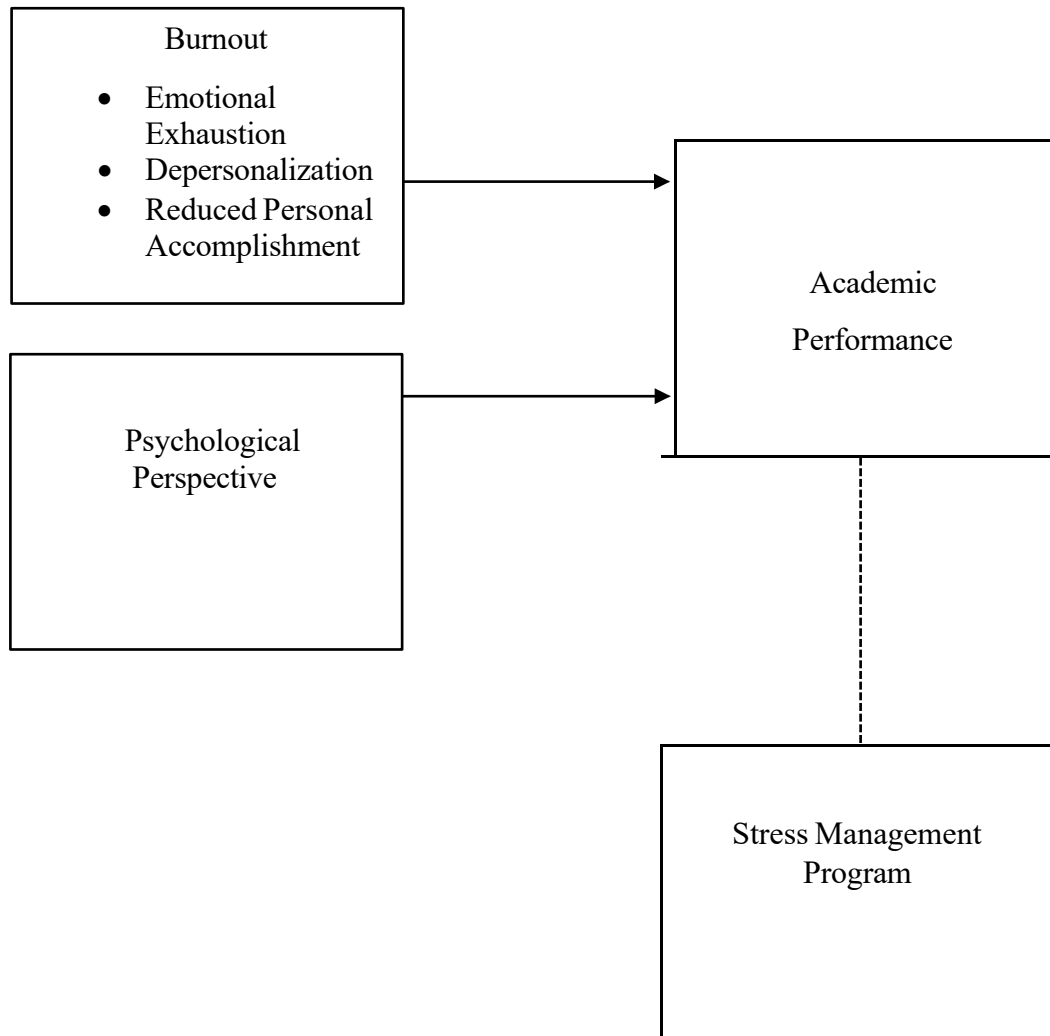


Figure 1. Schematic Diagram of the Study

Objectives of the Study

This study primarily envisioned to assess and understand the relationship between the burnout experienced by nursing students and their psychological perspective and academic performance. This study sought to determine the respondents' degree of burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment; the respondents' psychological perspective; the academic performance; the significant relationship between the degree of burnout and academic performance; the significant relationship between psychological perspective and academic performance; and the stress management interventions based on the results of the study.

Hypotheses

To statistically test the research questions, the following hypotheses were formulated:

Ho1. There was no significant relationship between burnout and academic performance.

Ho2. There was no significant relationship between psychological perspective and academic performance.

Significance of the Study

This study may provide additional information to research in understanding the impact of burnout and psychological perspective and academic performance, identifying the indications, and finding appropriate help can all benefit nursing students. It may help improve students' psychological perspectives on academic performance by addressing burnout and promoting psychological perspectives. Healthcare organizations can improve the future nursing workforce by implementing interventions that encourage interaction, tranquility, competencies, and belief in future proficiency to decrease burnout. It may help researchers identify the relationship between burnout and psychological perspective. Participants may learn to develop resilience plans and contribute to creating more effective interventions and strategies for managing burnout in nursing education. This may

benefit both nursing students and healthcare institutions by enhancing well-being and success.

METHODOLOGY

This chapter discussed the procedures that were used in the study to assess the validity of the research that was conducted. It included the research design, research setting, respondents, sampling design, instruments, data gathering procedure, validity, and reliability, scoring guidelines, and statistical tools that were used.

Research Design

This study used a quantitative, descriptive-correlational research approach to collect data from nursing students. Quantitative research is a systematic method that uses statistical, mathematical, or computational methods to analyze numerical data from various sources to uncover patterns, correlations, and causal linkages. Descriptive-correlational research is a study design that aims to explain the relationship between two or more variables without making causal claims. This research design was used in this study to explain the correlation between burnout, psychological perspective, and academic performance in nursing students.

Research Environment

This study was conducted in a tertiary university in Ozamiz City, Misamis Occidental. This institution offers a higher-quality education and paramedical programs, particularly the Bachelor of Science in Nursing. It has been recognized for its outstanding academic programs and dedication to academic excellence and holistic student development. This study also explored the challenges contributing to burnout experienced by the nursing students, their psychological perspective, and their academic performance.

Unit of Analysis, Respondents, and Sampling Procedure

The respondents to this study were 3rd year and 4th year nursing students, with 165 from the 3rd year and 95 from the 4th year. Researchers, pilot testing respondents, and students not in their 3rd or 4th year were excluded. The

researchers utilized a stratified random sampling method to determine the respondents. Using the Raosoft calculator, the sample size was determined to be 116 3rd year students and 77 4th year students, totaling 193 respondents from the College of Nursing. The data gathering procedure began by communicating with the respondents to elicit their cooperation. The researchers then distributed a printed copy of the questionnaire for the respondents to answer. The researchers ensured that the students' personal data were kept confidential from unauthorized, unintentional, and illegal access or theft.

Data Gathering Instruments and Procedure

The corresponding aspects of the research topic were thoroughly addressed in the Research Questionnaire. Before the actual distribution of the research instrument, the researchers secured a letter of approval for the implementation of the study from the Dean of the College of Nursing Midwifery and Radiologic Technology. Second, a pilot test was carried out through google forms which was distributed to the 30 respondents, 15 from the third year and 15 from fourth year who were excluded for the final gathering of data to examine the reliability and validity of the instruments to be used. During the final gathering of data, a questionnaire assessing burnout, psychological perspective, and academic performance was printed and distributed to these respondents. The researchers then identified the respondents, explained the intention and coverage of the study, and obtained their consent to participate in the study. The researchers were committed to adhering to the ethical guidelines in the study. They respected respondents' privacy and confidentiality, ensuring they were treated with the utmost respect.

Validity and Reliability

The study utilized two fifteen (15) item researcher-modified instruments to assess (1) the level of burnout among nursing students based on the Maslach Burnout Inventory (MBI) Student Survey divided into three components – emotional exhaustion, depersonalization, and reduced personal accomplishment, and (2) the

level of psychological perspective based on Ryff's Psychological Well-Being (PWB) Scales, specifically, the personal growth dimension. To ensure the instrument's validity and reliability, the questionnaire's pilot test has been conducted. The pilot test involved 15 3rd year and 15 4th year respondents to assess the feasibility, clarity, and comprehensiveness of the instrument. The reliability of the instrument has been demonstrated through Cronbach's alpha coefficient of 0.86.

