

LEVEL OF ANXIETY, SELF-ESTEEM, AND ACADEMIC
PERFORMANCE AMONG SECOND-YEAR
NURSING STUDENTS

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**LEVEL OF ANXIETY, SELF-ESTEEM, AND ACADEMIC PERFORMANCE
AMONG SECOND-YEAR NURSING STUDENTS**

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

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

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DECLARATION

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

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ABSTRACT

Nursing education encompasses both practical and theoretical components. The level of self-esteem that a student possesses has a profound influence on nearly all aspects of her actions and behaviors. The significance of academic success for students lies in the fact that it serves as a reflection of their knowledge, abilities, and attitudes gained through their educational experience in universities. This study examined the correlation between anxiety levels, self-esteem, and academic achievement among second-year nursing students. The study utilized a quantitative type of research, specifically the descriptive correlational design. It aimed to provide static pictures of situations and establish relationships between variables. The study used a standardized questionnaire. Frequency and percentage, mean and standard deviation, and Pearson correlation coefficient were used to identify the significance between variables. The study showed a significant relationship between second-year nursing students' level of anxiety, self-esteem, and academic performance. With regards to the significant relationship of each variable, a correlation was found between the level of anxiety and self-esteem and their academic performance. The significant relationship between self-esteem and academic performance highlights that self-esteem enhances and motivates student engagement. Thus, the study recommended that the college provide interventions to manage their anxiety, such as seminars, studying the factors that contribute to anxiety and self-esteem, enhancing mentoring in academics, and conducting symposiums and research about strategies to enhance self-esteem and academic performance.

Keywords: *anxiety, academic performance, nursing students, self-esteem*

TABLE OF CONTENTS

	Page
Title	ii
University Permission Sheet	iii
Declaration	iv
Approval Sheet	v
Acknowledgement	vi
Abstract	vii
CHAPTER 1 INTRODUCTION	
Rationale of the Study	12
Theoretical Framework	14
Conceptual Framework	19
Statement of the problem	23
Hypotheses	23
CHAPTER 2 RESEARCH METHODOLOGY	
Design	24
Setting	24
Respondents	25
Instrument	25
Data Gathering Procedure	26
Ethical Consideration	27

Statistical Analysis	28
CHAPTER 3 RESULTS AND DISCUSSION	
Results and Discussion	29
CHAPTER 4 SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS	
Summary	35
Findings	36
Conclusion	36
Recommendations	37
REFERENCES	39
APPENDICES	
Appendix A: Transmittal Letter	42
Appendix B: Research Instrument	
Research Instrument B.1	43
Research Instrument B.2	44
Appendix C: Informed Consent Form	45
CURRICULUM VITAE	46

LIST OF TABLES

Tables		Page
1	Respondents' Level of Anxiety	30
2	Respondents' Level of Self-Esteem	30
3.1	Respondents' Academic Performance as to Theory	31
3.2	Respondents' Academic Performance as to Related Learning Experience	32
4	Significant Relationship between Respondents' Level of Anxiety and Academic Performance	33
5	Significant Relationship between Respondents' Level of Self-Esteem and Academic Performance	34

LIST OF FIGURES

Figures		Page
1	Schematic Presentation of the Study	22

Chapter 1

INTRODUCTION

Rationale of the Study

Nursing education encompasses both practical and theoretical components. The primary objective of this institution is to educate proficient nurses who possess the essential information, attitude, and abilities required to uphold and enhance the well-being of the community. Nursing education is intricately connected to the actual work setting, with nursing students consistently assuming the dual responsibility of receiving direct instruction and actively engaging in patient care (Mohagdam et al., 2020). The Australian Health Practitioner Regulation Agency (AHPRA) reports that there are currently more than 180,000 students enrolled in nursing programs in 2021. Placements plays a greatest significance in the educational journey of a nursing student, with most students completing approximately 800 hours of placement during their degree. Therefore, it is crucial to have a clear understanding of what to anticipate before commencing your students' placement. Under typical conditions, nursing students have expressed numerous causes of anxiety, such as the intricate framework of nursing courses and the apprehension of performing poorly on exams. Moreover, nursing students regard clinical training, where they engage with ill individuals, confront life-or-death situations, and adhere to rigid schedules, as distinctive causes of worry. (Gonzaga et al., 2021) asserts that a student's self-esteem exerts a substantial influence on virtually all aspects of her behavior, encompassing her approach to tasks, response to difficulties, and social interactions. Self-esteem can significantly impact academic success. Anxiety, which can be described as the sensation of apprehension or dread, is an innate physiological reaction that occurs when faced with ambiguous or possibly dangerous circumstances. Student anxiety is a prevalent issue that,

if not effectively addressed, can escalate and significantly impair an individual's overall well-being. Anxiety is an emotional state characterized by a sense of fear or unease regarding future events.

