PSYCHO-EMOTIONAL STRESS, SELF-REGULATING LEARNING STRATEGIES, AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS

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Ozamiz City

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

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CERTIFICATE OF PANEL APPROVAL

In partial fulfillment of the requirements for the Bachelor of Science in Nursing degree, this research study entitled, "**PSYCHO-EMOTIONAL STRESS, SELF-REGULATING LEARNING STRATEGIES AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS", prepared** and submitted by Janica L. Sanchez, Angelene F. Sarbida, Marielle O. Sayson, Quevy G. Semillano, and Shayne Mae M. Tumampos has been examined and recommended for acceptance and approval.

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ABSTRACT

The demands of nursing courses often lead to significant psycho-emotional stress among students. Psycho-emotional stress may affect a student's academic performance. Self-regulating learning (SRL) strategies might also be a significant factor in one's academic performance. The study aimed to determine psycho-emotional stress, self-regulating learning (SRL) strategies, and academic performance among nursing students using a quantitative, descriptive-correlational design. A researcher-made questionnaire was utilized to gather data among 273 nursing students from one of the universities in Ozamiz City, Philippines, selected through stratified random sampling. The frequency, percentage, mean, standard deviation, and Pearson Product-Moment Correlation Coefficient were used to analyze the data. The findings showed that nursing students have high levels of psychological stress, while the self-regulating learning (SRL) strategies were good. The nursing students' overall academic performance was very satisfactory. Further, the psycho-emotional stress was significantly correlated with their academic performance. However, academic performance was not affected by self-regulating learning (SRL) strategies. Since the study indicated that nursing students have a high level of psychological stress, which is associated with their academic performance, students must recognize their stress levels and take appropriate action to reduce them. It is also useful for nursing students to explore and develop a variety of self-regulating learning (SRL) strategies.

Keywords: *Psycho-emotional stress, Self-regulating learning strategies, academic performance*

DEDICATION

This research paper is humbly dedicated by the researchers to the Almighty God, whose unwavering wisdom and strength have provided us with good health and preservation throughout this journey. His grace has carried us through every adversity while doing this research.

We offer our heartfelt gratitude to our beloved family and friends who have been our source of support, inspiration, and strength. You continually supported us spiritually, morally, emotionally, and financially throughout this journey, especially during the toughest times.

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The Researchers

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The Researchers

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INTRODUCTION

Rationale/Background of the Study

Nursing education seeks to provide theoretical understanding as well as clinical training skills to equip nursing students to develop the knowledge and abilities required for professional nursing roles (Saifan et al., 2021). As highlighted by Flaubert et al. (2021), the nursing program focuses on educating nurses to address the needs of an aging and diverse population, encompassing both mental and physical well-being challenges. For nurses, this process is quite stressful. During their time in nursing school and training, students are frequently exposed to a range of stressors that may directly impair their academic performance and learning experience, which would result in mental health issues such as anxiety, depression, and other mental health issues (Shehadeh et al., 2020)

Nursing students who are effectively using self-regulating learning like goal setting, time management, and self-monitoring tend to have better academic performance compared to those students who do not utilize these skills (An et al., 2022), which are essential in the rigorous and demanding field of nursing students. Self-regulating learning strategies allow nursing students to monitor and actively control their learning processes, which usually leads to better learning outcomes (Romli et al.,2022). Additionally, it helps in managing stress and staying motivated, further contributing to their academic performance.

The success of nursing students is of paramount significance, as they are tasked with delivering high-quality care to patients, their families, and the broader community. However, numerous studies have shown that throughout their academic years, nursing students encounter many challenges that impact their learning abilities and, consequently, their academic outcomes. Gripshi et al. (2022) reported that nursing students confront various challenges, including limited engagement in clinical practice, a sparse number of nursing courses, passive teaching approaches, inequitable and unclear evaluation methods, a high number of examinations in a given session, inadequate time for preparation, employment, and

financial constraints, as well as concerns related to the physical environment within the faculty and public transportation. These challenges increased their level of psycho-emotional stress (Marc et al., 2024). Psycho-emotional stresses are a specific manifestation of a person's mental state with a situation's predominant emotional reaction, a reality-based phenomenon, to the acts of another individual, to objects, which is expressed through feeling (Semigina et al., 2020). In the Philippines, nursing students experience psycho-emotional stress at a moderate to high level (Alyousef, 2021). According to Zheng et al. (2022), a high prevalence of psychological stress among nursing students may affect concentration, memory, anxiety, and academic performance, which, when not mitigated, may not be good for the health and psycho-emotional well-being of nursing students. That can result in poor academic performance and dropping out of school (Cortes et al., 2022).

In light of these challenges, exploring effective self-regulated learning strategies becomes crucial. Self-regulating learning (SRL) strategies are an active and systemic process that students employ to manage their learning (Rosario et al., 2019). It involves environmental structuring, time management, goal setting, and self-monitoring. Notably, previous research has highlighted the positive effect of self-regulating learning (SRL) strategies on academic performance. For example, Xu et al. (2022) found that time management strategies as an example of self-regulating (SRL) strategies were helpful to students. They added that having clear objectives, working with others, and reserving time in a week for studying can be helpful for online learning students during the pandemic.

Academic performance is a pivotal indicator of student achievement, standing as a shared objective for students, educators, and institutions alike. As noted by Mappadang et al. (2022), the significance of academic performance extends beyond the academic realm, playing a crucial role in shaping nursing students' success in their future careers. It is also a result of the intricate surroundings that the students live in, which are molded by elements like motivation, interpersonal context, and study intensity (Banaaget al., 2019).

Most studies focused only on psycho-emotional stress and its impact on academic performance (Frazieret al., 2020), and separate research studies on self-regulating learning (SRL) strategies and their effect on academic performance (Sahranavard et al., 2020). However, no particular study discusses the relationship between psycho-emotional stress, self-regulating learning (SRL) strategies, and academic performance with a specific focus on nursing students. The literature is also dominated by studies from other countries to a limited study in the Philippines, making it a crucial area of investigation (Cleofas, 2021).

Theoretical Framework

This study is anchored on three (3) theories, namely: The Transactional Model of Stress by Lazarus and Folkman in 1984, the Adaptation Model by Sister Callista Roy in 1976, and the Goal Attainment Theory by Imogene King in the 1960s. It posited that a person's ability to manage and adapt to challenges like stress results from interactions between the individual and their environment (Craig et al., 2022). Stressors, as defined in the theory, involve the subjective assessment of whether they are threatening or harmful and may disrupt the balance of nursing students' lives, affecting their mental and physical health. Stress is common among nursing students because of the demands they face in academic and clinical practice. As conducted by Shanmugam et al. (2019), high levels of psycho-emotional stress are thought to have an impact on student's academic performance and overall health.

In this study, the transactional theory of stress and coping has been chosen as a framework to gain an understanding of the multiple factors that can cause stress and reactions in nursing students as they strive academically. It helped explain how students perceive the different stressors they face and how it affects their academic grades. The theory's emphasis on coping strategies can also provide a holistic perspective, allowing researchers to examine the adaptation mechanisms that students use to survive academically. As studied by Chikukwa E.F. (2020), the effective use of coping strategies resulted in positive outcomes and better experiences. This is supported by a study conducted by Hwang et al. (2021), which

showed that the way student nurses cope with stress and the type of self-regulating learning strategies used could result in a better environment for the nursing student both in the classroom and clinical area.

This study also utilized Sister Callista Roy's (1976) Adaptation Model. The adaptation model explains that adaptation is a process and results of individuals and communities using conscious awareness, self-reflection, and choice to build human and environment integration. A person is a bio-psycho-social being in constant interaction with a changing environment, and adaptation happens when people react positively to environmental changes (Gonzalo, 2023). A person adapts to stimuli that could raise their stress levels by utilizing both innate and learned mechanisms. Stimuli are methods to characterize the environment, which are made up of a complex pattern of interaction, feedback development, and decline (Jenning, 2017).

Moreover, Roy (1976) included two subsystems. First, the cognator subsystem which is a process involving four cognitive- and emotive channels: perceptual and information processing, learning, judgment, and emotion. Nursing students experience stress because of a variety of stimuli and must respond appropriately to their rigorous coursework and challenging emotions. Under these circumstances, nursing students must possess a high threshold for frustration and a high level of control by using self-regulating learning (SRL) strategies to help nursing students develop the ability to adapt to the capacity to adjust to various educational settings and tasks. Second, nursing students experience stress because of the range of stimuli and need to react suitably to their demanding coursework and challenging feelings (Petiprin, 2023). This approach aligns with the concepts of planning, time management, goal setting, and self-monitoring. By exploring this concept, nursing students can adjust their learning styles in response to challenges in achieving good academic performance.

In the context of nursing education, academic performance serves as a crucial goal for students. The Theory of Goal Attainment (King, 1960) describes a dynamic, interpersonal relationship in which a person's growth and development illustrate a dynamic, personal relationship that highlights how factors such as roles,

stress, space, and time can all affect a person's ability to perform academically. The personal, interpersonal, and social systems all interact with one another in the model. Goals are shown to help nursing students stay inspired, organize their priorities, unlock their full potential, and stay dedicated to finishing college (Stewart & Madisonville, 2019).

Every student creates their own goals at each level of the school year to maintain strong academic performance and meet university standards. Utilizing this theory involves creating and achieving goals, and that goal affects academic performance among nursing students. It can promote greater student satisfaction, overall academic gratification, and achievement among nursing students. By applying the transactional model, the researchers can examine how nursing students react to the multiple areas that could create stress and their application of self-regulating learning strategies to accomplish their academic performance goals. The application of the Adaptation Model allows a deeper view of how nursing students interact with their environment and the way they adjust to change using both innate and learned mechanisms. Finally, the Goal Attainment Theory provides a conceptual foundation that allows the researchers to closely examine the actions taken by nursing students to achieve their desired academic performance.

Conceptual Framework

In this study, the independent variables are psycho-emotional stress and self-regulating learning (SRL) strategies while the dependent variable is academic performance.

