

**SELF-CARE PRACTICES AND CLINICAL PERFORMANCE IN
OPERATING ROOM AMONG THIRD YEAR
NURSING STUDENTS**

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OPERATING ROOM AMONG THIRD YEAR
NURSING STUDENTS**

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

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

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JUNE 2024



Misamis University

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COLLEGE OF NURSING, MIDWIFERY & RADIOLOGIC TECHNOLOGY
CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

CERTIFICATE OF PANEL APPROVAL

In partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing, this research study entitled “**SELF-CARE PRACTICES AND CLINICAL PERFORMANCE IN OPERATING ROOM AMONG THIRD YEAR NURSING STUDENTS**” prepared and submitted by JEAHANNAH ROSE A. ABA, NORIE JANE A. DEL SOCORRO, PRETTY AUBREY B. ELICANO, HEART AIMA G. HONCULADA, KYLA A. LAMANILAO, has been examined and recommended for acceptance and approval.

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ABSTRACT

Nursing students' self-care practices are crucial for their mental, physical, and emotional well-being, which is essential for their optimal clinical performance. The objective of the study was to investigate the relationship between self-care practices and the clinical performance of third year nursing students. Specifically, this study aimed to: 1) assess the level of self-care practices of the nursing students as to nutrition/hydration, exercise, self-soothing strategies, self-awareness/mindfulness, rest, relationships, physical/medical practices, environmental factors, self-compassion, spiritual practices and general self-care, 2) assess the level of clinical performance of nursing students as to clinical rotation grade in the operating room and, 3) explore the relationship between the level of self-care practices and the level of clinical performance of nursing students. The study utilized a correlational quantitative research design and stratified random sampling technique was used on the 117 respondents. The study found that students practiced good self-care in relationships but had low perceptions of exercise. The students' overall clinical performance was very satisfactory. However, when the level of self-care practices and level of clinical performance was compared, it was found out that there was no significant relationship. The study suggests that while self-care practices positively correlate with clinical performance, their level does not directly influence performance, proposing nursing students should maintain and improve their self-care practices while nursing faculty continue to monitor their progress in clinical performance. Future research should explore factors beyond self-care practices that may impact clinical performance, including stress levels, interpersonal skills, clinical supervision quality, and specific nursing practice technical skills.

Keywords: *clinical performance, nursing students, operating room, relationship, self-care practices*

DEDICATION

This research paper is dedicated to the incredible individuals whose unwavering support, guidance, and encouragement have been the bedrock of our journey.

To our parents and families, specifically to nanay Ailene and tatay Maximino, mama Jean and papa Napoleon, mama Ana and papa Johnny, mama Amada and papa Pablito, mama Janice and papa Norman, for their enduring love, support, financial assistance, and faith in us. Your sacrifices and constant reassurance have been our greatest motivators, enabling us to achieve our academic dreams.

To our classmates in block B for their friendship, motivation, and shared experiences that have enriched our academic endeavors.

To our friends, Gillian, Danielle, Fe, Blanche, Monmon, Mikhaella, Marielle, Aia, Nicole, Keisha, who have never left our sides, who have cried with us during our struggles in the making of this research paper and are very dear to us.

To our research adviser, Mrs. Athina Karla Chia, your wisdom, passion, and dedication have been our guiding light. Your mentorship inspired us to strive for excellence and reach our highest potential, despite the physical distance that occasionally hindered our communication. Your knowledge and commitment have deeply resonated within us.

Above all, God Almighty, our creator, our strong pillar, our source of inspiration, wisdom, knowledge, and understanding, we dedicate this project to you. Throughout this research journey, He has been our source of strength, and we have only been able to fly on His wings.

The Researchers

ACKNOWLEDGMENTS

The researchers would like to acknowledge and extend their heartfelt gratitude and appreciation to the following who have made the completion of this study possible:

Dr. Sammy B. Taghoy and Mrs. Judy Jane S. Revelo, the chairpersons of the Thesis Committee of the College of Nursing, Midwifery and Radiologic Technology, your invaluable insights, guidance, and unwavering support have been instrumental in shaping and completing this paper;

Mrs. Amie G. Tojino, Mrs. Chona J. Robles and Ms. Maebil Marie M. Go, the panel members, we deeply appreciate your constructive criticisms, valuable comments, and thoughtful suggestions;

Dr. Athina Karla Chia, our adviser, your expertise, guidance, and encouragement have been a beacon of light throughout this research journey. Your belief in our potential and your continuous support have been pivotal to our success;

Dr. Jesus G. Ocapan Jr., the Dean of the College of Nursing, Midwifery and Radiologic Technology, Misamis University, thank you for your unwavering support and for providing us the opportunity to pursue this study;

The respondents of this study, we are immensely grateful for your time, cooperation, and willingness to participate;

To our families, your unwavering support, understanding, and love have sustained us through this arduous task;

Above all, we express profound gratitude to God Almighty for providing wisdom, strength, and divine guidance as our anchor throughout this research journey.

The Researchers

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INTRODUCTION

Rationale of the Study

Nursing education is a formal education and training aimed at developing clinically competent nurses who can make a substantial contribution to the provision of safe and effective nursing care (Appiah, 2020). When providing patient care in a clinical setting, students apply the knowledge they have learned in theoretical classes (Bilik et al., 2022). Clinical environments such as the operating room, a dynamic, high-risk setting where effective teamwork is essential for optimal patient care, are vital to nursing education (Zarei et al., 2020). Nursing students face numerous challenges, including their first exposure to the operating room (Mohebbi-Noubandegani & Ebrahimi, 2022). Several factors can influence the preparedness of Level III nursing students for their first OR experience, including their self-care (Abu et al., 2024).

Self-care practices are intentional actions people take to preserve and improve their physical, mental, and emotional well-being (Hwang & Kim, 2020). Nursing students prioritize self-care, but neglect it due to academic and clinical demands, leading to poor practice in maintaining physical, psychological, and emotional well-being (Armstrong et al., 2022). In addition, self-care is acknowledged by the World Health Organization (WHO) as a crucial aspect of healthcare that enhances formal healthcare systems and gives people more options. They suggest self-care interventions to promote health, help vulnerable populations, and attain universal health coverage (World Health Organization, 2024). Nurses and nursing students are unable to give their patients the kind of care they need if they do not practice self-care (Nkabinde-Thamae et al., 2022; Williams et al., 2022).

In nursing, clinical performance refers to a student's capacity to engage in providing care as measured by evaluation tools (Rojo et al., 2020). When a nursing student visits an operating room for the first time, they usually find it to be a frightening place. Misconceptions and misunderstandings often lead to a bad experience, making it difficult to maximize the learning opportunity (Breedt & Labuschagne, 2019). Likewise, Ordin et al. (2018) said that nursing students

experience increased stress in operating rooms due to complex units and patient care. Reasons could also be excessive clinical procedures, rapid patient circulation, and physiological changes and nurses being stressed in the operating room (Firat-Kılıç, 2018). Despite academic rigor and clinical practicum experiences, applying self-care practices may help nursing students improve their self-awareness and stress reduction during the transition from pre-licensure to graduate roles (Green, 2019).

Tachias and Ferguson (2019) stated that nursing students are aware of the significance of self-care for maintaining one's level of sleep, nutrition, and exercise to enhance one's physical and physiological health as well as for one's personal, physical, emotional, and psychological well-being. Stress levels during clinical duties in special areas are directly correlated with self-care deficiencies. It may result in both physical and psychological symptoms that make it harder to care for patients in specialized areas, such as persistent headaches, anxiety, jitters, restless nights, difficulty paying attention, and learning challenges (Wu et al., 2021). Nursing students can develop a strong foundation and self-care knowledge by engaging in self-care practices, particularly in specialized clinical settings (Paul, 2019).

Moreover, Norouzi and Imani (2021) discovered that students studying in operating rooms encounter numerous stressors in their specialized fields, which hinders their ability to learn in a clinical setting. These factors include a lack of self-care routines, inadequate training for practical skills, inadequate support, and poor communication. To improve theoretical knowledge, develop nursing skills, and prepare students for professional roles, there is an increasing demand for better learning environments for nursing students, with a particular focus on clinical environments (Gemuhay et al., 2019). Bickham (2023) uttered that students who practice self-care routines report feeling happier, more productive, and having greater levels of self-confidence. Thus, students pursuing healthcare careers can benefit from these advantages of self-care by performing better in their studies and in clinical settings.

Literature shows that self-care has a positive impact on clinical performance (Malekzadeh et al., 2018) and quality of patient care provision (Sist et al., 2022). Self-care has been clinically shown to lower the prevalence of cancer, heart disease, and stroke in the general population, improving overall wellbeing. This suggests that patients receiving care from healthcare providers who prioritize self-care may benefit from self-care practices in terms of their physical health and clinical outcomes (Riegel et al., 2021). Self-care enhances the quality of care provided to others, encourages higher standards of patient care, and brings higher quality care into the workplace. Thus, it is the duty of nurses and nursing students as well as for their patients, coworkers, and the medical setting in general. One strategy for lowering the stress associated with nursing is self-care. Nurses and nursing students are more likely to witness signs of depression or anxiety, stress on the nursing units, and a lack of commitment to their work when they are exhausted. This may put them and the patients at risk (Mason, 2023).

According to Bevans et al. (2018), nursing students who regularly practice self-care, such as healthy eating, regular exercise, and stress management, may perform better in clinical settings. Yet, Subke et al., (2020) showed that as nursing students are exposed in special clinical areas, it can be physically and emotionally demanding and strenuous. Therefore, to increase clinical competency, self-care behaviors should be encouraged among nursing student populations and incorporated into curricula (Green, 2019; Higgins et al., 2023; Kirkendall, 2022).

Theoretical Framework

This study was anchored on the Self-Care Deficit Theory by Dorothea Orem (1971). Orem claims that the self-care deficit theory provides a fundamental framework for comprehending the connection between self-care and nursing practice. As elucidated by Gonzalo (2023), a core tenet of this theory is the recognition of every individual's innate capacity for self-care, which encompasses the initiation and execution of actions to promote personal well-being, health, and overall quality of life. The theory places a strong emphasis on the value of self-care and the part nurses play in assisting people in meeting their needs in this area.