For example, answering a question from a teacher or its first day in your clinical duty may cause the person to feel fearful and nervous (Johnson, 2022). According to Morris (2022), Anxiety in nursing school has been shown to negatively influence academic performance. Typical causes of anxiety for nursing students may encompass the fear of academic failure, the burden of meeting lofty expectations, and the unease of potentially harming a patient.

According to Gonzaga (2020), Self-esteem is a crucial driver of academic performance. Self-esteem is a quantification of a student's sense of value, whether it is positive or negative, that affects their ability to effectively complete educational tasks. Hence, it is imperative to incorporate this component since it has been substantiated that it is positively correlated with task performance. It is a prevalent practice to assess academic performance only based on the grades a student achieves during their studies, which is considered the ultimate indicator of one's achievement in education. It is widely recognized that the issue of self-esteem has an impact on academic grades and is directly linked to academic achievement through emotions. The well-being of nursing students and their development of competence may be influenced by their self-esteem. Nursing students seem to be susceptible to experiencing poor self-esteem, and their education may have a detrimental effect on their self-esteem. (Dancot et al., 2020).

Students' academic success is crucial since it reflects their acquisition of knowledge, skills, and attitudes during their college education. The academic performance

of pupils has a crucial role in determining their future career success. (Mappadang, 2022)

Nursing students encounter a range of obstacles during their academic journey that can impede their academic achievement. The accomplishment of nursing students is of paramount importance, as they have the responsibility of providing exemplary healthcare to patients, their families, and the broader community. Academic achievement in nursing programs involves the acquisition of knowledge and skills through academic coursework and practical training in clinical settings. Various studies have shown that nursing students face numerous obstacles during their years of education, which negatively affect their ability to learn and, consequently, their academic performance (Ratanasiripong et al., 2021).

The researchers aim to investigate the impact of anxiety levels and self-esteem on the academic performance of second-year nursing students. This study seeks to fill the existing research gap by examining how these factors influence students' ability to perform well in their clinical duties and major nursing subjects. This study aims to examine the correlation between anxiety levels, self-esteem, and academic achievement in second-year nursing students. The findings can be utilized to enhance student well-being and proactively address anticipated issues by comprehending the underlying factors of anxiousness, level of esteem, and academic performance challenges.

Theoretical Framework

Hans Selye's seminal research on Stress and Adaptation Theory (1936) provides vital insights into how humans effectively navigate and cope with the obstacles presented by stresses in their immediate environment. Selye's hypothesis illuminates the intricate

systems that govern our reactions to stress, revealing the various aspects of human adaptability and resilience. Selye's thorough study and analysis elucidate the complex interaction between our physiological and psychological processes, offering a complete framework for comprehending the subtle dynamics of stress and its effects on our overall well-being (Hahne, 2017). Selye's research on stress and its consequences enhances our comprehension of the human condition and establishes a strong basis for future investigations in stress management and psychological well-being.

This theoretical framework aims to explore the complex relationship between Selye's theory and academic performance. Through further exploration of this topic, our aim is to highlight the potential influence that Selye's theory could have on students' academic accomplishments (Ross, 2016). Our objective is to conduct a thorough analysis to reveal the fundamental mechanisms and elements that contribute to the association between stress and academic achievement. By deepening our comprehension of this correlation, we can create tactics and interventions to assist students in successfully navigating the difficulties of academic life and maximizing their educational achievements.

Selye's Adaptation Theory provides a comprehensive framework that explores the complex relationships between student anxiety, self-esteem, and academic success. Through the examination of these interconnected components, we acquire significant understanding of the complex and diverse characteristics of the academic field. This idea functions as a guiding principle, shedding light on the ways in which anxiety and self-esteem might influence a student's educational progress (Scott, 2019). This pushes us to explore further the intricacies of the academic environment, enabling us to better understand the complex interaction between these psychological aspects and their impact on academic success. By applying Selye's Adaptation Theory, we can gain insight into the

complex interplay of emotions and cognitive processes that influence a student's academic experience, leading to a more refined comprehension of the academic journey. Analyzing this idea through the lens of students' experiences might yield useful insights into the complex correlation between anxiety levels, self-esteem, and their overall academic achievement. There are various factors that play a significant role in shaping the adaptation process, particularly in areas such as anxiety management, self-esteem development, and academic performance (Frankl, 2019).