Psycho-emotional stress indicates the student's emotional and psychological response to the challenging situation they encounter. It also refers to a heightened state within the general functional condition of the body, constituting a pivotal aspect that profoundly influences health, productivity, intellectual processes, and overall standard of living (Reverté et al., 2021). This state is integral to the individual's well-being, encompassing the intricate interplay of psychological and emotional factors, and plays a direct role in shaping the overall functional state of the body, impacting various facets of human existence. According to Vasylenko

et al. (2020), a psycho-emotional state is a distinct form of mental state driven by dominant emotional reactions essential for balancing overall health and well-being. However, an excess of emotional influence can lead to neuro-mental stress and disruptions in higher nervous activity.

Psychological Stress refers to a situation or event where a student is having difficulty coping with the situation. It is the thoughts or feelings and physical reactions triggered by demanding situations. The National Cancer Institute (2022) described it as what people experience when they are under mental, physical, or emotional pressure. According to Stoppler (2024), Stress is a natural human response that occurs when we sense that we are under pressure or feeling intimidated by a circumstance we do not think we can handle or control. Stressors stemming from daily responsibilities, work, family, and financial obligations, as well as external factors like early life adversity, environmental conditions, and health-related concerns, contribute to the experience of Stress. The escalating demands of employment and social challenges compound psychological stress, particularly affecting students and increasing the likelihood of negative consequences (Chen et al., 2023). According to Schrofer et al. (2021), higher psychological stress was prevalent in health-related fields among students due to various factors that contribute significantly to negative impacts, including decreased quality of life overall, increased health conditions, an absence of social support and communication, concerns about financial problems due to loss of income, stressful thoughts about a potential second wave, a sense of inability to have a favorable impact on the situation, as well as effects of the studies such as perceived study burden and likely delays in academic progress.

Emotional stress is the experience of the student that arises from a memory of a particular event that they feel is insufficient to effectively cope with situational demand. These are emotions that nursing students feel triggered by situations that are usually temporary and fade as the situation resolves. According to Daino and Anwar (2022), experiencing emotions such as worry, fear, frustration, anger, or sadness can trigger intense and negative stress responses, known as emotional

stress. Moreover, emotional stress is alternatively termed the "fight-or-flight" reaction, representing an automatic response to a perceived threat, leading to the release of adrenaline and heightened nervous system activity (Emotional Stress, 2022). The usual reasons for emotional stress in students include time pressure, financial difficulties, more responsibilities, and homework deadlines and tests (Alberta Health Services, 2020).

Self-regulating Learning (SRL) Strategies refer to a student's ability to observe and evaluate their capacity to comprehend and manage their learning environment. Actively setting specific learning goals, regularly assessing one's understanding and progress, and adjusting study tactics to improve learning outcomes. According to Muljana (2021), the process of self-regulated learning involves creating a plan for an assignment, monitoring one's progress, and then reflecting on the outcome. According to Pedrotti and Nistor (2019), the disadvantages of self-regulated learning include students' potential lack of motivation and skills in setting goals and monitoring progress, which can lead to frustration and poorer learning outcomes. There is also a risk of superficial learning, especially among younger or disadvantaged students, who may struggle with the freedom and responsibility self-regulation requires (Bylieva, 2021). This intricate and evolving process incorporates diverse strategies, including time management, goal setting, and self-monitoring. Embracing Self-Regulating Learning (SRL) Strategies empowers learners to enhance their academic performance significantly by setting clear objectives, devising effective study plans, tracking their advancements, and critically assessing their learning outcomes (Sins et al., 2023).

Environmental structuring refers to the students' deliberate actions to modify their physical and social surroundings to optimize their learning experience and minimize distractions. This includes organizing the study space, managing time effectively, and setting boundaries with others to create an environment conducive to focus and productivity. According to Guinness et al. (2020), it refers to an organized physical space that promotes positive behaviors and engagement. It enhances student academic performance, behavior, and emotional well-being,

leading to improved learning outcomes. Environments with high levels of interaction and disturbance can impact students' behavior and motivation to study (Pedrosa, 2023). Environmental structuring, which includes factors such as temperature, lighting, and seating arrangements, can greatly impact the well-being and performance of students. According to Brink et al. (2021), in an air-conditioned room, students often experience improved comfort and focus due to regulated temperatures, which can enhance productivity during study sessions and class activities. Some schools enforce specific seating arrangements to foster collaboration or minimize distractions, while others allow students flexibility in choosing their seats, which can affect social dynamics and individual learning preferences (Yang et al., 2021). The environmental classroom environment, including seating and air-conditioned rooms, likely plays a role that can impact nursing students' academic performance (Ratanasiripong et al., 2021).

Time management refers to the student's capacity to manage their time for different educational tasks in school. This includes creating a structured schedule, prioritizing tasks, and allocating appropriate time blocks to ensure all academic responsibilities are met efficiently. According to Lutkevich and Wigmore (2023), it is the process of planning and controlling how one spends one's time. It encompasses goal setting, task planning, and activity prioritization, all contributing to the efficient achievement of objectives and an overall sense of well-being. Time management is associated with the way students allocate their time to their daily activities. Developing time management skills among students has indicated improved learning and academic performance. In a cross-sectional survey based on the analysis of Al-Yami et al. (2021) of 152 nursing students, it was disclosed that those respondents with low grades strongly believed that their grades were affected by misplanning and lack of to-do list. The researchers also concluded that managing time was beneficial to attaining academic success, although several students did not manage their time effectively.

Goal setting refers to student action plans in taking active steps to achieve their desired academic outcomes. According to Twowp (2021), identifying and

defining goals that are specific, measurable, achievable, relevant, and time-bound is a process called goal setting. It is an essential element of self-regulated learning (SRL) strategies, and it can help individuals stay motivated and focused on their learning (Zimmerman, 2021). According to Toro (2021), goal setting is a cognitive approach to motivation. It means to say that a goal is driving the individual to try to accomplish the objective he/she has in mind. Importantly, the impact of the objective on academic achievement is dependent on this difficulty level. Many studies have examined the connection between setting goals and academic achievement. One of this research is the investigation of Alessandri et al. (2020). They set self-goals in the morning and recorded their performance in the evening. It was revealed that the student's final grade was mediated by daily performance and was more prominent among those students with high goals in specificity and moderate difficulty (Huff, 2019).

Self-monitoring involves student observing and evaluating their growth and learning. According to Cherry (2021), being mindful of one's actions and how they affect the surroundings is crucial. The ability to adapt refers to modifying one's behaviors in response to environmental, situational, or social variables. According to the APA Dictionary of Psychology (2019), this concept also encompassed the definition of self-monitoring as a technique employed in behavioral control, where people maintain a log of their actions, particularly concerning attempts to modify or regulate their behavior. Loftin et al. (2020) also asserted that self-monitoring involves personalized plans aimed at enhancing functioning independently across academic, behavioral, self-help, and social domains, with a focus on skill development to promote increased engagement in desirable behaviors rather than solely reducing undesired behaviors. Research indicates that students experience significant improvements in learning outcomes when they dedicate time to self-monitoring their efforts and progress. According to Guo (2022), the practice of self-monitoring was discovered to have a beneficial effect on academic achievement. The extent to which individuals self-monitor their learning significantly influences the creation of professional development opportunities. Van Loon (2019) also

mentioned that engaging in self-monitoring activities prior to, during, and undertaking work-related tasks has far-reaching effects on the process of making decisions, acquiring knowledge, using strategies, and finding the drive to learn.

Academic performance is the assessment of a student's achievements across various academic subjects. Student achievement across different academic subjects is gauged using objective measures like exam results and final course grades (Tadesa et al., 2022). However, in this study, the semestral General Weighted Average (GWA) of nursing students during the first semester of A.Y. 2023-2024 serves as the measure of academic performance. Suleiman (2023) asserted that several elements are crucial to academic success. The primary element is the dedication of the students. Their participation greatly influences the academic success of students. This is supported by Acosta-Gonzaga (2023), who mentioned that behavioral commitment refers to the effort that students make in making an action to complete tasks.

Moreover, it can be noted that during their studies, nursing students encounter a range of challenges. These challenges may include internal challenges such as academic, psychological, emotional, and family factors. According to Mthimuney and Daniel (2019), school-related factors, such as professional integration and the teaching and learning environment, have a significant impact on the academic performance of nursing students.