Scoring Guidelines

The researchers utilized stratified random sampling. This method ensured that each respondent had an equal opportunity of being selected for the sample, resulting in a more balanced representation of the variables being studied. The purpose of using stratified sampling was to obtain an equitable and proportional display of various factors within the group.

The following are the scoring guidelines of the instruments that were used in gathering data and information.

A. Burnout among nursing students. The Maslach Burnout Inventory (MBI) - Student Survey was used in this section to examine nursing students' levels of burnout. It featured 15 questions about emotional exhaustion, depersonalization, and personal accomplishment. This questionnaire assessed burnout in three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. It was utilized to evaluate burnout, assess burnout trends within a particular group or individual, and implement preventive measures and therapies.

The continuum presented was used to interpret the gathered data.

Table 1. Continuum for Burnout Among Nursing Students

Weight	Continuum	Response	Interpretation
5	4.21 – 5.00	Very strong	Very High
4	3.41 – 4.20	Strong	High
3	2.61 – 3.40	Moderate	Fair
2	1.81 – 2.60	A little	Low
1	1.00 – 1.80	Not at all	Very Low

B. Psychological Perspective Scale Questionnaire. This portion was used to measure the psychological aspect of overall well-being among nursing students using Carol Ryff's Scales. This questionnaire assessed six characteristics of happiness and well-being: autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance. The researchers utilized solely the personal growth dimension to assess nursing students' psychological perspectives. It helped determine what type of programs could be offered to improve psychological perspective.

The continuum presented below was used to interpret gathered data.

Table 2. Continuum for the Level of Psychological Perspective among Nursing Students

Weight	Continuum	Response	Interpretation
5	4.21 – 5.00	Strongly Agree	Very High
4	3.41 – 4.20	Agree	High
3	2.61 – 3.40	Neutral	Fair
2	1.81 – 2.60	Disagree	Low
1	1.00 – 1.80	Strongly disagree	Very Low

C. Average Grades of Professional Subjects. In calculating the students' General Weighted Average (GWA) for the first semester of the academic year 2023-2024, the researchers sent a consent letter to the dean requesting permission to access the 3rd year and 4th year General Weighted Average (GWA) for the 1st semester of the school year 2023-2024. The received GWA was later validated by the college secretary. Following verification, the researchers interpreted the results using the continuum provided.

Table 3. Continuum for the Average Grades of Professional Subjects among Nursing Students

Weight	Range	Interpretation
5	1.00 - 1.50	Excellent
4	1.51 - 2.00	Very Satisfactory
3	2.01 - 2.50	Satisfactory
2	2.51 - 3.00	Fair
1	3.01 and Above	Poor

Statistical Analysis

For the researchers to interpret the data gathered from the respondents, they used the following techniques:

Frequency and Percentage. This data description categorizes the data and shows the percentage of data points in each category. These were used to display the frequency and distribution of the general weighted average among nursing students.

Mean and Standard Deviation. The mean is a measure of central tendency that represents the average value in a dataset, whereas the standard deviation is a measure of dispersion that describes the degree of variation or spread in a dataset.

These were used to describe the average level of burnout among nursing students, as well as their psychological perspective.

Pearson Product Moment Correlation Coefficient. It is referred to as Pearson's r , a descriptive statistic that measures the strength and direction of a linear relationship between two variables. This was used to discover a correlation between the degree of burnout and academic performance, as well as the level of psychological perspective and academic performance in nursing students.

Ethical Considerations

Before distributing the questionnaires, the researchers sought approval from the Dean of the College of Nursing, Midwifery, and Radiologic Technology Department. Approved responders were given an informed consent form that indicated their desire to participate and awareness of the research aims. Respondents were informed that they may refuse to participate in the study with no negative effects to their grades or other factors. The study's objective confidentiality, and anonymity were explained to the respondents. The questionnaire was only distributed to those who decided to participate willingly and signed a consent form. The regulations outlined in Republic Act 10173, often known as the "Data Privacy Act of 2012," were carefully enforce.

RESULTS AND DISCUSSIONS

This chapter presents the findings and discussions related to the research objectives stated in the introduction. The respondents' degree of burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment, psychological perspective, and academic performance were determined. Then, the relationship between the respondents' degree of burnout divided into emotional exhaustion, depersonalization, and reduced personal accomplishment and academic performance and the relationship between the respondents' psychological perspective and academic performance was evaluated.

The presentation of the findings was arranged into the following topics:

- Respondents' degree of burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment.

- Respondents' psychological perspective

- Respondents' academic performance.

- Significant relationship between the respondents' degree of burnout and academic performance.

- Significant relationship between the respondents' psychological perspective and academic performance.

Respondents' Degree of Burnout in Terms of Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment

Table 4 presents the assessment of burnout levels among nursing students across three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional Exhaustion, with an overall mean score of 3.24 and interpreted as "Fair," indicates that students experience moderate levels of feeling emotionally exhausted by their academic work. This dimension encompasses an aspect of emotional fatigue, which is statement 1, "I feel worn out at the end of a day at school"(M = 3.73) and was interpreted as "High." Additionally, statement 5, "I feel that being with people stresses me out", obtained

the lowest mean score ($M = 2.78$) which is interpreted as "Fair". These specific items collectively highlight the substantial emotional burden that academic responsibilities impose on students, leading to a sense of persistent exhaustion and emotional depletion.

Depersonalization has an overall mean score of 2.44 ($SD = 0.94$), categorized as "Low." This low level signifies that nursing students are not developing an impersonal and indifferent attitude towards others. The highest score within this dimension is 3.16 for statement 6, "I worry that school is hardening me emotionally," which is interpreted as fair, indicating moderate concern about becoming emotionally hardened. The lowest score is 1.98 for statement 10, "I feel as though my colleagues blame me for some of their problems," indicating a low level of perceived blame from colleagues. Low depersonalization can positively impact interpersonal relationships and the quality of care that students can provide, as it indicates a growing attachment and empathy towards others.

The overall mean score for reduced personal accomplishment is 2.79 ($SD = 0.95$), also categorized as "Fair." This suggests that nursing students feel moderately ineffective and unproductive. The highest mean score in this dimension is 2.97 for statement 15, "I do not feel I have accomplished worthwhile things," indicating a "Fair" level of perceived personal accomplishment. The lowest score is 2.65 for statement 14, "I cannot easily create a relaxed atmosphere with my fellow students," which is also interpreted as "Fair." This feeling of reduced personal accomplishment can affect their self-esteem and job satisfaction, though it is not at a critical level. Students might have doubts about their competency and effectiveness, impacting their overall sense of achievement. Lastly, the overall degree of burnout with the score ($M = 2.82$, $SD = 0.91$) is interpreted as "Fair". This implies that nursing students face moderate levels of burnout. They encounter challenges in school which may affect their well-being and performance, yet they are not totally burnt out.

Osorio-Spuler et al., (2023) discovered that nursing students, particularly those at the undergraduate level, experience a fair or moderate level of emotional exhaustion, which is attributed to the demanding nature of their academic and clinical education. The studies emphasize the importance of nursing programs prioritizing their students' emotional well-being and providing appropriate support systems to help them cope with educational stressors. In contrast, a study by Xu et al., (2023) showed a significant connection between elevated academic stress levels and increased emotional exhaustion, which has an impact on nursing students' mental well-being and academic achievement. They showed that academic pressure, caused by variables such as severe workloads, educational stress, and expectations, relates significantly to mental exhaustion in nursing students.

The findings of Lanz (2020) supported the notion that nursing students' emotional resilience usually shows lower depersonalization. This shows that even with the demanding nature of their education, nursing students can keep the empathy and compassionate demeanor that patients require to receive optimal care.

The comprehensive review by Gómez-Urquiza et al. (2023) also reveals that nursing students frequently experience moderate levels of reduced personal accomplishment, impacting their self-esteem and perceived role effectiveness. This occurs when students feel their efforts are not meaningful, leading to doubts about their abilities and reduced confidence. The demanding nature of nursing programs and insufficient positive feedback exacerbate this issue.