According to Orem, self-care, self-care agency, self-care requisites, and self-care deficits are some of the core ideas in the theory. Gonzalo (2023) referred to self-care as actions that people take on their own initiative and behalf to preserve their own life, health, and well-being. Humans have an ability for self-care known as a self-care agency, which is shaped by basic conditioning factors. Humans need to meet certain requirements for self-care in order to survive and have happy lives (Tyson & Real, 2024). Orem categorizes these requisites into three categories: universal self-care requisites, developmental self-care requisites, and health deviation self-care requisites. A self-care deficit, as defined by Dorothea Orem's self-care theory, is a state in which individuals are not able to sufficiently meet their needs for self-care. This deficit may result from a number of things, such as disease, incapacity, ignorance, or scarce resources (Maruca, 2023).

The other three interrelated concepts that comprise Orem's theory are the theory of self-care, the self-care deficit theory, and the theory of nursing systems, which is further divided into categories of totally compensating, partially compensatory, and supportive-educative. According to the self-care theory, people should voluntarily take safety measures to protect their own lives, health, and well-being. It states that individuals ought to voluntarily take precautions to safeguard their own lives, health, and welfare. When nursing care is required is determined by the self-care deficit theory. Gonzalo (2023) states that nursing is required when an adult (or, in the case of a dependent, the parent or guardian) is unable to provide consistent, effective self-care. Nursing systems are utilized by nurses to assist patients who are incapable of taking care of themselves (Tyson & Real, 2024). These systems are designed to provide varying levels of support based on the patient's needs and capabilities.

Among the three interrelated theories of self-care deficit theory, the researchers integrated the concept of self-care by highlighting the significance of self-care practices as a cornerstone of nursing education and comprehending how self-care practices can impact clinical performance. The theory's central claim—that self-care is essential to maintaining life, health, and well-being—was applied

to examine the link between nursing students' clinical performance and their self-care practices. By including this, the researchers were able to comprehend the relationship between nursing students' clinical performance and their self-care practices, which aided in the creation of interventions and strategies to improve their performance (Gonzalo, 2023).

The study applied the theory of self-care to determine the self-care abilities and deficiencies of third-year nursing students. This allowed them to improve their self-care practices and became more capable of attending to their own needs. The significance of self-care in preserving general health was emphasized, and third-year nursing students' capacities for self-care were assessed using Orem's theory. This knowledge can shape nursing education and practice in the future, leading to better patient outcomes and training quality (Malekzadeh et al., 2018). Orem's theory was cited by Khamedian et al. (2020) as a helpful framework to assess the degree to which self-care practices enhance nursing students' clinical performance. Students can achieve and maintain optimal levels of self-care, leading to better clinical performance, by regularly assessing their progress and making the required modifications to their self-care plans (Zhang & Pan, 2021).

The purpose of this study was to investigate the relationship between self-care practices and clinical performance in operating rooms among third-year nursing students focusing on examining whether there exists a correlation between the level of self-care practices and the clinical performance of nursing students. Therefore, this study aimed to fill the gap in the current literature by examining this relationship to provide valuable insights that can be gained into how self-care practices impact the clinical performance of nursing students, which can inform educational approaches and interventions aimed at promoting better self-care behaviors and improving overall clinical performance among nursing students.

Conceptual Framework

This study is conceptualized to specifically explore the relationship between self-care practices and the clinical performance of third-year nursing students in the operating room. There are two sets of variables in this study. The first set is the

independent variable which includes the respondents' self-care practices as to nutrition/hydration, exercise, self-soothing strategies, self-awareness/mindfulness, rest, relationships, physical and medical practices, environmental factors, self-compassion, spiritual practices, and general self-care. The second set is the dependent variable, the respondents' clinical performance as to clinical rotation grade in the operating room. Overall, this framework visually guides the study's exploration of the relationships and pathways among these key variables.

Self-care practices. In this study, self-care practices pertain to a broad range of behaviors and activities that individuals engage in to maintain and improve their physical, emotional, mental, and spiritual well-being. These practices include ensuring adequate nutrition and hydration, engaging in regular physical exercise, employing self-soothing strategies to manage stress, fostering self-awareness and mindfulness, obtaining sufficient rest and sleep, cultivating supportive relationships, adhering to physical and medical care routines, creating and maintaining a healthy living environment, practicing self-compassion, participating in spiritual or meaningful activities, and integrating these various practices into a cohesive self-care regimen. The frequency and consistency with which nursing students engage in self-care activities can be used to assess their daily practices and determine whether self-care practices have a significant relationship with the clinical performance in the operating room.

Smart and Creighton (2022) articulated that several beneficial practices can be implemented to enhance the mental and physical health of nursing students, including movement, breathing exercises, meditation, proper sleep hygiene, and ensuring they are getting adequate food and water. Brouwer et al. (2021) asserted that self-care practices among nursing students are linked to better outcomes in the clinical setting. Even though self-care is frequently neglected among nursing students worldwide (Armstrong et al., 2022), for nurses and nursing students, practicing self-care is an essential first step because it enables them to put their own health and well-being above taking care of others, particularly in a high-risk clinical

setting like the operating room where food and water are scarce (Andrews et al., 2020).

Nutrition/hydration. In the context of this study, nutrition/hydration refers to behaviors related to maintaining adequate hydration and nutritional intake, focusing on the importance of consuming sufficient water daily, eating regular meals, and ensuring a balanced diet rich in fruits, vegetables, proteins, and whole grains. It also assesses the avoidance of unhealthy eating patterns such as overeating or excessive intake of junk food. The respondents' nutrition/hydration were assessed through a self-care scale questionnaire which involves examining their knowledge of nutritional requirements during challenging clinical rotations, as well as techniques for organizing meals and staying hydrated throughout long shifts. The data were utilized to comprehend how self-care regimens incorporate dietary and hydration practices during their operating room shift.

According to Mostafazadeh et al. (2024), there is a direct link between nursing students' adoption of healthy eating habits and their level of nutrition literacy. This implies that students who score higher on nutrition literacy are more likely to choose a healthy diet, which can enhance their general health and clinical performance. Zaghmir and Ibrahim (2023) said that university students, including nursing students, frequently engage in unhealthy eating practices and risky weight-control strategies in which their general health and clinical performance might be affected as a result. As Garcia-Garcia (2022) said, hydration and wellbeing are interconnected, yet healthcare providers often overlook and underestimate the importance of hydration. According to Hwang et al. (2021), the majority of surgical trainees became dehydrated within six hours of performing surgery, and some of them reported not drinking any fluids for an average of longer than six hours. Therefore, many nurses and student nurses are found to have deficient knowledge in malnutrition and balanced diet (Hadaye et al., 2019).

Exercise. In the study, exercise measures the frequency, intensity, and variety of physical activities, including both structured exercise routines like gym workouts or sports and general activities such as walking or gardening. It also

considers the amount of time spent in sedentary behaviors like sitting or lying down for extended periods. In order to determine whether nursing students who report higher or lower levels of exercise perform better or worse in the clinical setting, it was also utilized to look at correlations between exercise habits and clinical performance outcomes.

Regular physical activity enhances the overall quality of life and performance of nursing students by improving their fitness, health, stress tolerance, confidence, and daily performance (Damayanti et al., 2020). In order to encourage patients to lead healthy lifestyles and habits, nurses and nursing students are more conscious of the importance of physical fitness. However, they are unable to regularly exercise due to a serious lack of time and fitness obligations (Subramanian, 2023). Hence, Veseta et al. (2022) found that nursing study curricula must include information about the importance of physical activity in order to promote it among nursing students and their patients.

Self-soothing strategies. In this study, self-soothing strategies involve the use of activities that individuals employ to calm and comfort themselves, especially during stressful or challenging times. It includes practices such as listening to music, taking warm baths, engaging in hobbies, reading, and using relaxation techniques like deep breathing or progressive muscle relaxation. The use of self-soothing techniques by nursing students was assessed in the study using a validated self-report questionnaire on the frequency and efficacy. The data was utilized to look into the connection between nursing students' clinical performance and the self-soothing strategies they employ.

To manage stress and maintain their emotional wellbeing, nursing students use a variety of coping mechanisms, such as deep breathing, relaxation techniques, exercise, prayer, meditation, time management, social support, and self-soothing activities (Schwartz, 2023). In high stress environments like the operating room, nursing students express and manage their emotions in a responsible manner through journaling and diary-keeping. This enables them to "voice out" their anxiety and stop bad feelings from getting worse (Abdul-Mumin et al., 2023).

Self-awareness. In the context of this study, self-awareness focuses on the individual's ability to remain present and attentive to their thoughts, emotions, and physical sensations. This construct includes practices like meditation, mindful breathing, and mindful eating, which assist individuals in becoming more conscious of and accepting of their inner experiences. Using a validated self-report questionnaire, nursing students' levels of self-awareness were measured in terms of their self-reflection on thoughts, feelings and behaviours to determine the impact of this variable on their clinical performance.

Mendel (2023) uttered that self-awareness/mindfulness can improve emotional regulation, stress reduction, and overall well-being. Also, McVeigh et al. (2021) showed the effectiveness of mindfulness-based interventions in stress management, developing self-awareness, and enhancing academic and clinical outcomes for undergraduate nursing students. Additionally, self-awareness/mindfulness can benefit nursing students' sleep, concentration, and clarity—all of which are necessary for efficient clinical performance. While mindfulness can enhance nursing students' authenticity in patient care by allowing them to reflect on their inner feelings and circumstances, they may find mindfulness techniques counterproductive or worsen their stress and may struggle to fit it into their busy schedules (Matshaka, 2021).

Rest. In the study, rest pertains to behaviors related to obtaining adequate rest and sleep, encompassing both the quality and quantity of sleep, as well as relaxation activities that promote restfulness. It involves activities like keeping a regular sleep schedule, setting up a comfortable sleeping environment, and partaking in relaxing pre-sleep routines. Rest was examined as one of the factors that may influence nursing students' clinical performance through a validated self-care questionnaire in terms of quality, rest-related habits and practices.