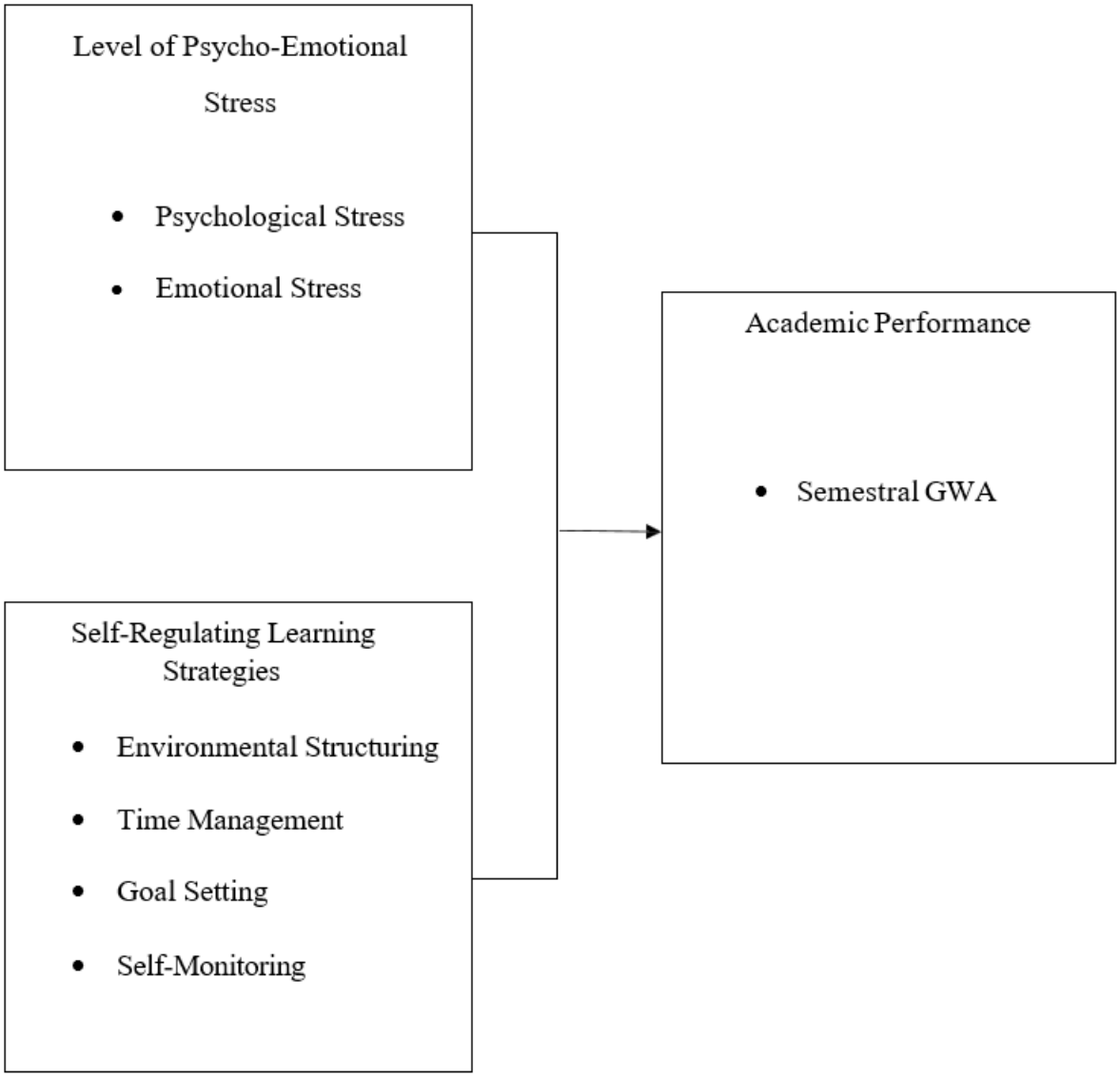

Figure 1. Schematic Diagram of the Study

Objectives of the Study

This research study aims to determine the levels of psycho-emotional stress, self-regulating learning (SRL) strategies, and academic performance among nursing students in Ozamiz City. The objectives of the study included: 1.) Assess the psycho-emotional stress level of nursing students with an emphasis on psychological stress and emotional stress. 2.) Determine the nursing students' self-regulating learning (SRL) strategies as to environmental structuring, time management, goal setting, and self-monitoring. 3.) Determine the academic performance of nursing students. 4.) Explore the significant relationship between the respondents' level of psycho-emotional stress and their academic performance.5.) Explore the significant relationship between the respondents' self-regulating learning (SRL) strategies in terms of environmental structuring, time management, goal setting, self-monitoring, and academic performance.

This study hypothesized that there is no significant relationship between the respondents' level of psycho-emotional stress and their academic performance and between their self-regulating learning (SRL) strategies in terms of environmental structuring, time management, goal setting, and self-monitoring and their academic performance.

Significance of the Study

The results of this study can provide valuable insights that can be used to guide interventions and provide support mechanisms for nursing students experiencing psycho-emotional stress and struggling with self-regulation in their academic journey and enhance the self-regulating learning (SRL) strategies in students to lessen their stress level and improve their academic performance. By addressing stress and encouraging self-regulating learning (SRL) strategies among nursing students, institutions may enhance the well-being and success of their future nursing workforce. This study may also help nursing educators further understand factors that affect students' academic performance and areas of concern to evaluate a more nurturing and supportive environment for nursing students. The findings of

this study can serve as a valuable foundation for future research by highlighting areas that require further investigation and complementing existing studies.

RESEARCH METHODOLOGY

Research Design

The research employed a quantitative, descriptive-correlational approach to gather information from students studying nursing. This study utilized a quantitative, descriptive-correlational design. The traditional systematic method utilized to collect and analyze numerical data to comprehend and make conclusions about a phenomenon or issue is known as the quantitative approach (Fleetwood, 2024). Quantitative usually involves analyzing numerical data to depict characteristics, identify correlations, or validate hypotheses.

The descriptive-correlational research design is a method that aims to describe and examine the connections between variables without altering them (Bhandari, 2023). This type of research design was utilized in this study to explore the relationship between psycho-emotional stress, self-regulating learning (SRL) strategies, and the academic performance of nursing students.

Research Environment

The research was carried out at a university in Ozamiz City, Philippines, which has recently undergone substantial academic transformations to strive for excellence. It embraces a diverse array of academic programs, each meticulously crafted to nurture the intellectual curiosity of its students. Beyond the classroom, the university fosters an environment that encourages holistic development, instilling values that extend far beyond the confines of traditional education. Alongside its commitment to academic progress, the institution provides paramedical programs, notably the 4-year Bachelor of Science in Nursing, reflecting its dedication to fostering healthcare education.

Respondents of the Study/Unit of Analysis and Sampling Procedure

The respondents of this study were two hundred seventy-three (273) nursing students from all year levels. Respondents were currently enrolled in the school year 2023- 2024. Gender, age, or other demographic factors did not impose any restrictions.

The respondents were selected through stratified random sampling. The respondents were chosen per block from first-year, second-year, third-year, and fourth-year nursing students. This method ensured a fairer representation of the variables under investigation by ensuring that every participant had an equal opportunity to be selected for the sample. The goal of using the stratified sampling technique was to represent various factors within the group in a fair and balanced manner. The sample size was calculated using Raosoft with a 95% level of confidence and a 5% margin of error; 273 respondents were taken from the 933 total population members among nursing students.

Data Gathering Instruments

The researchers utilized a researcher-made questionnaire to determine the level of psycho-emotional stress, self-regulating learning (SRL) strategies, and academic performance among nursing students. The questionnaire is composed of three parts. Part 1 determined the level of psycho-emotional stress, which contained ten questions. Part 2 assessed the self-regulating learning (SRL) strategies that contain 20-item questions. Part 3 investigated the academic performance from the general weighted average for the first semester of A.Y. 2023- 2024.

Data Gathering Procedure

Before initiating the distribution of the research instrument, official approval for the study's implementation was secured from the Dean of the College of Nursing, Midwifery, and Radiologic Technology and Level Coordinator.

Subsequently, a pilot test, authorized by the Dean, was conducted to assess the reliability and robustness of the instrument to respondents not included in the study and was validated by a panel of experts in the field.

During the final data gathering, after receiving permission, the researchers contacted the clinical instructors of the identified respondents to discuss the distribution and implementation that occurred during the respondents' class hours. Following approval, the researchers carried out the study; the researchers explained the purpose and benefits of the study, received consent from the student, and gave directions for the respondents to follow. Afterward, the researchers collected the questionnaires themselves and asked for confirmation from the college secretary regarding the validity of the written GWA the student wrote in the questionnaire. After retrieving the questionnaires, the data was compiled and submitted to the statistician for statistical analysis. The result of this study applied only to the respondents of this study as nursing students enrolled in the first semester of A.Y. 2023-2024.

Validity and Reliability of the Instrument

The researcher thoroughly examined and subjected the instruments to a pilot test involving 30 respondents who were not part of the main study to evaluate the reliability of the instruments. Furthermore, a panel of experts in the field evaluated and validated the instruments, ensuring their relevance and accuracy in measuring psycho-emotional stress and self-regulating learning (SRL) strategies among nursing students. The result of the pilot testing showed a Cronbach alpha of 0.7914, indicating excellent internal consistency. Once validity and reliability were established, the researchers proceeded with the full-scale data-gathering implementation, employing the same stratified random sampling methodology. This comprehensive approach, which involved both practical testing and expert evaluation, was designed to fortify the instruments' reliability and validity, thus strengthening the overall trustworthiness of the study's outcomes.

Scoring Guidelines

The following instruments were used in gathering the data:

A. **Psycho-Emotional Stress Questionnaire**. This tool determines the level of psychological stress and emotional stress. It contains two constructs namely: psychological stress and emotional stress. The questionnaire used a 4-point Likert Scale. The research instrument underwent pilot testing to establish its reliability and yielded Cronbach's Alpha results for psychological stress (0.76) and emotional stress (0.81). Presented below is the continuum used to analyze the gathered data:

Continuum	Responses	Interpretation
3.25 - 4.00	1- Strongly Agree	Very High (VH)
2.50 - 3.24	2- Agree	High (H)
1.75 - 2.49	3- Disagree	Low (L)
1.00 - 1.74	4- Strongly Disagree	Very Low (VL)

B. **Self-Regulating Learning (SRL) Strategies Questionnaire**. This tool determined the various aspects of self-regulated learning strategies that nursing students use. It contained four constructs namely: environmental structuring, time management, goal setting, and self-monitoring. The questionnaire used a 4-point Likert Scale. The research instrument underwent pilot testing to establish the reliability and yielded a Chronbach's Alpha results with results accordingly: psychological stress (0.76), emotional stress (0.81), environmental structuring (0.768), time management (0.818), goal setting (0.798), and self-monitoring (0.794) which resulted in an overall of 0.791. Presented below is the continuum used to analyze the gathered data:

Continuum	Responses	Interpretation
3.25 - 4.00	4- Strongly Agree	Very Good (VH)
2.50 - 3.24	3- Agree	Good (H)
1.75 - 2.49	2- Disagree	Poor (P)
1.00 - 1.74	1- Strongly Disagree	Very Poor (VP)

C. Academic Performance. The academic performance determined the student's semestral General Weighted Average during the first semester of A.Y. 2023-2024. The following interpretation was used to analyze the gathered data:

Rating	Interpretation
1.0	Excellent (E)
1.25 – 1.01	Superior (S)
1.50 - 1.26	Very Good (VG)
1.75 – 1.51	Good (G)
2.0 – 1.76	Very Satisfactory (VS)
2.25 – 1.01	Satisfactory (S)
2.50 – 2.26	Average
2.75 – 2.51	Fair
3.0 – 1.76	Passed
5.0	Failed

Mode of Analysis, Statistical Treatment

The data collected from the survey were examined and analyzed using the following statistical tools:

Frequency and Percentage. Frequency was used to analyze and determine the responses in each category meanwhile the Percentage was the representation of

the frequency was used to determine the position of each respondent of the study.