Table 4. Degree of Burnout

Emotional Exhaustion	Mean	SD	Interpretation
1. I feel worn out at the end of a day at school.	3.73	0.91	High
2. I feel frustrated and emotionally drained at school.	3.41	1.03	High
3. I feel as though I am working too hard at school.	3.31	0.96	Fair
4. I have become less enthusiastic about my studies.	2.95	1.11	Fair
5. I feel that being with people stresses me out.	2.95	1.29	Fair
Overall Emotional Exhaustion	3.24	0.83	Fair

Depersonalization	Mean	SD	Interpretation
6. I worry that school is hardening me emotionally.	3.16	1.15	Fair
7. I feel as though I treat my fellow students impersonally.	2.70	1.13	Fair
8. I have become more uncaring towards people.	2.36	1.20	Low
9. I don't really care what happens to my fellow students.	2.02	1.18	Low
10. I feel as though my colleagues blame me for some of their problems.	1.98	1.19	Low
Overall Depersonalization	2.44	0.94	Low

Table 4, contd.

Reduced Personal Accomplishment	Mean	SD	Interpretation
11. I do not feel I'm helping my fellow students.	2.83	1.28	Fair
12. I do not feel energetic.	2.74	1.13	Fair
13. I do not feel I'm positively influencing other people's lives through my studies.	2.76	1.11	Fair
14. I cannot easily create a relaxed atmosphere with my fellow students.	2.65	1.07	Fair
15. I cannot easily create a relaxed atmosphere with my fellow students.	2.97	1.22	Fair
Overall Reduced Personal Accomplishment	2.79	0.95	Fair

Burnout Scale: 4.21-5.00 (*Very High*); 3.41-4.20 (*High*); 2.61-3.40 (*Fair*); 1.81-2.60 (*Low*); 1.00-1.80 (*Very Low*)

Respondents' Psychological Perspective

Table 5 shows that the psychological perspective of the nursing students was generally positive, with an overall mean score of 3.56 (SD = 0.48), classified as "High". This proposes that, on average, nursing students have a constructive and resilient outlook on their personal growth and experiences. The statement, "For me life has been a continuous process of learning, changing, and growth," with a mean of 4.44, is interpreted as "Very High". This suggests that nursing students strongly believe their lives are characterized by ongoing learning and personal development. The high score indicates a strong focus on personal growth, adaptability, and self-discovery among nursing students. They embrace challenges, persist through obstacles, and view effort as a path to mastery. This optimistic outlook suggests continuous improvement and resilience, viewing setbacks as learning experiences. The statement, "I am not interested in activities that will expand my horizons," obtained the lowest mean score of 2.19. This statement signified lower lack of

curiosity and motivation to explore new knowledge and perspectives. This may have led to increased engagement in learning, development of a broad professional perspective needed in nursing, reduced stress and burnout, and more opportunities for skill growth and career advancement.

The data from Table 5 indicates that nursing students generally possess a positive psychological perspective, characterized by high levels of self-awareness and a proactive attitude towards engaging in new and challenging experiences. This optimistic outlook is essential for their development as competent and resilient healthcare professionals. The study by Park et al. (2024) provides a supportive study to the interpretation that nursing students generally possess a positive psychological perspective. The study conducted a concept analysis of social support for nursing students and found that social support is strongly associated with beneficial psychological perspective outcomes for individuals struggling with high stress, such as healthcare students. This finding aligns with the interpretation that nursing students have a constructive and resilient outlook on their personal growth and experiences, as evidenced by their high levels of self-awareness and openness to new challenges.

In contrast, a study by Franzen et al. (2021) emphasized the relevance of academic achievement on mental health. Students studying health areas, especially nursing students, showed a strong connection between greater levels of stress, anxiety, and depression and increasing academic satisfaction. According to this study, most students experience severe psychological issues associated with their academic experiences, even if some can keep an optimistic perspective. On top of that, a study by Dongham et al. (2024) showed that a high stress level could lead to a negative effect on students' mental health and ability to learn. Based on the study, there are a lot of academic pressures faced by nursing students, which may be detrimental to their psychological perspective.

Table 5. Level of Psychological Perspective

Psychological Perspective	Mean	SD	Interpretation
1. I am not interested in activities that will expand my horizons.	2.19	1.10	Low
2. In general, I feel that I continue to learn more about myself as time goes by.	4.12	0.97	High
3. I am the kind of person who likes to give new things a try.	4.09	0.90	High
4. I don't want to try new ways of doing things—my life is fine the way it is.	2.33	1.14	Low
5. I think it is important to have new experiences that challenge how I think about myself and the world.	4.16	0.96	High
6. When I think about it, I haven't really improved much as a person over the years.	2.85	1.21	Fair
7. I gave up trying to make big improvements or changes in my life a long time ago.	2.42	1.23	Low
8. With time, I have gained a lot of insight about life that has made me a stronger, more capable person.	4.18	1.0	High
9. I have the sense that I have developed a lot as a person over time.	4.0	0.97	High
10. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	2.56	1.11	Low
11. For me, life has been a continuous process of learning, changing, and growth.	4.44	0.89	Very High
12. I enjoy seeing how my views have changed and matured over the years.	4.40	0.85	Very High
13. There is truth to the saying you can't teach an old dog new tricks.	3.11	1.24	Fair
14. In general, I feel I am in charge of the situation in which I live.	4.06	0.92	High
15. In my view, people of every age are able to continue growing and developing.	4.41	0.86	Very High
Overall Psychological Perspective	3.56	0.48	High

Psychological Perspective Scale: 4.21-5.00 (*Very High*); 3.41-4.20 (*High*); 2.61-3.40 (*Fair*); 1.81-2.60 (*Low*); 1.00-1.80 (*Very Low*)

Respondents' Academic Performance

The majority of the students who were assessed found to have "Satisfactory" academic performance, as indicated by their mean score of 2.44. It implies that even though many students were fulfilling the basic demands for their studies, a very small proportion of them were able to succeed at higher levels. Of the respondents, 52.33% earned a "Very Satisfactory" rating, and 2.07% obtained an "Excellent" rating. These numbers highlight the challenges students face in maintaining high academic levels. Notably, none was classified as "Fair" or "Poor".

The data from Table 6, illustrates the breakdown of academic performance levels among nursing students. Lee & Kim (2021) delved into factors influencing academic achievement among nursing students and "Satisfactory" ratings, with only a minority attaining higher designations such as "Excellent" or "Very Satisfactory." These results show the persistent obstacles encountered by nursing students in upholding rigorous academic standards, especially amid demanding clinical schedules.

Table 6. Student's Academic Performance

Student's Academic Performance (General Weighted Average)	Frequency	Percentage
Excellent (E)	4	2.07
Very Satisfactory (VS)	101	52.33
Satisfactory (S)	88	46.60
Fair (F)	0	0
Poor (P)	0	0
Overall Academic Performance	M= 2.44	Satisfactory

GWA/Performance Scale: 1.00-1.50 (Excellent); 1.51-2.00 (Very Satisfactory); 2.01- 2.50 (Satisfactory); 2.51-3.00 (Fair); 3.01 and above (Poor)

Significant Relationship Between Burnout and Students' Academic Performance

Table 7 presents the findings from the study on burnout and academic achievement based on the values obtained for the three variables of burnout and academic performance. Emotional exhaustion, a key dimension of burnout, was found to have a significant negative correlation with academic performance ($r = 0.18$, $p = 0.01$). This means that as emotional exhaustion increases, academic performance tends to decrease. Similarly, depersonalization, another aspect of burnout characterized by a sense of detachment from one's studies or work, also showed a significant negative correlation with academic performance ($r = 0.15$, $p = 0.04$). Lastly, a reduced sense of personal accomplishment, which reflects thoughts of inefficiency and lack of accomplishment, was similarly linked to poorer academic performance ($r = 0.17$, $p = 0.02$). These correlations collectively suggest that higher levels of burnout are associated with lower academic performance, therefore rejecting the null hypothesis that stated that there is no significant relationship between the variables.

