

**BURNOUT AND COPING STRATEGIES AS CORRELATES  
TO MENTAL HEALTH OUTCOMES  
OF NURSING STUDENTS**

PAHALLA, JASMIN R.



**MAY2025**

**BURNOUT AND COPING STRATEGIES AS CORRELATES  
TO MENTAL HEALTH OUTCOMES  
OF NURSING STUDENTS**

An Undergraduate Thesis  
Presented to the Faculty of the College of Nursing  
Midwifery and Radiologic Technology  
Misamis University  
OzamizCity

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

**PAHALLA, JASMIN R.**

**MAY2025**



# Misamis University

*Ozamiz City*



COLLEGE OF NURSING, MIDWIFERY & RADIOLOGIC TECHNOLOGY  
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ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCO A)

## CERTIFICATE OF PANEL APPROVAL

In partial fulfillment of the requirements for the Bachelor of Science in Nursing degree, this research study entitled, **“Burnout and Coping Strategies as correlates to Mental Health Outcome among Nursing students”** prepared and submitted by **Jasmin R. Pahalla** has been examined and recommended for acceptance and approval.

**ROJAIDA S. TABANAO, MAN, RN**

Adviser

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

**CHARRY JO P. LIAN, MAN, RN** **GRETHEL A. GOMEZ, DM, MBA – HHA, RM**

Panel

Panel

**MERASOL O. DUYAG, PhD, RN, LPT**

Chairman

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

Oral Defense Date: May 28, 2025

**SAMMY B. TAGHOY, PhD, RN**

Dean, College of Nursing,  
Midwifery and Radiologic  
Technology



## ABSTRACT

Student nurses often face heavy and stressful academic demands and clinical duties, putting them at high risk for depersonalization, exhaustion, and a reduced sense of personal accomplishment, a characterization of burnout. This study aimed to assess nursing students' burnout, coping strategies, mental health at a private university in Misamis Occidental. This research study was anchored on the Neuman System Model by Betty Neuman. A quantitative, descriptive-correlational research design was used, and a quota sampling and a convenient random sampling method was employed. Data were gathered using research made and validated questionnaire administered to 150 nursing students. The instruments were validated using pilot testing to ensure reliability and validity. Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient were used to analyzed the data gathered. Results indicate that a high overall level of burnout among the respondents is associated with a good coping strategy and a generally good level of mental health outcomes. Further, the findings revealed that both burnout factors (exhaustion, depersonalization, and reduced personal accomplishment) and coping strategies (problem-focused, emotion-focused, and avoidance coping) are significantly related to the psychological and social health outcomes of nursing students. With this, the researcher recommended that nursing educators, practitioners, and schools develop strategies to mitigate burnout among nursing students, focusing on reducing exhaustion and promoting personal accomplishment.

Keywords: *burnout, coping strategies, depersonalization, mental health, nursing students*

## **DEDICATION**

First and foremost, I would like to dedicate this study to our God Almighty, who makes everything possible, whose wisdom and guidance are far better than anyone else, and also as He ministers to all my needs and desires in heart.

To the faculty and staff at Misamis University who molded me to be a competent student.

To my family and friends, who relentlessly show their support in both financial and emotional ways, for understanding during my breakdowns, and for their pure love.

To my research adviser and panel members, their mentorship, insights, comments, and guidance were essential in the conceptualization and improvement of this research project.

Lastly, to the nursing students, my classmates, and my juniors and seniors, whose resilience, passion, and commitment to serving others remain steadfast despite each hurdle. The commitment and the passion to help others, support those in need, and stay strong every day are truly admirable. I hope this study shows even a small part of the effort, dedication, and care you give to your meaningful work. Thank you.

***The Researcher***

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***The Researcher***

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## INTRODUCTION

### *Rationale of the Study*

Educating nurses is fundamental to shaping the future of the health care delivery system and is integral to developing a nursing workforce that will provide excellent medical, surgical, and psychiatric patient care (ANA, 2023). By articulating theoretical and practical knowledge, it equips future nurses with the critical thinking, clinical competencies, technical skills, and ethical values they need to navigate complexity in today's changing healthcare system (Onieva-Zafra et al., 2020).

Nursing education in the Philippines seeks to develop healthcare capacity to meet local needs and support global practice. The country is perceived as a significant contributor to the international nursing workforce. The subject system provides an overview of the abovementioned competencies, ranging from basic in anatomy, primary healthcare to secondary or tertiary cares, such as in maternal, medical-surgical, pediatric, geriatric and critical care nursing bodies thus presenting a comprehensive and patient-focused model for health and welfare systems (Frangieh et al., 2024).

However, the very challenges of high academic expectations and immersion into intense clinical rotations make it a physically, emotionally, and mentally demanding time. As students, they are challenged to multitask while studying and to cope with long hours in clinics/hospitals and emotionally challenging clinical situations. These stressors may put their health and schoolwork at risk, leading to sleepiness, reduced motivation at school, and possibly a sense of disconnection (Smith et al., 2022).

In studies, effective coping strategies were reported to mediate the negative effects of burnout and improve mental health among nursing students (Hwang & Kim, 2020).2).

Nursing students' mental health, which comprises emotional and psychological health, is an important component of their positive general well-being (Shaygan et al., 2023). Nursing students frequently experience psychological issues, and anxiety, depression, and stress-related problems are significant mental health disorders in this group (Hwang & Kim, 2022). According to Onieva-Zafra et al. (2020), these are hindrances to their performance, competencies, and quality of life. Preventive interventions focusing on the mental health of nursing students should be considered with individual, social, and institutional influences taken into account.

In a recent systematic review that specifically examined pre-post measures of stress among nursing students, the authors call for more studies that use clear, consistent methods. Outcome variables. Several previous studies examining the prevalence of burnout among nursing students reported competing priorities in clinical nursing education, such as missed or cancelled classes and overload (Smith et al., 2020). Although there has been much focus on burnout as well as coping strategies in nursing students, it is not clear how these aspects are intertwined with mental health among this population.

Furthermore, the effects of cultural differences on coping strategies or burnout levels have not been fully examined. Closing this gap is important as it may inform tailored strategies to reduce burnout and improve other mental health outcomes in nursing students, with potential implications for academic achievement and future professional resilience.

Burnout, coping strategies, and psychosocial adjustment among nursing students. This determined whether there was a significant association between the respondent's burnout levels, exhaustion, depersonalization, lack of personal accomplishment, and emotional, psychological, and social mental health.

The scientific findings “could be used by students to identify where they need to make improvements in order not to burn out, and what kinds of coping strategies whether problem-focused or emotion-focused ones should be exerted to achieve good mental health,” they said. By exploring these factors, the current study may offer empirical evidence on what school administrators can do to develop a focused program to address students' burnout.

### ***Theoretical framework***

This study is anchored on the Neuman Systems Model, developed by Betty Neuman in 1982. According to Nueman (2019), this model emphasizes the importance of stress and its responses, positing that stressors can disrupt an individual's normal line of defense, leading to health issues. Stressors, which can be internal or external, are categorized as intrapersonal (within the individual), interpersonal (between individuals), or extrapersonal (external environmental factors), and they can destabilize the client system.

In the context of this study, the Neuman Systems Model was particularly relevant for examining burnout, coping strategies, and mental health. Burnout can be viewed as a stressor that disrupts the normal line of defense, impacting the physiological and psychological variables. Coping strategies can be seen as interventions that help restore stability by strengthening the line of defense and reducing the impact of stressors. By

applying the Neuman Systems Model, this study aimed to explore how different coping strategies influence the mental health of nursing students, considering the interplay of various stressors and the effectiveness of interventions at different levels of prevention.

Several studies have used the Neuman Systems Model to examine stress, coping, and mental health among nursing students and other populations. For instance, Rosenbaum

et al. (2022) examined nursing students assigned to emergency departments and found that intrapersonal, interpersonal, and extrapersonal stressors significantly affected their stability and well-being, while resilience functioned as a crucial line of defense in line with Neuman's framework. Similarly, Nelson et al. (2025) utilized the model to classify stressors and coping mechanisms among nursing students, demonstrating how students respond to stress through adaptive strategies aligned with Neuman's levels of prevention.

### ***Conceptual Framework***

The current study examines the associations among burnout, coping strategies, and mental health outcomes among nursing students. Burnout is measured along three dimensions: exhaustion, depersonalization, and personal accomplishment. Coping strategies are divided into problem-focused, emotion-focused, and avoidance coping. Psychological results include emotional, psychological, and social health. Understanding how burnout and coping behaviors are associated with mental health is important for predicting nursing students' psychological well-being.

**Burnout.** It consists of fatigue or emotional exhaustion, depersonalization, and a sense of low personal accomplishment. The heavy curricular burden, frequent examinations, and stringent clinicals put nursing students under pressure, resulting in stress and anxiety. It has been found that burnout can negatively affect individuals across various domains, including academic performance, dropout rates, and mental health (Hwang & Kim, 2022).

The incidence of burnout among nursing students is influenced by personal factors, social support, and the institutional environment. Personal characteristics, such as perfectionism and high self-expectation, can increase stress and lead to burnout. Unmet

social support needs from peers, family, and faculty can potentially exacerbate felt isolation and despair. Additionally, Onieva-Zafra et al. (2020) noted that features of the institutional context, such as clinical placements and mental health support, deeply influence students' experiences and stress management.

*Exhaustion.* For nursing students, exhaustion is defined as an overwhelming sense of physical, mental, and emotional depletion caused by extended periods of academic stress intertwined with rigorous clinical rotations (Szwamel et al., 2025). It is characterized by chronic fatigue, low energy, and a lack of restoration despite adequate rest (Villan & Cunanan, 2025). In nursing education, Hwang and Kim (2022) indicated that fatigue can contribute to lower academic productivity, less efficient decision-making, and a higher risk of errors in clinical settings.

Exhaustion in nursing students is often assessed via self-report questionnaires and observational measures (Szwamel et al., 2025). Self-administered pencil-and-paper surveys, such as the Maslach Burnout Inventory-Student Survey (MBI-SS), elicit students' reports of tiredness, sleep quality, and fatigue frequency (Villan & Cunanan, 2025). Hwang and Kim (2022) have also suggested that observational approaches involve tracking fatigue symptoms, which can be monitored through the student's frequent absences from classes or clinical placement rotations, decreased engagement in scholastic tasks, and physical manifestations.

*Depersonalization.* In nursing students, depersonalization is described as a feeling of being withdrawn from oneself and one's academic or clinical setting (Ozsaker et al., 2025). It frequently results in depersonalization and cynicism among students toward patients, colleagues, and teachers, as well as reducing empathy and emotional bonds (Al-

Najdi et al., 2025). As Ang et al. (2024) indicates that depersonalization may adversely affect students' learning experiences, the quality of care, and professional relationships with patients.

