

**PERCEIVED STRESS AND COPING STRATEGIES OF STUDENT NURSES
HAVING LIMITED FACE-TO-FACE CLINICAL INTERNSHIP**

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**PERCEIVED STRESS AND COPING STRATEGIES OF STUDENT NURSES
HAVING LIMITED FACE-TO-FACE CLINICAL INTERNSHIP**

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Misamis University, Ozamiz City

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

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June 2023

UNIVERSITY PERMISSION SHEET

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



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APPROVAL SHEET

“In partial fulfillment of the requirements for the degree of Bachelor of Nursing, this research output entitled, “**PERCEIVED STRESS AND COPING STRATEGIES OF STUDENT NURSES HAVING LIMITED FACE-TO-FACE CLINICAL INTERNSHIP**” is hereby recommended for acceptance and approval.

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ABSTRACT

Stress has become an essential subject matter in the field of nursing especially during the limited clinical face – to – face internship among nursing students in Higher Education Institutions (HEIs) during the pandemic. This study aimed to examine the perceived stress of student nurses and their coping strategies in the clinical practices throughout the COVID-19 pandemic during their clinical internship. A quantitative, descriptive correlational design was utilized in the study. Utilizing sample random sampling, the 105 respondents were being selected in one of the HEIs in Ozamiz City. The study was conducted through a modified survey questionnaire on 105 respondents and analysed using Mean and Pearson Correlation Coefficient test. Findings revealed that emotional stress is the stressor mostly perceived by student nurses during the limited face – to – face clinical internship in HEIs. Furthermore, student nurses during limited face – to – face clinical internship in HEIs employs staying optimistic and problem solving as their coping mechanisms when faced with stressful situations. Moreover, avoidance as a coping strategy consistently showed a significant positive correlation with emotional stress, psychological stress, and psychosocial stress. However, problem solving, staying optimistic, and transference did not exhibit strong associations with any specific type of stress. These findings suggest that avoidance may not be an effective long-term coping strategy for managing stress, while alternative coping strategies should be explored. This study is significant to student nurses as it will enable to determine the degree of stress and coping strategies to reduce stress which may pose threat to their sense of well – being and disrupt their normal functioning during the clinical internship.

Keywords: *perceived stress, coping strategies, clinical internship, COVID-19*

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CHAPTER 1

INTRODUCTION

Rationale of the Study

Stress, defined as an emotional response to internal or external changes or pressures, is a phenomenon that affects individuals both physically and emotionally. It occurs when activities were deemed excessively severe and frequent, surpassing an individual's coping abilities and resources (Alharbi, 2019). In the context of nursing, student nurses must effectively manage stress related to their education to maximize the benefits of their clinical experience. Clinical internships have been found to be more stressful than theoretical training for student nurses (Ahmed WAM, Mohammed BMA, 2019). The nursing profession encompasses theoretical and clinical courses that complement and reinforce one another, supporting the development of competent and compassionate professionals (Hannah, 2019).

Clinical training plays a pivotal role in nursing education as it provides ample opportunities for practical experience and the acquisition of fundamental nursing skills. Typically, a certain number of clinical hours must be completed before graduation (McCloughan et al., 2020). However, during their initial clinical internships, student nurses inevitably face considerable stress (Molina, 2018). Stress, as described by Hamadi, H.Y et al. (2021), is the emotional response to challenges, changes, demands, or pressures that exceed an individual's coping abilities. Student nurses consistently report experiencing moderate to severe levels of stress during their clinical practice (Labrague et al., 2017).

The clinical environment itself can be a significant source of stress for student nurses, with anxiety and stress often accompanying the challenges of demonstrating technical

skills, dealing with unpredictability, fear of making mistakes, insufficient knowledge about patient conditions, and witnessing patient suffering and death (Admi et al., 2018). Furthermore, the COVID-19 pandemic has introduced additional stressors into the lives of student nurses, as they face heightened workloads, increased healthcare responsibilities, and elevated risks of contracting the virus while actively fighting against it (Majrashi, A. et al., 2021). The impact of the pandemic on student nurses' lives and health cannot be underestimated (Huang, 2020), and research on their anxiety and coping mechanisms during this global crisis has provided valuable insights (Fontanarosa et al., 2020).

In response to the pandemic, guidelines for the gradual reopening of campuses have been issued, prioritizing health-related degree programs such as Nursing, Medicine, Medical Technology, Physical Therapy, Midwifery, and Public Health for limited face-to-face classes (CHED-DOH Joint Memorandum Circular, 2021). These face-to-face interactions were typically limited to specialized laboratory courses or hospital-based clinical internships, with strict adherence to safety procedures and physical distancing protocols.

Coping with stress is crucial, as the consequences depend on individuals' coping strategies (Gibbons, 2010). Coping strategies refer to conscious or unconscious responses to external stressors that enhance behavioral control or provide psychological comfort (Diction, 2020). Adaptive coping strategies were beneficial, and students who develop positive coping mechanisms have been shown to adapt successfully to various stressors during their learning journey (McCarthy, 2018). On the other hand, maladaptive coping strategies can hinder well-being and disrupt normal functioning.

Understanding the perceived stress and coping strategies of student nurses during clinical internships is vital to their well-being and functioning. It also offers valuable insights for instructors and administrators in designing activities that support nurses' mental well-being. Previous studies have identified various stressors, including environmental, emotional, psychological, and psychosocial factors, as well as coping strategies such as avoidance, problem-solving, optimism, and transference (McCarthy, 2018).

This study aims to examine the perceived stress and coping strategies of student nurses during the COVID-19 pandemic, specifically focusing on their clinical internships. While numerous studies have explored perceived stress and coping strategies during clinical internships, there is a lack of research contextualizing these factors within the unique circumstances of a limited face-to-face clinical internship during the COVID-19 pandemic. Therefore, this study aims to fill this gap by providing insights into the different perceived stressors and coping strategies experienced by student nurses during their clinical internships amid the COVID-19 pandemic.

Theoretical Framework

This study appropriated the theory of the Transactional Model of Stress and Coping and Roy Adaptation Model. The foremost influential theory of stress and coping was developed by Lazarus and Folkman (1984), who described stress as the result of an imbalance between perceived external or internal demands and perceived personal and social resources to accommodate them. According to Lazarus and Folkman (1984, p. 19), "psychological stress was a particular relationship between the person and also the environment that was appraised by the person as taxing or exceeding his or her resources

and endangering his or her well-being." Meanwhile, coping had two major purposes: 1) the management of emotions or distress that accompanied a stressful event (emotion-focused coping) and 2) the immediate change of the factors of the stressful environment to manage the problem that was creating the stress (problem-focused coping). Although both types of coping were employed in most stressful situations, they were, nevertheless, influenced by how the situation was perceived (as a danger or a challenge) and the model's antecedents.