Previous research has demonstrated the negative impact of burnout on students' academic capabilities. Wei et al. (2021) found that burnout significantly reduces both professional and academic engagement among students, leading to decreased confidence in their capability to function academically and clinically. Academic pressure was identified as a key factor that influences nursing students' opinions of themselves and burnout. Also, Ríos- Riquez et al. (2018) concluded that emotional exhaustion can significantly impact academic performance. Self-efficacy appeared as a highly accurate indicator of academic burnout, with a considerable positive link to cognition and performance. Liébana-Presa et al. (2018) further indicated that students who have high levels of self-worth and favorable individual objectives are more effective academically and are beyond inclined to participate in academic activities.

Table 7. Significant Relationship Between Burnout and Students, Academic Performance

Variables	r- value	p-value	Interpretation
Emotional Exhaustion and Academic Performance	0.18	0.01	Significant
Depersonalization and Academic Performance	0.15	0.04	Significant
Reduced Personal Accomplishment and Academic Performance	0.17	0.02	Significant

Note: $p < 0.01$ (Highly Significant) t ; $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

Significant Relationship Between Psychological Perspective and Students' Academic Performance

Table 8 shows the results of the relationship between psychological perspective and academic performance among nursing students, revealing a significant positive correlation ($r = 0.16$, $p = 0.03$). This suggests that students with a more positive psychological perspective tend to achieve better academic outcomes. This rejects the null hypothesis which stated that there is no significant relationship between the variables. A positive psychological perspective likely helps students manage stress more effectively and maintain a healthier balance between their academic responsibilities and personal life, which contributes to their academic success.

Amholt et al. (2020) emphasized the crucial role of psychological perspective in predicting academic success, with higher psychological perspective linked to better performance. In contrast, a study by Sonmez et al. (2023) found that psychological distress, signs of depression, and anxiety levels substantially increased over time in a longitudinal study of nursing students. It showed that the students' academic performance decreased because of their increased

psychological discomfort, putting emphasis on the idea that improved psychological perspective is only one aspect contributing to improved academic performance.

Table 8. Significant Relationship Between Psychological Perspective and Academic Performance

Variables	r- value	p-value	Interpretation
Psychological Perspective and Academic Performance	0.16	0.03	Significant

Note: $p < 0.01$ (Highly Significant) t ; $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the study the following conclusions are made:

1. The findings indicated that among the third and fourth-year nursing students, there was a “fair” level of degree of burnout in terms of emotional exhaustion, depersonalization, and reduced personal achievement. Nursing students did experience some academic burnout, but not to a significant degree. It suggests that although burnout is normal for nursing students because of the demanding nature of both their academic and clinical training, it is important to manage it to a reasonable degree.
2. The nursing students demonstrate a strong psychological perspective. It shows how important it is for nursing students to have a strong psychological perspective to succeed both academically and clinically.
3. When it comes to their academic performance, the majority of nursing students had a satisfactory performance. Even with the difficulties brought on by their intense schooling, nursing students maintained a good level of academic achievement.
4. The results of this study indicate that there is a significant relationship between the respondents' academic performance and their level of burnout, particularly in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment. Even though they are experiencing a fair level of burnout, the students still manage to exhibit a satisfactory performance in their academic endeavors.
5. The study also found that there was a strong relationship between the respondents' psychological perspective and their academic performance. Students with high self-efficacy, good coping techniques, and positive personal goals typically perform well academically. To improve students' academic achievements and well-being, it shows the essential importance of building psychological perspective in nursing training.

Recommendations

Based on the findings and conclusions, a comprehensive plan is necessary to address burnout, psychological perspective, and academic performance among nursing students in an efficient way.

1. It is important to implement stress management programs that are specifically designed to address the distinct issues encountered by nursing students. To decrease burnout and enhance psychological perspective, these programs must include methods like meditation, relaxation exercises, and time management measures.
2. The school can provide counselling and support groups as well as other psychological services that can give students a safe environment to express their challenges and burnout.
3. Developing social support networks among students through peer mentorship programs and collaborative learning opportunities could assist them develop resilience and a sense of belonging.
4. Encouraging regular exercise and healthy lifestyle practices also helps nursing students improve their wellness overall and reduces a stressful situation.
5. To assist nursing students in enhancing their academic performance, easily accessible academic assistance tools including study techniques, seminars and tutoring should be made accessible.
6. It is important to establish a positive learning atmosphere that acknowledges students' contributions and fosters open-minded communication between educators and learners.
7. To further assess the factors contributing to burnout among nursing students, future researchers should consider obtaining the Intelligence Quotient (IQ) of the nursing students that were obtained by the institution's Guidance and Testing Center during their first year.
8. Future researchers should include learners from diverse educational backgrounds (such as associate, bachelor, master, and doctorate degrees) to

investigate variations in burnout and resilience during various levels of education. They can also use qualitative research techniques, such as focus groups and interviews, to learn more about the individual experiences and perspectives of nursing students on resilience and burnout.

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APPENDIX A – Stress Management Program Proposal

PROPOSED HEALTH AWARENESS PROGRAM ON STRESS MANAGEMENT FOR NURSING STUDENTS

Learning Needs: Importance of stress management techniques to enhance psychological perspective and academic performance among nursing students.

Learning Diagnosis: Knowledge deficit: Understanding effective stress management techniques and their application in daily life to improve psychological perspective and academic performance among nursing students.

Goal: Nursing students will be able to fully understand and apply stress management techniques to improve their psychological perspective and academic performance.

Teaching Objectives	Learning Content	Teaching Strategy	Evaluation
After 20 minutes of discussion, the students will be able to:	• Understanding stress and its effects on health • Identifying personal stressors	• Lecture-discussion or one-on-one discussion with handouts • Oral question and answer	The nursing students: 1. Defined stress and its effects on health 2. Identified personal stressors
2. Learn and practice various stress management techniques	Stress Management Techniques: • Deep breathing exercises • Progressive muscle relaxation • Mindfulness meditation • Time management skills	Interactive demonstration Practice sessions	3. Practiced at least two stress management techniques 4. Demonstrated proper use of these techniques
3. Develop a personal stress management plan	Creating a Personal Stress Management Plan: • Setting realistic goals	Group discussion workshop	5. Created a personalized stress management plan

APPENDIX A Cont'd

	• Incorporating relaxation techniques into daily routine • Establishing a support network <u>Factors Which Could Contribute to the Success of Stress Management Program:</u> • Comprehensive knowledge of stress and its effects • Positive attitude towards stress management practices • Strong support system among peers and faculty <u>Factors Which Could Cause Challenges to Stress Management Program:</u> • Lack of awareness about stress management techniques • Negative perception or stigma around psychological perspective		6. Shared plan with peers and received feedback
--	--	--	---

APPENDIX A Cont'd

	• Poor time management skills • Lack of support from peers or faculty <u>The Importance of Effective Stress Management:</u> • Enhances psychological perspective • Improves academic performance • Reduces the risk of burnout and health issues <u>Necessary Knowledge and Understanding Needed for Stress Management:</u> • Understanding the physiological and psychological effects of stress • Knowledge of various stress management techniques • Consistent practice and application of these techniques		
--	--	--	--

APPENDIX A Cont'd

Outline:

- Definition of stress and its effects on health
- Identification of personal stressors
- Various stress management techniques
- Developing a personal stress management plan
- Factors contributing to the success and challenges of stress management
- Importance of effective stress management

Assessment:

- Oral Question and Answer

Tools:

- PowerPoint presentation
- Reading materials (Handouts)

APPENDIX B

Research Questionnaire (Blank)

Part I. Profile of the Respondents

Directions: Check the appropriate space for description.

Name (Optional): _____

Sex: ☐ Male ☐ Female

Part II. Burnout

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

5 - Very Strong

3 - Moderate

1 - Not at all

4 - Strong

2 - A Little

Statements on Burnout	5	4	3	2	1
A. Emotional Exhaustion					
1. I feel worn out at the end of a day at school.					
2. I feel frustrated and emotionally drained at school.					
3. I feel as though I am working too hard at school.					
4. I have become less enthusiastic about my studies.					
5. I feel that being with people stresses me out.					