Various elements contribute to the experience of anxiety, including the specific attributes and intensity at which it manifests, the individual's own coping mechanisms, the support systems available to them, and the range of tools and solutions accessible to address it. Acquiring competent adaptability due abilities is essential for students to successfully manage the difficulties they face in their academic path. Students should prioritize the development of effective coping strategies, such as engaging in self-care practices and participating in activities that alleviate stress (David, 2020). Receiving assistance from colleagues and mentors may be quite beneficial, as they can offer advice, motivation, and a sympathetic ear. In addition, students can effectively manage anxiety and uphold a good self-esteem by making use of accessible resources, such as academic support services and counseling centers. Through active participation in these tactics, children can improve their general state of being and excel academically. Analyzing the complex interrelationships among Selye's Adaptation Theory, anxiety, self-esteem, and academic performance could provide significant insights for designing treatments that promote students' adaptation and enhance their academic accomplishments (David, 2020).

As per the research conducted by Selye (1936), it has been observed that when individuals encounter anxiety, their bodies automatically trigger a stress response

commonly referred to as the fight-or-flight response. This response encompasses a multitude of physiological changes, including an elevation in heart rate, an intensification of arousal levels, and the secretion of stress hormones. Studying the stress response in relation to anxiety offers essential understanding of the complex interaction between biological and psychological components that contribute to the sensation of anxiety (Ross, 2016). The impact of anxiety on the academic performance for second-year nursing students can be substantial. It is widely recognized that the existence of anxiety can significantly impede the academic performance of these individuals. The academic demands of nursing school can intensify feelings of anxiety, resulting in reduced attention, concentration, and overall performance (Wang, 2021). It is imperative for educators and institutions to acknowledge the adverse impact of anxiety on academic achievement and offer the essential assistance and resources to assist these students in surmounting their difficulties. By properly addressing and managing anxiety, second-year nursing students can increase their likelihood of realizing their full potential and Anxiety can be triggered by the pressure individuals face to perform in their academic endeavors, the fear of not fulfilling those expectations, or the challenges encountered in practical clinical situations (David, 2020). This feeling of uneasiness can present a difficulty in staying concentrated, impede the capacity to remember knowledge, and negatively affect one's ability to critically analyze. As a result, it can lead to a decrease in overall academic performance. Furthermore, it is crucial to acknowledge that anxiety can exert a substantial influence on multiple facets of academic life, including levels of motivation, study habits, and time management abilities. These criteria are crucial in determining an individual's performance in nursing education.

Building a strong feeling of self-esteem is essential for attaining success in the academic domain. Research has shown that nursing students in their second year of school who have a high level of self-esteem tend to display a variety of good characteristics. These folks are more prone to confronting issues directly, approaching them with a sense of assurance and resolve. In addition, they tend to uphold optimistic mindsets even when confronted with challenges and are more inclined to persist through challenging periods. This highlights the significant impact that self-esteem can have on the academic journey of nursing students. When we delve into the realm of self-esteem, we can examine the impact of stress on this crucial aspect of our lives. By understanding how stress affects self-esteem and how people navigate and manage stress to uphold a healthy sense of self-worth, we gain valuable insights into the intricate workings of the human psyche. People who struggle with low self-esteem may find themselves more susceptible to feelings of anxiety. This can be attributed to their tendency to view themselves in a negative light and their constant worry about not meeting their own expectations (Scott, 2019).

Selye's theory on academic performance posits that individuals may experience a variety of adverse impacts when confronted with stressors associated with their academic obligations, such as exams, time limitations, or lofty expectations. These effects may encompass increased degrees of anxiety, challenges in sustaining focus and concentration, and a deterioration in cognitive capabilities. As Bourne (2021) points out, the impact of stress on academic performance cannot be underestimated. The negative effects of stress can manifest in various ways, ultimately hindering students' overall success in educational settings. It is crucial to recognize and address these stress-induced responses to create an environment that promotes optimal academic performance.