Mean and Standard Deviation determined the level of psycho-emotional stress, self-regulating learning (SRL) strategies, and academic performance of nursing students.

Pearson Product- Moment Correlation Coefficient was used to determine the relationship between psycho-emotional stress, self-regulating learning (SRL) strategies, and academic performance.

Ethical Considerations

Considering the study involved all nursing students in the institution, a vulnerable population, extra precautions were taken to protect their rights and welfare. Before commencing the study, the researcher secured authorization from the College Dean and Level Coordinator. The participants were provided with comprehensive information regarding the objectives, advantages, and possible drawbacks of the research, along with their entitlement to decline or retract their involvement. The study's documentation was maintained in strict confidence, with only the researchers who were part of the study having access to it. The academic performance of the respondents, along with all other information, is stored on a device that is protected by a password. After the study's data collection was completed, the information was destroyed. The protection of respondents' privacy was the researcher's top priority, with a focus on maintaining the confidentiality of their names and grades, as well as ensuring the anonymity of all collected data.

RESULTS AND DISCUSSION

This chapter presents the study's data that is analyzed and interpreted into the following topics:

Respondent’s level of psycho-emotional stress

Respondent’s self-regulating learning strategies

Respondent’s academic performance

Significant relationship between the respondent’s level of psycho-emotional stress

and academic performance

Significant relationship between the respondent’s self-regulating learning (SRL) strategies and their academic performance

Respondent’s Level of Psycho-Emotional Stress in Terms of Psychological Stress and Emotional Stress

Table 1 displays the psycho-emotional stress of nursing students from 1st year throughout 4th year with an overall mean of 3.07 and a standard deviation of 0.55, which is interpreted as high. The nursing student's psychological stress is high. At the same time, emotional stress displays a weighted mean of 2.98 and a standard deviation of 0.54. That indicates high emotional stress among nursing students. Based on the overall psycho-emotional stress, during the first semester of the academic year 2023-2024, nursing students have felt anxious and frustrated and have faced difficulty in their nursing journey.

A study done by Koubri et al. (2021) suggested a strong incrimination of personal factors in triggering stress in students. When faced with challenges and difficulties, nursing students have to adapt to their surroundings. Factors contributing to stress levels include academic demands, clinical practice pressures, fear of failure, and the challenges of balancing nursing education's theory and practical components (Onieva-Zafra et al., 2020). Stress is present in every area of

undergraduate nursing education. Everyone encounters various types of stress throughout their lives, making student nurses no different as they must acclimate to a completely new setting upon beginning a nursing training program.

Researched on the psychological profile of nursing students by Sanchez-Conde et al. (2019) in which the behavioral response of the nursing student who was under psychological stress exhibited negative behavioral patterns: a decrease in self-confidence and feeling a loss of control. This could mean that the high levels of psychological stress from nursing students caused them to feel overwhelmed and imbalanced in their personal and professional lives, which could lead to a compromise in their coping strategies. Additionally, Sonmez et al. (2023) found that factors that contribute to psychological stress would increase greatly as the student progresses throughout their nursing course. As noted by Salvarani et al. (2020), nursing students exhibit great levels of psychological distress and display open mindfulness to regulate their mental and emotional health.

According to Scott (2023), emotional stress is occasionally faced throughout life. This type of stress has been defined as a whirlwind of emotions that has the potential to damage a person, be it mentally, physically, or socially. However, a study done by Yumatov et al. (2020) has found that the manifestation of emotional stress is dependent on the impression of the person they consider the situation to be a cause of conflict. Common causes of emotional stress typically arise from social and environmental disputes. As student nurses, the ability to empathize with their clients or patients is heightened. This is supported by Ghazwani et al. (2022), whose study results revealed that nursing interns have a higher level of empathy with a higher score of perspective-taking. This means that the emotional demands when interacting with patients during the clinical setting could contribute to the feeling of being emotionally drained.

Additionally, they likely have high levels of emotional stress, combined with the tense atmosphere in the clinical setting, which could result in difficulty managing their reactions. As students tackle their stress, they have the option to turn to their respective clinical adviser in this regard. Further discussion may be taken

with the aim of supporting the student throughout their nursing course, especially with the goal of lowering the student's psychological and emotional stress. In fact, studies conducted by Martinot et al (2022) have shown that support from educators significantly reduces the possibility of failure. Therefore, students who feel supported will showcase an increase in cognitive engagement and reduce the likelihood of negative outcomes.

Table 1. Level of Psycho-emotional Stress (n=273)

Psycho-emotional Stress	Mean	SD	Interpretation
Psychological Stress	3.17	0.48	High
Emotional Stress	2.97	0.61	High
Overall Psycho-emotional Stress	**3.07**	**0.55**	**High**

Legend: 3.25-4.00(Very High); 2.50-3.24(High); 1.75-2.49(Low); 1.00-1.74(Very Low)

Respondent's Self-Regulating Learning Strategies in Terms of Environmental Structuring, Time Management, Goal Setting, and Self-Monitoring

Table 2 shows that students demonstrate effective self-regulating learning strategies with an overall mean score of 3.15 and a standard deviation of 0.52, indicating a "Good" level of proficiency. Among the strategies assessed, goal setting stands out as particularly strong, with a mean score of 3.28 and a standard deviation of 0.48, categorizing it as "Very Good." This reflects students' adeptness at establishing clear and achievable learning objectives, which are essential for maintaining focus and motivation. Additionally, students show competence in environmental structuring (Mean: 3.18, SD: 0.49) and self-monitoring (Mean: 3.23, SD: 0.53), indicating their ability to optimize their study environments and monitor their progress effectively. However, time management (Mean: 2.89, SD: 0.59) emerges as an area that could benefit from further improvement, suggesting a need

for additional support in allocating time efficiently across various learning activities. Strengthening these strategies will empower students to better manage their learning processes, leading to enhanced academic performance and success.

Among the four variables assessed in self-regulating learning strategies, three are categorized as "Good": environmental structuring (Mean: 3.18, SD: 0.49), time management (Mean: 2.89, SD: 0.59), and self-monitoring (Mean: 3.23, SD: 0.53). These strategies show that students are generally effective in organizing their study environments, managing their time, and monitoring their progress. The fourth variable, goal setting, stands out with a rating of "Very Good" (Mean: 3.28, SD: 0.48), indicating that it is commonly utilized and particularly effective among students. This suggests that students are adept at establishing clear, measurable, achievable, relevant, and time-bound objectives to direct their academic endeavors and improve their educational achievements. Theobald, (2020) pointed out that enhanced motivation and focus are a result of well-defined goals, which in turn lead to improved academic outcomes.

Time Management, with a mean score of 2.89 and a standard deviation of 0.59, is rated as good. This indicates that while some students manage their time effectively, others struggle with it. The higher variability suggests significant differences in how students allocate time to various subjects, avoid procrastination, and balance study with other responsibilities. Wolters, (2022) emphasized that time management is a key component of self-regulated learning and is critical for academic success. The data emphasizes the importance of implementing specific interventions to assist students in improving their time management practices to be more consistent and effective.

Goal setting stands out with a mean score of 3.28 and a standard deviation of 0.48, which is interpreted as very good. This indicates that students are particularly proficient in setting clear, achievable academic and personal goals and regularly reviewing and adjusting them based on their progress. The low variability in this area suggests a consistent application of goal-setting strategies among

students. According to Sinkkonen and Tapani (2024), effective goal-setting is integral to maintaining direction and achieving success in academic pursuits.

Self-monitoring, with a mean score of 3.23 and a standard deviation of 0.53 for self-monitoring suggests that students regularly track their learning progress and performance, though with some variability in consistency. This practice includes being aware of their strengths and weaknesses, adjusting study strategies based on their understanding of the material, and seeking feedback from instructors. Fostering a sense of ownership and responsibility for learning outcomes is encouraged by self-monitoring, empowering students to take proactive steps toward academic success (Pintrich, 2019). By continually monitoring their progress and adjusting their approaches, students can optimize their learning experiences and achieve their academic goals.

Table 2: Students' self-regulating Learning (SRL) Strategies (n=273)

Self – regulating Learning (SRL) Strategies	**Mean**	**SD**	**Interpretation**
Environmental Structuring	3.18	0.49	Good
Time Management	2.89	0.59	Good
Goal Setting	3.28	0.48	Very Good
Self-Monitoring	3.23	0.53	Good
Overall Self-Regulating Learning (SRL) Strategies	**3.15**	**0.52**	**Good**

Legend: 3.25-4.00(Very Good); 2.50-3.24(Good); 1.75-2.49(Poor); 1.00-1.74(Very Poor)

Respondent's Academic Performance

Table 3 shows the academic performance of 273 nursing students. The academic performance was based on their General Weighted Average (GWA) during the first semester of the academic year 2023-2024. The nursing student's

academic performance is very satisfactory based on the total result. The data shows that the majority of nursing students achieve a very satisfactory academic performance. Good academic performance (f = 63, % = 23.08), Average academic performance (f=17, % = 6.23) and Very Good (f= 16, & % = 5.86). This is the demand of the nursing course, with different majors and minors each year during the first semester of the academic year 2023 -2024.

This finding shows the respondents' overall performance regarding the impact of psycho-emotional stress and self-regulating learning (SRL) strategies on their academic performance. GWA is a crucial indicator for academic standing, college admissions, and scholarships since it is used to assess students' overall performance and growth over the semester or academic year. Nursing program students must maintain outstanding academic performance to remain in the program. Nursing students must observe and identify factors that impact their academic performance and utilize them to achieve success.

Table 3. Academic Performance Among Nursing Students (n=273)

STUDENT'S ACADEMIC PERFORMANCE	**Frequency**	**Percentage**
Excellent (E)	0	0
Superior (S)	1	0.37
Very Good (VG)	16	5.86
Good (G)	63	23.08
Very Satisfactory (VS)	93	34.07
Satisfactory (S)	81	29.67
Average	17	6.23
Fair	2	0.73
Passed	0	0
Failed	0	0
Total	**273**	**100**

Significant Relationship Between Respondent's Level of Psycho-Emotional Stress and their Academic Performance

Table 4 shows the results that there is a significant relationship between psychological stress and academic performance; meanwhile, there is no significant relation to emotional stress. Based on the computed values on psychological stress and academic performance (r-value=0.63; p-value=0.00), the p-value is less than 0.05. Therefore, the null hypothesis was rejected. The nursing student's psychological stress is significantly correlated with their academic performance. In contrast, the relationship between emotional stress and academic performance among nursing students is not significant.