As stated by Khalil et al. (2018), sleepiness and inadequate sleep were common problems for nursing students, which affected their daily functioning, clinical results, and academic performance. Meanwhile, sleep disorders can impair attention, memory, and cognitive functioning, which may be linked to poor clinical

performance in nursing students. Also, level 3 and older students may have a higher likelihood of possessing the abilities and information required to succeed in having good relationships, autonomy, purpose in life, good sleep, and environmental mastery—all of which are critical components of academic and clinical success (Benjamin et al., 2024).

Relationships. In this study, relationships infer to the quality and supportiveness of interpersonal connections, including the ability to communicate effectively, seek and offer support, and stand up for oneself in social interactions. This construct also assesses the presence of a reliable social support system and the strength of personal relationships. Hence, relationships were utilized in the study as one of the factors that can possibly influence nursing students' academic and clinical outcomes. A validated self-care questionnaire was employed to determine the degree of relationships they have between nursing students and their peers, instructors, family and patients.

The mentor-student relationship is a necessary supposition to attain understanding and openness in the evaluation procedure in addition to the clinical learning setting where this relationship is situated. Student learning and professional development are facilitated by interactions among the student, nurse educator and mentor in the clinical learning setting (Immonen et al., 2019). Furthermore, Dube and Mlotshwa (2018) discovered that academic and clinical performance were significantly impacted by the positive and supportive relationships that nurse educators and students had, with most respondents stating that these relationships promoted improved performance.

Physical/Medical Practices. In the study, physical/medical practices assess the engagement in preventive and medical care, including regular health check-ups, adherence to medical advice, dental hygiene, and the abstinence from dangerous habits like smoking and binge drinking. It highlights the value of preventive health care, including taking prescription drugs as directed, getting immunized, and seeking prompt medical attention when necessary. The information was used to

help ascertain whether or not students who practice effective physical/medical self-care are likely to receive better grades and evaluations in their clinical courses.

Nursing students' clinical performance is significantly influenced by their physical and medical health, as those in good health are better equipped to handle clinical environment demands. Regular check-ups and treatment plans assist students in managing any medical conditions they may have, ensuring their readiness for clinical practice (Norouzi & Amani, 2021). Riegel et al. (2021) said that physical/medical self-care is crucial for prevention and proactive measures, especially in stressful or urgent situations, as consistent behaviors develop into habits and remain maintained over time. By incorporating physical/medical self-care into the daily routines of nursing students, they can better manage stress, improve their health, and provide compassionate care to their patients (Shay, 2021).

Environmental Factors. In the study, environmental factors consider the impact of one's physical surroundings on well-being, including living conditions, workspace, and exposure to nature. This construct assesses the cleanliness, safety, and organization of the living environment, as well as access to natural settings that promote relaxation and rejuvenation. Thus, environmental factors were used as one of the variables to investigate their impact on nursing students' clinical performance in the operating room by determining their behaviors in the presence of these factors.

Nursing students' clinical performance and competence can be directly impacted by the clinical learning environment in the OR, which includes both stressful and supportive factors (Norouzi & Imani, 2021). Most nursing students concurred that clinical placement provides sufficient opportunity for students to learn clinical skills in a practical setting. A student's lack of confidence and tardiness, a school's inadequate supervision, and others can all be obstacles to successful clinical learning. Clinical learning experiences were significantly influenced by student factors as well as placement-based factors (Gemuhay et al., 2019).

Self-compassion. In the study, self-compassion is the capacity to be kind and understanding to oneself, especially when facing challenges or failures. It involves recognizing one's own suffering, offering self-support, and avoiding harsh self-criticism. This construct includes practices such as self-encouragement, accepting personal imperfections, and forgiving oneself for mistakes. Therefore, self-compassion was used to help measure the level of self-care practices in terms of the number of students who are more likely to recover quickly from setbacks, learn from their mistakes, and maintain a positive attitude towards their clinical practice.

In a study published by Su et al. (2021) investigated how baccalaureate nursing students acquired the skills necessary to provide compassionate care throughout their clinical practice year and baccalaureate nursing programs' clinical practicum experiences are found to offer rich opportunities to grow compassionate care. Students had both positive and negative experiences that impacted their internalization and actualization of compassionate care in different areas in hospital, even though they had an increased sense of compassion.

Spiritual Practices. In this study, spiritual practices refer to engagement in activities that provide a sense of purpose, connection, and meaning, such as religious practices, meditation, spending time in nature, and volunteering. Spiritual practices may include prayer, attending religious services, reflecting on personal values, and participating in community service. This construct was employed in the study to gauge the frequency and kind of spiritual practices followed by nursing students and to help ascertain the connection between nursing students' clinical performance in the operating room and their self-care habits.

According to Rykkje et al. (2021), the students were pushed to step outside of their comfort zone, investigated their own spirituality in a variety of hospital settings, and found that having spiritual conversations with patients allowed them to understand them more deeply. Although spirituality is essential for providing patients with holistic care, nurses, especially student nurses, frequently find it difficult to understand (Hu et al., 2019). Also, Kuven and Giske (2019) found that

nurses and nursing students lack adequate training for providing spiritual care in the real world. Students perceived spiritual care reflections as intimate and uncomfortable, highlighting the challenge of ensuring students to have the necessary spiritual care competency.

General Self-care. In the study, this assesses the variety and effectiveness of self-care practices across different domains. This construct looks at the overall balance and integration of various self-care strategies, such as physical health management, emotional regulation, social engagement, and personal development. Good general self-care can support students in maintaining their well-being, motivation, and focus—all of which are necessary for overcoming the demands of their training. Using a self-care scale questionnaire, general self-care was one of the primary variables used to examine its impact on nursing students' clinical performance in the study.

Malekzadeh et al. (2018) discovered that when compared to a control group, nursing students who received instruction in Orem's self-care model had significantly higher clinical performance scores. Moreover, a program that teaches general self-care and self-awareness has been demonstrated to boost the resilience of nursing students. Majority of students reported feeling more capable of engaging in self-care activities like exercise, healthy eating, and sleep—all of which can lead to better clinical outcomes in a medical facility (Dikmen & Bayraktar, 2021).

Clinical Performance. In the study, clinical performance refers to the proficiency of nursing students, in real-world clinical settings, encompassing technical skills, clinical reasoning, communication, professionalism, and under-pressure performance. It is crucial in the study to determine whether they demonstrate competence, confidence, and preparedness for clinical environments despite having a good or bad self-care practice. Clinical performance was used in the study as the dependent variable to understand how it is influenced by the independent variable which is self-care practices.

Based on the study of Kim and Sohn (2019), clinical performance is a measure of a nursing student's ability to deliver high-quality patient care by

applying their theoretical knowledge and practical training in clinical settings. Early development of self-care practices helps students better handle the demands of clinical rotations like the OR. Examples of these practices include prioritizing sleep, exercising, and overcoming negative self-talk.

Clinical Rotation Grades in the OR. In the study, these are marks awarded to nursing students based on their performance in clinical placements and practical training, assessing their competencies in applying theoretical knowledge to real-world scenarios. High grades indicate proficiency, while low grades indicate need for additional support and training. RLE grades, specifically clinical rotation grade in the OR, was used to help determine the clinical performance of nursing students based on what grade they got during their first exposure duty in the OR.

A vital component of nursing education is the clinical placement experience, which gives students the opportunity to acquire the core knowledge and abilities required to practice in a supervised clinical setting. It might have an impact on their clinical grades, particularly in high-risk settings like the operating room or intensive care unit. However, clinical incompetence and ignorance were factors in students' performance problems (Rojo et al., 2020). Persistent stress can also negatively impact nursing students' clinical performance as well as their health and overall well-being (Green, 2019).

There has been little research on the relationship between various self-care practices and clinical performance in the operating room, especially among nursing students in the Philippines. This is in contrast to the numerous studies that have examined the various self-care practices and how they affect academic performance as well as physical, psychological, and emotional well-being. Moreover, there is a huge variation in the way that nursing students conceptualize self-care, which leads to differences in how this concept is incorporated into nursing curricula. Addressing this is essential for understanding the impact of self-care practices on nursing students' clinical performance, particularly in operating rooms, which is crucial for improving awareness and promoting quality care in nursing education.

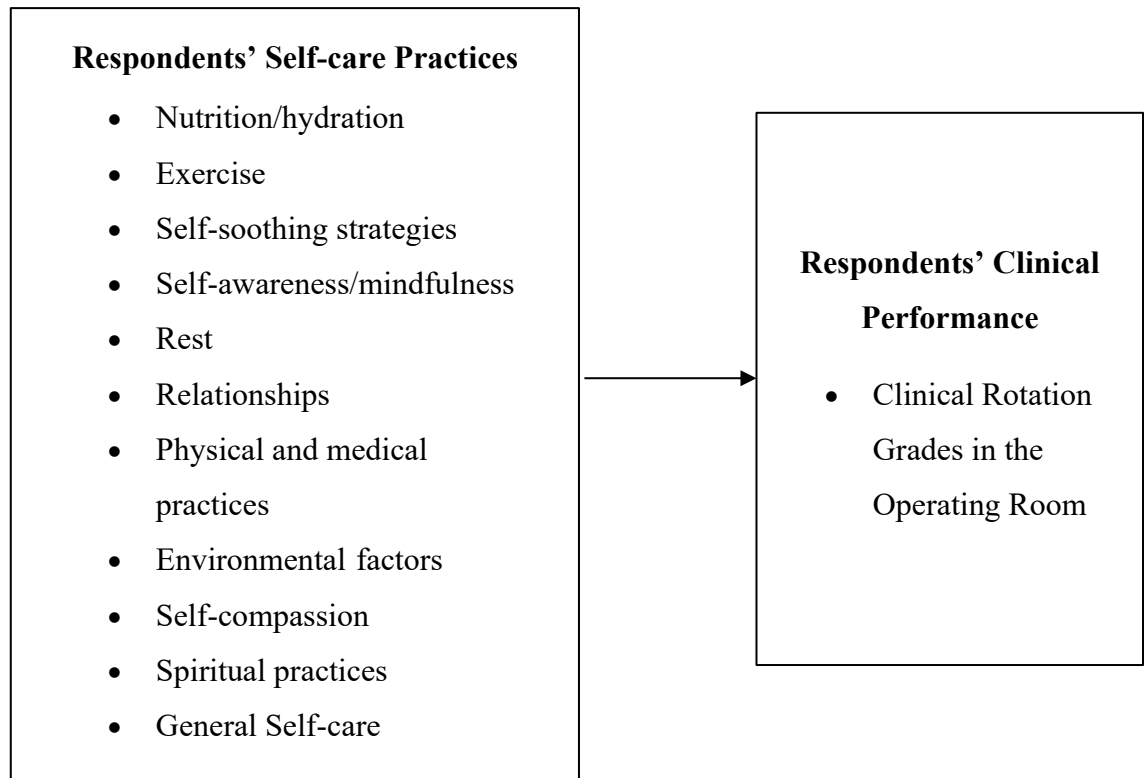


Figure 1. Schematic Diagram of the Study

Objectives of the Study

The objective of the study was to investigate the relationship between self-care practices and the clinical performance of third year nursing students at a tertiary university in Ozamiz City. Specifically, this study aimed to:

1. Assess the level of self-care practices of the third-year nursing students in terms of nutrition/hydration, exercise, self-soothing strategies, self-awareness/mindfulness, rest, relationships, physical and medical practices, environmental factors, self-compassion, spiritual practices and general self-care.
2. Assess the level of clinical performance of the third-year nursing students in terms of the clinical rotation grade in the operating room.
3. Explore the relationship between the level of self-care practices and the level of clinical performance of nursing students.