Selye's Stress adaptation theory examines the complex correlation among anxiety, self-esteem, and academic achievement in second-year nursing students. By examining the interactions between these factors, the theory provides insight into the intricate relationships that exist among them. Recognizing the substantial influence of anxiety and self-esteem on academic achievement, educational institutions can adopt targeted interventions that offer essential support and empowerment to nursing students along their educational path.

Conceptual Framework

This study is based on the conceptualization of the levels of anxiety, self-esteem, and academic achievement among nursing students in their second year. By grasping these relationships, individuals can contribute to identifying factors that contribute to students' performance and well-being, ultimately leading to the creation of interventions and support systems that enhance educational outcomes.

The initial component of this conceptual framework pertains to the degree of anxiety experienced by nursing students. Anxiety refers to the emotional state characterized by feelings of anxiety, tension, or dread that arise in relation to academic environments or tasks. It is considered a significant factor that can predict academic achievement (Indiana Academy 2022). Students who have a high level of worry may have difficulties paying attention to the material that has to be learned. They are unable to concentrate on other things since their worries take up a significant amount of space in their minds, which makes it difficult for them to achieve their goals. Specifically, when it comes to major lectures on specialized areas such as maternal child nursing and community health nursing, students may find themselves in a variety of situations that have the potential to trigger anxiety.

These situations encompass the apprehension of committing errors, the fear of experiencing failure, the anxiety of lacking adequate information during discussions, the unease of being unsure how to behave, and the discomfort of interacting with patients. These situations can be challenging. There are a variety of elements related with these disciplines that can cause nursing students in their second year to experience greater levels of anxiety (Mirandali et al., 2019).

The second component centers on self-esteem, which refers to the extent to which learners experience contentment with themselves and perceive themselves as valued and deserving of respect (Aunola 2019). This can be inflicted by various factors including feedback from clinical instructors, peers' interaction, and personal achievement. Studies have shown that when students perform well academically, it can boost their self-esteem and provide a sense of accomplishment. Achieving good grades or receiving positive feedback from instructors can reinforce their belief in their abilities and increase their confidence (Folorunso et al.,2020).

Academic performance serves as the third element in the framework representing the measurable outcomes of nursing students' educational efforts. It encompasses grades, evaluations, and overall success in coursework and clinical settings. Academic performance refers to the level of achievement a student has reached in meeting their educational objectives, whether they are short-term or long-term. It is assessed by evaluating the student's knowledge and comprehension of the main subject matter in both practical and theoretical aspects. By getting their average on major subjects in Maternal Child Nursing and Community health Nursing. Research indicates that the combination of educational demands and the responsibilities associated with working in the clinical sector can have a negative impact on academic performance. Moreover, the aptitude of students

to adapt to the changes within the nursing learning environment directly impacts the academic achievement of enrolled nursing students. During lectures, you'll be exposed to a wide range of information, including anatomy, physiology, pathophysiology, nursing theories, best practices, and current healthcare issues. It's essential to actively engage in the learning process, take detailed notes, and participate in discussions to enhance your understanding of the material (Rebula 2022). The framework place that academic performance can be influenced by both the level of anxiety and self-esteem. Higher anxiety levels may negatively impact concentration, memory, and critical thinking skills, potentially leading to lower academic performance. Similarly, students with lower self-esteem may face difficulties in academic engagement and motivation, which could affect their overall performance (Bell et al., 2019).