The finding shows the relationship between psycho-emotional stress and academic performance among nursing students. This outcome implies that other elements outside of self-regulating learning (SRL) strategies might be more influential in determining academic success for these students. Recent research highlighted the role of external factors like social support, quality of instruction, and personal well-being in academic achievement (Pajares, 2019; Pintrich, 2020). For example, Panadero et al. (2021) found that the effectiveness of self-regulating learning (SRL) strategies is significantly affected by the learning environment and the support systems available to students. This supports the current study's results, suggesting that both individual learning strategies, whether intentional or not, and external factors must be considered for improving academic performance. In contrast, the study found no significant relationship between students' emotional stress levels and their academic performance. This may be because students either did not recognize their stressors or had coping mechanisms not evaluated in the study.

These findings have been associated with the findings presented by Abdulghani et al. (2019), who correspondingly found no significant relationship between stress and academic performance. Specifically, problematic struggles with achievement and adjustment must be seen as relational, systematic challenges rather

than just individual student problems. Schools frequently find it relatively straightforward to assign responsibility to adolescents and their families for issues that occur in the school setting. Teachers, together with families, peers, and other stakeholders, have a broader impact on both the problem and its solution. Using the phrase "communities of learners" to describe schools offers a step in the right direction because it recognizes and even validates the requirement of fostering relationships that are both encouraging and helpful in order to meet the needs of students (Gomathi et al., 2021).

Table 4: Significant Relationship Between Psycho-emotional Stress and Academic Performance

Variables	r- value	p-value	Interpretation
Psychological Stress and Academic Performance	0.63	0.00	Significant
Emotional Stress and Academic Performance	0.04	0.51	Not Significant

Ho1: There is no significant relationship between the respondents' level of psycho-emotional stress and their academic performance.

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

Significant Relationship Between the Respondent's Self-Regulating Learning Strategies and Their Academic Performance

Table 5 shows that all of the self-regulating learning (SRL) strategies are not significant to the academic performance of nursing students. The correlation coefficients for environmental structuring (r = 0.00, p = 0.96), time management (r = 0.07, p = 0.29), goal setting (r = 0.02, p = 0.75), and self-monitoring (r = 0.08, p = 0.18) were all low and the p-values were high, showing a lack of significant impact. These findings suggest that within this group, differences in self-regulating

learning (SRL) strategies do not substantially affect academic performance. This observation aligns with research by Zimmerman and Schunk (2021), which noted that while self-regulating learning (SRL) strategies are valuable for learning, their direct effect on academic performance may be influenced by other factors such as motivation and prior knowledge.

The absence of significant correlations suggests that focusing solely on self-regulated learning (SRL) strategies may not be enough to enhance academic outcomes. Boekaerts (2019) emphasized that integrating self-regulating learning (SRL) strategies with motivational and emotional support can lead to better academic results. For instance, Essel and Owusu (2021) highlighted that emotional support, including addressing students' anxiety and fostering positive emotions, is crucial for improving their academic performance. Wolters and Brady (2020) similarly argued that self-regulating learning (SRL) strategies should be part of a comprehensive framework that addresses students' psycho-emotional needs and provides an enriching learning environment.

Table 5: Significant Relationship Between Self-Regulating Learning (SRL) Strategies and Academic Performance

Variables	r- value	p-value	Interpretation
Environmental Structuring and Academic Performance	0.00	0.96	Not Significant
Time Management and Academic Performance	0.07	0.29	Not Significant
Goal Setting and Academic Performance	0.02	0.75	Not Significant
Self-Monitoring and Academic Performance	0.08	0.18	Not Significant

Ho2: There is no significant relationship between the respondents' self-regulating learning (SRL) strategies in terms of environmental structuring, time management, goal setting, self-monitoring, and their academic performance.

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

CONCLUSION AND RECOMMENDATION

The final chapter of the research presents an overview of the problem, the methodology, and the findings, followed by conclusions and recommendations for students, educators, and university administration, as well as for future research.

Conclusions

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

1. The results suggested a high level of psychological stress among nursing students at all year levels. This signifies that studying nursing greatly impacts the students' psycho-emotional stress. Nursing as a course creates a high psycho-emotional stress level among students. Therefore, how nursing students regulate their stress is crucial.
2. Respondents exhibit strong goal-setting skills; therefore, students can determine particular goals or plans to set goals for their studying. However, their execution to reach their goal was not that effective. Though the result is good, time management shows greater variability in the sense that despite having a goal, the students lacked proper time management skills.
3. Most nursing students demonstrate very satisfactory academic performance. The study respondents were possibly able to adapt to the requirements of nursing courses and devise methods to enhance their academic achievements.
4. Despite experiencing high levels of psychological stress, the majority of students achieve very satisfactory grades academically. This indicates that respondents have developed coping mechanisms to effectively manage their stress levels, enabling them to perform well in their studies.
5. Although self-regulating learning (SRL) strategies are recognized for their role in improving learning processes, their direct influence on academic performance is affected by other factors, such as motivation, prior knowledge, and the learning environment. Therefore, while self-regulating learning (SRL) strategies are important, they are not the only factors contributing to academic success in this context.

Recommendations

The findings and conclusions lead to the following recommendations for the advancement of nursing students and university faculty and staff:

1. Nursing students, in all year levels, displayed a high result of psychological stress. Knowing the level of stress would benefit nursing students by allowing them to take the initiative in managing their stress effectively. Nursing students may also continue to attend seminars and training on stress management. Also, that can engage in other stress-inducing activities such as walking, exercising, cooking, and painting. Further, study through qualitative research to dig deeper into other possible stress factors that are not psycho-emotional.
2. Nursing students may continue to use or seek out self-regulating learning (SRL) strategies that can assist them in improving time management skills, fostering goal-setting activities, and implementing regular check-ins to enhance self-monitoring and stress management practices.
3. The College of Nursing may continue a positive learning atmosphere by using excellent teaching techniques, making sure the tools are available, and providing academic support services. Future studies can also be conducted separately each year to determine which year causes the most psycho-emotional stress and which uses self-regulating learning (SRL) strategies most effectively, possibly focusing on students with low academic performance.
4. The Instructors in the Nursing Academy may identify students at risk of stress as early as possible and refer them to student support services and psychological counseling. It is also important for teachers of students who are at risk of stress to inform and refer them to the guidance office for guidance counseling. Furthermore, there may be the provision of workshops on stress management and coping skills, especially in the midst of orientation week, to ensure that students can learn and apply effective coping strategies. It has been that the students have high psychological stress. They can implement moments of relaxation before or during the class discussion, particularly mind conditioning, for students to clear their thoughts and replace them with happy thoughts before

having another class. In this way, the nursing students can formulate it so that it conditions their minds to relax during discussions in school or clinical areas or create a plan of activities that will boost the psychological functioning of students in coordination with the psychology department.

5. Future researchers could adopt a more holistic approach to studying academic performance by including additional variables, possibly social support, quality of instruction, and emotional well-being, and investigating how self-regulating learning (SRL) strategies interact with these external factors to gain a better understanding of their combined effect on academic outcomes. Furthermore, conducting longitudinal studies could provide valuable insights into how these relationships change over time, offering a more comprehensive perspective on how to effectively support student success. Additionally, researchers can create studies focusing on students with low academic performance, which could be either experimental or non-experimental, allowing them to further explore the usage of self-regulating learning (SRL) strategies in such population.

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Appendix A: Research Questionnaire

Psycho-Emotional Stress, Self-Regulating Learning Strategies and Academic Performance among Nursing Students Questionnaires

Part I. Level of Psycho-emotional Stress

Direction: Please put a checkmark (√) on the column that best describes your level of psycho-emotional stress. The choices below indicate the following:

4- Stronger Agree 3- Agree 2-Disagree 1- Strongly Disagree

A. Psychological Stress	4	3	2	1
1. I often feel overwhelmed by the academic demands of nursing school.				
2. I often experience stress related to clinical placements and practical experiences.				
3. I often find balancing personal life and academic responsibilities as a significant source of stress for me.				
4. I often feel pressured to perform at a high level in my nursing studies with minor and major subjects all at once.				
5. I often find it challenging to cope with the workload and expectations in nursing school.				
B. Emotional Stress				
1. I often experience mood swings or emotional fluctuations related to my nursing studies.				
2. I find the emotional demands of patient interactions contribute to my stress.				
3. I feel emotionally drained due to my nursing responsibilities.				
4. I find it challenging to manage my emotional reactions in high-pressure situations.				
5. I frequently experience anxiety or worry related to my nursing studies.				

Part II. Self-regulated Learning Strategies

Direction: Please put a checkmark (√) on the column that best describes your self-regulated learning strategies. The choices below indicate the following:

4- Strongly Agree 3- Agree 2-Disagree 1-Strongly Disagree

A. Environmental Structuring	4	3	2	1
1. I find a quiet place to study to avoid too much distraction.				
2. I study in a comfortable place.				
3. I know where to study most effectively for examinations and quizzes.				
4. I find the library more convenient to study than a coffee shop.				
5. I prefer listening to music while studying.				
B. Time Management				
1. I am proficient in allocating appropriate time to different subjects.				
2. I consciously avoid procrastination and work on assignments promptly.				
3. I am skilled at balancing study time with other responsibilities and task				
4. I use my time efficiently to meet deadlines for assignments and exams.				
5. I consistently adhere to a study schedule to manage my time effectively.				
C. Goal Setting				
1. I set clear and achievable academic goals for myself.				
2. I find breaking down larger goals into smaller, manageable tasks is a part of my approach.				
3. I regularly review and adjust my academic goals based on my progress.				
4. I find that having specific goals enhances my motivation to study.				
5. I am committed to achieving the academic objectives I set for myself.				