APPENDIX B Cont'd

Statements on Burnout	5	4	3	2	1
B. Depersonalization					
6. I worry that school is hardening me emotionally.					
7. I feel as though I treat my fellow students impersonally.					
8. I have become more uncaring towards people.					
9. I don't really care what happens to my fellow students.					
10. I feel as though my colleagues blame me for some of their problems.					

Statements on Burnout	5	4	3	2	1
C. Reduced Personal Accomplishment					
11. I do not feel I'm helping my fellow students.					
12. I do not feel energetic.					
13. I do not feel I'm positively influencing other people's lives through my studies.					
14. I cannot easily create a relaxed atmosphere with my fellow students.					
15. I do not feel I have accomplished worthwhile things.					

APPENDIX B Cont'd

Part III. Psychological Perspective

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

5-Strongly Agree
Disagree

3-Neutral

1-Strongly

4- Agree

2-Disagree

Statement on Psychological Perspective	5	4	3	2	1
1. I am not interested in activities that will expand my horizons.					
2. In general, I feel that I continue to learn more about myself as time goes by.					
3. I am the kind of person who likes to give new things a try.					
4. I don't want to try new ways of doing things—my life is fine the way it is.					
5. I think it is important to have new experiences that challenge how I think about myself and the world.					
6. When I think about it, I haven't really improved much as a person over the years.					
7. I gave up trying to make big improvements or changes in my life a long time ago.					

APPENDIX B Cont'd

Statement on Psychological Perspective	5	4	3	2	1
8. With time, I have gained a lot of insight about life that has made me a stronger, more capable person.					
9. I have the sense that I have developed a lot as a person over time.					
10. I enjoy being in new situations that require me to change my old familiar ways of doing things.					
11. For me, life has been a continuous process of learning, changing, and growth.					
12. I enjoy seeing how my views have changed and matured over the years.					
13. There is truth to the saying you can't teach an old dog new tricks.					
14. In general, I feel I am in charge of the situation in which I live					
15. In my view, people of every age are able to continue growing and developing.					

APPENDIX B Cont'd

Part IV. Respondent's Academic Performance

Direction: Please indicate your general weighted average on the space provided.

We ensure that confidentiality is kept.

General Weighted Average: _____

(1st Semester, AY 2023-2024)

APPENDIX C - Sample of Filled-out Questionnaire

	MISAMIS UNIVERSITY Ozamiz City 7200, Philippines College of Nursing, Midwifery and Radiologic Technology Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917 E-mail Address: mu@mu.edu.ph	
CERTIFIED: ISO 9001:2015 Quality Management System – DNV ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)		
MISAMIS UNIVERSITY Ozamiz City College of Nursing, Midwifery and Radiologic Technology		
RESEARCH INFORMED CONSENT FORM		
Title This study is titled "Burnout, Psychological Perspective and Academic Performance Among Nursing Students" in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.		
Researcher This study is to be conducted by Judy Iceley H. Lesmoras, Gillian E. Medina, Fe C. Monte, Ma. Crystel A. Montecillo and Princess Nicole E. Morden who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Mrs. Rojaida S. Tabanao, MAN, RN as the adviser. The researchers can be contacted through this mobile number +639481365006 or email address judylessmoras2002@gmail.com , gemedina23@gmail.com , montefe763@gmail.com , cristelmontecillo@gmail.com , and pnmorden30@gmail.com .		
Purpose of the Research This study primarily aims to investigate and understand the relationship between the burnout experienced by nursing students and their psychological perspective and academic performance.		
Description of the Research This study is a quantitative, descriptive-correlational research, and the data will be gathered through a Maslach Burnout Inventory- Student Survey, Ryff's Psychological Perspective Scale questionnaire and obtaining the respondent's general grade point average for the 1st semester of the school year 2023-2024.		
Potential Benefits This study could provide additional information to research in understanding the impact of burnout on psychological perspective and academic performance, identifying the indications, and finding appropriate help can all benefit nursing students. Moreover, it will help improve students' psychological perspectives and academic performance by addressing burnout and promoting psychological perspectives. Healthcare institutions can enhance the future nursing workforce by implementing interventions to promote social support, relaxation, skills, and confidence in future competence to reduce burn-out. Additionally, it will also help researchers understand how burnout and resilience affect students' psychological health and academic performance. Lastly, it will enable participants to develop their own resilience plans and contribute to the design of more		

APPENDIX C Cont'd

effective interventions and strategies for treating burnout in nursing education. It will be beneficial to nursing students and healthcare institutions in enhancing their well-being and success.

Confidentiality

In the conducted of the study, full confidentiality will be assured. No information that discloses your identity will be released or published without your specific consent to the disclosure and only imperatively necessary. The materials that contained the raw information derived from you will be destroyed after data processing within a given period.

Publication

The results of this study may be published in any form for public and scholarly consumption or used in classrooms instruction to enrich learning and generate more knowledge for future research.

Participation

Your participation in this study must be voluntary and you have the right to withdraw if you feel uncomfortable in the process of gathering information from you.

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time I deem it to be necessary or to seek clarifications for any unclear steps in the research process. My signature indicates my willingness to participate in the study.

2021-2024
Printed Name and Signature of the Research Respondent

05/20/2024
Date

APPENDIX C Cont'd

Questionnaire on Burnout, Psychological Perspective, And Academic Performance Among Nursing Students In Ozamiz City: Basis For Stress Management Program

Part I. Profile of the Respondents

Directions: Check the appropriate space for description.

Name (Optional): _____

Sex: _____ () Male () Female

Part II. Burnout

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

5 - Very Strong 3 - Moderate 1 - Not at all
4 - Strong 2 - A Little

Statements on Burnout	5	4	3	2	1
A. Emotional Exhaustion					
1. I feel used up at day's end		/			
2. I feel frustrated and emotionally drained at school		/			
3. I feel as though I am working too hard at school			/		
4. I feel as though I am at the end of my rope			/		
5. I feel being with people stresses/strains me			/		

Statements on Burnout	5	4	3	2	1
B. Depersonalization					
6. I worry that school is hardening me			/		
7. I feel as though I treat my student colleagues impersonally			/		
8. I have become more callous towards people			/		
9. I don't really care what happens to my student colleagues			/		
10. I feel as though colleagues blame me for some of their problems			/		

Statements on Burnout	5	4	3	2	1
C. Personal Accomplishment					
11. I feel as though I am helping my student colleagues			/		
12. I don't feel energetic			/		
13. I do not feel as though I am positively influencing others			/		
14. I can't easily feel that I can easily create a relaxed atmosphere			/		
15. I feel as though I have accomplished worthwhile things			/		

APPENDIX C Cont'd

Part III. Psychological Perspective

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

5-Strongly Agree

3-Neutral

1-Strongly Disagree

4-Agree

2-Disagree

Statement on Psychological Perspective	5	4	3	2	1
1. I am not interested in activities that will expand my horizons.				/	
2. In general, I feel that I continue to learn more about myself as time goes by.		/			
3. I am the kind of person who likes to give new things a try.		/			
4. I don't want to try new ways of doing things—my life is fine the way it is.				/	
5. I think it is important to have new experiences that challenge how you think about yourself and the world.		/			
6. When I think about it, I haven't really improved much as a person over the years.			/		
7. I gave up trying to make big improvements or changes in my life a long time ago.				/	
8. With time, I have gained a lot of insight about life that has made me a stronger, more capable person.		/			
9. I have the sense that I have developed a lot as a person over time.		/			
10. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.				/	
11. For me, life has been a continuous process of learning, changing and growth.		/			
12. I enjoy seeing how my views have changed and matured over the years.		/			
13. There is truth to the saying you can't teach an old dog new tricks.				/	
14. In general, I feel I am in charge of the situation in which I live.		/			
15. In my view, people of every age are able to continue growing and developing.		/			

Part IV. Respondent's Academic Performance

Direction: Please indicate your general weighted average on the space provided. We ensure that confidentiality is kept.