Confirmation of depersonalization among nursing students is needed to create a supportive learning environment and foster compassionate patient care (Ozsaker et al., 2025). Al-Najdi et al. (2025) suggested that approaches focused on improving positive interactions with peers, instructors, and patients, as well as interventions fostering emotional resilience, may alleviate depersonalization and increase students' overall wellbeing and professional development.

*Reduced Sense of Personal Accomplishment.* Low self-accomplishment among nursing students was characterized by a lack of perceived competence and achievement in academic studies and clinical performance (Zhou, 2025). Students feel unproductive, ineffective, and dissatisfied with their coursework and clinical practice when this occurs (Szwamel et al., 2025). Ozsaker et al. (2025) noted that this failure of achievement can result in reduced motivation, low self-esteem, and disconnection from academic and clinical tasks.

Positive emotions related to success and effectiveness in school and practice are rated by students on the MBI-SS, whereas performance evaluations provide objective data on students' academic achievements and clinical competencies (Szwamel et al., 2025). Peer and teacher feedback may also provide insights into students' perceived achievements (Ozsaker et al., 2025). Szwamel et al. (2025) argue that increasing their personal and clinical support, providing opportunities to develop new skills, and showing that students'

achievements are valued can lead them to feel more successful and satisfied with their education.

**Coping strategies.** Nursing students may benefit from this to cope with the stress of education and clinical practice. These coping strategies are classified as problem-focused, emotion-focused, and avoidance coping.

*Problem-Focused Coping.* Problem-focused coping is a strategy for tackling the source of stress itself by finding a solution to resolve or ameliorate the problem (Lazarus & Folkman, 2025). This strategy involves recognizing the stressor, assessing alternatives, and developing a plan of attack to address it (Skinner et al., 2024). For nursing students, Villanueva & Cruz (2023) stated that problem-focused coping could include seeking additional resources, improving time management, or sharing problems with instructors or classmates.

Problem-focused coping involves tackling the stressor directly through behaviors such as planning, time management, information seeking, and activities. Students who employ problem-solving and use task-oriented coping styles report higher academic achievement and lower stress levels. Emotion-centered approaches, such as mindfulness and relaxation methods, have been shown to reduce anxiety and improve well-being. However, Onieva-Zafra et al. (2020) emphasized that relying on avoidance coping may lead to negative long-term effects, such as stress and burnout.

*Emotion-Focused Coping.* Emotion-focused coping refers to techniques for controlling or minimizing emotions related to stress, rather than changing the criteria that are causing the stress. Educating nurses about the regulation of affection-cognition among themselves is necessary to maintain their emotional balance and prevent mental disorders

(Lazarus & Folkman, 2025). It may include strategies such as focus or attention control, relaxation techniques, and emotional support from friends and family. It also entails attempts to reduce negative affect (e.g., anger, sadness) through activities such as seeking social support, engaging in relaxation, or positive reframing (Carver & Connor-Smith, 2023). He also made the point that teaching healthy coping strategies and de-stigmatizing emotional supports can go a long way toward helping students cope with stress and become more resilient. Among nursing students, emotion-oriented coping such as talking to friends or family members, engaging in one's hobby, and practising mindfulness may contribute to the explanation of suicidal ideation (Kim & Park, 2024).

*Avoidance Coping.* Avoidance coping involves efforts to avoid the stressor or to avoid confronting one's emotional responses to stress (Suls & Fletcher, 2024). It is the act of temporarily taking a break from whatever is stressing you and doing something like watching a movie or engaging in an activity. Avoidance of difficulty This is an effort to avoid, deny, or disengage from the stressor, e.g., the use of substances (Holahan et al., 2023). Martinez & Reyes (2023) also specified that avoidance coping can include missing school, not turning in work, or spending less time with friends.

Interventions targeting avoidance coping behaviors among nursing students are crucial to prevent negative consequences, such as academic failure and mental health problems (Suls & Fletcher, 2024). Meanwhile, Holahan et al. (2023) provided examples of promoting the use of more adaptive coping skills and supporting the development of healthier stress management strategies as means to dismantle avoidance behaviors and cultivate greater wellness for students.

**Mental Health.** One of the central components of nursing students' holistic health includes emotional and spiritual well-being. Nursing students are at a special risk of mental health problems because they are under stress and pressure in their education and clinical practice. Anxiety, depression, and disorders related to stress are major mental health problems in nursing students. According to Hwang & Kim (2022), such factors can be detrimental to scholastic achievement, clinical aptitude, and quality of life.

A variety of factors, including personal characteristics, social support, and institutional environment, affect nursing students' mental health. Students' capacity to manage stress and maintain mental health is significantly influenced by individual characteristics such as resilience, self-efficacy, and emotional intelligence. Stress-buffering and belonging-social support can be received from friends, family, and teachers. Additionally, Onieva-Zafra et al. (2020) reported that the institutional context, including mental health resources and support services on campuses, is vital to influencing students' mental health outcomes.

*Emotional Needs.* Emotional needs are the psychological necessities an individual must have to feel well and function (Maslow, 2022). These desires include love, affection, recognition, and a sense of belonging, which provide growth-promoting self-esteem and full mental health (Rogers & Maslow, 2023). For nursing students, simply supporting their emotional well-being can have a remarkable effect on outcomes such as academic performance, resilience, and satisfaction with their education (Smith et al., 2022). This is important because meeting the emotional needs of nursing students will be pivotal to their holistic health and academic performance (Maslow, 2022). Rogers & Maslow (2023) also stated that interventions to foster a supportive and inclusive learning environment, such as

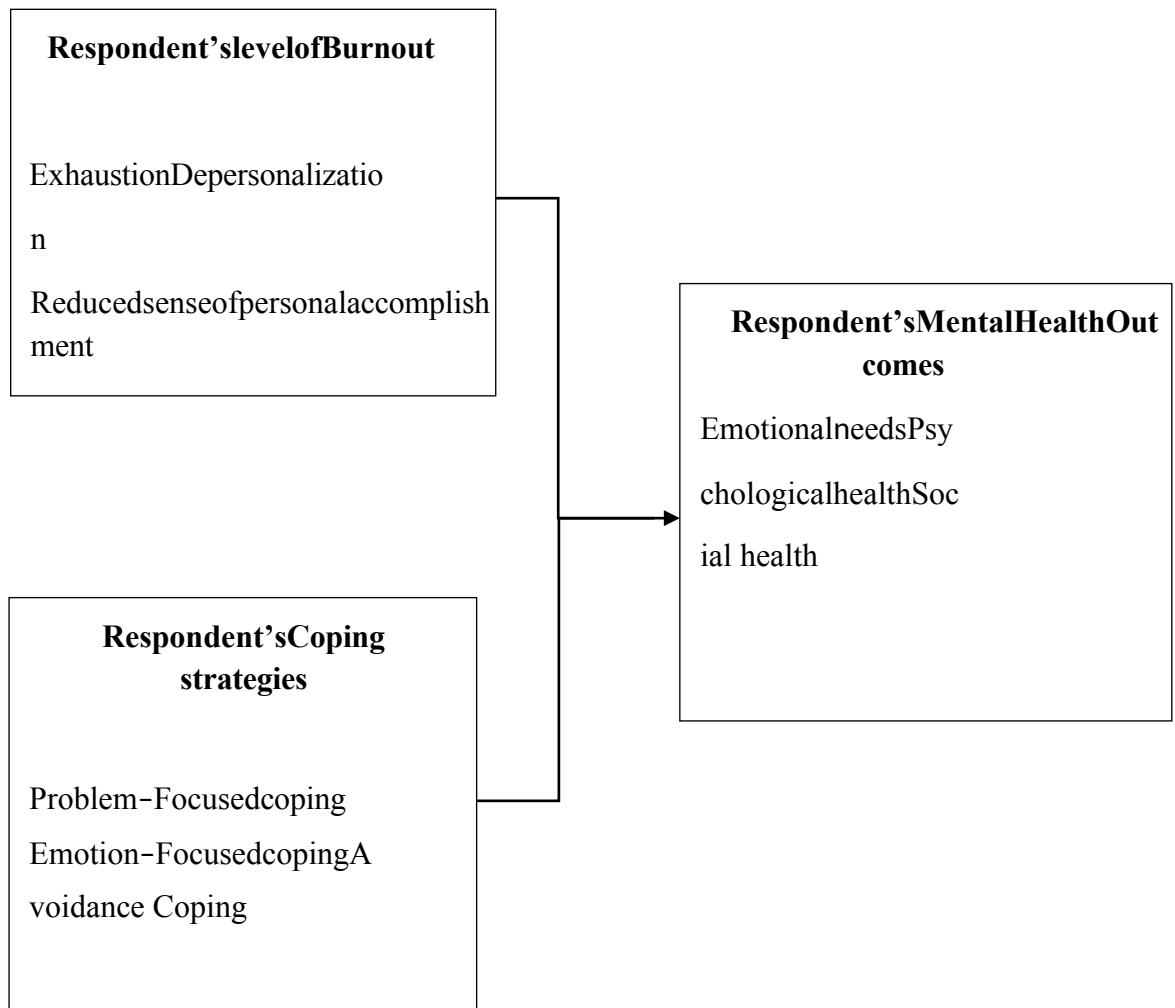
peer support groups or counseling services, can help meet these emotional needs and increase students' resistance and engagement.

*Psychological Health.* Psychological well-being is defined as a state of emotional and mental health that reflects our ability to feel happy and satisfied with life, the capacity to process emotions, rational decision-making, successful coping with stress and challenges, the ability to form relationships, among others (Keyes, 2024). This involves managing stress, dealing with challenges, and finding meaning in life. Mindfulness training, stress management programs, and the availability of mental health resources can serve as interventions that may improve students' psychological well-being and resilience (Seligman & Csikszentmihalyi, 2025). For nursing students, mental health is essential for academic success, clinical competency, and overall well-being. Maintaining the mental health of nursing students is indispensable for their academic competence and quality of life (Keyes, 2024).

*Social Health.* Social health is conceptualized as the capacity to establish and maintain mutually fulfilling personal relationships, akiné, and to function in social roles and participate in groups and communities (Berkman & Glass, 2023). It includes social connectedness, social support, and the competence to translate social roles and duties (Cohen & Syme, 2024).

The social part of being with friends is important to nursing students for their academic achievement, professional development, and overall health (Holt-Lunstad et al., 2025). Note that interventions such as peer-mentoring plans, social-skills training, and opportunities for socialization can both promote students' social health and foster a

supportive learning environment (Cohen & Syme, 2024, cited by). Social health plays a key role in the well-being and academic performance of nursing students.