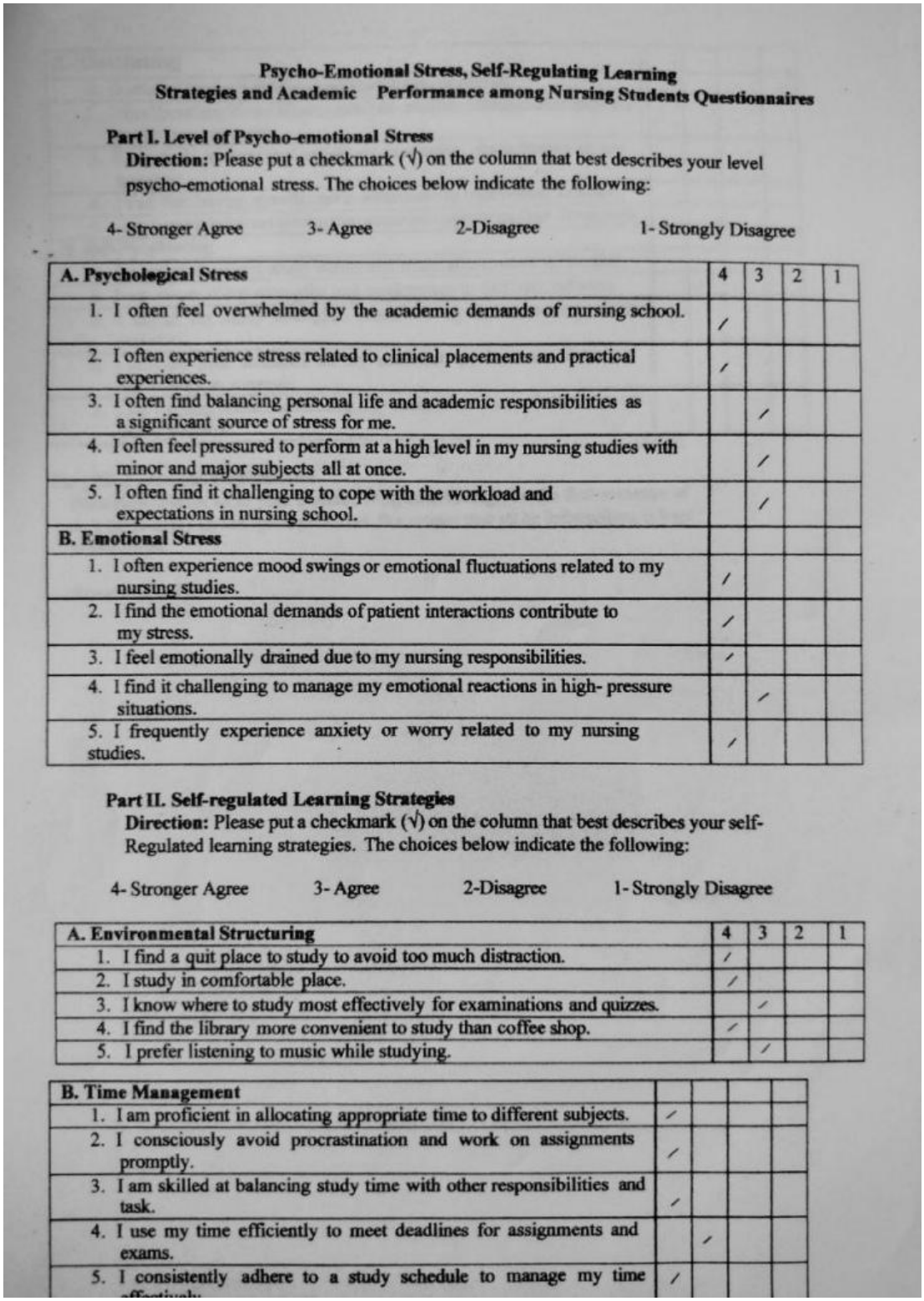
D. Self-Monitoring				
I keep track of my study habits and make adjustments as needed.				
2. I am aware of my strengths and weaknesses in different subjects.				
3. I adjust my study strategies based on my understanding of the material.				
4. I actively seek feedback on my academic performance from my instructors to improve.				
5. I am vigilant about monitoring my comprehension and retention of study material.				

Part III. Academic Performance

Direction: Please write your General Weighted Average for the first semester of S.Y 2023- 2024 in the space provided. We ensure that all information is kept confidential.

Semestral GWA:_____

Appendix B: Sample of Filled Out Questionnaire



Psycho-Emotional Stress, Self-Regulating Learning Strategies and Academic Performance among Nursing Students Questionnaires

Part I. Level of Psycho-emotional Stress

Direction: Please put a checkmark (√) on the column that best describes your level psycho-emotional stress. The choices below indicate the following:

4- Stronger Agree 3- Agree 2-Disagree 1- Strongly Disagree

A. Psychological Stress	4	3	2	1
1. I often feel overwhelmed by the academic demands of nursing school.	/			
2. I often experience stress related to clinical placements and practical experiences.	/			
3. I often find balancing personal life and academic responsibilities as a significant source of stress for me.		/		
4. I often feel pressured to perform at a high level in my nursing studies with minor and major subjects all at once.		/		
5. I often find it challenging to cope with the workload and expectations in nursing school.		/		
B. Emotional Stress				
1. I often experience mood swings or emotional fluctuations related to my nursing studies.	/			
2. I find the emotional demands of patient interactions contribute to my stress.	/			
3. I feel emotionally drained due to my nursing responsibilities.	/			
4. I find it challenging to manage my emotional reactions in high- pressure situations.		/		
5. I frequently experience anxiety or worry related to my nursing studies.	/			

Part II. Self-regulated Learning Strategies

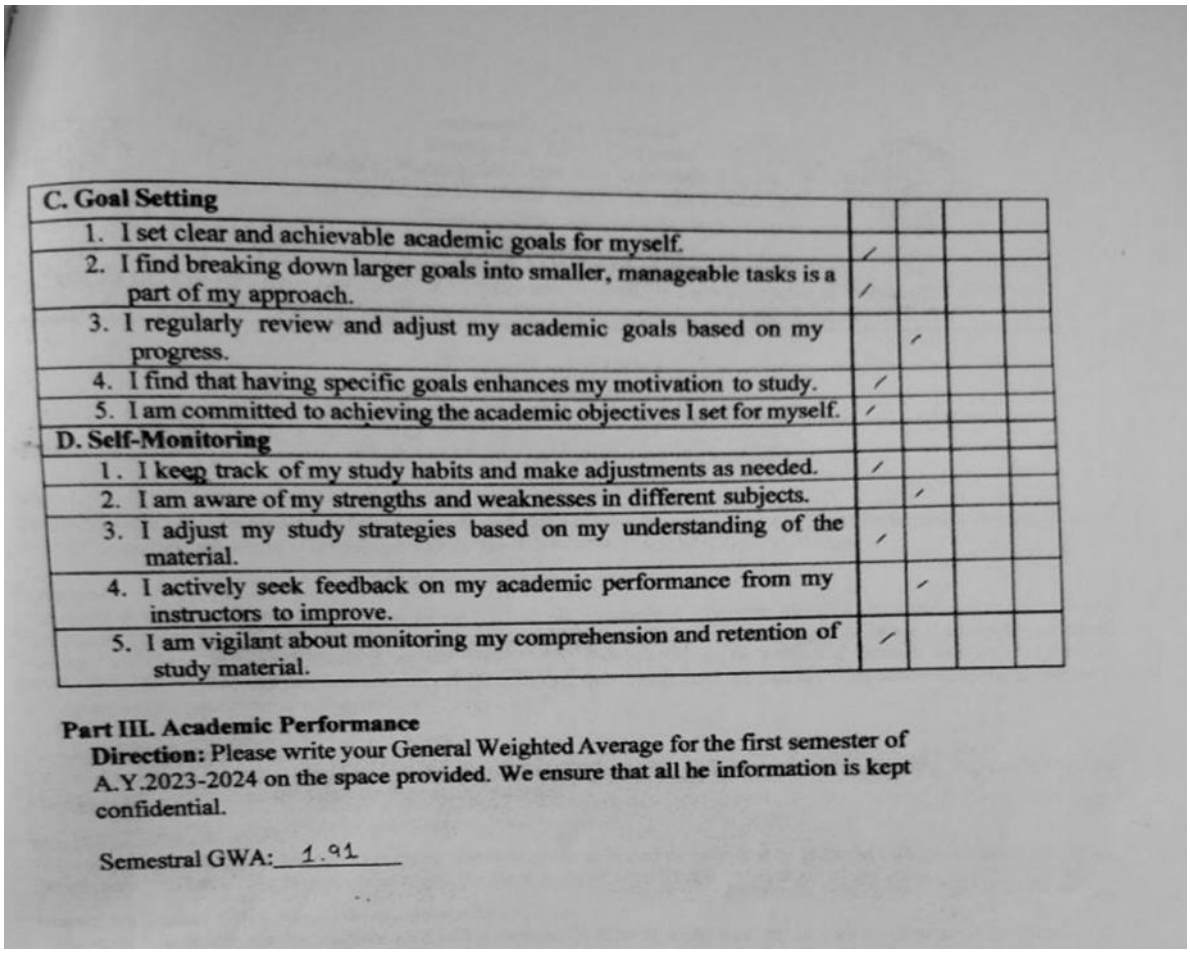
Direction: Please put a checkmark (√) on the column that best describes your self-Regulated learning strategies. The choices below indicate the following:

4- Stronger Agree 3- Agree 2-Disagree 1- Strongly Disagree

A. Environmental Structuring	4	3	2	1
1. I find a quit place to study to avoid too much distraction.	/			
2. I study in comfortable place.	/			
3. I know where to study most effectively for examinations and quizzes.		/		
4. I find the library more convenient to study than coffee shop.	/			
5. I prefer listening to music while studying.		/		

B. Time Management				
1. I am proficient in allocating appropriate time to different subjects.	/			
2. I consciously avoid procrastination and work on assignments promptly.	/			
3. I am skilled at balancing study time with other responsibilities and task.	/			
4. I use my time efficiently to meet deadlines for assignments and exams.		/		
5. I consistently adhere to a study schedule to manage my time	/			

Appendix B: Sample of Filled Out Questionnaire Cont'd



C. Goal Setting				
1. I set clear and achievable academic goals for myself.	✓			
2. I find breaking down larger goals into smaller, manageable tasks is a part of my approach.	✓			
3. I regularly review and adjust my academic goals based on my progress.		✓		
4. I find that having specific goals enhances my motivation to study.	✓			
5. I am committed to achieving the academic objectives I set for myself.	✓			
D. Self-Monitoring				
1. I keep track of my study habits and make adjustments as needed.	✓			
2. I am aware of my strengths and weaknesses in different subjects.		✓		
3. I adjust my study strategies based on my understanding of the material.	✓			
4. I actively seek feedback on my academic performance from my instructors to improve.		✓		
5. I am vigilant about monitoring my comprehension and retention of study material.	✓			

Part III. Academic Performance

Direction: Please write your General Weighted Average for the first semester of A.Y.2023-2024 on the space provided. We ensure that all he information is kept confidential.