Supporting Lazarus' theory of the issue of differentiating between reaction and stimulus as a definition of stress, he developed a definition of apparent stress that could compensate for the differences between the individual theories of stress as a reaction or stress due to the stimulus. This was because it described stress as a transactional relationship between the person and their surrounding environment. Stress was not a specific feature, but rather emerged due to impacting factors that influenced the individual and swayed their reaction in such circumstances. For example, one of these distressing circumstances could occur during students' clinical internship when the students faced a new environment and made new associations with staff nurses, patients, instructors, and/or supervisors.

The Roy's Adaptation Model was designed by Sister Callista Roy, and it claimed that the goal of nursing care was to facilitate patient adaptation to promote compliance and life expectancy. In order to provide holistic treatment, the Roy's Adaptation Model analyzed the patient in the physiological mode, self-concept mode, role function mode, and interdependence mode. Her model elicited information on the person receiving nursing care, the target of that care, and the timing of that care (Baisa, 2021). People adapted when they responded positively to environmental changes; she noted that conditions,

circumstances, and influences that affected people's growth and behavior as an adaptive system were referred to as the environment. This served as a stimulus or input to which a person had to adjust. Stimuli could be either positive or negative (Ursavaş et al., 2018). Along these lines, this study used this functional definition of stress to examine student nurses' perceived stress and their coping strategies in clinical internships.

Conceptual Framework

The present study determines the perceived stress and coping strategies of student nurses having limited clinical internships.

In this study, perceived stress affects student nurses' feelings or beliefs about how much stress they were feeling at a certain time or over a given length of time. It includes sentiments about the unpredictability and uncontrollability of student nurses' life on how frequently they need to deal with annoying inconveniences, how much changes, and confidence in their ability to deal with issues or challenges. Nursing is one of the most demanding and difficult jobs in the world (Ching et al., 2020). In the study of (Maria et al., 2019) "For many student nurses, clinical training represents a stressful experience. The levels of stress and anxiety may vary during students' educational training, (depending on their ability to adapt behavioral strategies for coping with stress, and other factors."

In addition, environmental perceived stress is a negative subjective psychological response to an environmental stimulus referred to as environmental stress. It is important to remember that an environmental stimulus that is stressful for one person in one situation may not be stressful for another or the same person in another situation. Emotional perceived stress is a natural reaction to the stresses of daily life. Worry, fear, anger, sadness,

and other emotions are all-natural emotional reactions; they are all a part of everyday life. However, if the stress that underpins these emotions interferes with your ability to do the things you want or need to do, it is unhealthy stress (Cleveland, 2020).

Psychological perceived stress, everyone experiences stress at some point in their lives. It is the reaction of the body and brain to any need or demand that it perceives as a challenge or obstacle (Yarp, 2021). However, it is not always a bad thing, as some people find short-term stress motivating, such as during an exam or job interview. Psychosocial perceived stress were the causes of student nurses' stress in the clinical setting. It can be defined as any perceived threat to our social status, social esteem, respect, and/or acceptance within a group; a threat to our self-worth; or a threat over which we believe we have no control. Their feelings, thoughts, and actions were all influenced by their physical surroundings. It comes when a student's ability to deal with the demands of the physical environment outweighs his or her ability to deal with those demands.

Coping with stress is making cognitive and behavioral efforts to reduce the external and internal demands placed on the individual (Biggs et al., 2017). According to Semel Institute for Neuroscience and Human Behavior (2021), there are a variety of coping strategies, and some may be more effective than others, depending on the nature of the stressful circumstance and the person utilizing them. In addition, Vantage (2022) states that there are several diverse ways of adaptive coping with stress. Seeking aid from supportive individuals, such as a counselor or a friend, is one of the positive coping techniques. Meditation, writing, and exercise were among more healthy coping strategies. Ineffective coping strategies, also known as maladaptive coping, can be employed unknowingly in stressful situations or internal conflict.

The coping strategies include avoidance and escape were behaviors in which people either do not enter a situation (avoidance) or leave a situation after entering it (escape). Avoidance coping is a type of maladaptive coping in which a person changes their behavior to avoid thinking or doing difficult things. Problem-solving is a cognitive-behavioral process that generates potentially effective responses to a difficult situation and increases the likelihood of choosing the best solution (Balwin, 2019).

Staying optimistic is aimed primarily at understanding the psychological foundations of pessimism. According to optimists, positive events were more stable and more frequent than negative ones. They believe that they can avoid and prevent problems in everyday life and thus cope with stressful situations more successfully. Transference occurs in our everyday encounters all the time and is when we may be reminded of someone by the behavior of others. So, in nursing, it is when a patient perceives the nurse to be comparable to a significant person in their life. In transference, an individual may apply certain feelings or emotions toward the therapist (Sreeramareddy et al., 2017). Therefore, it is important to achieve balance in overloading stress in the environment by using appropriate coping behaviors.