Hypothesis

H₀: There is no significant relationship between the level of self-care practices and the level of clinical performance of nursing students.

Significance of the Study

The study not only examined how self-care influences nursing students' clinical performance but also offered valuable insights for various healthcare stakeholders. For nursing students, it emphasized the role of self-care in developing clinical skills and resilience, which can ease their transition into professional practice. Nursing educators and institutions can gain an understanding of the importance of promoting self-care into the curricula and monitoring their clinical performance which may enhance student well-being and produce more capable graduates. Healthcare facilities could benefit from reduced burnout and greater patient care commitment among students who prioritize self-care, potentially improving teamwork and outcomes. Ultimately, patients and the public can receive higher-quality, more attentive care from nurses and students trained in self-care. To sum up, the study supported the broader aim in enhancing nursing education and healthcare quality through self-care practices.

RESEARCH METHODOLOGY

This section gives an outline of the methodology used in the study. This included the design, environment, unit of analysis, respondents, and sampling procedure, data gathering instruments and procedure, scoring guidelines, mode of analysis/statistical instruments, and ethical considerations.

Design

This study utilized a quantitative approach specifically, a correlational research design. It is a kind of non-experimental research design where the relationship between two or more variables is examined without any of the variables being controlled or manipulated by the researcher (Bhandari, 2023). It was used to identify whether or not there is a relationship between the variables and, if so, what type of correlation exists. The correlational research design is appropriate for this study since it sought to investigate the link between two variables: self-care practices and the clinical performance of third year nursing students.

Environment

The study was conducted at one of the tertiary universities in Ozamiz City, Misamis Occidental. The 117 third-year nursing students were the focus of this dynamic and progressive learning environment. The tertiary university provides a higher-quality education and offers paramedical programs, specifically Bachelor of Science in Nursing, Midwifery, and Radiologic Technology. It has been recognized for its strong academic programs, commitment to educational excellence, and holistic student development.

Unit of Analysis, Respondents and Sampling Procedure

The respondents of the study were 117 third-year nursing students. The respondents at the time of data collection, must be currently enrolled as third-year nursing students. No limitations were placed on the basis of age, gender, or any other demographic characteristic. Students who are not in their third year of the nursing program, students who do not give their consent to participate, and the five researchers who are in their third year of the program were the exclusion criteria.

The researchers used a stratified random sampling technique. This approach guarantees that each respondent has an equal chance of being included in the sample, ensuring a more balanced representation of the variables under study. The use of the stratified sampling technique aimed to achieve a fair and proportionate representation of different factors within the group.

From the total population of third-year nursing students which was 165 (N=165), a stratified random sampling technique was used by dividing the total population into four groups. They were grouped according to the blocks they are enrolled in blocks A, B, C, and D. The sample size was then calculated using Slovin's formula, ensuring statistical rigor in determining an appropriate and representative sample for the study. Thus, the calculated sample size was 117 (n=117).

Data Gathering Instruments and Procedure

Prior to data collection, permission was secured from the Dean of the College of Nursing, Midwifery, and Radiologic Technology. A stratified random sampling method was used; blocks A, B, C, and D, are the strata for sampling. Initially, there were a total of 170 level three nursing students however, there will only be 165 students of the total population due to the exclusion of the five researchers. The required number of samples for block A is 29, block B is 26, block C is 31, and block D is 31. The researchers used a random number generator to select the necessary number of participants from each block for proper randomization before approaching the respondents. Identified respondents provided their informed consent before questionnaires were distributed, giving them plenty of time to consider their answers. Once data collection was completed, there was analysis of data using appropriate statistical treatments and interpreting the results within the context of the objectives, considering any differences observed between blocks.

A. Self-Care Practices Questionnaire

This study adapted the Mindful Self-Care Scale from the University of Buffalo Graduate School of Education by Catherine Cook-Cottone (2015), a

standardized and validated instrument to assess the variety and frequency of self-care practices. It is an 84-item scale that measures the self-reported frequency of behaviors that measure self-care behavior. The questionnaire addressed ten essential domains of self-care, encompassing nutrition/hydration, exercise, soothing strategies, self-awareness/mindfulness, rest, relationships, physical and medical practices, environmental factors, self-compassion, and spiritual practices. Additionally, three general items are included to evaluate an individual's overall or broader practices of self-care which could provide essential information that can help measure the level of self-care practices among nursing students.

B. Clinical Performance

The clinical performance of the nursing students was based on the grades obtained during their operating room clinical rotation within the first and second semester of the school year 2023-2024. The researchers communicated with the respective clinical instructors responsible for each student's clinical rotation grade in the operating room. Afterwards, the grades reported by the clinical instructors were collected and used to compute the average clinical performance of each student.

Scoring Guidelines

To measure the level of self-care practices among nursing students, the following continuum was used:

Table 1. Continuum for the Level of Self-care Practices

<u>Weight</u>	<u>Continuum</u>	<u>Responses</u>	<u>Interpretation</u>
5	4.20-5.00	Regularly	Very Good
4	3.40-4.19	Often	Good
3	2.60-3.39	Sometimes	Fair
2	1.80-2.59	Rarely	Poor
1	1.00-1.79	Never	Very Poor

To measure the level of clinical performance among nursing students, the following continuum was used:

Table 2. Continuum for the Level of Clinical Performance

<u>Grade Range Percentage</u>	<u>Description</u>
90-95	Excellent
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Poor
70-74	Very Poor

Mode of Analysis/ Statistical Treatment

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

Frequency and Percentage Distribution. This is a description of the data that organizes the data into categories and shows the proportion of the data points in each category. These were used to present the prevalence and distribution of different self-care practices among the third-year nursing students in relation to their clinical performance in the operating room.

Mean and Standard Deviation. A dataset's average value is represented by the mean, a central tendency measure. The amount of variation or spread in the dataset is indicated by the standard deviation, which is a measure of dispersion. These were used to describe the average level of self-care practices and the variability around this average among the third-year nursing students.

Pearson Product-Moment Correlation Coefficient. A descriptive statistic that indicates the direction and strength of a linear relationship between two variables, Pearson's r is another name for it. It was used in order to ascertain whether there was a meaningful correlation between third-year nursing students' clinical performance in the operating room and their self-care practices.

Ethical Considerations

The goals of research ethics are to safeguard human participants, make sure that research was carried out in a way that advances the interests of people, groups, and/or society, and assess the ethicality of particular research projects and activities (Palaskar, 2018). To that extent, the researchers adhered to the standard rights of all respondents; as such, the researchers employed (a) a secured consent letter made and addressed to the Dean of College of Nursing, Midwifery, and Radiologic Technology, (b) voluntary participation, (c) signed informed consent, (d) anonymity, and (e) confidentiality to the respondents was ensured before the actual data gathering procedure. The study's objectives, advantages, and possible risks were all explained to the respondents, along with their option to decline or withdraw from participation in the study. The records of this study were kept entirely private and confidential and only the researchers involved have access to the study. Throughout the course of the study, the respondents' right to privacy and anonymity were always respected. The data that were collected from the respondents will be disposed of by three years after this study has been accomplished regardless of whether this study has been published or not.

RESULTS AND DISCUSSIONS

This chapter provides the presentation of statistical data, organized in order of the problem of the study:

First, respondent's level of self-care practices in terms of nutrition/hydration, exercise, self-soothing strategies, self-awareness/mindfulness, rest, relationships, physical and medical practices, environmental factors, self-compassion, and spiritual practices.

Second, respondent's level of clinical performance in terms of the clinical rotation grade in the operating room.

Third, significant relationship between the respondent's level of self-care practices and the level of clinical performance.

Respondents' Level of Self-Care Practices

Table 3 shows the respondents' level of self-care practices. The overall weighted mean of the respondents' self-care practices is 3.58 and with a standard deviation of 0.48 which is interpreted as good. It suggests that third-year nursing students engage in good self-care practices across various areas. Most self-care practices, such as nutrition/hydration, self-soothing strategies, relationships, physical and medical practices, environmental factors, self-compassion, spiritual practices, and general self-care, are practiced frequently. This demonstrates a high level of awareness and regular engagement in these aspects of self-care, which is critical for maintaining overall well-being and potentially improving clinical performance (Martinez et al., 2021; Lee & Joo, 2023).

Out of 11 variables, eight of the variables yielded an interpretation of good. Among these eight variables, relationships have the highest mean score of 3.99 while self-soothing strategies have the lowest mean score of 3.49. The high relationships mean score suggests that students understand the importance of keeping up good relationships and are probably getting something from their support networks. This aspect of self-care is critical, as supportive relationships can buffer against the demands and stresses associated with nursing education and clinical practice (Morris, 2022). Meanwhile, self-soothing strategies received the

lowest mean score among the eight variables. Although this score still falls within the range interpreted as good, it indicates that self-soothing strategies are practiced less frequently compared to other self-care activities. The relatively low score infers that students might benefit from additional resources or training on how to effectively implement self-soothing techniques (Salafi et al., 2023).