General Weighted Average: _____

(1st Semester, AY 2023-2024)

APPENDIX D - Sampling Computations

I. Sampling computation for third year nursing students

 Raosoft®	
What margin of error can you accept? 5% is a common choice	5 %
What confidence level do you need? Typical choices are 90%, 95%, or 99%	95 %
What is the population size? If you don't know, use 20000	165
What is the response distribution? Leave this as 50%	50 %
Your recommended sample size is	116

II. Sampling computation for fourth year nursing students

 Raosoft®	
What margin of error can you accept? 5% is a common choice	5 %
What confidence level do you need? Typical choices are 90%, 95%, or 99%	95 %
What is the population size? If you don't know, use 20000	95
What is the response distribution? Leave this as 50%	50 %
Your recommended sample size is	77

APPENDIX E - Informed Consent Form



MISAMIS UNIVERSITY

Ozamiz City 7200, Philippines

College of Nursing, Midwifery and Radiologic Technology

Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917 E-mail Address:

mu@mu.edu.ph



CERTIFIED: ISO 21001: 2018 Educational Organizations Management System
by DNV

ACCREDITED: Philippine Association of Colleges and Universities Commission
on Accreditation (PACUCOA)

MISAMIS UNIVERSITY

Ozamiz City

College of Nursing, Midwifery and Radiologic Technology

RESEARCH INFORMED CONSENT FORM

Title

This study is titled “Burnout, Psychological Perspective and Academic Performance Among Nursing Students” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Judy Iceley H. Lesmoras, Gillian E. Medina, Fe C. Monte, Ma.Crystel A. Montecillo and Princess Nicole E. Morden who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Mrs. Rojaida S. Tabanao, MAN, RN as the adviser. The researchers can be contacted through this mobile number +639481365006 or email address judylesmoras2002@gmail.com, gemedina23@gmail.com, montefe763@gmail.com, cristelmontecillo@gmail.com, and pnmorden30@gmail.com.

APPENDIX E Cont'd

Purpose of the Research

This study primarily aims to investigate and understand the relationship between the burnout experienced by nursing students and their psychological perspective and academic performance.

Description of the Research

This study is a quantitative, descriptive-correlational research, and the data will be gathered through a Maslach Burnout Inventory- Student Survey, Ryff's Psychological Perspective Scale questionnaire and obtaining the respondent's general grade point average for the 1st semester of the school year 2023-2024.

Potential Benefits

This study could provide additional information to research in understanding the impact of burnout on psychological perspective and academic performance, identifying the indications, and finding appropriate help can all benefit nursing students. Moreover, it will help improve students' psychological perspectives and academic performance by addressing burnout and promoting psychological perspectives. Healthcare institutions can enhance the future nursing workforce by implementing interventions to promote social support, relaxation, skills, and confidence in future competence to reduce burn-out. Additionally, it will also help researchers understand how burnout and resilience affect students' psychological health and academic performance. Lastly, it will enable participants to develop their own resilience plans and contribute to the design of more effective interventions and strategies for treating burnout in nursing education. It will be beneficial to nursing students and healthcare institutions in enhancing their well-being and success.

Confidentiality

In the conducted of the study, full confidentiality will be assured. No information that discloses your identity will be released or published without your specific consent to the disclosure and only imperatively necessary. The

APPENDIX E Cont'd

materials that contained the raw information derived from you will be destroyed after data processing within a given period.

Publication

The results of this study may be published in any form for public and scholarly consumption or used in classrooms instruction to enrich learning and generate more knowledge for future research.

Participation

Your participation in this study must be voluntary and you have the right to withdraw if you feel uncomfortable in the process of gathering information from you.

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time I deem it to be necessary or to seek clarifications for any unclear steps in the research process. My signature indicates my willingness to participate in the study.

Printed Name and Signature of the Research Respondent

Date

Appendix F - Permits



MISAMIS UNIVERSITY

Ozamiz City 7200, Philippines

College of Nursing, Midwifery and Radiologic Technology

Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917

E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 21001: 2018 Educational Organizations Management System
by DNV

ACCREDITED: Philippine Association of Colleges and Universities Commission
on Accreditation (PACUCOA)

MISAMIS UNIVERSITY

Ozamiz City

College of Nursing, Midwifery and Radiologic Technology

RESEARCH INFORMED CONSENT FORM

Title: Request for Permission to Access Students' General Weighted Average of the First
Semester A.Y. 2023-2024

May 22, 2024

JESUS G. OCAPAN JR., PhD, RN

Dean, College of Nursing, Midwifery and Radiology Technology

Misamis University

Dear Dr. Ocapan,

Good day!

We, the Third Year Nursing Students of Misamis University, are writing to request permission to access the grades of Third Year and Fourth Year Students enrolled in Bachelor of Science in Nursing S.Y. 2023-2024 for our study entitled "BURNOUT, PSYCHOLOGICAL PERSPECTIVE, AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS IN OZAMIZ CITY: BASIS FOR STRESS MANAGEMENT PROGRAM". This research aims to explore the

APPENDIX F Cont'd

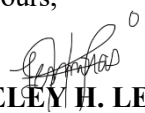
correlation between the burnout, psychological perspective, and academic performance of the nursing students.

We plan to conduct this study in Ozamiz City, Philippines, between April and May 2024. Specifically, we seek to collect the general weighted average of our respondents, which should be verified by the college secretary.

Please note that participation in this study is voluntary, and all student identities will be kept strictly confidential. Furthermore, any data obtained will be used exclusively for research purposes and will be securely stored in compliance with data protection regulations.

Thank you for considering our request. Your cooperation is greatly appreciated.

Sincerely yours,


JUDY ICELEY H. LESMORAS


GILLIAN E. MEDINA


FE C. MONTE


MA. CRYSTEL A. MONTECILLO


PRINCESS NICOLE E. MORDEN

Researchers

APPENDIX F Cont'd

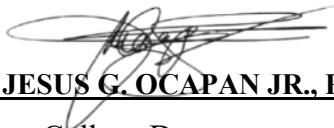
Noted by:



ROJAIDA S. TABANAO, MAN, RN

Research Adviser

Approved by:



DR. JESUS G. OCAPAN JR., PhD, RN

College Dean

APPENDIX F Cont'd



Princess Nicole E. Morden <pnmorden30@gmail.com>

(no subject)

3 messages

Princess Nicole E. Morden <pnmorden30@gmail.com>

Sun, Dec 3, 2023 at 10:53 PM

To: <cryff@facstaff.wisc.edu>

Dear Ms. Ryff,

I trust this letter finds you well. My name is Princess Nicole Morden, and I am a Nursing Student at Misamis University. In behalf of my research team members, I am writing to you to seek your permission to use the instrumentation from your study for our research purposes.

Me and my classmates are currently engaged in a research project that aligns closely with the focus of your study. After reviewing your work, I believe that the instrumentation you developed or utilized would significantly contribute to the success and depth of our research. Your study has been widely regarded for its thoroughness and precision, and I am confident that utilizing the same instrumentation would enhance the reliability and validity of our research outcomes.

I assure you that the usage of the instrumentation will be strictly limited to the context of our research, and every effort will be made to ensure the proper handling, maintenance, and security of the equipment. Additionally, We are open to any conditions or restrictions you may have regarding the use of the instrumentation and would be happy to comply with them.

We understand the value of your work and the importance of respecting intellectual property rights. Therefore, We assure you that the findings obtained through the use of your instrumentation will be appropriately credited to your study in our research publications.

We are enthusiastic about the potential collaboration and believe that our shared commitment to advancing knowledge in this field could result in mutually beneficial outcomes. Thank you for considering my request. I look forward to the possibility of working with you and gaining access to your invaluable instrumentation.

Sincerely,

Princess Nicole Morden

APPENDIX F Cont'd

Theresa Berrie <berrie@wisc.edu>
To: pnmorden30@gmail.com <pnmorden30@gmail.com>

Tue, Dec 5, 2023 at 10:30 PM

Greetings,

Thanks for your interest in the well-being scales.