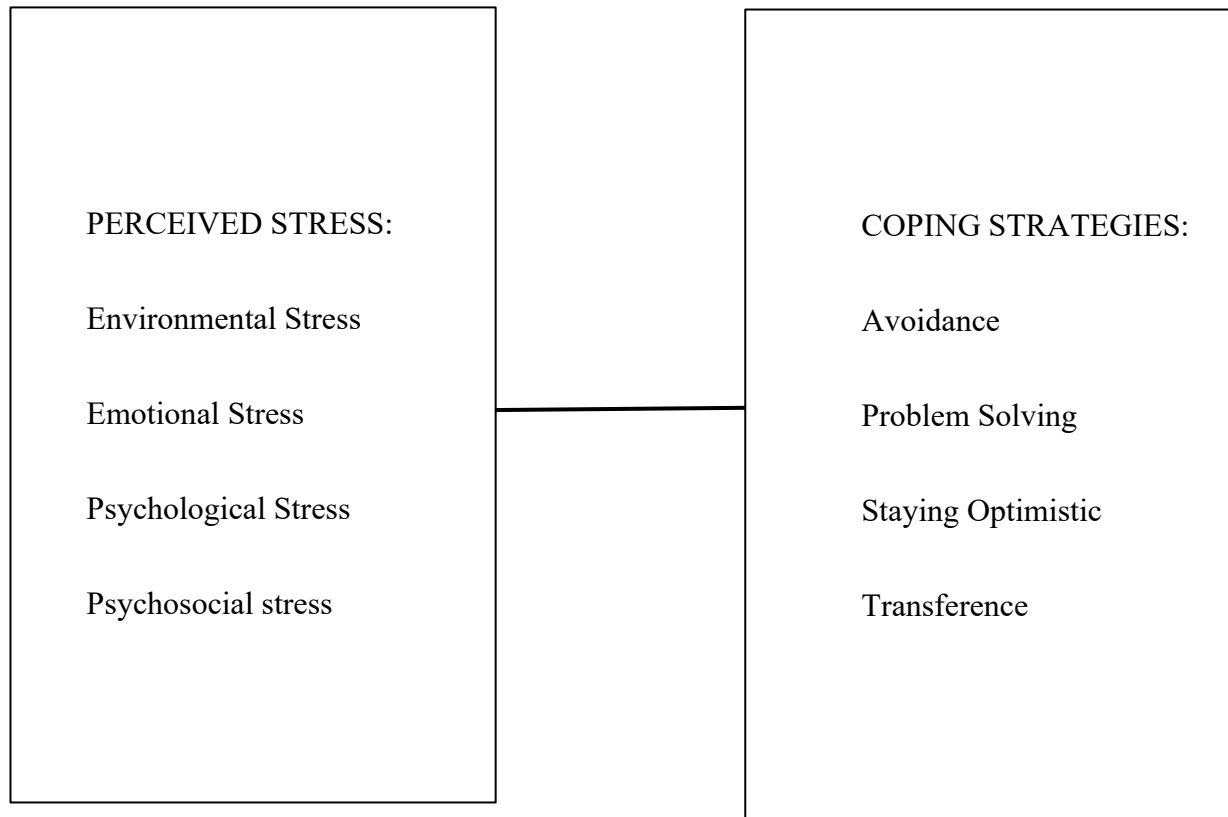


Figure 1. Schematic Presentation of the Study

Statement of the Problem

The study conducted to determine the perceived stress and coping strategies of student nurses having a limited face-to-face clinical internship.

Specifically, this study aimed to answer the following questions:

1. What is the respondents' level of perceived stress in terms of environmental, emotional, psychological, and psychosocial stress while having limited face-to-face clinical internship?
2. What are the respondents' coping strategies in terms of avoidance, problem solving, staying optimistic and transference during the limited face-to-face clinical internship?
3. Is there a significant relationship between the respondents' level of perceived stress in terms of environmental, emotional, psychological, and psychosocial stress and their coping strategies in terms of avoidance, problem solving, staying optimistic and transference?

Null Hypothesis

There is no significant relationship between the respondents' level of perceived stress in terms of environmental, emotional, psychological, and psychosocial stress and their coping strategies in terms of avoidance, problem solving, staying optimistic and transference when having clinical internship during COVID-19 pandemic.

CHAPTER 2

RESEARCH METHODOLOGY

This chapter presents the description of the research design, research setting, research respondents, research instruments, data gathering procedure, data analysis technique, and ethical considerations

Design

This is a quantitative, descriptive correlational design that is concerned with the description of the perceived stress and coping strategies among student nurses during limited face-to-face clinical internship. The descriptive method of research is a fact-finding study with adequate and accurate interpretations of findings. It describes what actually exists, such as current conditions, practices, situations, or any phenomenon. Since the present study is concerned with the perceived stress and coping strategies among student nurses during limited face-to-face clinical internship, the researcher considered it as an appropriate research design.

Setting

The study was conducted one of the private Higher Education Institutions (HEIs) in Ozamiz City. The University is an educational institution that advocates a progressive and dynamic education that upholds the principle that God is the center of its existence and that education its service offering to God and country. It is the only autonomous university

granted by Commission on Higher Education (CHED) in Northwestern Mindanao, an ISO 9001:2015.

This private Higher Education Institutions (HEIs) in Ozamiz City is the chosen research setting because this study's respondents are student nurses currently enrolled in the university and have undergone the limited face-to-face clinical internship.

Specifically, this study was conducted through Google Forms instead of having it in school to facilitate a safe data collection procedure during the COVID-19 pandemic to lessen close interactions with other individuals.

Respondents and Sampling Procedure

For this study, the population size (N) was 144 and the sample size was 105 (n) respondents from the level three and level four student nurses having their limited face-to-face clinical internship; which was calculated using the Raosoft formula.

A simple random sampling method was utilized in selecting the desired respondents of the study. Raosoft sampling is sample calculator essentially a piece of software that was used to calculate or create the sample size for a study or survey. From 3rd year level, the researchers obtained 59 respondents and 46 for the 4th year level respondents.

The following are the criteria followed in selecting respondents: 1) a student in the private HEIs in Ozamiz City currently enrolled for A.Y. 2021-2022; 2) must be an enrolled in Nursing program; 3) a level 3 or level 4 student nurses; 3) has already had his or her limited face-to-face clinical internship; and 4) has given the consent to volunteer or participate in the study.

Instruments

A modified survey questionnaire developed by Sheu, was utilized to gather pertinent data and information. The questionnaire consists of two parts (detailed information is presented in Appendix B: Research Questionnaire). The following survey questionnaire was the main instrument used in the collection of data for this study.

A. **Perceived Stress.** This was the survey questionnaire that identifies the different perceived stresses that student nurses experience during their limited face-to-face internship. The Perceived Stress Scale was used in the survey questionnaire among student nurses. Presented below is the continuum that was used to interpret and analyze the received data. The assessment comprises of a total of twenty items that encompass the subsequent factors: five items for environmental stress, five items for emotional stress, five items for psychological stress, and five items for psychosocial stress. Responses were recorded using a four-point Likert Scale. Presented below was the continuum that was used to interpret and analyze the data gathered.

Weigh points Scale	Continuum	Responses	Interpretation
4	3.25 - 4.00	Always	Very High
3	2.50 - 3.24	Often	High
2	1.75 - 2.49	Sometimes	Low
1	1.00 - 1.74	Never	Very Low

B. Coping Strategies. This was the survey questionnaire that help to identify the coping strategies that student nurses do during in their limited face-to-face internship. The Coping Behavior Inventory was used in the survey questionnaire among student nurses. Presented below is the continuum that was used to interpret and analyze the received data. The scale has 22 items that were divided into 4 subscales: five items for avoidance behaviors, five items for problem-solving behaviors, five items for optimistic coping behaviors, and seven items for transference behaviors. Responses were recorded using a four-point Likert Scale. Presented below was the continuum that was used to interpret and analyze the data gathered.

Weigh points Scale	Continuum	Responses	Interpretation
4	3.25 - 4.00	Always	Very Good
3	2.50 - 3.24	Often	Good
2	1.75 - 2.49	Sometimes	Fair
1	1.00 - 1.74	Never	Poor

Data Gathering Procedure

For the preparatory phase, before the online distribution of the research instrument, the researchers secured permission from the Dean of the College Nursing, Midwifery and Radiologic Technology to conduct the study. Upon the approval of the letter request, pilot testing was conducted. In the pilot testing, the researchers identified the respondents, explained the intention and coverage of the study, and asked about their interest in

participating in the study. The pilot testing was done virtually through Google Forms with 25 respondents (15 from level 3 and 10 from level 4) to evaluate the validity and reliability of the study tool before the conduct of the main study. After the researchers-made questionnaire was validated, the researchers asked respondents to participate in the study and assured their confidentiality.