Based on the results, in terms of relationships, the result is in agreement with Tsai et al. (2018) which expressed that developing peer friendships and social support helps students feel heard and supported during nursing school. Furthermore, relational self-care improves relationships, affecting overall well-being over time (Fisher, 2020). But Almeida et al. (2018) contradicted the results stating that students who lack social support may experience poor health, clinical performance, and stress, suggesting strategies to enhance social skills and expand support networks. Whereas for self-soothing strategies, students still struggled with controlling their emotions as evidenced by their tendency to indulge excessively in their emotions which is not favorable when they're having their duty in diverse areas in the hospital (Salafi et al., 2023). When miscommunications or conflicts occur, inadequate self-soothing techniques can cause intimate relationships to be disrupted. Thus, by identifying and controlling their emotions, nursing students can improve their general well-being, perform better in their studies and duty obligations (Nash, 2024).

Among the 11 variables, only three variables yielded a fair result. Among these three variables, self-awareness/mindfulness have the highest mean score ($M=3.32$) while exercise has the lowest mean score ($M=2.96$). The fair ratings for self-awareness/mindfulness and exercise indicate that while students are somewhat engaged in these practices, there is significant potential for enhancement. In particular, the lowest mean score was for exercise, indicating that third-year nursing students are engaging less frequently or with less intensity in exercise compared to other self-care activities.

Associated with the result of self-awareness/mindfulness, more than half of nursing students, according to Osama et al. (2019), have low self-awareness, which

has an adverse effect on daily tasks and clinical competency. Matshaka (2021) also said that mindfulness can enhance authenticity in patient care but may be counterproductive or stressful to students. Consistent with what was found in this study, Putri et al. (2020) also found a link between self-awareness and feelings of vulnerability and stress, supporting the idea that self-awareness is important for managing stress. In contrast, Buvaneswari and Sylvia (2018) discovered that nursing students have a high level of self-awareness. In terms of exercise, Hamaideh et al. (2024) found that nursing students who slept less, ate poorly, or did not exercise regularly had lower school performance. Nursing students often struggle with low physical activity due to time, energy, and busy schedules which could affect their clinical performance particularly in high stress settings in the hospital. Preto et al. (2018) discovered that those who did weekly leisure activities, like sports, performed better academically and had a better quality of life. In the same manner, Khorshid et al. (2020) identified that, roughly half of the 603 nursing students who participated in the study exercised, and these students had a good understanding of the advantages of exercise.

Table 3. Respondents' Level of Self-care Practices (n=117)

Variable	Mean	SD	Interpretation
Nutrition/Hydration	3.5116	0.4892	Good
Exercise	2.9634	0.6328	Fair
Self-soothing strategies	3.4859	0.5527	Good
Self-awareness/Mindfulness	3.3179	0.7093	Fair
Rest	3.2637	0.7547	Fair
Relationships	3.9890	0.7604	Good
Physical/Medical Practices	3.8707	0.3768	Good
Environmental Factors	3.6762	0.7199	Good
Self-compassion	3.6239	0.6243	Good
Spiritual Practices	3.7920	0.8073	Good
General Self-care	3.9373	0.8587	Good
<i>Overall Level of Self-care Practices</i>	3.5811	0.48130	Good

Note: Level of Self-care Practice Scale: 4.20 - 5.00 (Very Good); 3.40 - 4.19 (Good); 2.60 - 3.39 (Fair); 1.80 - 2.59 (Poor); 1.00 - 1.79 (Very Poor)

Respondents' Level of Clinical Performance

Table 4 presents the respondents' level of clinical performance (RLE grade). Out of 117 respondents, there were ten students who yielded an RLE grade of 90-95 which is interpreted as excellent. Additionally, 74 students received an RLE grade of 85-89 indicated as very satisfactory, while 32 students attained an RLE grade of 80-84 which is interpreted as satisfactory. Only one student received an

RLE grade of 75-79 which is interpreted as poor. The existence of "satisfactory" and "excellent" grades demonstrates performance variability, with some students reaching high standards and others meeting expectations but still needing improvement. The low incidence of "poor" grades is a positive sign, implying that most students do not have significant difficulty with their operating room duties.

Table 4. Respondents' Level of Clinical Performance (n=117)

Clinical Performance	Frequency	Percentage
Excellent	10	8.50
Very Satisfactory	74	63.20
Satisfactory	32	27.40
Poor	1	0.90
Very Poor	-	-
Total	117	100%

Note: Clinical Performance Scale: 90 - 95 (Excellent); 85 - 89 (Very Satisfactory); 80 - 84 (Satisfactory); 75 - 79 (Poor); 70 - 74 (Very Poor)

Significant Relationship Between Level of Self-Care Practices and Level of Clinical Performance of Nursing Students

The data revealed that all variables had p-values greater than the 0.05 level of significance ($r = 0.066$; $p = 0.479$). The findings led to the acceptance of the null hypothesis. Hence, the level of self-care practices presented no significant relationship with the level of clinical performance in the operating room of third-year nursing students.

The tabulated data revealed that there is no correlation between the two variables which means that the self-care habits and routines of these students do not appear to impact or predict how well they perform clinically in the operating room setting. The results are anchored with the correlational study of Sajadi and Mehrabi

(2019) who found that self-care practices might not improve nursing students' clinical performance, suggesting that the demanding nature of clinical settings could outweigh any positive effects. Even when nursing students prioritize their well-being, the challenges they encounter during clinical rotations might impact their ability to perform at their best, regardless of their self-care practices. Green (2019) also said that enhancing self-care education and providing practical coping strategies, like relaxation exercises, can positively impact nursing students' clinical outcomes. Students' ability to handle challenging situations improves concentration, clinical judgment, and performance in real-world nursing scenarios. Hence, incorporating self-care practices during clinical rotations enhances awareness and strategies.

Colomer-Perez et.al., (2022) contradicted the result and revealed that performance in clinical settings, particularly in the operating room, is closely correlated with nursing students' perceptions of their capacity for self-care. Also, students reported that their learning was benefited by their positive interpersonal relationships with the perioperative team. They discussed how the nurses and surgeons were eager to answer questions and gave them instructions. According to Namara et al. (2023), there may be a connection between self-care and clinical performance because students who have positive relationships in the operating room may be more inclined to prioritize their own self-care, which would improve clinical performance.

Table 5. Significant Relationship Between Level of Self-Care Practices and Level of Clinical Performance of Nursing Students (n=117)

Variables	r-value	p-value	Remarks
Level of Self-Care Practices and Level of Clinical Performance	0.066	0.479	Not Significant

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

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based on the salient findings of the study.

Conclusions

1. The findings implied that the nursing students demonstrate a good level of self-care practices across various dimensions including nutrition/hydration, exercise, self-soothing strategies, relationships, physical and medical practices, environmental factors, self-compassion, spiritual practices, and general self-care. This indicates that nursing students demonstrate good self-care practices in various aspects. They excel in nurturing relationships and have a positive interpersonal approach. However, they need improvement in physical activity habits.

2. The students have a very satisfactory clinical performance as to their first clinical rotation grade in the operating room. This suggests that the students are meeting or exceeding the expectations and standards set for clinical performance in this setting, indicating competence and effectiveness in their practical skills and application of knowledge.

3. There is no significant relationship between the students' level of self-care practices and level of clinical performance. This concludes that while both self-care practices and clinical performance are independently positive, the level of self-care does not directly influence clinical performance. Therefore, other factors may be contributing to their clinical proficiency.

Recommendations

From the findings and conclusions of the study, the following recommendations are offered:

1. Nursing students may continue to maintain and enhance self-care practices across all dimensions, especially in recognizing the importance of regular physical activity as a crucial component of overall self-care.

2. The nursing faculty may continuously monitor students' progress and provide constructive feedback to help them continually improve and excel in their clinical performance.

3. Future researchers may investigate additional factors beyond self-care practices that may influence clinical performance. Consider variables such as stress levels, interpersonal skills, clinical supervision quality, and specific technical skills relevant to nursing practice.

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APPENDIX A - Research Questionnaire (Blank)

A. Self-Care Practices Questionnaire

Cite as: Cook-Cottone, C. P. (2015). Mindfulness and yoga for embodied self-regulation: A primer for mental health professionals. New York, NY: Springer Publishing. <https://catherinecookcottone.com/research-and-teaching/mindful-self-care-scale/>.

Instructions: Encircle the number that reflects the frequency of your behavior (how much or how often) within past week (7 days):

Never (0 days)	Rarely (1 day)	Sometimes (2 to 3 days)	Often (4 to 5 days)	Regularly (6 to 7 days)
1	2	3	4	5

The questions on the scale follow.