*Figure 1. Schematic Presentation of the Study*

### ***Objectives of the study***

The aim of this study was to assess burnout, coping strategies, and mental health status among nursing students. In particular, the researcher explored their burnout (exhaustion, depersonalization, and personal accomplishment), their coping strategies (problem-focused, emotion-focused, and avoidance coping), and their mental health status, including emotional, psychological, and social well-being. Additionally, the study aimed to test whether respondents' burnout levels significantly correlate with their Mental health outcomes and whether their coping strategies correlate significantly with Mental health outcomes.

### ***Significance of the study***

The study results offered useful resources for:

**Nursing students.** Results of this research provide information on burnout levels, coping strategies, and mental health outcomes among nursing students, allowing them to gain insight into how these factors affect their mental well-being. This might deepen their anonymity/practice, even give them the skills and tools to help others in need. This project would likely involve finding such relevant information for students interested in these topics.

**Clinical Instructor/Educators.** Nursing faculty can use this study to learn about students' experiences. The findings of this work could help instructors gain insights into such challenges and address them or develop coping mechanisms. This, in turn, can result in a healthier teaching environment.

**University.** This information may be relevant to better design targeted mental health programs and interventions that accommodate individual burnout experiences and coping strategies among nursing students.

**Parents.** This research would help parents identify early on the signs of stress and burnout their children experience, so they can support them not only financially but also emotionally.

**Future Researchers.** This research would help future workers fill gaps in subsequent studies. The results could serve as a basis for further research in related fields if deemed relevant.

## **RESEARCH METHODOLOGY**

### ***Design***

This study used a quantitative research approach using a descriptive-correlational design. Descriptive-correlational research attempts to describe the strength and direction of the relationship among variables related to, but not limited to, cause and effect. This kind of research is helpful for demonstrating the relationship between two phenomena, which might be especially important when a researcher does not have control over independent variables thought to affect the dependent or outcome variable.

### ***Environment***

The research was conducted in a private school in Misamis Occidental. It has grown into one of the region's well-known universities. The college offers several academic programs across a wide range of disciplines, including the Bachelor of Science in Nursing. It offers undergraduate, graduate, and professional programs tailored to students' potential educational plans. A focus on burnout and coping strategies in relation to mental health. The present study conducted an investigation among nursing students using this context. The University is an important factor in shaping the region's future nurses. This research aims to identify factors affecting nursing students' mental well-being and to determine how they can be addressed to improve outcomes.

### ***Research Respondents/ Unit of Analysis and Sampling Procedure***

The study's respondents were 150 nursing students from the 1st to 4th year of college. They were selected using quota sampling and convenience random sampling. The included sample was enrolled in the nursing program, and gave their full permission to

participate in this study, regardless of their age, religion, ethnicity, or gender. The number of respondents was computed using Raosoft with 95% confidence and 5% margin of error.

### ***Data Gathering Instruments***

The research used a researcher-developed questionnaire to collect data. It consists of a structured questionnaire design to measure key variables: burnout, coping strategies, and mental health outcomes. Burnout included questions assessing exhaustion (5 items), depersonalization (5 items), and personal accomplishment (5 items). Coping strategies were categorized into problem-focused (5 items), emotion-focused (5 items), and avoidance coping (5 items). Mental Health Outcomes were then evaluated on emotional needs (5 items), psychological health (5 items), and social health (5 items). It used a 5-point Likert Scale with the following responses: 5 – Strongly Agree; 4 – Agree; 3 – Neutral; 2 – Disagree; 1 – Strongly Disagree.

### ***Data Gathering Procedure***

To obtain the study data, certain procedures were implemented to collect the responses needed for analysis. A structured researcher-made questionnaire was used to collect data, and it was distributed prior to the research instruments. The researcher obtained permission from the Dean of Nursing, Midwifery, and Radiology Technology to conduct the study. After seeking approval, the researchers subsequently sent the Google link form, which contains the consent letter and research questionnaire, to the respondents' email addresses. The purpose and intention of the study were explained to the respondents, and a consent form was presented for them to sign, confirming their willingness to participate.

Additionally, respondents provided consent to participate in the study. The researcher also assured that the results will not be used for any purpose other than the study, and that the researcher will respect the nursing students' decision to participate or not in the study. The researcher assured the respondents of confidentiality and anonymity. The collection of data took one week to reach the required number of responses, given the sample size. A total of 150 responses were collected and analyzed for statistical purposes.

### ***Validity and Reliability of the Instrument***

To assess the instrument's reliability, a panel of experts evaluated it. The instrument was tested in pilot form for reliability statistics on 20 nursing students who were not included in the actual study after passing the evaluation. The reliability coefficient, as calculated by Cronbach's alpha, was obtained after the pilot testing. The results of reliability statistics based on the computed Cronbach's alpha are the following:

Exhaustion - 0.7574, Depersonalization - 0.8925, Personal Accomplishment - 0.8525, Problem – Focused Coping - 0.8251, Emotion – Focused Coping - 0.8094, Avoidance Coping - 0.7421, Emotional Needs - 0.7680, Psychological Health - 0.8873, and Social Health - 0.7776. Each variable attains a Cronbach's alpha value above 0.70, indicating acceptable internal consistency.

### ***Scoring Guidelines***

The scoring procedure for the questionnaire followed a standardized approach for each construct:

#### ***Burnout Scale Range Values and Interpretation***

| <b>Scale</b> | <b>Responses</b>  | <b>Continuum</b> | <b>Interpretation</b> |
|--------------|-------------------|------------------|-----------------------|
| <b>5</b>     | Strongly Agree    | 4.21- 5.0        | Very High             |
| <b>4</b>     | Agree             | 3.41-4.20        | High                  |
| <b>3</b>     | Neutral           | 2.61-3.40        | Moderate High         |
| <b>2</b>     | Disagree          | 1.81-2.60        | Low                   |
| <b>1</b>     | Strongly Disagree | 1.00-1.80        | Very Low              |

#### ***Coping Strategies Range Values and Interpretation***

| <b>Scale</b> | <b>Responses</b>  | <b>Continuum</b> | <b>Interpretation</b> |
|--------------|-------------------|------------------|-----------------------|
| <b>5</b>     | Strongly Agree    | 4.21- 5.0        | Very Good             |
| <b>4</b>     | Agree             | 3.41-4.20        | Good                  |
| <b>3</b>     | Neutral           | 2.61-3.40        | Moderate Good         |
| <b>2</b>     | Disagree          | 1.81-2.60        | Low                   |
| <b>1</b>     | Strongly Disagree | 1.00-1.80        | Very Low              |

#### ***Mental Health Outcomes Range and Interpretation***

| <b>Scale</b> | <b>Responses</b>  | <b>Continuum</b> | <b>Interpretation</b> |
|--------------|-------------------|------------------|-----------------------|
| <b>5</b>     | Strongly Agree    | 4.21- 5.0        | Very Good             |
| <b>4</b>     | Agree             | 3.41-4.20        | Good                  |
| <b>3</b>     | Neutral           | 2.61-3.40        | Moderate Good         |
| <b>2</b>     | Disagree          | 1.81-2.60        | Low                   |
| <b>1</b>     | Strongly Disagree | 1.00-1.80        | Very Low              |

### ***Mode of Analysis***

The study used the following statistical tools to analyze the gathered data.

*Mean and Standard Deviation.* These were used to determine the average levels of burnout and coping strategies as correlates of mental health outcomes, and to measure variation in responses.

Pearson Product–Moment Correlation Coefficient (Pearson  $r$ ). This was used in knowing the relationship between burnout, coping strategies, and mental outcomes.

### ***Ethical Considerations***

To ensure the participants' psychological well-being, the study aims to give full consideration to ethical issues. Even with assurance of privacy and informed consent, talking about the burnout, coping strategies, and mental health outcomes may cause fear or anxiety to the respondents, particularly if they believe it will negatively impact their academic. Given this concern, the researcher explained the study's purpose and potential outcomes.

The consent paper was also given top priority by the researcher, who ensured that the respondents understood the study's objectives and the consequences of how their data would be used. Confidentiality was strictly observed; any personal data is accessible only to the researcher and is never disclosed by the researcher. To prevent emotional distress, sensitive topics were avoided, and participants could skip any uncomfortable questions.

The researcher analyzed and interpreted respondents' responses to provide clear insights and effectively address the research questions. Further, the collected data were

safely disposed of after the study was completed and bound, ensuring the confidentiality and ethical handling of all research materials and data.

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## **RESULTS AND DISCUSSION**

This chapter discussed the findings of the survey questionnaire administered to the nursing students in Misamis University. The aim of the survey was to estimate burnout and coping strategies as correlates to mental health in nursing students.

### **Respondents' Level of Burnout**

The degree of burnout among the nursing students is also presented in Table 1. to the table, the respondent has a high burnout (WM=3.36, SD=0.94), specifically in Q1, when he/she feels unable to cope with the demands of his/her coursework and experiences burnout (WM=4.37, SD= 0.98). Exhaustion was found to be the determining factor of burnout (WM=4.05; SD=0.81). It implies that workers are often physically and mentally worn out, possibly from excessive work or prolonged periods of stress and lack of rest. If people continually experience insurmountable challenges with no time to recuperate or rest, they lose their effectiveness (Varela-Agra et al., 2025). As a result, exhaustion becomes a major contributor to burnout, negatively affecting their overall well-being and professional engagement (Thiam & Chen, 2025). Research suggests that exhaustion is one of the most critical predictors of burnout and can lead to decreased course satisfaction and performance (Olson et al., 2025). This persistent state of fatigue often leads to reduced productivity, difficulty concentrating, and emotional strain, creating challenges in maintaining high-performance standards at school (Dorta-Alfonso et al., 2022).

In the three variables, both exhaustion and personal accomplishment were categorized as “High”. These factors indicate that nursing students tend to negatively evaluate their work, feel insufficient in their ability to perform it, have generalized low self-esteem, and experience emotional or mental fatigue. These studies conclude that the

majority of nursing students experience exhaustion in nursing courses. Burnout among nursing students is a serious concern, as it is associated with emotional exhaustion, depersonalization, and personal accomplishment (Dall'Ora et al., 2023). Research indicates that nursing students experiencing severe burnout often report heightened stress levels, anxiety, and difficulty maintaining motivation in their coursework (Lou et al., 2025). Meanwhile, depersonalization has the lowest mean, categorized as “Moderately high”. It reveals that it is not particularly common for nursing students to detach from themselves, manifesting as a sense of disconnection from their thoughts, emotions, sensations, or actions.