I am responding to your request on behalf of Carol Ryff.

She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties
- scoring instructions
- how to use different lengths of the scales

(see note about the 18-item scale,
which is NOT recommended. It does a bad job
measuring the six dimensions.)

APPENDIX F Cont'd

"Ryff PWB Scales" includes:

- psychometric properties
 - scoring instructions
 - how to use different lengths of the scales
- (see note about the 18-item scale,
which is NOT recommended. It does a bad job
measuring the six dimensions.)

"Ryff PWB Reference Lists" includes:

- a list of the main publications about the scales
- a list of published studies using the scales

There is no charge to use the scales and no need to send us the results of your study.

We do ask that you please send us copies

of any journal articles you may publish using the scales to:

berrie@wisc.edu and cryff@wisc.edu.

Best wishes for your research,

--

Theresa Berrie

Communications Specialist

UW-Madison Institute on Aging

berrie@wisc.edu

Work Days: Tuesday through Thursday

APPENDIX F Cont'd



Princess Nicole E. Morden <pnmorden30@gmail.com>

(no subject)

2 messages

Princess Nicole E. Morden <pnmorden30@gmail.com>
To: <maslach@berkeley.edu>

Sun, Dec 3, 2023 at 10:48 PM

Dear Ms. Maslach,

I trust this letter finds you well. My name is Princess Nicole Morden, and I am a Nursing Student at Misamis University. On behalf of my research team members, I am writing to you to seek your permission to use the instrumentation from your study for our research purposes.

We and my classmates are currently engaged in a research project that aligns closely with the focus of your study. After reviewing your work, I believe that the instrumentation you developed or utilized would significantly contribute to the success and depth of our research. Your study has been widely regarded for its thoroughness and precision, and I am confident that utilizing the same instrumentation would enhance the reliability and validity of our research outcomes.

I assure you that the usage of the instrumentation will be strictly limited to the context of our research, and every effort will be made to ensure the proper handling, maintenance, and security of the equipment. Additionally, We are open to any conditions or restrictions you may have regarding the use of the instrumentation and would be happy to comply with them.

We understand the value of your work and the importance of respecting intellectual property rights. Therefore, We assure you that the findings obtained through the use of your instrumentation will be appropriately credited to your study in our research publications.

We are enthusiastic about the potential collaboration and believe that our shared commitment to advancing knowledge in this field could result in mutually beneficial outcomes. Thank you for considering my request. I look forward to the possibility of working with you and gaining access to your invaluable instrumentation.

Sincerely,

Princess Nicole Morden

APPENDIX F Cont'd

Christina Maslach <maslach@berkeley.edu>
To: Princess Nicole E. Morden <pnmorden30@gmail.com>
Cc: Mind Garden Inc <info@mindgarden.com>

Tue, Dec 5, 2023 at 1:40 AM

Thanks for your message. All copyrighted forms of the MBI are published and distributed by Mind Garden Inc [copied on this email]. Please contact them directly, as they handle all permission requests.

Christina Maslach, Ph.D.
Professor of Psychology, Emerita
Professor of the Graduate School
University of California, Berkeley

Maslach, C., & Leiter, M. P. (2022). *The Burnout Challenge: Managing People's Relationships with Their Jobs*. Cambridge, MA: Harvard University Press.

[The Burnout Challenge: Managing People's Relationships with Their Jobs.](https://www.theburnoutchallenge.com)
www.theburnoutchallenge.com



Named one of the top 10 books in Business/Economics for 2022 by:

Publisher's Weekly

<https://www.publishersweekly.com/pw/by-topic/new-titles/adult-announcements/article/89652-fall-2022-announcements-business-economics.html>

APPENDIX F Cont'd

Forbes

<https://www.forbes.com/sites/christianstadler/2022/12/14/the-ten-best-business-books-of-2022/?sh=2e6e52b348ea>

Fast Company [top10 article by Ariana Huffington]

<https://www.fastcompany.com/90822589/best-new-business-books-2022-recommended-ceos>

My podcast interview with Guy Kawasaki on Remarkable People. <https://guykawasaki.com/christina-maslach-avoiding-career-burnout/>

The book has also received great reviews from:

Kirkus

<https://www.kirkusreviews.com/book-reviews/christina-maslach/the-burnout-challenge/>

Library Journal

<https://www.libraryjournal.com/review/the-burnout-challenge-managing-peoples-relationships-with-their-jobs-2154048>

John Pearson on Amazon

https://www.amazon.com/review/R504Z7PRJMBRY/ref=cm_cr_srp_d_rdp_perm?ie=UTF8

I have been named by *Business Insider* as one of its "**Top 100 in 2021**" for *transforming business*:

https://www.businessinsider.com/100-people-transforming-business-2021?utm_campaign=2021-Q4-specialprojects&utm_content=transformingbusiness_transformersocial

<https://news.berkeley.edu/2023/02/23/burned-out-berkeley-experts-book-offers-roadmap-to-a-better-workplace/>

Department of Psychology

2121 Berkeley Way

University of California, Berkeley CA 94720-1650

URL: <https://psychology.berkeley.edu/people/christina-maslach>

Appendix G - Approved Letter of Consent

MISAMIS UNIVERSITY

Ozamiz City 7200, Philippines

College of Nursing, Midwifery and Radiologic Technology

Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917

E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 21001: 2018 Educational Organizations Management System
by DNV

ACCREDITED: Philippine Association of Colleges and Universities Commission
on Accreditation (PACUCOA)

May 15, 2024

JESUS G. OCAPAN, JR., PhD, RN

Dean, College of Nursing, Midwifery and Radiology

Technology Misamis University

Dear Dr. Ocapan,

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled “BURNOUT, PSYCHOLOGICAL PERSPECTIVE, AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS IN OZAMIZ CITY: BASIS FOR STRESS MANAGEMENT PROGRAM”. This study aims to discover the relationship between burnout and psychological perspective to the nursing students’ academic performance. With this, we would like to ask

APPENDIX G Cont'd

approval from your good office to allow us to conduct the study. It will be conducted in one of the tertiary universities in Ozamiz City, Philippines from April to May 2024.

Rest assured that all information derived herein will be treated with utmost confidentiality. Thank you very much and God Bless.

Sincerely yours,


JUDY ICELEX H. LESMORAS


GILLIAN E. MEDINA


FE C. MONTE


MA. CRYSTEL A. MONTECILLO


PRINCESS NICOLE E. MORDEN

Researchers

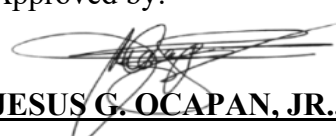
Noted by:



ROJAIDA S. TABANAO, MAN, RN

Research Adviser

Approved by:



JESUS G. OCAPAN, JR., PhD, RN

College Dean

Appendix H - Statistical Computations

Descriptive Statistics: 1A.EMOTIONAL EXH, 1B. DEPERSONALIZ, 1C. RPA-AVE., 2. PSYCHOLOGICAL

Variable	Mean	StDev
1A.EMOTIONAL EXHAUSTION-	3.2363	0.8260
1B. DEPERSONALIZATION-AV	2.4415	0.9392
1C. RPA-AVE.	2.7917	0.9491
2. PSYCHOLOGICAL-AVE.	3.5551	0.4775

Tally for Discrete Variables: Code

Code	Count	Percent
1	1	0.52
2	3	1.55
3	21	10.88
4	90	46.63
5	78	40.41
N=	193	

Correlation: 1A.EMOTIONAL EXHAUSTION-AVE., 1B. DEPERSONALIZATION-AVE., 1C. RPA-AVE., GWA

	1A.EMOTIONAL EXH	1B. DEPERSONALIZ	1C. RPA-AVE.
1B. DEPERSONALIZ	0.734 0.000		
1C. RPA-AVE.	0.614 0.000	0.742 0.000	
GWA	0.181 0.012	0.146 0.043	0.169 0.019