APPENDIX A Cont'd

Nutrition/Hydration (NH) – 7 items	1 (Never)	2 (Rarely)	3 (Sometimes)	4 (Often)	5 (Regularly)
I drank at least 6 to 8 cups of water	1	2	3	4	5
Even though my stomach felt full enough, I kept eating	1	2	3	4	5
I adjusted my water intake when I needed to (e.g., for exercise, hot weather)	1	2	3	4	5
I skipped a meal	1	2	3	4	5
I ate breakfast, lunch, dinner, and, when needed, snacks	1	2	3	4	5
I ate a variety of nutritious foods (e.g., vegetables, protein, fruits, and grains)	1	2	3	4	5
I planned my meals and snacks	1	2	3	4	5
Exercise (E) – 7 items					
I exercised at least 30 to 60 minutes	1	2	3	4	5
I took part in sports, dance or other scheduled physical activities (e.g., sports, teams, dance classes)	1	2	3	4	5
I did sedentary activities instead of exercising (e.g., watched tv, worked on the computer)	1	2	3	4	5
I sat for periods of longer than 60-minutes at a time	1	2	3	4	5
I did fun physical activities (e.g., danced, played active games, jumped in leaves)	1	2	3	4	5
I exercised in excess (e.g., when I was tired, sleep deprived, or risking stress/injury)	1	2	3	4	5
I planned/scheduled my exercise for the day	1	2	3	4	5

APPENDIX A Cont'd

Self-Soothing (S) – 13 items					
I used deep breathing to relax	1	2	3	4	5
I did <u>not</u> know how to relax	1	2	3	4	5
I thought about calming things (e.g., nature, happy memories)	1	2	3	4	5
When I got stressed, I stayed stressed for hours (i.e., I couldn't calm down)	1	2	3	4	5
I did something physical to help me relax (e.g., taking a bath, yoga, going for a walk)	1	2	3	4	5
I did something intellectual (using my mind) to help me relax (e.g., read a book, wrote)	1	2	3	4	5
I did something interpersonal to relax (e.g., connected with friends)	1	2	3	4	5
I did something creative to relax (e.g., drew, played instrument, wrote creatively, sang, organized)	1	2	3	4	5
I listened to relax (e.g., to music, a podcast, radio show, rainforest sounds)	1	2	3	4	5
I sought out images to relax (e.g., art, film, window shopping, nature)	1	2	3	4	5
I sought out smells to relax (lotions, nature, candles/incense, smells of baking)	1	2	3	4	5
I sought out tactile or touch-based experiences to relax (e.g., petting an animal, cuddling a soft blanket, floated in a pool, put on comfy clothes)	1	2	3	4	5
I prioritized activities that help me relax	1	2	3	4	5
Self-Awareness/Mindfulness (SA) – 10 items					
I had a calm awareness of my thoughts	1	2	3	4	5
I had a calm awareness of my feelings	1	2	3	4	5
I had a calm awareness of my body	1	2	3	4	5
I carefully selected which of my thoughts and feelings I used to guide my actions	1	2	3	4	5
I meditated in some form (e.g., sitting meditation, walking meditation, prayer)	1	2	3	4	5
I practiced mindful eating (i.e., paid attention to the taste and texture of the food, ate without distraction)	1	2	3	4	5
I practiced yoga or another mind/body practice (e.g., Tae Kwon Do, Tai Chi)	1	2	3	4	5

APPENDIX A Cont'd

I tracked/recorded my self-care practices (e.g., journaling, used an app, kept a calendar)	1	2	3	4	5
I planned/scheduled meditation and/or a mindful practice for the day (e.g., yoga, walking meditation, prayer)	1	2	3	4	5
I took time to acknowledge the things for which I am grateful	1	2	3	4	5
Rest (R) – 7 items					
I got enough sleep to feel rested and restored when I woke up	1	2	3	4	5
I planned restful/rejuvenating breaks throughout the day	1	2	3	4	5
I rested when I needed to (e.g., when not feeling well, after a long work out or effort)	1	2	3	4	5
I took planned breaks from school or work	1	2	3	4	5
I planned/scheduled pleasant activities that were not work or school related	1	2	3	4	5
I took time away from electronics (e.g., turned off phone and other devices)	1	2	3	4	5
I made time in my schedule for enough sleep	1	2	3	4	5
Relationships (RR) – 7 items					
I spent time with people who are good to me (e.g., support, encourage, and believe in me)	1	2	3	4	5
I scheduled/planned time to be with people who are special to me	1	2	3	4	5
I felt supported by people in my life	1	2	3	4	5
I felt confident that people in my life would respect my choice if I said “no”	1	2	3	4	5
I knew that, if I needed to, I could stand up for myself in my relationships	1	2	3	4	5
I made time for people who sustain and support me	1	2	3	4	5
I felt that I had someone who would listen to me if I became upset (e.g., friend, counselor, group)	1	2	3	4	5
Physical/Medical (PM) – 8 items					
I engaged in medical care to prevent/treat illness and disease (e.g., attended doctor’s visits, took prescribed medications/ vitamins, was up to date on screenings/immunizations, followed doctor recommendations)	1	2	3	4	5

APPENDIX A Cont'd

I engaged in dental care to prevent/treat illness and disease (e.g., dental visits, tooth brushing, flossing)	1	2	3	4	5
I took/did recreational drugs	1	2	3	4	5
I tracked/recorded my self-care practices (e.g., journaling, used an app, kept a calendar)	1	2	3	4	5
I planned/scheduled meditation and/or a mindful practice for the day (e.g., yoga, walking meditation, prayer)	1	2	3	4	5
I took time to acknowledge the things for which I am grateful	1	2	3	4	5
Rest (R) – 7 items					
I got enough sleep to feel rested and restored when I woke up	1	2	3	4	5
I planned restful/rejuvenating breaks throughout the day	1	2	3	4	5
I rested when I needed to (e.g., when not feeling well, after a long work out or effort)	1	2	3	4	5
I took planned breaks from school or work	1	2	3	4	5
I planned/scheduled pleasant activities that were not work or school related	1	2	3	4	5
I took time away from electronics (e.g., turned off phone and other devices)	1	2	3	4	5
I made time in my schedule for enough sleep	1	2	3	4	5
Relationships (RR) – 7 items					
I spent time with people who are good to me (e.g., support, encourage, and believe in me)	1	2	3	4	5
I scheduled/planned time to be with people who are special	1	2	3	4	5
I felt supported by people in my life	1	2	3	4	5
I felt confident that people in my life would respect my choice if I said “no”	1	2	3	4	5
I knew that, if I needed to, I could stand up for myself in my relationships	1	2	3	4	5
I made time for people who sustain and support me	1	2	3	4	5
I felt that I had someone who would listen to me if I became upset (e.g., friend, counselor, group)	1	2	3	4	5
Physical/Medical (PM) – 8 items					
I engaged in medical care to prevent/treat illness and disease (e.g., attended doctor’s visits, took prescribed medications/ vitamins, was up to date on screenings/immunizations, followed doctor recommendations)	1	2	3	4	5

APPENDIX A Cont'd

I engaged in dental care to prevent/treat illness and disease (e.g., dental visits, tooth brushing, flossing)	1	2	3	4	5
I took/did recreational drugs	1	2	3	4	5
I did <i>not</i> drink alcohol	1	2	3	4	5
I practiced overall cleanliness and hygiene	1	2	3	4	5
I accessed the medical/dental care I needed	1	2	3	4	5
I did not smoke	1	2	3	4	5
I did not drink alcohol in excess (i.e., more than 1 to 2 drinks [1 drink = 12 ounces beer, 5 ounces wine, or 1.5 ounces liquor])	1	2	3	4	5
Environmental Factors (EF) – 9 items			3		
I maintained a manageable schedule	1	2	3	4	5
I avoided taking on too many requests or demands	1	2	3	4	5
I maintained a comforting and pleasing living environment	1	2	3	4	5
I kept my work/schoolwork area organized to support my work/school tasks	1	2	3	4	5
I maintained balance between the demands of others and what is important to me	1	2	3	4	5
Physical barriers to daily functioning were addressed (e.g., needed supplies for home and work were secured, light bulbs were replaced and functioning)	1	2	3	4	5
I made sure I wore suitable clothing for the weather (e.g., umbrella in the rain, boots in the snow, warm coat in winter)	1	2	3	4	5
I did things to make my everyday environment more pleasant (e.g., put a support on my chair, placed a meaningful photo on my desk)	1	2	3	4	5
I did things to make my work setting more enjoyable (e.g., planned fun Fridays, partnered with a co-worker on an assignment)	1	2	3	4	5
Self-Compassion (SC) – 7 items			3		
I noticed, <i>without judgment</i> , when I was struggling (e.g., feeling resistance, falling short of my goals, not completing as much as I'd like)	1	2	3	4	5
I punitively/harshly judged my progress and effort	1	2	3	4	5
I kindly acknowledged my own challenges and difficulties	1	2	3	4	5
I engaged in critical or harsh self-talk	1	2	3	4	5
I engaged in supportive and comforting self-talk (e.g., "My effort is valuable and meaningful")	1	2	3	4	5

APPENDIX A Cont'd

I reminded myself that failure and challenge are part of the human experience	1	2	3	4	5
I gave myself permission to feel my feelings (e.g., allowed myself to cry)	1	2	3	4	5
Spiritual Practice (SP) – 6 items					
I experienced meaning and/or a larger purpose in my <u>work/school</u> life (e.g., for a cause)	1	2	3	4	5
I experienced meaning and/or a larger purpose in my <u>private/personal</u> life (e.g., for a cause)	1	2	3	4	5
I spent time in a spiritual place (e.g., church, meditation room, nature)	1	2	3	4	5
I read, watched, or listened to something inspirational (e.g., watched a video that gives me hope, read inspirational material, listened to spiritual music)	1	2	3	4	5
I spent time with others who share my spiritual worldview (e.g., church community, volunteer group)	1	2	3	4	5
I spent time doing something that I hope will make a positive difference in the world (e.g., volunteered at a soup kitchen, took time out for someone else)	1	2	3	4	5
General (G) – 3 items					
I engaged in a variety of self-care strategies (e.g., mindfulness, support, exercise, nutrition, spiritual practice)	1	2	3	4	5
I planned my self-care	1	2	3	4	5
I explored new ways to bring self-care into my life	1	2	3	4	5

Part 2. Clinical Performance

- Clinical Rotation Grade in the OR _____

APPENDIX B - Sample of the Filled-out Questionnaire

A. Self-Care Practices Questionnaire

Cite as: Cook-Cottone, C. P. (2015). Mindfulness and yoga for embodied self-regulation: A primer for mental health professionals. New York, NY: Springer Publishing. <https://catherinecookcottone.com/research-and-teaching/mindful-self-care-scale/>.

Instructions: Encircle the number that reflects the frequency of your behavior (how much or how often) within past week (7 days):

Never (0 days)	Rarely (1 day)	Sometimes (2 to 3 days)	Often (4 to 5 days)	Regular ly (6 to 7 days)
1	2	3	4	5

The questions on the scale follow.