As shown in Table 1, depersonalization (WM=3.32, SD=1.06) was moderately high and contributed to burnout. Suggesting that respondents may have difficulty separating out their feelings. People with depersonalization tend to emotionally remove themselves from their responsibilities, co-workers, or work itself (Aldabbour et al., 2025). Indeed, it has been reported that depersonalization is frequently associated with emotional exhaustion, in which individuals detach themselves from their work role as a way of dealing with stress (Kim et al., 2024). This disconnection may present as diminished empathy, withdrawal, and lack of attachment with clients or team members, leading to deterioration in workplace relationships between peers among nursing students (Gil-Almago et al., 2025)

Further, personal accomplishment was categorized as High (WM=3.53, SD=0.94). This indicates that respondents often feel ineffective or unsatisfied with their professional achievements. This perception can lead to feelings of frustration and self-doubt, prompting individuals to question their competence and value in their work (Aldabbour et al., 2025).

Table 1

Respondents' Level of Burnout

(n=150)

| Level of Burnout        | Mean | St. Dev | Interpretation |
|-------------------------|------|---------|----------------|
| Exhaustion              | 4.05 | 0.81    | High           |
| Depersonalization       | 3.32 | 1.06    | Moderate High  |
| Personal Accomplishment | 3.53 | 0.94    | High           |
| <b>Overall Mean</b>     | 3.63 | 0.94    | <b>High</b>    |

*Legend: 5.00-4.21 (Very High); 4.20-3.41 (High); 3.40-2.61 (Moderate High); 1.8-2. (Low); 1.80-1.00 (Very Low)*

**Respondents' Level of Coping Strategies**

Table 2 shows the nursing students' level of coping strategies. The table reveals that respondents have good coping strategies (WM=3.99, SD=0.76), particularly on the problem-focused coping statement, seeking information to understand and address their problem (WM=4.31, SD=0.72), whereas they also seek comforting activities when they feel overwhelmed (WM=4.25, SD=0.87) as emotion-focused coping. This indicates that the majority of the respondents effectively engage in a combination of problem-focused, emotion-focused, and avoidance coping mechanisms to manage academic and clinical stress. Effective coping mechanisms help students manage the pressures of demanding coursework and clinical training, reducing stress-related disruptions to their learning process (Labrague et al., 2021). Research indicates that nursing students who demonstrate

strong coping strategies tend to exhibit better academic performance and psychological well-being (Turner et al., 2023).

Among the three variables assessed in coping strategies, all of them are categorized as “Good”. These strategies indicate that students are generally actively engaged in problem-focused, emotion-focused, and avoidant coping. Meanwhile, problem-focused strategies stand out with a rating of “Good” (mean = 4.17). This shows that students are engaged in seeking information and problem-solving when approaching life's problems. These findings indicate that these current strategies likely contribute to their mental health outcomes.

Further, Table 2 shows that problem-focused coping (WM = 4.17, SD = 0.6) is a good coping strategy. Indicating that they actively engage in strategies aimed at resolving stressors. Problem-focused coping involves taking control of the situation, seeking information, and problem-solving to mitigate stressors effectively (Van der Hallen et al., 2020). Research suggests that individuals who employ problem-focused coping tend to experience lower stress levels and greater psychological resilience, particularly when stressors are within their control (Farchi & Peled-Avram, 2025). Effective coping mechanisms help students manage the pressures of demanding coursework and clinical training, reducing stress-related disruptions to their learning process (Labrague et al., 2021). Research indicates that nursing students who demonstrate strong coping strategies tend to exhibit better academic performance and psychological well-being (Turner et al., 2023).

Furthermore, nursing students' emotion-focused coping (WM 3.97, SD 0.78) is good. This shows that the participants experience no difficulty in emotional regulation to

respond to stress. When applied to the current pandemic, emotion-focused coping strategies including self-soothing, positive reframing, and seeking emotional support, hopefully, all assist people in coping with distress when they are unable to control the immediate threat of COVID-19. Stressors are untouchable (Rosenbaum et al., 2022). Emotion-focused coping appears particularly advantageous in contexts where individuals cannot directly influence their environment, thereby promoting psychological well-being and adaptive emotion regulation (Leipold et al., 2025).

Table 2 exhibited that the respondent's avoidance coping (WM=3.83, SD=0.80) was described as "Good". It suggests that nursing students' good avoidance coping with aspects such as denial, distraction, and withdrawal, might lead to a short-term reduction in distress but does not enhance resilience (Chaaya et al., 2025). Although coping could be useful for short-term stress reduction, but its overuse can interfere with problem-solving and adaptive emotions (Martínez et al., 2020). Avoidance has been associated with higher levels of burnout in nursing students, as disengaging from what causes stress may get in the way of adapting successfully to academic and clinical demands (Huang et al., 2025).

Table 2

Respondents' Level of Coping Strategies

(n=150)

| <b>Coping Strategies</b> | <b>Mean</b> | <b>St. Dev</b> | <b>Interpretation</b> |
|--------------------------|-------------|----------------|-----------------------|
| Problem-Focused Coping   | 4.17        | 0.69           | Good                  |
| Emotion-Focused Coping   | 3.97        | 0.78           | Good                  |
| Avoidance Coping         | 3.83        | 0.80           | Good                  |
| <b>Overall Mean</b>      | 3.99        | 0.76           | <b>Good</b>           |

*Legend: 5.00-4.21 (Very Good); 4.20-3.41 (Good); 3.40-2.61 (Moderate Good); 1.8-2. (Low); 1.80-1.00 (Very Low)*

### **Respondents' Mental Health Outcomes**

The participants' mental health outcomes are presented in Table 4. Table 1 shows that the participants have good mental health. (WM=3.82, SD= 0.72). This indicates that the level of emotional and psychological well-being among nursing students is healthy. Emotional stability, cognitive flexibility, and the capacity for positive social engagement are all elements of mental health. According to studies, health professionals with healthy coping mechanisms have less stress and burnout (Martínez et al., 2020).

Moreover, respondents have healthy emotional needs (WM=3.71, SD=0.80). Suggesting that they hold up pretty well under stress. Emotional needs included self-awareness, emotional regulation, and the ability to seek support, as well as being required for mental well-being (El-Fatah et al., 2025). It implies that engaging in less-submissive ways would be better for managing one's emotional needs, as indicated by lower levels of burnout and better mental health outcomes (Zhou, 2025).

Furthermore, the respondents are mentally healthy (WM = 3.85, SD = 0.72). In line with the respondents' ability to remain cognitively and emotionally stable under demanding circumstances. Coping strategies, resilience, and stress management techniques influence psychological health (Guraya et al., 2025). There is evidence that nursing students who use problem-focused and emotion-focused coping achieve better psychological well-being and lower burnout symptoms (Farchi & Peled-Avram, 25). There are effective coping

strategies, such as mindfulness and cognitive restructuring, that can improve psychological well-being (Luo et al., 2025).

Finally, they have good social health (WM=3.90; SD=.64), Indicating that the respondents have strong interpersonal relationships and are capable of participating successfully in social activities and interactions. Social well-being is an essential element of mental health, representing a person's potential to maintain meaningful relationships, ask for help, and engage in social activities (Huang et al., 2025). Research highlights that positive social interactions contribute to lower stress levels and improved emotional resilience, particularly among nursing students who face academic and clinical pressures (Chaaya et al., 2025).

Table 3

#### Respondents' Mental Health Outcomes

(n=150)

| <b>Mental Health Outcomes</b> | <b>Mean</b> | <b>St. Dev</b> | <b>Interpretation</b> |
|-------------------------------|-------------|----------------|-----------------------|
| <i>Emotional Needs</i>        | 3.71        | 0.80           | Good                  |
| <i>Psychological Health</i>   | 3.85        | 0.72           | Good                  |
| <i>Social Health</i>          | 3.90        | 0.64           | Good                  |
| <b>Overall Mean</b>           | 3.82        | 0.72           | <b>Good</b>           |

*Legend: 5.00-4.21 (Very Good); 4.20-3.41 (Good); 3.40-2.61 (Moderate Good); 1.8-2. (Low); 1.80-1.00 (Very Low)*

#### Significant Relationship Between Burnout and Mental Health Outcomes Among Nursing Students

Table 4 shows a significant relationship between burnout (exhaustion, depersonalization, and personal accomplishment) and mental health outcomes (emotional needs, psychological health, and social health). The findings revealed that the constructs

of burnout and mental health outcomes showed no significant relationship. The p-values for these constructs were greater than 0.05, indicating acceptance of the null hypothesis. On the other hand, the constructs with p-values lower than 0.05 were exhaustion, which influences psychological and social health; depersonalization, which affects psychological and social health; and reduced sense of accomplishment, which affects psychological and social health. These imply that factors significantly influence mental health outcomes among nursing students.

The findings show that exhaustion strongly affects mental health, particularly psychological and social health. Correlations of  $r = 0.577$  for psychological health and  $r = 0.420$  for social health indicate that higher exhaustion among nursing students is associated with poorer psychological stability and social functioning. All these relations are highly significant, with  $p\text{-value} = 0.00$ . As noted by Nelson et al. (2025), psychological and social health are crucial to general mental well-being, particularly within high-stress nursing programs. This points to the importance of interventions that both reduce burnout and provide more robust opportunities for supporting students' mental health.

Depersonalization and Mental health outcomes with regard to Emotional demands, psychological health, and social relationships. This results in an  $r\text{-value}$  of 0.486 with a  $p\text{-value}$  of .001, which indicates that there is a sex difference when personalization was compared with mental health, as to: psychological health,  $r=.458$ ; social health,  $r=.347$ , both yielding a value = of. 0.00. In other words, participants who suffered from depersonalization had difficulty in their relationships with others and in their general psychological well-being. Depersonalization, characterized by a sense of detachment from oneself and the environment, is associated with emotional, psychological, and social needs.

Research demonstrates that those who suffer from depersonalization tend to have difficulty managing their emotions, and this tends to generate an increased level of stress and anxiety (Alqarni et al., 2022). Furthermore, the related low self-concept can lead to problems in interpersonal relations, causing greater feelings of loneliness and emotional symptoms (Del Mar Molero Jurado et al., 2020), thereby aggravating stress.

Individual achievement and psychological health outcomes, including emotional necessity, mental well-being, and social well-being. In conclusion, a significant relationship was found between reduced sense of accomplishment and mental health ( $r$ -values of 0.529 for psychological health and 0.372 for social health, both  $p$ -values = 0.00). This suggests a potent association between low personal accomplishment and global mental health. A low sense of accomplishment is also commonly associated with burnout, stress, and emotional exhaustion, which may have implications for the individual's psychological balance and relationships (Brady et al., 2020).

Studies indicate that individuals experiencing burnout frequently report lower self-efficacy, decreased motivation, and heightened feelings of inadequacy, all of which contribute to poor mental health outcomes (Maddock, 2023). Furthermore, research indicates that burnout, a state of emotional, physical, and mental exhaustion, can significantly impact nursing students' psychological well-being, leading to symptoms such as exhaustion, depersonalization, and a sense of personal accomplishment (Cuevas-Carava et al., 2024).