Cell Contents: Pearson correlation
P-Value

Correlation: 2. PSYCHOLOGICAL-AVE., GWA

Pearson correlation of 2. PSYCHOLOGICAL-AVE. and GWA = 0.160
P-Value = 0.027

Table 3. Student's Academic Performance

Student's Academic Performance (General Weighted Average)	Frequency	Percentage
Excellent (E)	4	2.07
Very Satisfactory (VS)	101	52.33
Satisfactory (S)	88	46.60
Fair (F)	0	0
Poor (P)	0	0
Overall Academic Performance	M= 2.44	Satisfactory

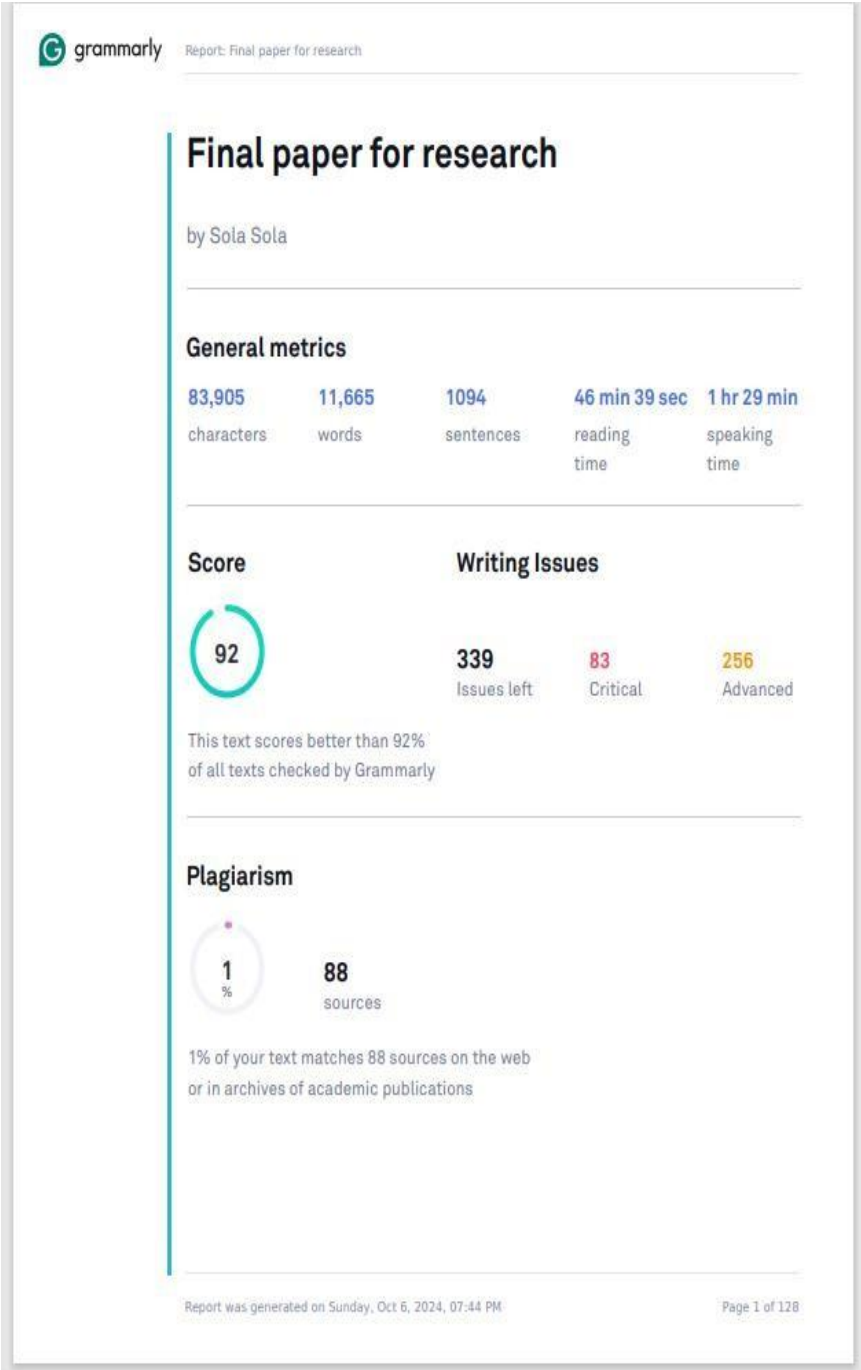
Table 4. Significant Relationship Between Burnout and Academic Performance

Variables	r- value	p-value	Interpretation
Emotional Exhaustion and Academic Performance	0.18	0.01	Significant
Depersonalization and Academic Performance	0.15	0.04	Significant
Reduced Personal Accomplishment and Academic Performance	0.17	0.02	Significant

APPENDIX I - Documentation



APPENDIX J - Grammarly Report and Turnitin Result



APPENDIX J Cont'd

 **Similarity Report ID:** oid:28447:67785575

PAPER NAME

FE C. MONTE.docx

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CURRICULUM VITAE

PERSONAL DATA

Name : Judy Iceley H. Lesmoras
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Place of Birth : Tinago, Ozamis City
Home Address : P – 1 Balintawak, Ozamis City
Gender : Female
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EDUCATIONAL BACKGROUND

Elementary : Balintawak Elementary School
Balintawak, Ozamis City
2013 – 2014
Secondary : Pulot National Highschool
Pulot, Ozamis City
2016 – 2017
Senior High School : La Salle University
Valconcha St. Aguada, Ozamis City
2018 – 2019
College : Misamis University
H.T Feliciano St., Ozamis City

CURRICULUM VITAE

PERSONAL DATA

Name : Gillian E. Medina
Date of Birth : February 23, 2004
Place of Birth : Quezon City, Metro Manila
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EDUCATIONAL BACKGROUND

Elementary : Tangub City Central School
Tangub City, Misamis Occidental
2012-2015
Secondary : La Salle University- Integrated School
Abanil Ext., Brgy. Aguada, Ozamiz City
2016-2019
Senior High School : Misamis University
H.T Feliciano St., Ozamiz City
2019-2021
College : Misamis University
H.T Feliciano St., Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name : Fe C. Monte
Date of Birth : November 21, 2002
Place of Birth : Calamba, Misamis Occidental
Home Address : Purok -2, Mauswagon Calamba,
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EDUCATIONAL BACKGROUND

Elementary : Mauswagon Elementary School
Mauswagon, Calamba, Misamis Occidental
2014-2015
Secondary : Calamba National Comprehensive High School
D'BAN, Calamba, Misamis Occidental
2017-2018
Senior High School : Calamba National Comprehensive High School
D'BAN, Calamba, Misamis Occidental
2019-2020
College : Misamis University
H.T Feliciano St., Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name : Ma. Crystel A. Montecillo
Date of Birth : March 29, 2002
Place of Birth : Ozamiz City, Misamis Occidental
Home Address : P – 9 CatadmanManabay, Ozamiz City
Gender : Female
Civil Status : Single
Contact No : 09097770998
Email : cristelmontecillo@gmail.com



EDUCATIONAL BACKGROUND

Elementary : Catadman Elementary School
Bongabong St., Catadman , Ozamiz City
2014-2015
Secondary : Ozamiz City National High School
Bernad St., Lam-an, Ozamiz City
2017- 2018
Senior High School : Misamis University
H.T. Feliciano ST., Ozamiz City
2019-2020
College : Misamis University
H.T. Feliciano St., Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name : Princess Nicole E. Morden
Date of Birth : April 30, 2003
Place of Birth : Bacayo Mercy Hospital, Iligan City
Home Address : Purok-5 Lapasan, Clarin,
Misamis Occidental
Gender : Female
Civil Status : Single
Contact No : 09667547690
Email : pnmorden30@gmail.com



EDUCATIONAL BACKGROUND

Elementary : St. Therese De Avila Learning Center
Iligan City
2014 - 2015
Secondary : Mataas na Paaralang Juan C. Laya
San Manuel, Pangasinan
2017 –2018
Senior High School : Christ the King College de Maranding
Maranding, Lala, Lanao del Norte
2019 – 2020
College : Misamis University
H.T Feliciano St., Ozamiz City