A total of 105 (n) respondents were identified through simple random sampling, with 59 from level three and another 46 respondents from level four from the College of Nursing. They were identified by obtaining the list of currently enrolled students in the nursing program. After gaining the consent of the respondents, the researchers sent the research-made questionnaire through Google Forms in the form of a link, which was forwarded via Microsoft Teams to the random student nurses' respondents and gave them ample time to answer the questionnaire. After completing the questionnaire, it was submitted and automatically recorded. The researchers proceeded to the collection of data.

When the questionnaires were completed, the email addresses and names were recorded. The overall data gathered with the questionnaires for the level three and four student nurses having limited face-to-face clinical internship were selected using the simple random sampling method from a pool of 105 (n) respondents, with 59 responses from the level three and 46 responses from the level four student nurses. The results of the retrieved copies of the questionnaires were tabulated.

Ethical Considerations

The ethical considerations such as autonomy, anonymity, confidentiality, beneficence, non-maleficence, and justice were sure to be upheld in this study.

The following ethical issues was observed during the conduct of the study: (1) a request letter was made to addressed to the Dean of the College of Nursing, Midwifery and Radiologic Technology to the private Higher Education Institutions (HEIs) in Ozamiz City; (2) a written informed consent was obtained from the respondents after providing them with information on the purpose of the study and ask their permission if they could volunteer to participate and their rights of participation. All respondents may able to withdraw from, or leave, the study at any point without feeling an obligation to continue. The research was to ensure the respondents were not subjected to harm in any way, and the respondents' dignity was respected and prioritized; (3) anonymity and confidentiality were ensured by using survey questionnaire that does not require respondents to divulge their identity and not collecting any personal identifying information and confidentiality by ensuring to protect their data. Affiliations of any kind, funding sources, and potential conflicts of interest shall all be avoided and disclosed. Additionally, dishonesty and exaggeration regarding the research's aims and goals as well as any inaccurate information and depiction of primary data findings were avoided.; (4) Communication about the research were done with honesty and transparency. Respondents were encouraged to contact the researcher for any queries and concerns.

The researchers assure the right to privacy of the respondents in the study. No other personal information other than the questions in the tool was asked or any identification to ensure anonymity. The research tool did not ask for the names of the research respondents and the statistician of this study to ensure the confidentiality of the research. Furthermore, the hard copy of the raw were placed in a sealed envelope and stored hidden that is only accessible to the researcher. The softcopy of the files where be held in a separate flash drive

and stored hidden by the researcher. All the data gathered were deleted or destroyed after this study is published.

Data Analysis

The data were analyzed using the following statistical tools with the use of statistical software to generate thorough, valid, and reliable results. In the statistical tools, both descriptive statistics (mean and standard deviation) and Pearson's Correlation were applied in data analyses. The following statistics were utilized:

Mean and Standard Deviation. This tool was used to determine the level of perceived stress and coping strategies by the 3rd year and 4th year student nurses who had limited face-to-face clinical internships.

Pearson's Correlation. This tool test was used to determine the significant relationship between the level of perceived stress and coping strategies among the 3rd year and 4th year student nurses during their clinical internships amidst the COVID-19 pandemic.

Data were collected from the student nurses who completed the self-administered questionnaire and were then processed using statistical software (Microsoft Excel and Minitab).

CHAPTER 3

RESULTS AND DISCUSSION

This study included a total of 105 respondents from the nursing department at private HEIs in Ozamiz City. The following were the criteria to be followed in selecting eligible respondents: 1) a student in University currently enrolled for A.Y. 2021-2022; 2) must be an enrolled in Nursing program; 3) a level three or level four student nurses; 4) has already had his or her limited face-to-face clinical internship; and 5) has given the consent to volunteer or participate in the study. The findings of the study were presented, analyzed, and interpreted in this chapter as follows: (1) respondent's level of stress, (2) respondent's coping strategies and (3) the relationship between respondent's level of stress and coping strategies.

Respondent's Level of Perceived Stress

Recently, stress has emerged as a significant issue among student nurses during limited face-to-face clinical internships. Table 1 presents the respondents' level of perceived stress, with an average weighted mean of 2.73, indicating a "high" level of stress. This finding aligns with a previous study conducted during the COVID-19 outbreak in the Philippines, which found that student nurses experienced high levels of stress (Labrago et al., 2021). Among the stressors identified in this study, emotional stress ranked as the top stressor, with a weighted mean of 3.08, indicating a "high" level of emotional stress. This result is consistent with a study by Dina Masha'al et al. (2020) conducted among nursing students in Croatia, which found that students experienced stress and worry about

potentially spreading COVID-19 to elderly family members. Similar findings were reported in a study conducted in Spain, where nursing students expressed stress, fear, and dread during the COVID-19 pandemic (Hakime et al., 2020). Another study showed that nursing students expressed concerns about their clinical practice and inadequate clinical skills due to the interruption caused by the pandemic and the shift to online learning (Hakime et al., 2020).

Psychological stress was also found to be high, with a mean of 2.74. This category included stressors such as lack of support from clinical instructors and peers, overthinking due to underlying possibilities in the clinical setting, difficulty in overcoming challenges during the clinical setting, loss of self-confidence when performing clinical procedures, and disorientation due to overthinking negative outcomes. These findings were consistent with a study conducted in Israel, which identified generalized anxiety disorder among students (Savitzky et al., 2020). Another study reported that 27% of health professional students experienced significant distress during the outbreak, with 11% exhibiting acute stress reactions (Li et al., 2020), which can negatively impact job performance among healthcare workers (Kolehmainen et al., 2015).

Environmental stress was perceived to be high, with a weighted mean of 2.65. Environmental stressors included challenges related to the clinical environment and a lack of professional knowledge and skills. Students faced numerous stressors, such as learning to use high-tech medical equipment, maintaining positive relationships with clinical staff and instructors, managing changes in a patient's condition, and dealing with the demands of patients' relatives. However, a study conducted in Saudi Arabia found that environmental stress ranked fourth among perceived stressors among nursing students

(Aedh et al., 2015). Additionally, the COVID-19 pandemic has been associated with higher levels of reported sleep disturbances and a reduction in the overall quality of sleep among nursing students (Romero-Blanco et al., 2020). Poor sleep hygiene has also been linked to increased distress (Brouwer et al., 2021).

Psychosocial stress was found to be low, with a mean of 2.49. This finding is consistent with a previous study in Saudi Arabia, which ranked stress from peers and daily life as the least significant stressor among nursing students (Aedh et al., 2015). However, during the initial stages of the pandemic, students sought stability, information, and compassion from faculty members but did not always receive the support they needed, leading to negative impacts on their mental well-being (Lackzo et al., 2022). It is important to provide nursing students with support systems to prevent ongoing or worsening isolation and disconnection (Aslan & Pekince, 2021; Fitzgerald & Konrad, 2021; Shaw et al., 2020).