Table 4 Significant Relationship Between Burnout and Mental Health Outcomes Among Students

| Variables                           | Test Statistics |         | Remarks                |
|-------------------------------------|-----------------|---------|------------------------|
|                                     | r-value         | p-value |                        |
| <u>Exhaustion and:</u>              |                 |         |                        |
| Emotional Needs                     | - 0.027         | 0.74    | Accept Null Hypothesis |
| Psychological Health                | 0.577           | 0.00**  | Reject Null Hypothesis |
| Social Health                       | 0.420           | 0.00**  | Reject Null Hypothesis |
| <u>Depersonalization and:</u>       |                 |         |                        |
| Emotional Needs                     | 0.053           | 0.52    | Accept Null Hypothesis |
| Psychological Health                | 0.458           | 0.00**  | Reject Null Hypothesis |
| Social Health                       | 0.347           | 0.00**  | Reject Null Hypothesis |
| <u>Reduce Sense of</u>              |                 |         |                        |
| <u>Personal Accomplishment and:</u> |                 |         |                        |
| Emotional Needs                     | 0.067           | 0.41    | Accept Null Hypothesis |
| Psychological Health                | 0.529           | 0.00**  | Reject Null Hypothesis |
| Social Health                       | 0.372           | 0.00**  | Reject Null Hypothesis |

Ho1: There is no significant relationship between burnout and mental health outcomes among nursing students.

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

### **Significant Relationship Between Coping Strategies and Mental Health Among Nursing Students**

Table 5 shows the significant relationship between coping strategies, such as problem-focused coping, emotion-focused coping, avoidance-coping, and mental health outcomes in terms of emotional needs, psychological health, and social health. The table revealed that most of the constructs of coping strategies and mental health outcomes showed no significant relationship. The value of these constructs was greater than 0.05, indicating acceptance of the study's null hypothesis. On the other hand, the constructs with

p-values lower than 0.05 were problem-focused coping, emotion-focused coping, and avoidance coping, all of which influence psychological and social health. This implies that factors significantly influence mental health outcomes among nursing students.

Problem-focused coping is significantly related to mental health, especially psychological ( $r = 0.366$ ) and social health ( $r = 0.520$ ), with a p-value of 0.00. This means that seeking support, planning, information gathering, and problem-solving positively affect students' psychological health and social interactions. But poor correlations with emotional needs ( $r=0.090$ ,  $p=0.27$ ) suggest that addressing problems directly may not alleviate inner turmoil, and thus problem-focused coping should be integrated with emotional support. Emotion-focused coping and Mental health consequences with emotional needs, psychological health and avoidance coping.

The study found that emotion-focused coping is highly significant to mental health outcomes in terms of psychological health and social health, with an r-value of 0.369 for psychological health and an r-value of 0.500 for social health, both having a p-value ( $p=0.00$ ). This suggests that their emotion-processing and regulation abilities are crucial to their psychological functioning and social relationships. Considering the heavy demands of nursing instruction- juggling a number of clinical responsibilities, academic pressure, and dealing with the burden of patient care, the students should acquire coping mechanisms to reduce their stress level (Andargeery et al., 2024).

Avoidance coping and Health outcomes, such as emotional needs, psychological health, and social health. There is a strong and significant relation between avoidance coping and mental health outcomes of psychological health and social health with the r-value of 0.522 for psychological health and the r-value of 0.434, both having a p-value of

0.00. Such students who have a coping behavior of avoiding would therefore face considerable mental health effects, especially psychological and social. The robust association with one's psychological health suggests that students who persistently disentangle themselves from stress-ventures, though it may be procrastination, denial, or surrogate activities, may be beset by psych community difficulty and lead to their greater vulnerability to anxiety and burnout (Varela-Agra et al., 2025)

Table 5 Significant Relationship Between Coping Strategies and Mental Outcomes in Nursing Students

| Variables                          | Test Statistics |         | Remarks                |
|------------------------------------|-----------------|---------|------------------------|
|                                    | r-value         | p-value |                        |
| <u>Problem-Focused Coping and:</u> |                 |         |                        |
| Emotional Needs                    | - 0.090         | 0.27    | Accept Null Hypothesis |
| Psychological Health               | 0.366           | 0.00**  | Reject Null Hypothesis |
| Social Health                      | 0.520           | 0.00**  | Reject Null Hypothesis |
| <u>Emotion-Focused Coping and:</u> |                 |         |                        |
| Emotional Needs                    | -0.079          | 0.33    | Accept Null Hypothesis |
| Psychological Health               | 0.369           | 0.00**  | Reject Null Hypothesis |
| Social Health                      | 0.500           | 0.00**  | Reject Null Hypothesis |
| <u>Avoidance Copingand:</u>        |                 |         |                        |
| Emotional Needs                    | -0.150          | 0.07    | Accept Null Hypothesis |
| Psychological Health               | 0.522           | 0.00**  | Reject Null Hypothesis |
| Social Health                      | 0.434           | 0.00**  | Reject Null Hypothesis |

Ho2: There is no significant relationship between coping strategies and mental health outcomes among nursing students.

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

## **CONCLUSIONS AND RECOMMENDATIONS**

### ***Conclusion***

Based on the data collected, the researcher was able to conclude the following:

1. Nursing students exhibit high levels of burnout, with exhaustion, followed by a sense of personal accomplishment. It shows that nursing students face considerable physical and emotional strain, sometimes feeling emotionally distant from their work and experiencing lower motivation in their academic environment.
2. Nursing students demonstrate effective coping strategies, particularly through problem-focused coping, indicating their ability to actively address stressors. Emotional avoidance coping is also applied, showing a balanced approach to stress management.
3. Nursing students' mental health results show that social health is the strongest aspect, suggesting that interpersonal connections play an important role in maintaining a balance in emotional and psychological well-being.
4. The findings revealed that burnout, specifically in exhaustion, depersonalization, and reduced personal accomplishment, has a high relationship with the psychological and social health of nursing students.
5. The finding shows that coping strategies, specifically problem-focused coping, emotion-focused coping, and avoidance coping, have significant relationships with the psychological and social health outcomes of nursing students.

### ***Recommendations***

Based on the findings of this study, the researcher provided recommendations in which;

1. Nursing students should be encouraged to use effective coping strategies, such as problem-focused coping, to manage stress and promote mental well-being.
2. Nursing educators and experts should make strategies to lessen burnout among nursing students, focusing on reducing exhaustion and promoting good mental health.
3. The University should provide resources and support to help nursing students manage stress and promote mental well-being, such as stress management workshops, counseling services, and peer support groups.
4. Mental health support systems should be initiated or strengthened in nursing schools to promote psychological health and social well-being among nursing students.
5. Parents should learn the signs of stress in order to be the first responders to lessen the effects of having a mental breakdown, giving emotional support, and regular positive communication.
6. Further research is needed to examine the relationships among burnout, coping strategies, and mental health outcomes among nursing students, including longitudinal studies to assess the impact of burnout on mental health over time.

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## APPENDIX A

### QUESTIONNAIRE ON BURNOUT, COPING STRATEGIES AS CORRELATES TO MENTAL HEALTH OF NURSING STUDENTS

#### PRIVACY NOTICE

This survey is for research purposes only. Your participation is entirely voluntary, and you have the right to withdraw or discontinue at any time without any consequences or penalties. All details obtained in this survey will be placed under the highest level of confidentiality and used only for research academics purposes.

In compliance with the Philippines Data Privacy Act of 2012 or Republic Act No. 10173, data collected shall be processed by us lawfully, fairly, and with due security. Your personal information will be anonymized to conceal your identification from personally linking it to each response.

By continuing to complete the questionnaire, you certify that you read and understood the reasons for this survey and that you agreed to participate voluntarily, based on informed consent. Your contribution is invaluable to the success of this study. Thank you for your time and cooperation.

**I. Burnout among Nursing Students.** This section will help you assess the level of burnout among nursing students.

Instructions: Please indicate your response to each statement by checking the option that best represents your opinion.

5-Strongly Agree

2-Disagree

4-Agree

1-Strongly Disagree

3-Neutr

| Statements on Burnout among Nursing Students                                                                             | 5 | 4 | 3 | 2 | 1 |
|--------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <i>Exhaustion</i>                                                                                                        |   |   |   |   |   |
| 1. Do you often feel physically and emotionally drained, even after a full night's sleep?                                |   |   |   |   |   |
| 2. How frequently do you experience a sense of extreme fatigue at school or in daily tasks?                              |   |   |   |   |   |
| 3. Do you find it challenging to motivate yourself to start your day or daily activities?                                |   |   |   |   |   |
| 4. Are there times when you feel overwhelmed by the demands of your course or responsibilities?                          |   |   |   |   |   |
| 5. Do you notice a persistent lack of energy, no matter how much rest you get?                                           |   |   |   |   |   |
| <i>Depersonalization</i>                                                                                                 |   |   |   |   |   |
| 1. Do you often feel detached or disconnected from your environment or the classmates you are with?                      |   |   |   |   |   |
| 2. How frequently do you experience a sense of cynicism or negativity about your environment?                            |   |   |   |   |   |
| 3. Do you find yourself becoming indifferent or apathetic toward tasks that once interested you?                         |   |   |   |   |   |
| 4. Are there moments when you treat colleagues, clients, or patients impersonally or as objects rather than individuals? |   |   |   |   |   |
| 5. Do you struggle to empathize with others or feel a sense of emotional numbness?                                       |   |   |   |   |   |
| <i>Reduced sense of personal accomplishment</i>                                                                          |   |   |   |   |   |
| 1. Do you often feel dissatisfied with your achievements or question the impact of your course?                          |   |   |   |   |   |
| 2. How frequently do you believe that your course is not meaningful or that you are not making a difference?             |   |   |   |   |   |
| 3. Do you find it difficult to take pride in your accomplishments or feel a sense of fulfillment from your course?       |   |   |   |   |   |
| 4. Are there times when you doubt your competence or skills in your professional or personal life?                       |   |   |   |   |   |
| 5. Do you struggle to find motivation or enthusiasm for new projects or challenges?                                      |   |   |   |   |   |

## APPENDIX A Cont'd

**II. Coping Strategies among Nursing Students.** This section will help you assess the level of coping strategies among nursing students.

Instructions: Please indicate your response to each statement by checking the option that best represents your opinion.