APPENDIX B Cont'd

Nutrition/Hydration (NH) – 7 items	1 (Never)	2 (Rarely)	3 (Sometimes)	4 (Often)	5 (Regularly)
I drank at least 6 to 8 cups of water	1	②	3	4	5
Even though my stomach felt full enough, I kept eating	1	2	③	4	5
I adjusted my water intake when I needed to (e.g., for exercise, hot weather)	1	2	③	4	5
I skipped a meal	1	2	3	④	5
I ate breakfast, lunch, dinner, and, when needed, snacks	1	2	③	4	5
I ate a variety of nutritious foods (e.g., vegetables, protein, fruits, and grains)	1	2	3	④	5
I planned my meals and snacks	1	2	⑤	4	5
Exercise (E) – 7 items					
I exercised at least 30 to 60 minutes	1	2	③	4	5
I took part in sports, dance or other scheduled physical activities (e.g., sports, teams, dance classes)	1	②	3	4	5
I did sedentary activities instead of exercising (e.g., watched tv, worked on the computer)	1	2	③	4	5
I sat for periods of longer than 60-minutes at a time	1	2	3	④	5
I did fun physical activities (e.g., danced, played active games, jumped in leaves)	1	2	⑤	4	5
I exercised in excess (e.g., when I was tired, sleep deprived, or risking stress/injury)	1	2	③	4	5
I planned/scheduled my exercise for the day	1	2	3	④	5

APPENDIX B Cont'd

Self-Soothing (S) – 13 items					
I used deep breathing to relax	1	2	3	4	5
I did <u>not</u> know how to relax	1	2	3	4	5
I thought about calming things (e.g., nature, happy memories)	1	2	3	4	5
When I got stressed, I stayed stressed for hours (i.e., I couldn't calm down)	1	2	3	4	5
I did something physical to help me relax (e.g., taking a bath, yoga, going for a walk)	1	2	3	4	5
I did something intellectual (using my mind) to help me relax (e.g., read a book, wrote)	1	2	3	4	5
I did something interpersonal to relax (e.g., connected with friends)	1	2	3	4	5
I did something creative to relax (e.g., drew, played instrument, wrote creatively, sang, organized)	1	2	3	4	5
I listened to relax (e.g., to music, a podcast, radio show, rainforest sounds)	1	2	3	4	5
I sought out images to relax (e.g., art, film, window shopping, nature)	1	2	3	4	5
I sought out smells to relax (lotions, nature, candles/incense, smells of baking)	1	2	3	4	5
I sought out tactile or touch-based experiences to relax (e.g., petting an animal, cuddling a soft blanket, floated in a pool, put on comfy clothes)	1	2	3	4	5
I prioritized activities that help me relax	1	2	3	4	5
Self-Awareness/Mindfulness (SA) – 10 items					
I had a calm awareness of my thoughts	1	2	3	4	5
I had a calm awareness of my feelings	1	2	3	4	5
I had a calm awareness of my body	1	2	3	4	5
I carefully selected which of my thoughts and feelings I used to guide my actions	1	2	3	4	5
I meditated in some form (e.g., sitting meditation, walking meditation, prayer)	1	2	3	4	5
I practiced mindful eating (i.e., paid attention to the taste and texture of the food, ate without distraction)	1	2	3	4	5
I practiced yoga or another mind/body practice (e.g., Tae Kwon Do, Tai Chi)	1	2	3	4	5

APPENDIX B Cont'd

I tracked/recorded my self-care practices (e.g., journaling, used an app, kept a calendar)	1	2	3	4	5
I planned/scheduled meditation and/or a mindful practice for the day (e.g., yoga, walking meditation, prayer)	1	2	3	4	5
I took time to acknowledge the things for which I am grateful	1	2	3	4	5
Rest (R) – 7 items					
I got enough sleep to feel rested and restored when I woke up	1	2	3	4	5
I planned restful/rejuvenating breaks throughout the day	1	2	3	4	5
I rested when I needed to (e.g., when not feeling well, after a long work out or effort)	1	2	3	4	5
I took planned breaks from school or work	1	2	3	4	5
I planned/scheduled pleasant activities that were not work or school related	1	2	3	4	5
I took time away from electronics (e.g., turned off phone and other devices)	1	2	3	4	5
I made time in my schedule for enough sleep	1	2	3	4	5
Relationships (RR) – 7 items					
I spent time with people who are good to me (e.g., support, encourage, and believe in me)	1	2	3	4	5
I scheduled/planned time to be with people who are special to me	1	2	3	4	5
I felt supported by people in my life	1	2	3	4	5
I felt confident that people in my life would respect my choice if I said "no"	1	2	3	4	5
I knew that, if I needed to, I could stand up for myself in my relationships	1	2	3	4	5
I made time for people who sustain and support me	1	2	3	4	5
I felt that I had someone who would listen to me if I became upset (e.g., friend, counselor, group)	1	2	3	4	5
Physical/Medical (PM) – 8 items					
I engaged in medical care to prevent/treat illness and disease (e.g., attended doctor's visits, took prescribed medications/vitamins, was up to date on screenings/immunizations, followed doctor recommendations)	1	2	3	4	5

APPENDIX B Cont'd

I engaged in dental care to prevent/treat illness and disease (e.g., dental visits, tooth brushing, flossing)	1	2	3	4	5
I took/did recreational drugs	1	2	3	4	5
I did <u>not</u> drink alcohol	1	2	3	4	5
I practiced overall cleanliness and hygiene	1	2	3	4	5
I accessed the medical/dental care I needed	1	2	3	4	5
I did not smoke	1	2	3	4	5
I did not drink alcohol in excess (i.e., more than 1 to 2 drinks [1 drink = 12 ounces beer, 5 ounces wine, or 1.5 ounces liquor])	1	2	3	4	5
Environmental Factors (EF) – 9 items					
I maintained a manageable schedule	1	2	3	4	5
I avoided taking on too many requests or demands	1	2	3	4	5
I maintained a comforting and pleasing living environment	1	2	3	4	5
I kept my work/school/work area organized to support my work/school tasks	1	2	3	4	5
I maintained balance between the demands of others and what is important to me	1	2	3	4	5
Physical barriers to daily functioning were addressed (e.g., needed supplies for home and work were secured, light bulbs were replaced and functioning)	1	2	3	4	5
I made sure I wore suitable clothing for the weather (e.g., umbrella in the rain, boots in the snow, warm coat in winter)	1	2	3	4	5
I did things to make my everyday environment more pleasant (e.g., put a support on my chair, placed a meaningful photo on my desk)	1	2	3	4	5
I did things to make my work setting more enjoyable (e.g., planned fun Fridays, partnered with a co-worker on an assignment)	1	2	3	4	5
Self-Compassion (SC) – 7 items					
I noticed, <i>without judgment</i> , when I was struggling (e.g., feeling resistance, falling short of my goals, not completing as much as I'd like)	1	2	3	4	5
I punitively/harshly judged my progress and effort	1	2	3	4	5

APPENDIX B Cont'd

I kindly acknowledged my own challenges and difficulties	1	2	3	4	5
I engaged in critical or harsh self-talk	1	2	3	4	5
I engaged in supportive and comforting self-talk (e.g., "My effort is valuable and meaningful")	1	2	3	4	5
I reminded myself that failure and challenge are part of the human experience	1	2	3	4	5
I gave myself permission to feel my feelings (e.g., allowed myself to cry)	1	2	3	4	5
Spiritual Practice (SP) – 6 items					
I experienced meaning and/or a larger purpose in my <u>work/school</u> life (e.g., for a cause)	1	2	3	4	5
I experienced meaning and/or a larger purpose in my <u>private/personal</u> life (e.g., for a cause)	1	2	3	4	5
I spent time in a spiritual place (e.g., church, meditation room, nature)	1	2	3	4	5
I read, watched, or listened to something inspirational (e.g., watched a video that gives me hope, read inspirational material, listened to spiritual music)	1	2	3	4	5
I spent time with others who share my spiritual worldview (e.g., church community, volunteer group)	1	2	3	4	5
I spent time doing something that I hope will make a positive difference in the world (e.g., volunteered at a soup kitchen, took time out for someone else)	1	2	3	4	5
General (G) – 3 items					
I engaged in a variety of self-care strategies (e.g., mindfulness, support, exercise, nutrition, spiritual practice)	1	2	3	4	5
I planned my self-care	1	2	3	4	5
I explored new ways to bring self-care into my life	1	2	3	4	5

Part 2. Clinical Performance

- Clinical Rotation Grade in the OR 88 %

APPENDIX C - Sampling Computation

- Finding for the total sample size (n):

The formula is as follows:

$$n = \frac{N}{1 + N(e^2)}$$

where;
n = sample size
N = population size
e = margin of error (expressed as a decimal)

Given:

N = 165 (total population of third-year nursing students)

e = 0.05

Solutions:

$$n = \frac{N}{1 + N(e^2)} = n = \frac{165}{1 + 165 \cdot (0.05)^2} = n = \frac{165}{1 + 165 \cdot 0.0025} = n = \frac{165}{1 + 0.4125}$$
$$= n = \frac{165}{1.4125} = n \approx 116.78 \quad \boxed{\text{or } n = 117}$$

- Finding for the sample size for each block: A, B, C and D

To find the sample size of each subgroup involving one or more strata:

The formula is as follows:

$$\frac{\text{Total Sample Size}}{\text{Entire Population}} \times \text{Population of Subgroup}$$

Population of Subgroups:

Block A = 41

Block B = 37

Block C = 43

Block D = 44

Solutions:

For Block A

n=165/117×41= **29 Students**

For Block C:

n=165/117×43= **31 Students**

For Block B

n=165/117×37= **26 Students**

For Block D

n=165/117×44= **31 Students**

Total: 29 + 26 + 31 + 31 = **117 Respondents**

APPENDIX D - Informed Consent Form



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

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

RESEARCH INFORMED CONSENT FORM

Title

This study is titled “Self-care Practices and Clinical Performance in Operating Room among Third Year Nursing Students” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Jeannah Rose A. Aba, Norie Jane A. Del Socorro, Pretty Aubrey B. Elicano, Heart Aima G. Honculada, and Kyla A. Lamanilao who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Dr. Athina Karla Chia as the adviser. The researchers can be contacted through this mobile number +639453783585 or email address abajeannahrose@gmail.com, delsocorronorie@gmail.com, aubreylelicano@gmail.com, honculada.heartaima@gmail.com, and kylmnlao@gmail.com.