Table 1***Respondents' Level of Perceived Stress***

Environmental Stress	Mean	Quantitative Interpretation
Unfamiliarity of healthcare facilities (e.g delivery and operating room	2.55	
Stress in rapid changes in patient's condition	2.84	
Stress in the hospital environment when clinical practice takes place like working under pressure due to receiving large numbers of patients	2.99	
Difficulty sleeping in a new sleeping environment	2.52	
Experiencing homesickness in new environment	2.38	
	2.65	High
Emotional Stress		
Worry about not being trusted or accepted by patient's or patient's family	2.76	
Pressure from Clinical Instructors on how they evaluate performance during clinical internship	3.06	
Fear of making mistakes while performing the procedure during clinical internship	3.43	
Feeling stressed when a Clinical Instructor's instruction is different from expectations	3.3	
Contract COVID – 19 with family after having clinical internship	2.87	
	3.08	High
Psychological Stress		
Lack of support from Clinical Instructors and peers	2.5	
Overthinking due to underlying possibilities in the clinical setting,	3.01	
Unable to overcome difficulties during clinical setting	2.68	
Losing self – confidence upon performing any clinical procedures	2.74	
Focus disorientation due to overthinking of bad things might happen	2.74	
	2.73	High
Psychosocial stress		
Experience competitions from peers in clinical practice.	2.3	
Do not know how to communicate with patients.	2.37	
Effectively communicate with Clinical Instructors and cannot get along with peers.	2.42	
Lack experience and ability in providing nursing care and in making judgment.	2.74	
Lack involvement in making decision during Clinical Internship.	2.63	
	2.49	Low
Average weighted mean	2.73	High

Legend: 3.25 - 4.00 (Very high), 2.50 – 3.24 (High), 1.75 – 2.49 (Low), 1.0 – 1.74 (Very low)

Respondent's Level of Coping Strategies

Coping with the demanding lifestyle of being a student nurse, the COVID-19 pandemic has brought significant changes to daily routines, presenting formidable obstacles for nursing students (Sheroun et al., 2020). In response to the psychological impacts of the pandemic, students employ various coping mechanisms to mitigate the negative effects. Coping refers to the actions and strategies individuals use to manage and navigate through stressful circumstances that exceed their available resources (Mashaal et al., 2022). This study categorized coping strategies into four subscales: avoidance, problem-solving, staying optimistic, and transference. Table 2 presents the levels of coping strategies reported by the respondents, with an average mean of 3.23, indicating good coping. Among the coping strategies, staying optimistic was the most utilized, followed by problem-solving, transference, and avoidance.

Staying optimistic was found to be the most frequently employed coping mechanism among nursing students dealing with limited face-to-face clinical internships. The mean value of 3.42 indicates a very good level of utilization. Begun (2020) conducted a study that found that maintaining optimism was considered an effective coping mechanism for Saudi Arabian nursing students in dealing with stressors related to COVID-19, such as the fear of contracting the disease and witnessing patient deaths. Optimism has been recognized as a healthy coping technique that promotes psychological adaptation and stability during challenging times. Students also used to maintain optimism to manage stress related to homework, patient care, their environment, relationships with friends, regular activities, educators, and clinical personnel (Ahmed et al., 2019).

Problem-solving emerged as the second most utilized coping mechanism among nursing students with limited face-to-face clinical internships. The mean value of 3.4 indicates a very good level of utilization. Labrague (2017) found that students commonly employed problem-solving to cope with stressors related to homework, patient care, the clinical environment, teachers, and clinical personnel. The accessibility and compatibility of problem-solving techniques with students' personalities may contribute to their frequent use. In an integrative analysis, problem-solving techniques were found to be preferred over emotion-focused coping mechanisms by nursing students.

Transference was the third most frequently employed coping mechanism among nursing students with limited face-to-face clinical internships. The mean value of 3.37 indicates a very good level of utilization. Chan (2009) conducted a study that revealed nursing students frequently used transference coping strategies when experiencing stress in the clinical setting. Transference coping strategies, such as engaging in social contact and physical activity, may be easier and more convenient to use compared to other strategies like problem-solving. Several studies have reported the transference approach as the primary strategy for dealing with stress among nursing students (Chan et al., 2009; Yamashita et al., 2012; Zhao et al., 2014).

Avoidance was the least employed coping mechanism among nursing students with limited face-to-face clinical internships. The mean value of 2.47 indicates a good level of utilization. Hirsch (2014) found that students tend to avoid dealing with situations more frequently when they perceive a lack of understanding, attempting to escape from the issue and ignore reality. However, Tully (2016) found that avoidance was the most common coping mechanism reported. Another study among nurses in Alabama, United States, found

that some nurses reported avoiding working overtime, avoiding working with COVID-19 patients, avoiding media news about COVID-19, and even avoiding contact with people in general (Ali et al., 2022).

Table 2.***Respondent's Level of Coping Strategies***

Avoidance	Mean	Quantitative Interpretation
Expect others to solve the problem.	2.46	
Avoid difficulties during clinical practice.	2.7	
Make efforts to avoid thinking about the problem situation by using distractions or entrainment activities.	3.21	
Refuse to approach the situation.	2.18	
Avoid comparing yourself to your peers.	3.15	
	2.73	Good
Problem Solving		
Adopting different strategies to solve problems.	3.49	
Setting up objectives to solve problems.	3.39	
Making plans, list priorities, and solve stressful events.	3.38	
Having confidence in performing during clinical internship.	3.38	
Employing past experience to solve problems.	3.41	
	3.4	Very Good
Staying Optimistic		
Keep a positive attitude towards bombarded activities.	3.5	
Have confidence in overcoming difficulties.	3.46	
Cry, feel moody, sad and helpless but won't give up.	3.15	
See things objectively.	3.48	
Look at the brighter side on dealing challenges during clinical internship.	3.53	
	3.42	Very Good
Transference		
Feast and enjoy a long sleep after clinical internship.	3.4	
Save time for sleep and maintain good health to face stress.	3.43	
Relax via TV, movies, physical exercise, meditating and seeking support virtually.	3.32	
Communicate with your friends and family through social media.	3.51	
Avoid having negative thoughts, take deep breaths and repeat positive affirmations to yourself to practice mindfulness.	3.42	
Seek advice from a trustworthy person.	3.36	
Perform skin care routine for refreshment.	3.19	
	3.37	Very Good
Average weighted mean	3.23	Good

Legend: 3.25 - 4.00 (Very Good), 2.50 – 3.24 (Good), 1.75 – 2.49 (Fair), 1.0 – 1.74 (Poor)

Relationship between the Respondent's Level of Perceived Stress and their Coping Strategies

In this discussion, we will analyze the relationship between the level of perceived stress and various coping strategies. The coping strategies under investigation include avoidance, problem solving, staying optimistic, and transference, while the perceived stresses are environmental, emotional, psychological, and psychosocial. We will examine the data collected using Pearson's correlation coefficient, which provides both the correlation coefficient (r-value) and the corresponding p-value. The data presented below will help us understand how different coping strategies are related to the level of perceived stress.