5-Strongly Agree

2-Disagree

4-Agree

1-Strongly Disagree

3-Neutral

| Statements on Coping Strategies among Nursing Students           | 5 | 4 | 3 | 2 | 1 |
|------------------------------------------------------------------|---|---|---|---|---|
| <i>Problem-Focused Coping</i>                                    |   |   |   |   |   |
| 1. I try to solve problems as soon as they arise.                |   |   |   |   |   |
| 2. I plan my actions to address stressful situations.            |   |   |   |   |   |
| 3. I seek information to understand and address my problems.     |   |   |   |   |   |
| 4. I develop a step-by-step approach to tackle challenges.       |   |   |   |   |   |
| 5. I prioritize tasks to manage stress effectively.              |   |   |   |   |   |
| <i>Emotion – Focused Coping</i>                                  |   |   |   |   |   |
| 1. I express my emotions to others when I am stressed.           |   |   |   |   |   |
| 2. I use relaxation techniques to calm myself.                   |   |   |   |   |   |
| 3. I try to see things in a positive light to feel better.       |   |   |   |   |   |
| 4. I practice mindfulness or meditation to manage stress         |   |   |   |   |   |
| 5. I seek out comforting activities when I feel overwhelmed      |   |   |   |   |   |
| <i>Avoidance Coping</i>                                          |   |   |   |   |   |
| 1. I try to avoid thinking about my problems.                    |   |   |   |   |   |
| 2. I engage in activities to distract myself from stress.        |   |   |   |   |   |
| 3. I delay dealing with stressful situations as long as possible |   |   |   |   |   |
| 4. I pretend that my problems don't exist                        |   |   |   |   |   |
| 5. I avoid people or situations that stress me out               |   |   |   |   |   |

## APPENDIX A Cont'd

**III. Level of Mental Health outcomes among Nursing Students.** This section will help you assess the level of mental health among nursing students. Instructions: Please indicate your response to each statement by checking the option that best represents your opinion.

5-Strongly Agree

2-Disagree

4-Agree

1-Strongly Disagree

3-Neutral

| Statements on Mental Health outcomes among Nursing Students                                                    | 5 | 4 | 3 | 2 | 1 |
|----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <i>Emotional needs</i>                                                                                         |   |   |   |   |   |
| 1. Do you feel comfortable expressing your emotions to others?                                                 |   |   |   |   |   |
| 2. Do you feel you have enough emotional support from family or friends?                                       |   |   |   |   |   |
| 3. Do you feel valued and appreciated for who you are?                                                         |   |   |   |   |   |
| 4. Do you feel that you can rely on others when needed?                                                        |   |   |   |   |   |
| 5. Do you feel that your emotional needs are met?                                                              |   |   |   |   |   |
| <i>Psychological health</i>                                                                                    |   |   |   |   |   |
| 1. Do you express gratitude regularly to improve your mental outlook?                                          |   |   |   |   |   |
| 2. <b>Do you limit screen time to prioritize your mental wellbeing?</b>                                        |   |   |   |   |   |
| 3. <b>Do you focus on positive self-talk to maintain a healthy mindset?</b>                                    |   |   |   |   |   |
| 4. Do you believe that you have effective coping mechanisms to handle life's challenges?                       |   |   |   |   |   |
| 5. How frequently do you engage in self-reflection or mindfulness practices to support your mental well-being? |   |   |   |   |   |
| <i>Social health</i>                                                                                           |   |   |   |   |   |
| 1. Do you engage in social activities or spend time with friends and family?                                   |   |   |   |   |   |
| 2. Do you feel a sense of belonging and connection within your social circles?                                 |   |   |   |   |   |
| 3. Do you communicate openly and honestly with those around you?                                               |   |   |   |   |   |
| 4. Do you feel comfortable seeking support or advice from others when needed?                                  |   |   |   |   |   |
| 5. Do you feel comfortable seeking support or advice from others when needed?                                  |   |   |   |   |   |

## APPENDIX B

### Sample Filled-out Questionnaires

**Part I. Respondent's Level of Burnout Questionnaire**

**Instructions:** Please indicate your response to each statement by checking (/) the option that best represents your opinion.

**5-Strongly Agree   4-Agree   3-Neutral   2-Disagree   1-Strongly Disagree**

Exhaustion \*

|                                                                                              | 5                        | 4                                   | 3                                   | 2                        | 1                        |
|----------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Do you often feel physically and emotionally drained, even after a full night's sleep?       | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you frequently experience a sense of extreme fatigue at school or in daily tasks?         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you find it challenging to motivate yourself to start your day or daily activities?       | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there times when you feel overwhelmed by the demands of your course or responsibilities? | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you notice a persistent lack of energy, no matter how much rest you get?                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX B Cont'd

| Depersonalization *                                                                                                   | 5                        | 4                                   | 3                                   | 2                        | 1                        |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Do you often feel detached or disconnected from your environment or the classmates you are with?                      | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you frequently experience a sense of cynicism or negativity about your environment?                                | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you find yourself becoming indifferent or apathetic toward tasks that once interested you?                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there moments when you treat colleagues, clients, or patients impersonally or as objects rather than individuals? | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you struggle to empathize with others or                                                                           | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX B Cont'd

| Reduced Sense of Personal Accomplishment *                                                                      |                          |                                     |                                     |                          |                          |
|-----------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
|                                                                                                                 | 5                        | 4                                   | 3                                   | 2                        | 1                        |
| Do you often feel dissatisfied with your achievements or question the impact of your course?                    | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you frequently believe that your course is not meaningful or that you are not making a difference?           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you find it difficult to take pride in your accomplishments or feel a sense of fulfillment from your course? | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there times when you doubt your competence or skills in your professional or personal life?                 | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you struggle to find motivation or enthusiasm for new projects or challenges?                                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX B Cont'd

**Part II. Respondent's Coping Strategies Questionnaire**  
**Instructions:** Please indicate your response to each statement by checking (/) the option that best represents your opinion.  
5-Strongly Agree   4-Agree   3-Neutral   2-Disagree   1-Strongly Disagree

**Problem-Focused Coping \***

|                                                           | 5                        | 4                                   | 3                                   | 2                        | 1                        |
|-----------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| I try to solve problems as soon as they arise.            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I plan my actions to address stressful situations.        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| I seek information to understand and address my problems. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| I develop a step-by-step approach to tackle challenges.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| I prioritize tasks to manage stress effectively.          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

?

Emotion-Focused Coping \*

## APPENDIX B Cont'd

|                                                  |                          |                                     |                          |                          |                          |
|--------------------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| I prioritize tasks to manage stress effectively. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|

|                                                          |                          |                                     |                                     |                          |                          |
|----------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Emotion-Focused Coping *                                 |                          |                                     |                                     |                          |                          |
|                                                          | 5                        | 4                                   | 3                                   | 2                        | 1                        |
| I express my emotions to others when I am stressed.      | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I use relaxation techniques to calm myself.              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| I try to see things in a positive light to feel better.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I practice mindfulness or meditation to manage stress    | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I seek out comforting activities when I feel overwhelmed | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX B Cont'd

Avoidance Coping \*

|                                                               | 5                        | 4                        | 3                                   | 2                        | 1                        |
|---------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| I try to avoid thinking about my problems.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I engage in activities to distract myself from stress.        | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I delay dealing with stressful situations as long as possible | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I pretend that my problems don't exist                        | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I avoid people or situations that stress me out               | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part III. Respondent's Mental Health Outcomes Questionnaire

Instructions: Please indicate your response to each statement by checking (X) the option

## APPENDIX B Cont'd

Emotional Needs \*

|                                                                       | 5                        | 4                                   | 3                                   | 2                        | 1                        |
|-----------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Do you feel comfortable expressing your emotions to others?           | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel you have enough emotional support from family or friends? | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel valued and appreciated for who you are?                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel that you can rely on others when needed?                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel that your emotional needs are met?                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX B Cont'd

| Psychological Health *                                                                                  | 5                        | 4                        | 3                                   | 2                        | 1                        |
|---------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Do you express gratitude regularly to improve your mental outlook ?                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you limit screen time to prioritize your mental outlook ?                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you focus on positive self-talk to maintain a healthy mindset ?                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you believe that you have effective coping mechanisms to handle life's challenges?                   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you frequently engage in self-reflection or mindfulness practices to support your mental well-being? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX B Cont'd

**Social Health \***

|                                                                                    | 5                        | 4                                   | 3                                   | 2                        | 1                        |
|------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Do you engage in social activities or spend time with friends and family?          | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel a sense of belonging and connection within your social circles?        | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you frequently experience conflicts or misunderstandings in your relationships? | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel comfortable seeking support or advice from others when needed?         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel a sense of belonging within the nursing school community?              | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

 **Submit** Clear form 

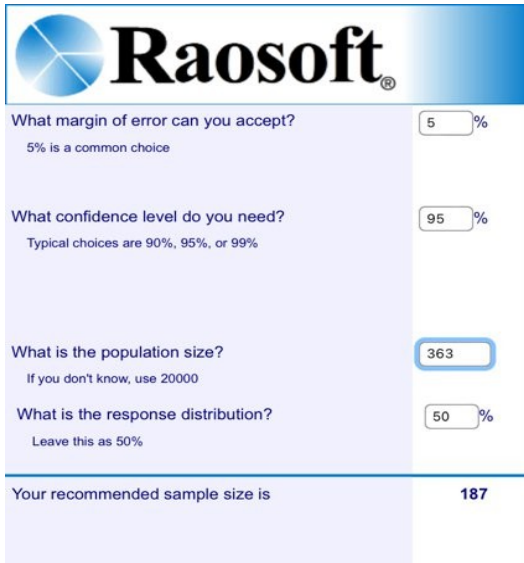
Your report appears through Google Forms

## APPENDIX C

### Sampling Computations

Population of each level \_\_\_\_\_ = 363 = 0.3

Total of population of Nursing students 1,087



The Raosoft sample size calculator interface shows the following settings:

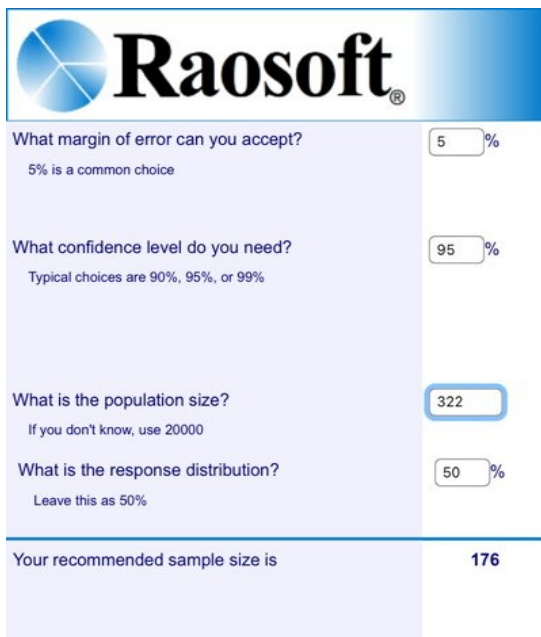
- What margin of error can you accept? 5 % (5% is a common choice)
- What confidence level do you need? 95 % (Typical choices are 90%, 95%, or 99%)
- What is the population size? 363 (If you don't know, use 20000)
- What is the response distribution? 50 % (Leave this as 50%)