Semestral GWA: 1.91

Appendix C: Sampling Computation

Year level	Total Population	Sample Population (273 x %)
First year	407 / 933 = 0.436 x 100 = 43 %	273 x . 43 = 117
Second year	257 / 933 = 0.275 x 100 = 28 %	273 x . 28 = 77
Third year	173 / 933 = 0.185 x 100 = 19 %	273 x . 19 = 52
Fourth year	96 / 933 = 0.102 x 100 = 10 %	273 x . 10 = 27
	273	273

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 title " Psycho-Emotional Stress, Self - Regulating Learning Strategies, and Academic Performance Among Nursing Students" in partial fulfillment of the requirement for the degree of Bachelor of Science in Nursing.

Researcher
This study is to be conducted by Sanchez, Janica L., Sarbida, Angelene F., Sayson, Marielle O., Semillano, Quevy G.and Tumampos, Shayne Mae M. who is pursuing the degree of Bachelor of Science in Nursing at Misamis University College of Nursing, with Ms. Arnielyn Elmedulan as the adviser. The researchers can be contacted through this mobile number +639154541386 or email address: Janicasanchez17@gmail.com,Sarbidaangelene1@gmail.com, Saysonmarielle06@gmail.com, Semillanoquevy@gmail.com and Shaynemact@gmail.com.

Purpose of the Research
This study aims to investigates and understand the relationship between psycho-emotional stress, self - regulating learning strategies, and academic performance among nursing students.

Description of the Research
This study is a quantitative, descriptive-correlational type of research, and the data will be gathered through a Researcher-Made Questionnaire and obtaining the respondents' general grade point average for the 1st semester of the school year 2023-2024!

Potential Benefits
This study will benefit nursing students as it will contribute to a better understanding of their pycho-emotional stress, self-regulating learning strategies' , and academic performance. Moreover, this study will provide a foundation for future studies on this topic, enabling researchers to build upon existing knowledge and identify new areas of inquiry. Besides, assessing nursing students' pycho -emotional stress level, self-regulating learning strategies , and academic performance will allow for the responsibility of implementing new interventions, evaluating their effectiveness, and refining existing programs based on the latest research.

Confidentiality
During the 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 from April to July.

Publication
The result of this study is eligible for dissemination in any manner intended for public and academic consumption, or for integration into educational curricula to enhance learning and contribute to the advancement of knowledge for future research endeavors.

Participation
Your involvement in this study must be voluntary, and you reserve the right to withdraw if you experience any discomfort during the information gathering process.

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.
By participating in this research, I understand that I will be required to provide access to my Grades and Clinical Experience Record book throughout the duration of the study. I affirm that I have been fully informed about the potential risk, benefits, and alternatives associated with this study. Having thoroughly reviewed and comprehended this consent form, I acknowledge that my grades will be used solely for research purposes and will be kept confidential. By choosing below, I willingly agree to participate in the study, demonstrating my voluntary consent to do so.

Printed Name and Signature of the Research Respondent

05-10-24
Date

Appendix E: Approved Letter of Consent

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

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

May 22, 2024

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

Dear Dr. Ocapan,

Good day!

We, the Third Year Nursing Students of Misamis University, are writing to request permission to access the grades of First- and Fourth-Year Students enrolled in Bachelor of Science in Nursing S.Y. 2023-2024 for our study entitled "PSYCHO-EMOTIONAL STRESS, SELF-REGULATING LEARNING STRATEGIES AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS IN OZAMIZ CITY". This research aims to explore the correlation between the psycho-emotional, self-regulation learning and academic performance of the nursing students.

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

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

Appendix E: Approved Letter of Consent Cont'd

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

Sincerely yours,

Janica Sanchez

Angelene Sarbida

Marielle Sayson

Quevy Semillano

Shayne Tumampos

Researchers

Noted by:

Arnielyn Elmedulan MN, MAN, RN
Research Adviser

Approved by:

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

Appendix F: Statistical Computations

1. Assess the psycho-emotional stress level of nursing students with emphasis on psychological stress and emotional stress.

Table 1. Level of Psycho-emotional Stress

Psycho-emotional Stress	Mean	SD	Interpretation
Psychological Stress	3.17	0.49	High
Emotional Stress	2.98	0.59	High
Overall Psycho-emotional Stress	**3.08**	**0.54**	**High**

Psycho-emotional Stress Scale: *3.25-4.00(Very High); 2.50-3.24(High); 1.75-2.49(Low); 1.00-1.74(Very Low)*

2. Determine the nursing students' self-regulating learning(SRL) strategies as to environmental structuring, time management, goal setting, and self-monitoring.

Table 2. Students' self-regulating Learning(SRL) Strategies

Degree of Burnout	Mean	SD	Interpretation
Environmental Structuring	3.20	0.47	Good
Time Management	2.91	0.58	Good
Goal Setting	3.28	0.47	Very Good
Self-Monitoring	3.23	0.49	Good
Overall Psycho-emotional Stress	**3.16**	**0.50**	**Good**

Self-Regulating Learning Scale: *3.25-4.00(Very Good); 2.50-3.24(Good); 1.75-2.49(Poor); 1.00-1.74(Very Poor)*

3. Determine the academic performance of nursing students.

Table 3. Academic Performance Among Nursing Students (n=550)

STUDENT'S ACADEMIC PERFORMANCE (RLE Grade)	Frequency	Percentage
Excellent (E)	1	0.18
Very Satisfactory (VS)	30	5.45
Satisfactory (S)	106	19.27
Fairly Satisfactory (F)	235	42.73
Did Not Meet Expectations (DNME)	178	32.36
Overall Performance	**M=1.92**	**Fairly Satisfactory**

GWA/Performance Scale: 1.25-1.0 (Excellent); 1.50-1.26 (Very Satisfactory); 1.75-1.51 (Satisfactory); 2.0-1.76 (Fairly Satisfactory); 2.10 and above (Did Not Meet Expectations)

4. Explore the significant relationship between the level of psycho-emotional stress and academic performance.

Table 4. Significant Relationship Between Psycho-emotional Stress and Academic Performance

Variables	r- value	p-value	Interpretation
Psychological Stress and Academic Performance	0.06	0.20	Not Significant
Emotional Stress and Academic Performance	0.03	0.45	Not Significant

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

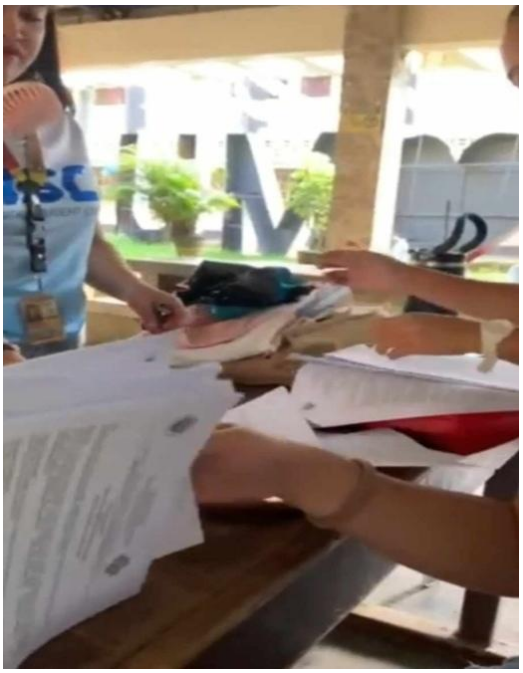
5. Explore the significant relationship between self-regulating learning(SRL) and academic performance.

Table 5. Significant Relationship Between Self-Regulating Learning (SRL) Strategies and Academic Performance