On the analysis of environmental stress vs. coping strategies, the data suggests that there is no significant relationship between coping strategies and environmental stress. This means the data does not provide strong evidence to support a clear relationship between these variables. Avoidance shows a weak positive correlation with environmental stress, but it is not statistically significant. Problem-solving, staying optimistic, and transference have weak correlations but are not statistically significant.

In a study conducted by Smith et al. (2019), similar coping strategies were examined among college students, including avoidance, problem-solving, and positive reframing. The findings suggested that avoidance was positively associated with perceived stress, which aligns with the current analysis's results regarding emotional, psychological, and psychosocial stress. However, the study by Smith et al. did not specifically investigate environmental stress, making it difficult to draw direct comparisons in this aspect.

For emotional stress, there is a moderate positive correlation with avoidance as a coping strategy, suggesting that individuals who tend to avoid difficulties during clinical practice, expect others to solve their problems, or engage in distractions to avoid thinking about problem situations may experience higher levels of emotional stress. Staying optimistic also shows a moderate positive correlation with emotional stress, indicating that maintaining a positive attitude may not eliminate emotional stress entirely. However, problem-solving and transference do not show significant correlations with emotional stress.

Regarding psychological stress, avoidance as a coping strategy has a significant positive correlation, suggesting that relying on avoidance as a coping strategy may be associated with increased psychological stress in the given context. However, the data did not reveal statistically significant correlations between problem solving, staying optimistic, or transference as coping strategies and the level of psychological stress. This implies that these coping strategies may not have a strong association with psychological stress in the examined context. It is important to note that while the correlations are weak or non-significant, it does not imply that these coping strategies are ineffective.

Similarly, for psychosocial stress, avoidance as a coping strategy has a significant positive correlation, indicating that individuals who tend to expect others to solve their problems, avoid difficulties during clinical practice, refuse to approach challenging situations, or avoid comparing themselves to their peers may experience higher levels of psychological stress. This finding suggests that relying on avoidance as a coping strategy may be associated with increased psychological stress in the given context. However, the

data did not reveal statistically significant correlations between problem solving, staying optimistic, or transference as coping strategies and the level of psychological stress.

By employing avoidance as a coping strategy, individuals may temporarily alleviate their stress or anxiety by avoiding direct confrontation with the problem. This can manifest in behaviors such as expecting others to solve their problems, avoiding difficult situations, or refusing to approach challenging scenarios. However, while avoidance may provide temporary relief, it does not address the underlying issues and may contribute to increased psychosocial stress in the long run.

Another relevant study by Lee and Lin (2020) investigated coping strategies among nursing students, examining avoidance, problem-solving, and social support seeking. The findings indicated that avoidance coping was associated with higher levels of perceived stress, which aligns with the current analysis's results. However, Lee and Lin also identified a significant negative association between problem-solving and perceived stress, in contrast to the present study's findings.

Overall, the comparison of the current findings with previous research demonstrates both consistencies and disparities. The association between avoidance and perceived stress appears to be a consistent trend across various studies, highlighting its potential negative impact on stress levels. However, the relationship between problem-solving and perceived stress varies across different studies, suggesting that its effectiveness as a coping strategy may depend on the specific context and participant population.

It is also important to note that weak or non-significant correlations do not imply that these coping strategies are ineffective. Avoidance as a coping strategy may provide temporary relief but can lead to increased stress in the long run. It is important to note that

the findings of study specifically pertain to nursing students and may not be applicable to the broader population. However, the study provides valuable insights into the coping strategies used by nursing students and supports the idea that avoidance is a commonly employed mechanism in response to stress (Hirsch, 2014).

Table 3

Significant Relationship between the Respondents' Level of Perceived Stress and their Coping Strategies

Construct	<i>r</i> - value	<i>p</i> - value	Relationship
Environmental stress			
Avoidance	0.147	0.133	Not Significant
Problem Solving	-0.043	0.662	Not Significant
Staying Optimistic	0.075	0.448	Not Significant
Transference	0.074	0.453	Not Significant
Emotional stress			
Avoidance	0.344	0.000	Highly Significant
Problem Solving	0.166	0.090	Not Significant
Staying Optimistic	0.236	0.015	Significant
Transference	0.068	0.489	Not Significant
Psychological stress			
Avoidance	0.473	0.000	Highly Significant
Problem Solving	0.075	0.446	Not Significant
Staying Optimistic	0.116	0.240	Not Significant
Transference	0.010	0.99	Not Significant
Psychosocial stress			
Avoidance	0.400	0.000	Highly Significant
Problem Solving	0.036	0.712	Not Significant
Staying Optimistic	0.072	0.464	Not Significant
Transference	0.52	0.598	Not Significant

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

CHAPTER 4

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary

This study determined the relationship between perceived stress and coping strategies of student nurses having limited face – to – face clinical internship. The research was carried out at one of the private HEIs in Ozamiz City, Philippines. The study employed a quantitative, descriptive-correlational research design. The respondents in the study were chosen at random using the Raosoft sampling technique. The study included a total of 105 respondents, comprising of 59 individuals from the 3rd year level and 46 individuals from the 4th year level. A researcher – made questionnaire was used in data gathering that was evaluated and validated by panel of experts to ensure reliability. The data were analyzed using Mean and Pearson's Correlation test.

The study was able to (1) assess the respondents' level of perceived environmental, emotional, psychological, and psychosocial stress while having limited face-to-face clinical internship; (2) determine the respondents' coping strategies used as to avoidance, problem solving, staying optimistic and transference during the limited face-to-face clinical internship; (3) explore the significant relationship between the respondents' level of perceived environmental, emotional, psychological, and psychosocial stress and their coping strategies used as to avoidance, problem solving, staying optimistic and transference when having clinical internship during COVID-19 pandemic.

Findings

The following were the salient points in the study:

1. Environmental Stress: The data analysis revealed weak or non-significant correlations between coping strategies and environmental stress. This suggests that coping strategies such as avoidance, problem solving, staying optimistic, and transference may not have a strong relationship with environmental stress factors such as unfamiliarity of healthcare facilities, rapid changes in patient's condition, working under pressure, difficulty sleeping in a new environment, and experiencing homesickness. Further research is needed to explore the specific coping mechanisms used in response to environmental stressors.
2. Emotional Stress: The data analysis showed a significant positive correlation between avoidance as a coping strategy and emotional stress. This indicates that individuals who rely on avoidance may experience higher levels of emotional stress. However, the correlations between problem solving, staying optimistic, and transference as coping strategies with emotional stress were weak or non-significant. This suggests that these coping strategies may not be strongly associated with emotional stress factors such as worrying about trust or acceptance, pressure from clinical instructors, fear of making mistakes, and contracting COVID-19.
3. Psychological Stress: The data analysis revealed a significant positive correlation between avoidance as a coping strategy and psychological stress. This suggests that individuals who utilize avoidance may experience higher levels of psychological stress. However, the correlations between problem solving, staying optimistic, and

transference as coping strategies with psychological stress were weak or non-significant. This indicates that these coping strategies may not be strongly related to psychological stress factors such as lack of support, overthinking, inability to overcome difficulties, loss of self-confidence, and focus disorientation.