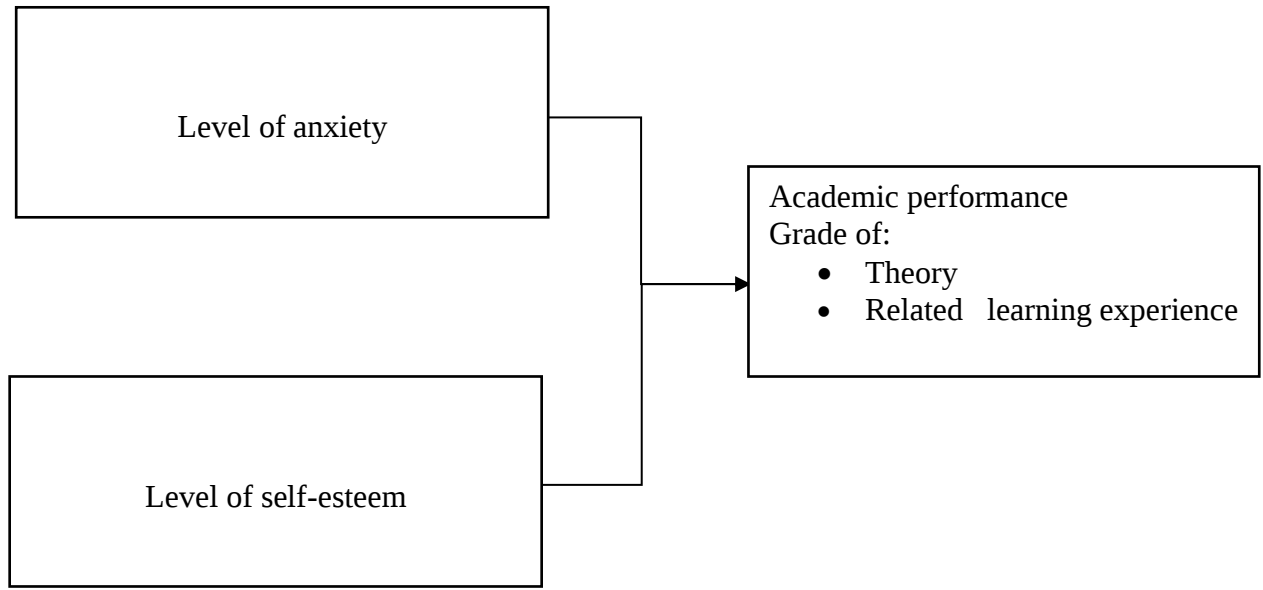


Figure1. Schematic Presentation of the Study

Statement of the Problem

This study aims to investigate the level of anxiety, self-esteem, and academic performance among second-year nursing students. Specifically, this study aims to answer the following questions:

1. What is the respondent's level of anxiety?
2. What is the respondent's level of self-esteem?
3. What is the respondents academic performance as to theory and related learning experience?
4. Is there a significant relationship between the respondent's level of anxiety and academic performance in terms of theory?
5. Is there a significant relationship between the respondent's level of self-esteem and academic performance in terms of Related Learning Experience?

Hypothesis

The following hypotheses are going to be statistically tested:

H₀₁: There is a significant relationship between the level of anxiety and academic performance as to theory among second-year nursing students.

H₀₂: There is no significant relationship between the level of anxiety and academic performance as to related learning experience among second-year nursing students.

Chapter 2

RESEARCH METHODOLOGY

This chapter focuses on the methodology employed in the study and provides a detailed description of the data obtained, which addresses the research questions outlined in Chapter 1—Introduction. This chapter consists of the research design, research instrument, research setting, respondents, data gathering procedure, ethical considerations, validation of the instrument, and data analysis technique.

Design

The study utilized a quantitative method of study, specifically employing a descriptive correlational design. The study investigated the correlation between three variables - level of anxiety, level of self-esteem, and academic achievement - among second-year nursing students. An approach known as descriptive correlational analysis was utilized in the study to get static portrayals of the situations and to determine the connections between the variables (McBurney & White, 2009). It enabled the researchers to gather the data and information necessary to evaluate the level of anxiety, self-esteem, and academic performance among second-year nursing students (Mohammed et al., 2019).

Setting

This research was carried out at a Higher Education Institution (HEI) in Ozamiz City, Misamis Occidental, that offers a Bachelor of Science in Nursing Program. This was carried out at a university in Ozamiz City. It is the first and only institution in The

Netherlands to have received ISO certification for quality service and education in Mindanao.

Respondents

In this study, all 150 nursing students were selected using purposive sampling, a form of non-probability sampling in which researchers relied on their own judgment when choosing respondents to participate in the surveys. The respondents were chosen based on the following criteria: 1.) second-year nursing students, 2.) nursing students around Ozamiz City, and 3.) voluntary participation in the study.

Instruments

In this study, a standardized questionnaire was used, and permission was asked to use the questionnaire. This study used two questionnaires as data gathering instruments:

A. The Anxiety Screen Questionnaire (Appendix A). This questionnaire was adapted from Kronke et al., (1999). This tool looks at the respondents' level of anxiety. This is a four-point Likert scale. Presented below is the continuum that is utilized in the analysis and understanding of the collected data.