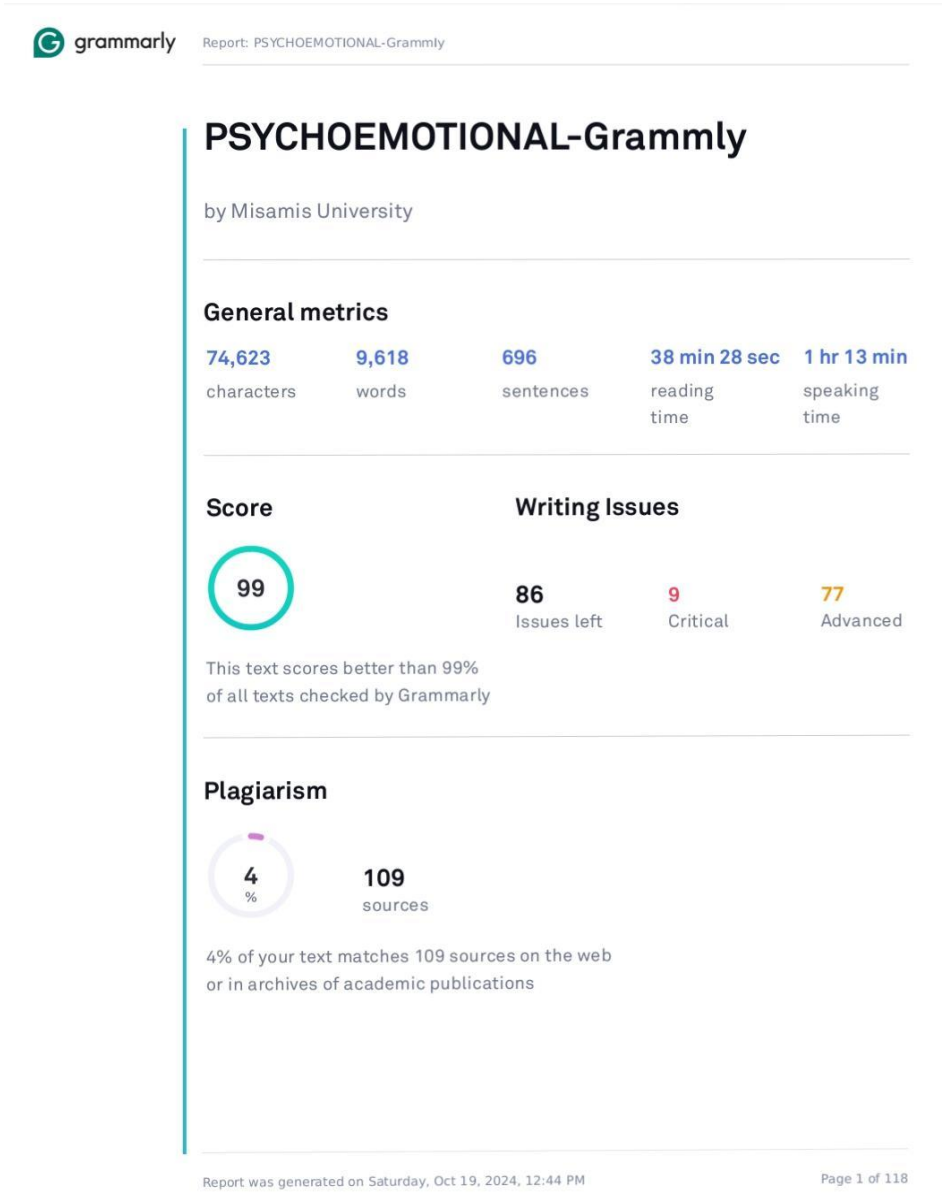
Variables	r- value	p-value	Interpretation
Environmental Structuring and Academic Performance	0.03	0.53	Not Significant
Time Management and Academic Performance	0,01	0.84	Not Significant
Goal Setting and Academic Performance	0.04	0.34	Not Significant
Self-Monitoring and Academic Performance	0.03	0.42	Not Significant

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

Appendix G: Documentations



Appendix H: Grammarly Report, and Turnitin Results



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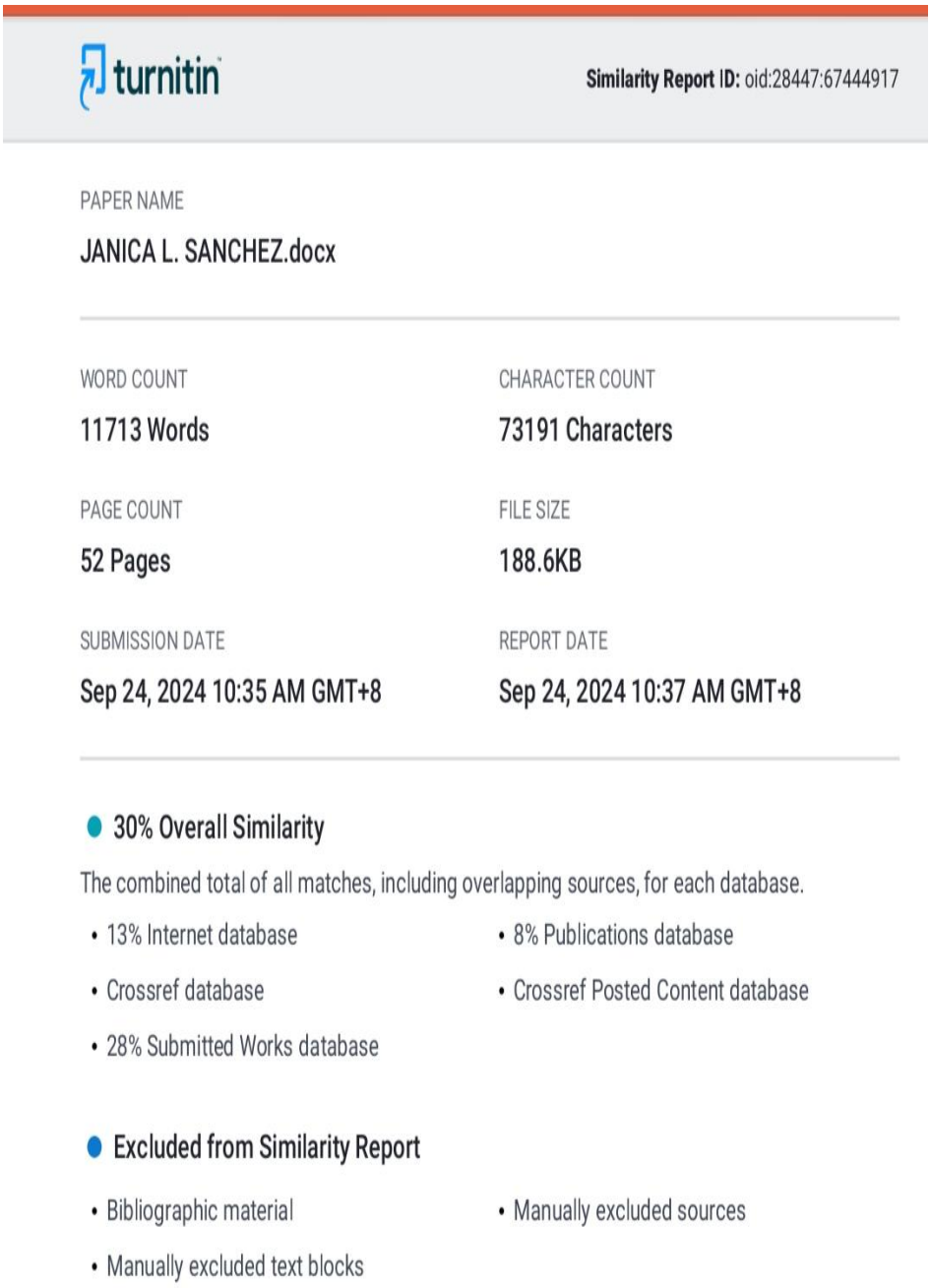
Appendix H: Grammarly Report, and Turnitin Results Cont'd



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CURRICULUM VITAE

PERSONAL DATA

Name : Janica L. Sanchez

Date of Birth : January 5, 2002

Place of Birth : Ozamiz City

Home Address : P-1 Doña Consuelo, Ozamiz, City

Gender : Female

Civil Status : Single

Contact No : 09187112000

Email : janicasanchez17@gmail.com

EDUCATIONALBACKGROUND

Elementary : Firm Foundation Christian Academy
Circumferencial Road, Brgy. Aguada, Ozamiz City, Misamis Occidental

Secondary : Firm Foundation Christian Academy
Circumferencial Road, Brgy. Aguada, Ozamiz City, Misamis Occidental

Senior High School : Firm Foundation Christian Academy
Circumferencial Road, Brgy. Aguada, Ozamiz City, Misamis Occidental

College : Misamis University
H.T. Feliciano St., Aguada, Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name : Angele F. Sarbida

Date of Birth : March 29, 2003

Place of Birth : Tangub City

Home Address : Tituron, Tangub City

Gender : Female

Civil Status : Single

Contact No : 09669630852

Email : sarbidaangele1@gmail.com

EDUCATIONALBACKGROUND

Elementary : Tituron Elementary School
Tituron, Tangub City

Secondary : St. Michaels's High School Inc.
Centro, Tangub City

Senior High School : Northwestern Mindanao State College of Science and Technology
Labuyo, Tangub City

College : Misamis University
H.T. Feliciano St., Aguada, Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name : Marielle O. Sayson

Date of Birth : April 9, 2024

Place of Birth : Dicoloc, Jimenez, Misamis Occidental

Home Address : Dicoloc, Jimenez, Misamis Occidental

Gender : Female

Civil Status : Single

Contact No : 09154541386

Email : Saysonmarielle06@gmail.com

EDUCATIONALBACKGROUND

Elementary : Jimenez Central School National, Jimenez, Misamiz Occidental

Secondary : Aloran Trade High School Labo, Aloran, Misamis Occidental

Senior High School : Misamis University H.T. Feliciano St., Aguada, Ozamiz City

College : Misamis University H.T. Feliciano St., Aguada, Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name	: Quevy G. Semillano
Date of Birth	: March 26, 2002
Place of Birth	: Ozamiz City, Misamis Occidental
Home Address	: P-6 Camella Labo Ozamiz City
Gender	: Female
Civil Status	: Single
Contact No	: 09100587188
Email	: semillanoquevy@gmail.com

EDUCATIONALBACKGROUND

Elementary	: SPED Center Ozamiz City Central School Vincente Ostia Avenue, Ozamiz City
Secondary	: Ozamiz City National High School Mayor Fernando Bernad Ave, Ozamiz City
Senior High School	: La Salle University St Columban Dr, Ozamiz City
College	: Misamis University H.T. Feliciano St., Aguada, Ozamiz City,

\

CURRICULUM VITAE

PERSONAL DATA

Name : Shayne Mae M. Tumampos

Date of Birth : December 26, 2002

Place of Birth : Oroquieta City

Home Address : Camella Homes, Labo, Ozamiz City

Gender : Female

Civil Status : Single

Contact No : 09630760369

Email : shaynemaet@gmail.com

EDUCATIONALBACKGROUND

Elementary : Oroquieta City Central Elementary School,
Upper Loboc, Ozamiz City

Secondary : Misamis Occidental National High School
Gov. A. Bernad St., Poblacion 1, Oroquieta City

Senior High School : Misamis Occidental National High School
Gov. A. Bernad St., Poblacion 1, Oroquieta City

College : Misamis University
H.T. Feliciano St., Aguada, Ozamiz City,