4. Psychosocial Stress: The data analysis showed a significant positive correlation between avoidance as a coping strategy and psychosocial stress. This implies that individuals who employ avoidance may experience higher levels of psychosocial stress. However, the correlations between problem solving, staying optimistic, and transference as coping strategies with psychosocial stress were weak or non-significant. This suggests that these coping strategies may not have a strong relationship with psychosocial stress factors such as competition from peers, communication difficulties, lack of experience and involvement in decision-making.

Conclusions

1. Avoidance as a coping strategy consistently showed a significant positive correlation with emotional stress, psychological stress, and psychosocial stress.
2. Problem solving, staying optimistic, and transference did not exhibit strong associations with any specific type of stress.
3. These findings suggest that avoidance may not be an effective long-term coping strategy for managing different types of stress.
4. Alternative coping strategies need to be explored and further researched to better understand their relationships with specific stress factors

5. The context of limited face-to-face clinical internships during the COVID-19 pandemic highlights the need for effective coping strategies
6. Further investigation and development of coping approaches were necessary to support individuals experiencing stress in this context

Recommendations

1. **Diversify Coping Strategies:** Since avoidance was consistently associated with higher levels of stress across different types of stressors, it is important to encourage individuals to explore and adopt a variety of coping strategies. While avoidance may provide temporary relief, it is not a sustainable solution. Promoting the use of problem-solving skills, staying optimistic, and engaging in transference activities can help individuals develop more effective coping mechanisms.
2. **Emphasize Problem-Solving Skills:** Given the weak or non-significant correlations between problem-solving and various types of stress, it may be beneficial to focus on developing problem-solving skills as a primary coping strategy. Encouraging individuals to adopt different strategies, set objectives, make plans, and prioritize tasks can enhance their ability to tackle stressors more effectively. Providing training or workshops that teach problem-solving techniques can be helpful in this regard.
3. **Foster Optimism and Resilience:** While staying optimistic did not show strong associations with the specific types of stress examined, cultivating optimism and resilience can contribute to overall well-being and coping abilities. Promoting positive thinking, reframing challenges as opportunities for growth, and

encouraging individuals to see things objectively can foster resilience and help individuals navigate stressful situations more effectively.

4. **Address Communication and Peer Support:** Psychosocial stressors were not strongly correlated with any of the coping strategies examined. However, considering the importance of communication and peer support, it is essential to address these aspects in stress management. Providing communication skills training, fostering a supportive environment, and facilitating peer interactions can help individuals better cope with stressors related to competition, communication difficulties, and lack of support.
5. **Modify Interventions to Specific Stressors:** It is crucial to recognize that different stressors may require tailored interventions. The recommendations above provide general guidelines, but it is important to assess the specific stressors and context to develop targeted strategies. Identifying the unique challenges individuals face and providing support and resources accordingly can enhance their coping abilities and overall well-being.
6. **Further Research and Assessment:** The findings from the correlations presented here highlight the need for further research and assessment in the field of stress management and coping strategies. Conducting more comprehensive studies, exploring additional coping strategies, and investigating diverse populations and contexts can provide a deeper understanding of effective coping mechanisms and their relationships with various types of stress.

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APPENDICES

Appendix A: Letter of Request

November 2021

DR. JESUS G. OCAPAN JR.

Dean of College of Nursing, Midwifery, and Radiologic Technology
Misamis University, Ozamiz City
Philippines 7200

Dear Dr. Ocapan,

Greetings of Peace!

The researchers, a third-year students of Misamis University, will be conducting a research study entitled **“PERCEIVED STRESS AND COPING STRATEGIES OF STUDENT NURSES HAVING LIMITED FACE-TO-FACE CLINICAL INTERNSHIP.”**

This study aims to gather an in-depth understanding and interpretation of the perceived stress and coping strategies of student nurses having limited face-to-face clinical internship.

Furthermore, the researchers graciously like to ask for the approval from your good office to conduct the said study. The study would be conducted one of the Higher Education Institutions (HEIs) in Ozamiz City from June to December 2021.

Hoping for your favorable approval. Thank you!

Respectfully yours,

(SGD) CAJETA, JOCEL MITZI R.

(SGD) MUSA, PRINCESS SHEENA C.

(SGD) SIA, GRACE I.

Researchers

Noted:

(SGD) MERASOL O. DUYAG, PhD, RN

Research Adviser

Approved:

(SGD) JESUS G. OCAPAN JR., PhD, RN

Dean of College of Nursing, Midwifery and Radiologic Technology

Appendix B: Research Questionnaire

QUESTIONNAIRE ON PERCEIVED STRESS OF STUDENT NURSES HAVING LIMITED FACE-TO-FACE CLINICAL INTERNSHIP

Part I. Students Level of Perceived Stress Questionnaire

Direction: Please check the number that best indicate perceived stress you experienced during limited face-to-face clinical internship by using the following codes:

4 –Always; 3–Often; 2–Sometimes; 1–Never

Statements		Response			
		4	3	2	1
<i>Students' Perceived Environmental Stress</i>					
<i>When I am in the clinical environment I...</i>					
1	An unfamiliar with the facilities (e.g delivery and operating room).				
2	Feel stressed from rapid changes in patients' conditions.				
3	Feel stressed in the hospital environment when clinical practice takes place like working under pressure due to receiving large numbers of patients.				
4	Feel difficulty sleeping in a new sleeping environment.				
5	Am experiencing homesickness in new environment (boarding house, apartment and dormitory).				
<i>Students' Perceived Emotional Stress</i>					
<i>I am emotionally stressed when...</i>					
1	I get worried about not being trusted or accepted by patients or patients' family.				
2	I feel pressure from Clinical Instructors the way they evaluate performance during Clinical Internship.				
3	I fear of making mistakes while performing the procedure during Clinical Internship.				
4	I feel stressed when a Clinical Instructor's instruction is different from expectations.				

5	I might contract COVID-19 with my family after having my clinical internship.				
<i>Students' Perceived Psychological Stress</i>					
<i>I am psychologically stressed when I...</i>					
1	Have a lack of support from Clinical Instructors and peers.				
2	Overthink due to underlying possibilities in the clinical setting.				
3	Unable to overcome difficulties during clinical setting.				
4	Am losing confidence in own self upon performing any clinical procedure.				
5	Focus disorientation due to overthinking bad things might happen.				
<i>Students' Perceived Psychosocial stress</i>					
<i>I am psychosocially stressed when I...</i>					
1	Experience competitions from peers in clinical practice.				
2	Do not know how to communicate with patients.				
3	Effectively communicate with my Clinical Instructors and cannot get along with peers.				
4	Lack experience and ability in providing nursing care and in making judgment.				
5	Lack involvement in making decision during Clinical Internship.				