Purpose of the Research

This study aims to discover the relationship between the self-care practices and clinical performance of nursing students at a tertiary University in Ozamiz City.

Description of the Research

This study is a correlational type of research, and the data will be gathered through a Mindful self-care scale questionnaire and obtaining the respondent's operating room rotation grade during school year 2023-2024.

Potential Benefits

This study is extremely important for a variety of stakeholders in academics and health care. Studying the interaction between self-care practices and the clinical performance of nursing students will yield advantages for nursing educators and institutions as they can gain valuable insights into the significance of integrating self-care techniques into their teaching methods, potentially enhancing students' overall well-being and academic

APPENDIX D Cont'd

achievements. Nursing students themselves stand to gain by acquiring skills that enable them to balance self-care with the demands of clinical responsibilities, leading to decreased stress levels, increased resilience, and improved clinical performance. Also, develop self-awareness in the significance of self-care practices to have adequate knowledge regarding prioritization of maintaining their health as well as for their patients. In the larger context of the healthcare system, the benefits include a pool of nurses and nursing students better prepared to deliver top-quality care to patients, reduced burnout rates, higher clinical competence, ultimately resulting in improved patient outcomes and a more sustainable nursing workforce.

Confidentiality

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

Publication

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

Participation

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

Informed Consent

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

Printed Name and Signature of the Research Respondent

Date

APPENDIX E - Permission Letter



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CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

March 22, 2024

DR. JESUS G. OCAPAN JR.
Dean, College of Nursing, Midwifery and Radiology Technology
Misamis University

Dear Dr. Ocapan:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled "SELF-CARE PRACTICES AND CLINICAL PERFORMANCE IN OPERATING ROOM AMONG THIRD YEAR NURSING STUDENTS". This study aims to discover the relationship between the self-care practices and clinical performance of nursing students. With this, we would like to ask approval from your good office to allow us to conduct the study. It will be conducted in one of the tertiary universities in Ozamiz City, Philippines from April to May 2024.

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

Sincerely yours,

JEAHANNAH ROSE A. ABA

NORIE JANE A. DEL SOCORRO

PRETTY AUBREY B. ELICANO

HEART AIMA G. HONCULADA

KYLA M. LAMANILAO
Researchers

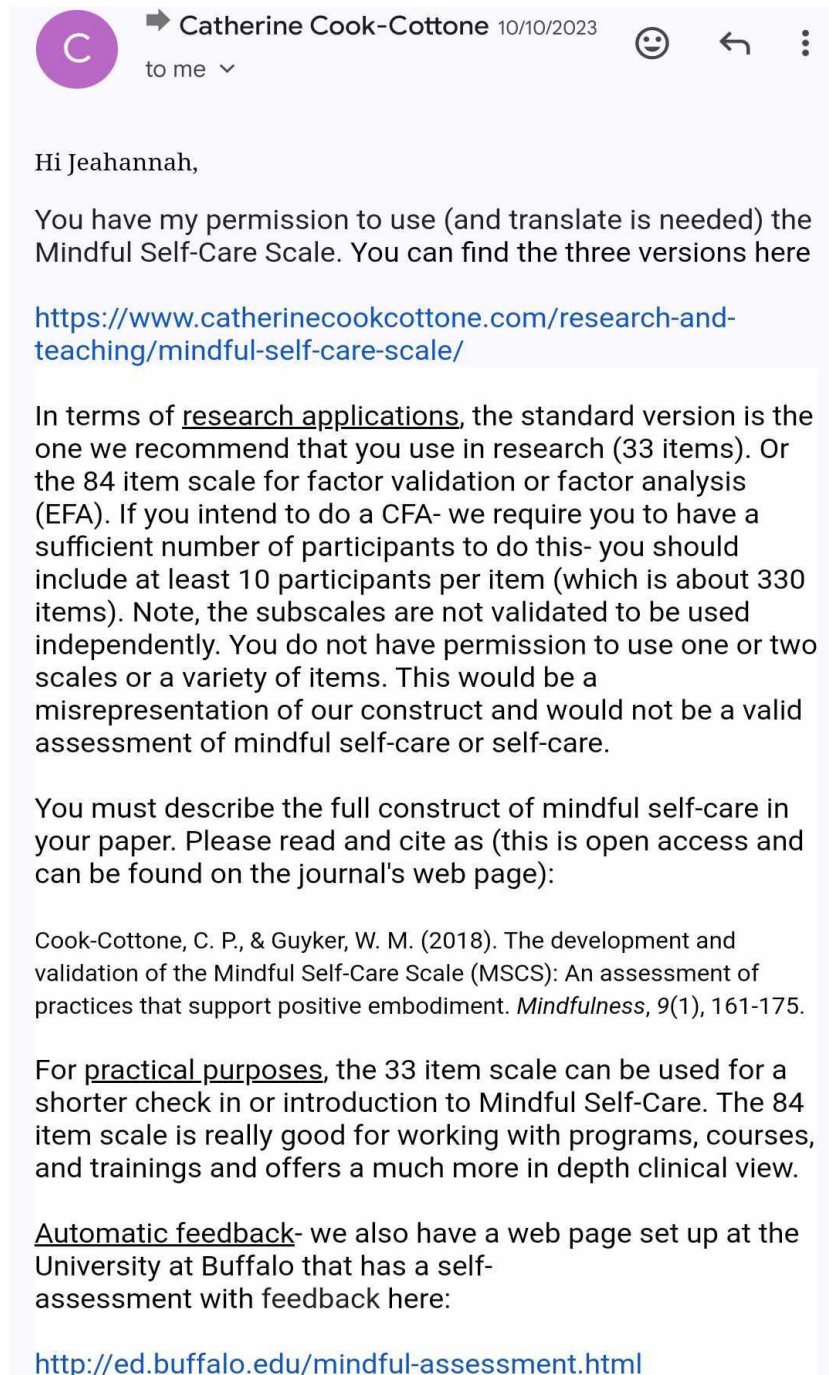
Noted by:

DR. APOLLO KARLA CHIA
Research Adviser

Approved by:

DR. JESUS G. OCAPAN JR.
College Dean

APPENDIX F - Approved Letter of Consent from Author of the Tool



APPENDIX G - Statistical Computations

1. LEVEL OF SELF-CARE PRACTICES

Constructs	N	Minimum	Maximum	Mean	Standard Deviation
Nutrition/Hydration	117	2.00	4.57	3.5116	0.48924
Exercise	117	1.57	4.71	2.9634	0.63283
Self-soothing	117	2.31	4.54	3.4859	0.55273
Self-awareness/Mindfulness	117	1.70	5.00	3.3179	0.70925
Rest	117	1.57	5.00	3.2637	0.75467
Relationships	117	2.00	5.00	3.9890	0.76037
Physical /Medical	117	3.00	4.50	3.8707	0.37677
Environmental Factors	117	2.00	5.00	3.6762	0.71987
Self-compassion	117	2.00	5.00	3.6239	0.62428
Spiritual Practice	117	1.83	5.00	3.7920	0.80733
General Self-care	117	1.67	5.00	3.9373	0.85873
<i>Overall Level of Self-care Practices</i>	117	2.35	4.59	3.5811	0.48130

2. LEVEL OF CLINICAL PERFORMANCE

Constructs	N	Minimum	Maximum	Mean	Standard Deviation
OR Grades	117	76.00	91.00	85.9060	3.04841

3. CORRELATION BETWEEN LEVEL OF SELF-CARE PRACTICES AND LEVEL OF CLINICAL PERFORMANCE

	Pearson Correlation	Sig. (2-tailed)	N
Level of Self-care Practices and Level of Clinical Performance	-0.66	0.479	117

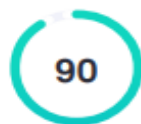
Not significant, p-value (0.479) is greater than 0.05. Do not reject Ho.

APPENDIX H - Grammarly Report and Turnitin Results

General metrics

87,892	11,994	937	47 min 58 sec	1 hr 32 min
characters	words	sentences	reading time	speaking time

Score

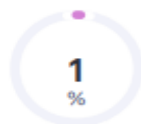


This text scores better than 90% of all texts checked by Grammarly

Writing Issues

388	150	238
Issues left	Critical	Advanced

Plagiarism



74
sources

1% of your text matches 74 sources on the web or in archives of academic publications

APPENDIX H Cont'd



Similarity Report ID: oid:28447:66784457

PAPER NAME

HEART AIMA G. HONCULADA.docx

WORD COUNT

8300 Words

CHARACTER COUNT

50891 Characters

PAGE COUNT

37 Pages

FILE SIZE

60.7KB

SUBMISSION DATE

Sep 13, 2024 11:50 AM GMT+8

REPORT DATE

Sep 13, 2024 11:51 AM GMT+8

● 30% Overall Similarity

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

• 16% Internet database

• 10% Publications database

• Crossref database

• Crossref Posted Content database

• 28% Submitted Works database

● Excluded from Similarity Report

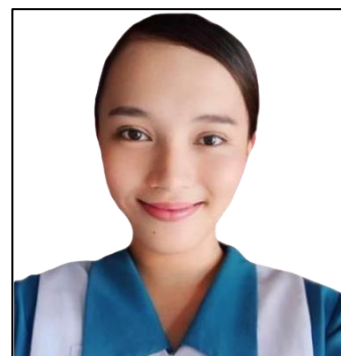
• Bibliographic material

60

CURRICULUM VITAE

PERSONAL DATA

Name : Jeannah Rose A. Aba
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EDUCATIONAL BACKGROUND

Elementary : Gango Elementary School
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2014-2015
Secondary : Ozamiz City School of Arts and Trades
Maningcol, Ozamiz City
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2020-2021
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CURRICULUM VITAE

PERSONAL DATA

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CURRICULUM VITAE

PERSONAL DATA

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Elementary : Labo Central School
Purok-2 Labo, Ozamiz City
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Secondary : Labo National High School
Purok-4 Labo, Ozamiz City,
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2020-2021
College : Misamis University
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CURRICULUM VITAE

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Senior High School : Kapatagan National High School
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2020-2021

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Secondary : Misamis University
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2018-2019
Senior High School : Misamis University
H.T. Feliciano St., Aguada, Ozamiz City,
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2020-2021
College : Misamis University
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