Your recommended sample size is 187

1<sup>st</sup> Year Nursing students

$$-187 \times 0.3 = 56.1 = 56$$

2<sup>nd</sup> Year Nursing student –  $176 \times 0.3 = 52.8 = 53$

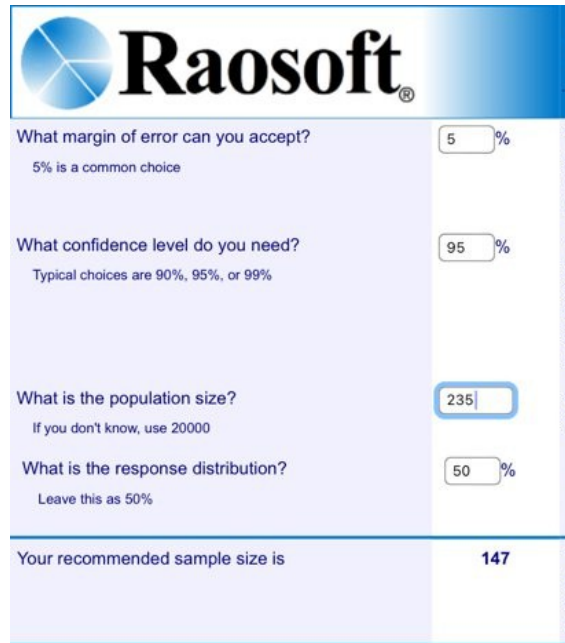


The Raosoft sample size calculator interface shows the following settings:

- What margin of error can you accept? 5 % (5% is a common choice)
- What confidence level do you need? 95 % (Typical choices are 90%, 95%, or 99%)
- What is the population size? 322 (If you don't know, use 20000)
- What is the response distribution? 50 % (Leave this as 50%)

Your recommended sample size is 176

## APPENDIX C Cont'd



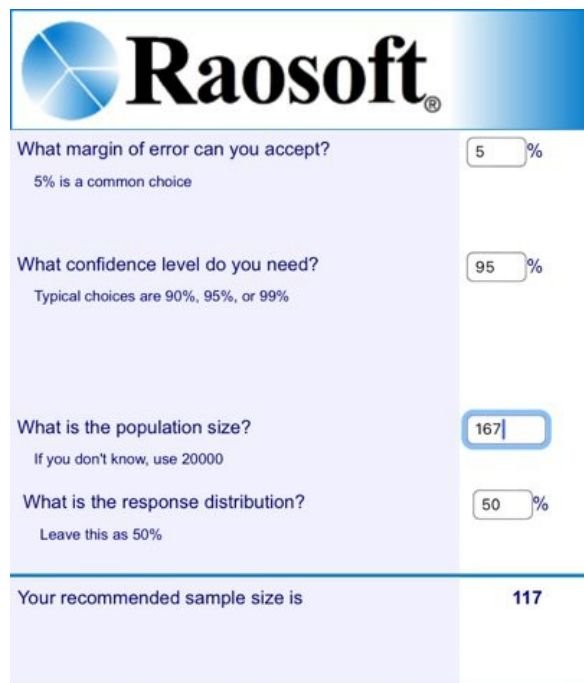
The Raosoft sample size calculator interface is shown. It has a blue header with the Raosoft logo. The main area is light blue and contains four input fields with their respective labels and instructions. The first field is 'What margin of error can you accept?' with a value of 5% and a note '5% is a common choice'. The second field is 'What confidence level do you need?' with a value of 95% and a note 'Typical choices are 90%, 95%, or 99%'. The third field is 'What is the population size?' with a value of 235 and a note 'If you don't know, use 20000'. The fourth field is 'What is the response distribution?' with a value of 50% and a note 'Leave this as 50%'. At the bottom, a white box displays 'Your recommended sample size is 147'.

| Input                                | Value |
|--------------------------------------|-------|
| What margin of error can you accept? | 5%    |
| What confidence level do you need?   | 95%   |
| What is the population size?         | 235   |
| What is the response distribution?   | 50%   |
| Your recommended sample size is      | 147   |

3<sup>rd</sup> Year Nursing students

$$147 \times 0.2 = 29.4 = 29$$

4<sup>th</sup> Year Nursing students – 167 = 117 x 0.1 = 11.7 = 12



The Raosoft sample size calculator interface is shown. It has a blue header with the Raosoft logo. The main area is light blue and contains four input fields with their respective labels and instructions. The first field is 'What margin of error can you accept?' with a value of 5% and a note '5% is a common choice'. The second field is 'What confidence level do you need?' with a value of 95% and a note 'Typical choices are 90%, 95%, or 99%'. The third field is 'What is the population size?' with a value of 167 and a note 'If you don't know, use 20000'. The fourth field is 'What is the response distribution?' with a value of 50% and a note 'Leave this as 50%'. At the bottom, a white box displays 'Your recommended sample size is 117'.

| Input                                | Value |
|--------------------------------------|-------|
| What margin of error can you accept? | 5%    |
| What confidence level do you need?   | 95%   |
| What is the population size?         | 167   |
| What is the response distribution?   | 50%   |
| Your recommended sample size is      | 117   |

## APPENDIX D

### Informed Consent Form



MISAMIS UNIVERSITY  
Ozamiz City 7200, Philippines  
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917  
E-mail Address: [nursing@mmu.edu.ph](mailto:nursing@mmu.edu.ph)  
College of Nursing, Midwifery and Radiologic Technology  
CERTIFIED: ISO 21001:2018 Educational Organizations Management System  
by DNV



ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)  
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

#### Research Informed Consent Form

##### Title

This study is entitled "Burnout and Coping Strategies as Correlates to Mental Health" in partial fulfillment of the requirement for the degree of Bachelor of Science in Nursing.

##### Researcher

This research is to be conducted by Pahalla, Jasmin R., who are pursuing the degree of Bachelor of Science in Nursing, with Mrs. Rojaida T. Sacmar as her adviser. The researcher can be contacted through this mobile number 0909-8978-569 or the email address [jazzpahalla@gmail.com](mailto:jazzpahalla@gmail.com).

##### Purpose of the Research

The purpose of this study is to assess the levels of burnout of nursing students as well as their coping strategies and mental health outcomes among nursing students.

##### Description of Research

This study will employ a quantitative descriptive-correlation research design. The data will be gathered through a Research-Made Questionnaire.

##### Potential Benefits

By identifying effective practices and potential areas for intervention, this research seeks to contribute valuable recommendations that can enhance student success and well-being in the demanding field of nursing education.

##### Confidentiality

During this study, confidentiality will be maintained. Your identity will not be disclosed or published in any form without your explicit consent, unless necessary. The materials containing the raw data collected from you will be disposed of after data processing.

Sincerely yours,

## APPENDIX E

### Approved Letter of Consent



**MISAMIS UNIVERSITY**  
Ozamiz City 7200, Philippines  
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917  
E-mail Address: [nursing@mu.edu.ph](mailto:nursing@mu.edu.ph)  
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April 28, 2025

**Sammy B. Taghoy, Ph.D., RN**  
Dean, College of Nursing, Midwifery and Radiologic Technology  
Misamis University

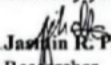
Dear Dr. Taghoy

Good day!

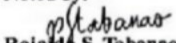
The undersigned is a 3<sup>rd</sup> year student of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and currently working on research entitled "Burnout and Coping Strategies as Correlates to Mental Health Outcomes of Nursing Students". In partial fulfillment of the requirements for Nursing Research 2 course, the researcher respectfully seeks approval from you good esteemed office to conduct the proposed study. It will be conducted in Misamis University, Ozamiz City starting in April 2025. Rest assured that all information derived herein will be treated with utmost confidentiality.

I am looking forward to your favorable response on this matter. Thank you very much and God bless.

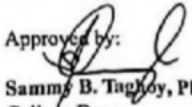
Sincerely yours,

  
**Justin R. Pahalla**  
Researcher

Noted by:

  
**Rojaida S. Tabanao, MAN, RN**  
Research adviser

Approved by:

  
**Sammy B. Taghoy, Ph.D., RN**  
College Dean

## APPENDIX F

### Statistical Computations

#### OBJ. 1

#### Descriptive Statistics: Exhaustion, Depersonalization and Personal

##### Accomplishment

| Variable                | Mean | St.Dev |
|-------------------------|------|--------|
| Exhaustion              |      |        |
| Statement 1             | 4.00 | 1.06   |
| Statement 2             | 3.92 | 0.09   |
| Statement 3             | 3.89 | 1.01   |
| Statement 4             | 4.37 | 0.81   |
| Statement 5             | 4.08 | 0.98   |
| Overall Mean            | 4.05 | 0.81   |
| Variable                | Mean | St.Dev |
| Depersonalization       |      |        |
| Statement 1             | 3.49 | 1.20   |
| Statement 2             | 3.46 | 1.23   |
| Statement 3             | 3.60 | 1.19   |
| Statement 4             | 2.92 | 1.29   |
| Statement 5             | 3.13 | 1.32   |
| Overall Mean            | 3.32 | 1.06   |
| Variable                | Mean | St.Dev |
| Personal Accomplishment |      |        |
| Statement 1             | 3.79 | 1.09   |
| Statement 2             | 2.88 | 1.33   |
| Statement 3             | 3.26 | 1.22   |
| Statement 4             | 4.01 | 1.09   |
| Statement 5             | 3.72 | 1.1    |
| Overall Mean            | 3.53 | 0.94   |

## APPENDIX F Cont'd

### OBJ. 2

#### Descriptive Statistics: Problem-focused Coping, Emotion-focused Coping and

##### Avoidance Coping

| Variable               | Mean | St.Dev |
|------------------------|------|--------|
| Problem-focused Coping |      |        |
| Statement 1            | 4.09 | 0.82   |
| Statement 2            | 4.17 | 0.76   |
| Statement 3            | 4.13 | 0.72   |
| Statement 4            | 4.13 | 0.83   |
| Statement 5            | 4.15 | 0.87   |
| Overall Mean           | 4.17 | 0.69   |
| Variable               | Mean | St.Dev |
| Emotion-focused Coping |      |        |
| Statement 1            | 3.95 | 1.0    |
| Statement 2            | 3.57 | 1.17   |
| Statement 3            | 4.16 | 0.88   |
| Statement 4            | 3.93 | 1.01   |
| Statement 5            | 4.25 | 0.87   |
| Overall Mean           | 3.97 | 0.78   |
| Variable               | Mean | St.Dev |
| Avoidance Coping       |      |        |
| Statement 1            | 3.82 | 0.97   |
| Statement 2            | 4.20 | 0.80   |
| Statement 3            | 3.65 | 1.13   |
| Statement 4            | 3.41 | 1.35   |
| Statement 5            | 4.05 | 1.04   |
| Overall Mean           | 3.83 | 0.80   |