QUESTIONNAIRE ON COPING STRATEGIES OF STUDENT NURSES HAVING LIMITED FACE-TO-FACE CLINICAL INTERNSHIP

Part II. Students Level of Coping Strategies Questionnaire

Direction: Please check the number on how you cope up with limited face-to-face clinical internship by using the following codes:

4 – Always; 3 – Often; 2 – Sometimes; 1 –Never

Statements		Response			
		4	3	2	1
<i>Students Avoidance Coping Strategies</i>					
<i>I cope by avoiding to...</i>					
1	Expect others to solve the problem.				
2	Avoid difficulties during clinical practice.				
3	Make efforts to avoid thinking about the problem situation by using distractions or entrainment activities.				
4	Refuse to approach the situation.				
5	Avoid comparing yourself to your peers.				
<i>Students Problem Solving Coping strategies</i>					
<i>I cope by solving my problems ...</i>					
1	To adopt different strategies to solve problems.				
2	To set up objectives to solve problems.				
3	To make plans, list priorities, and solve stressful events.				
4	To have confidence in performing during clinical internship.				
5	To employ past experience to solve problems.				
<i>Students Staying optimistic Coping strategies</i>					
<i>I cope by staying optimistic to ...</i>					
1	Keep a positive attitude towards bombarded activities.				

2	Have confidence in overcoming difficulties.				
3	Cry, feel moody, sad and helpless but won't give up.				
4	See things objectively.				
5	Look at the brighter side on dealing challenges during clinical internship.				
<i>Students Transference Coping strategies</i>					
<i>I cope by transference to ...</i>					
1	Feast and enjoy a long sleep after clinical internship.				
2	Save time for sleep and maintain good health to face stress.				
3	Relax via TV, movies, physical exercise, meditating and seeking support virtually.				
4	Communicate with your friends and family through social media.				
5	Avoid having negative thoughts, take deep breaths and repeat positive affirmations to yourself to practice mindfulness.				
6	Seek advice from a trustworthy person.				
7	Perform skin care routine for refreshment.				

Appendix C: Informed Consent Form

MISAMIS UNIVERSITY

Ozamiz City

College of Nursing, Midwifery and Radiologic Technology

RESEARCH INFORMED CONSENT FORM

Title

This study is titled “Perceived Stress and Coping Strategies of Student Nurses Having Limited Face-to-Face Clinical Internship” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Jocel Mitzi R. Cajeta, Princess Sheena C. Musa, and Grace I. Sia who is pursuing the degree in Bachelor of Science in Nursing in Misamis University College of Nursing, with Merasol O. Duyag, PhD as the adviser. The researcher can be contacted through this mobile number +639179267659 or email address mitzcajeta@gmail.com

Purpose of the Research

This study aims to determine the perceived stress and coping strategies of student nurses having limited face-to-face clinical internship.

Description of the Research

This study is a descriptive type of research, and the data would be gathered through a researcher made questionnaire within nine (9) months.

Potential Benefits

This study would benefit the student nurse which will enable them to determine the degree of stress and coping strategies to reduce stress which may pose threat to their sense of well-being and disrupt their normal functioning in the clinical internship; clinical Instructors which could serve as a guide in planning for activities or strategies that would help the student exercise control over the stressful situation in clinical internship; Administrators since it would serve as a basis to encourage them to support and approve school activities which would benefit the student's well-being; Future Researchers to serve as a reference and baseline information to further develop on studies that enhance the stress and coping strategies of student nurse in clinical internship.

Affiliated Hospital

This research would lay the groundwork for the implementation of comprehensive and integrated programs with perceived stress and coping strategies. Dealing with stress can be overwhelming for some people. That is why providing a wide range of mental health services to help manage perceived stress or learn about any underlying causes that may be exacerbating perceived stress and coping strategies. Gradually learning how to live a happier and healthier life with the assistance of experts and their perceived stress and coping strategies would be beneficial.

Confidentiality

Complete confidentiality would be maintained throughout the study's execution. No information that reveals your identity would be released or published unless you specifically consent to it and only if it is absolutely necessary. After data processing, the materials that contain the raw information derived from you would be destroyed within a given period.

Publication

The results of this study may be published in any form for public and scholarly consumption or used in classroom 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

CURRICULUM VITAE



Personal Background

Name: Cajeta, Jocel Mitzi R.
Address: P-16 Employees Village, Kapatagan
Lanao del Norte, 9214, Philippines
Date of Birth: March 17, 1999
Father's Name: Rembert B. Cajeta
Mother's Name: Jocelyn R. Cajeta
Sex: Female
Civil Status: Single
Age: 22 years old

Educational Attainment

College: Misamis University
H.T. Feliciano St. Ozamiz City
Philippines
Senior High: Liceo de Cagayan University
Cagayan de Oro City
Philippines
March 2018
Secondary: Christ the King College de Mranding
Maranding, Lala, Lanao del Norte
Philippines
March 2016
Intermediate: Pikalawag Elementary School
Pikalawag, SND, Lanao del Norte
Philippines
March 2012

CURRICULUM VITAE



Personal Background

Name: Musa, Princess Sheena Corro
Address: P-6 Banadero Sulod,
Ozamiz City, 7200, Philippines
Date of Birth: October 11, 1999
Mother's Name: Melly C. Musa
Sex: Female
Civil Status: Single
Age: 22 years old

Educational Attainment

College: Misamis University
H.T. Feliciano St. Ozamiz City
Philippines
Senior High: Misamis University
H.T. Feliciano St. Ozamiz City, Misamis Occidental
Philippines
March 2018
Secondary: Ozamiz City National High School, Misamis
Occidental
Philippines
March 2016
Elementary: United Church of Christ in the Philippines, Ozamiz
City, Misamis, Occidental, Philippine
March 2012

CURRICULUM VITAE



Personal Background

Name: Sia, Grace I.
Address: P-1B Dolipos Bajo,
Oroquieta City, 7207, Philippines
Date of Birth: December 26, 1998
Father's Name: Johnny R. Sia
Mother's Name: Daisy I. Sia
Sex: Female
Civil Status: Single
Age: 22 years old

Educational Attainment

College: Misamis University
H.T. Feliciano St. Ozamiz City
Philippines
Senior High: Misamis Occidental National High School Oroquieta City
Philippines
March 2018
Secondary: Misamis Occidental National High School
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March 2016
Intermediate: Talairon Central Elementary School
Talairon , Oroquieta City
Philippines
March 2012