## APPENDIX F Cont'd

### OBJ. 3

#### Descriptive Statistics: Emotional Needs, Psychological Health and Social Health

| Variable        | Mean | St.Dev |
|-----------------|------|--------|
| Emotional Needs |      |        |
| Statement 1     | 3.51 | 1.15   |
| Statement 2     | 3.85 | 0.93   |
| Statement 3     | 3.77 | 0.93   |
| Statement 4     | 3.71 | 0.94   |
| Statement 5     | 3.86 | 1.10   |
| Overall Mean    | 3.71 | 0.80   |

| Variable            | Mean | St.Dev |
|---------------------|------|--------|
| Psychological Needs |      |        |
| Statement 1         | 3.78 | 1.06   |
| Statement 2         | 5.59 | 0.01   |
| Statement 3         | 5.55 | 1.00   |
| Statement 4         | 3.81 | 0.91   |
| Statement 5         | 4.00 | 0.89   |
| Overall Mean        | 3.85 | 0.7    |

## APPENDIX F Cont'd

**Obj. 4** Significant Relationship Exists Between the Respondents' Level of Burnout and their Mental Health Outcomes

| Variables                                           | Test Statistics |         | Remarks                |
|-----------------------------------------------------|-----------------|---------|------------------------|
|                                                     | r-value         | p-value |                        |
| <u>Exhaustion and:</u>                              |                 |         |                        |
| Emotional Needs                                     | - 0.027         | 0.74    | Accept Null Hypothesis |
| Psychological Health                                | 0.577           | 0.00**  | Reject Null Hypothesis |
| Social Health                                       | 0.420           | 0.00**  | Reject Null Hypothesis |
| <u>Depersonalization and:</u>                       |                 |         |                        |
| Emotional Needs                                     | 0.053           | 0.52    | Accept Null Hypothesis |
| Psychological Health                                | 0.458           | 0.00**  | Reject Null Hypothesis |
| Social Health                                       | 0.347           | 0.00**  | Reject Null Hypothesis |
| <u>Reduce Sense of Personal Accomplishment and:</u> |                 |         |                        |
| Emotional Needs                                     | 0.067           | 0.41    | Accept Null Hypothesis |
| Psychological Health                                | 0.529           | 0.00**  | Reject Null Hypothesis |
| Social Health                                       | 0.372           | 0.00**  | Reject Null Hypothesis |

Ho1: There is no significant relationship between burnout and mental health outcomes among nursing students.  
 Legend: 0.00-0.01\*\* Highly Significant, 0.02-0.05\* Significant, above 0.05 Not Significant

**Obj. 5** Significant Relationship Exists Between the Respondents' Level of Coping Strategies and their Mental Health Outcomes

| Variables                          | Test Statistics |         | Remarks                |
|------------------------------------|-----------------|---------|------------------------|
|                                    | r-value         | p-value |                        |
| <u>Problem-Focused Coping and:</u> |                 |         |                        |
| Emotional Needs                    | - 0.090         | 0.27    | Accept Null Hypothesis |
| Psychological Health               | 0.366           | 0.00**  | Reject Null Hypothesis |
| Social Health                      | 0.520           | 0.00**  | Reject Null Hypothesis |
| <u>Emotion-Focused Coping and:</u> |                 |         |                        |
| Emotional Needs                    | -0.079          | 0.33    | Accept Null Hypothesis |
| Psychological Health               | 0.369           | 0.00**  | Reject Null Hypothesis |
| Social Health                      | 0.500           | 0.00**  | Reject Null Hypothesis |
| <u>Avoidance Coping and:</u>       |                 |         |                        |
| Emotional Needs                    | -0.150          | 0.07    | Accept Null Hypothesis |
| Psychological Health               | 0.522           | 0.00**  | Reject Null Hypothesis |
| Social Health                      | 0.434           | 0.00**  | Reject Null Hypothesis |

Ho2: There is no significant relationship between coping strategies and mental health outcomes among nursing students.  
 Legend: 0.00-0.01\*\* Highly Significant, 0.02-0.05\* Significant, above 0.05 Not Significant

## APPENDIX G

### Documentations

Messenger  
docs.google.com Done

Burnout, Coping Strategies as Correlates to Mental Health Outcomes of Nursing Students

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Burnout, Coping Strategies as Correlates to Mental Health Outcomes of Nursing Students

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Burnout, Coping Strategies as Correlates to Mental Health Outcomes of Nursing Students

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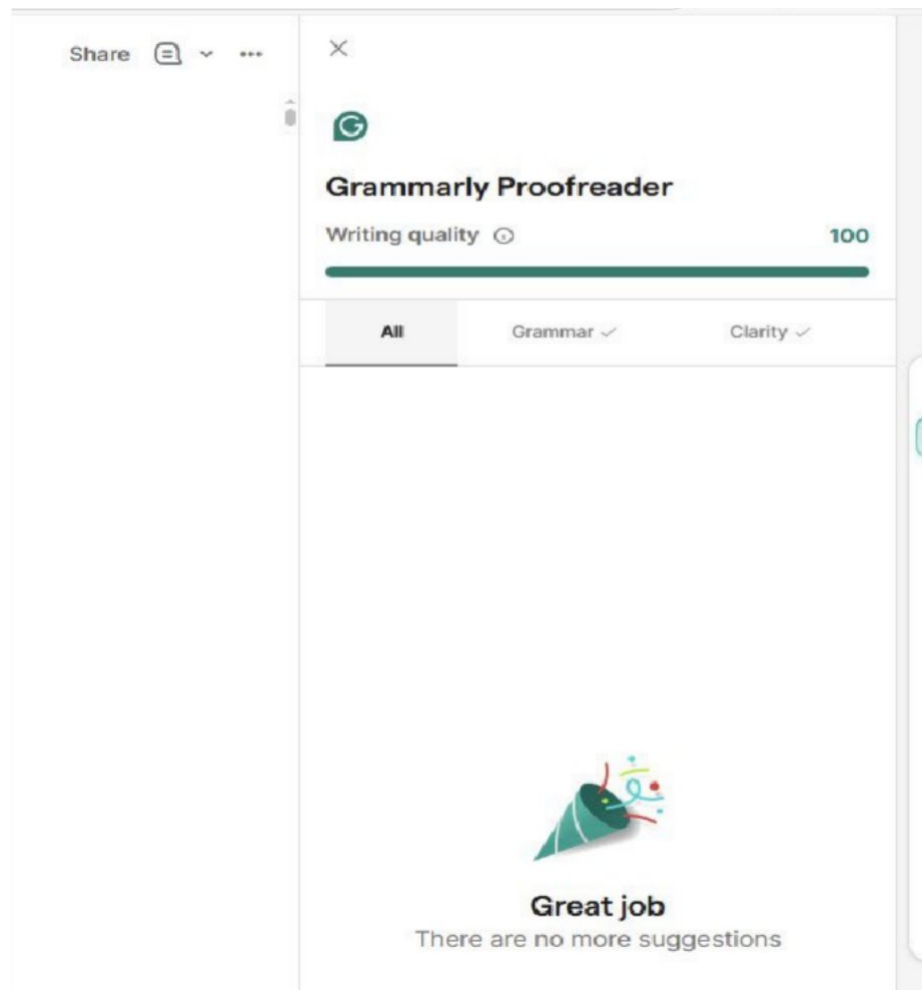
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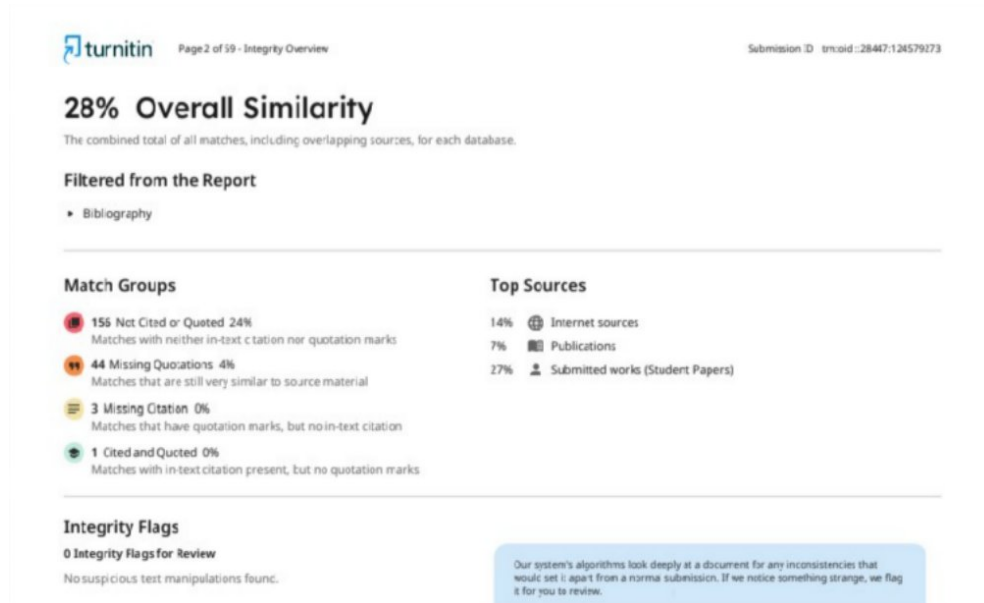
## APPENDIX H

### Grammarly Report



## APPENDIX I

### Turnitin Result



## **CURRICULUM VITAE**

### **I. PERSONAL DATA**

Name : Jasmin R. Pahalla  
Date of Birth : February 14,2004  
Place of Birth : Cagayan de Oro City  
Home Addresss : P-1 Calabayan, Ozamiz City  
Gender : Female  
Civil Status : Single  
Contact No 09513938451  
Email : jazzpahalla@gmail.com



### **II. EDUCATIONALBACKGROUND**

Elementary : Maximino S. Laurete Sr. Central School  
P- 3, Calabayan, Ozamiz City  
Secondary : Jose Lim Ho National High school  
P- 3, Calabayan, Ozamiz City  
Senior High School : Misamis University  
H.T. Feliciano St., Aguada, Ozamiz City  
Tertiary : Misamis University  
H.T. Feliciano St., Aguada, Ozamiz City