Responses	Continuum	Interpretation
4- Very Much (VM)	3.25 - 4.00	Very High
3- Somewhat (S)	2.50 - 3.24	High
2- A Little (AL)	1.75 - 2.49	Low
1- Not at All (NAL)	1.00 - 1.74	Very Low

B. Rosenberg Self-Esteem Questionnaire (Appendix B). This questionnaire was adapted from M. Rosenberg (1965). This tool looks at the respondents' level of

self-esteem. This is a four-point Likert scale. Presented below is the continuum that is utilized in the analysis and understanding of the collected data.

Responses	Continuum	Interpretation
4- Strongly Agree (SA)	3.25 - 4.00	Very High
3- Agree (A)	2.50 - 3.24	High
2- Disagree (D)	1.75 - 2.49	Low
1- Strongly Disagree (SD)	1.00 - 1.74	Very Low

C. Respondents' Academic Performance. This tool looks at the respondent's academic performance. Presented below is the continuum that is utilized in the analysis and understanding of the collected data.

Continuum	Interpretation
1.0-1.25	Outstanding
1.5-1.75	Very Satisfactory
2. 0-2.5	Satisfactory
2.75-3.0	Fairly Satisfactory
5.0	Not Satisfactory

Data Gathering Procedure

Before starting the actual data gathering process for the study, the researchers prepared a letter requesting authorization from the dean to carry out a survey among second-year nursing students. The data utilized in this investigation was collected through the utilization of printed questionnaires. Once the letter request was granted permission, the proponents proceeded to disseminate the questionnaire and present the

designated respondents with a printed copy of the questionnaire. The researcher guaranteed the participants that their information would be kept completely confidential, and their identities would remain anonymous.

After the data have been gathered, they are then provided to the statistician so that they can be provided statistical analysis. In response to the explanation of the problem that was being given, the data obtained from the computation was evaluated and interpreted.

Ethical Consideration

The study utilized (a) voluntary participation, (b) informed consent, (c) anonymity, and (d) confidentiality measures to the respondents prior to conducting actual data-gathering procedures. The researcher is implementing the following: (1) the researcher is securing a consent letter that is made and addressed to the Dean of the College of Nursing and Midwifery, (2) Prior to the actual distribution of the questionnaire and after they have read the consent form, the respondents are requested that they sign the informed consent form. This is done to determine whether there are any issues that require clarification. (3) The responders have been provided with complete information regarding the objectives, advantages, and possible drawbacks of the study; (4) In order to ensure that the information they have provided is accurate, everyone involved are informed that they have the option to withdraw from participating in the study at any time they wish to do so. (5) The respondents are strongly encouraged to get in touch with the investigator in the event that they have any questions or concerns; and (6) Anonymity and privacy are always protected throughout the process of conducting the study, which includes the study's objectives, advantages, and potential drawbacks.

Data Analysis

With the aid of the statistical software Minitab, the following statistical approaches and techniques are applied to produce results that are comprehensive, valid, and reliable:

Mean and Standard Deviation. These are needed to determine the respondents' level of anxiety and self-esteem among paramedical students.

Frequency and Percentage. The academic performance of the responders should be determined based on their grade point average.

Pearson product-moment correlation coefficient. This was used to explore the significant relationship between anxiety, self-esteem, and academic performance.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data from the study. The data is categorized based on the following topics:

Respondents' Level of anxiety.

Respondents' Level of Self-Esteem.

Respondents' Academic Performance as to Theory and Related Learning Experience

Significant Relationship Between Respondents' Level of Anxiety, Self-Esteem and Academic Performance among Second year Nursing students.

Respondents' Level of Anxiety

Table 1 represents the respondents' level of anxiety. This shows the computed weighted mean and standard deviation with values of 2.68 and 0.7723, which indicate that the respondents' level of anxiety is high.

This finding supports the conclusions of Alves Pereira (2019), who found that medical-related students experience anxiety throughout their education and training. Furthermore, anxiousness is extremely common among students who are enrolled in college. The three most common concerns among students are their academic performance, the pressure they feel to succeed, and their plans for after they graduate (Beiter et al., 2020). Students who are enrolled in nursing programs have repeatedly been found to experience emotional distress. Anxiety among students has been linked to factors such as the burden of heavy

course loads, the difficulty of tests, and the ongoing pressure to achieve a high grade point average (Chernomas and Shapiro, 2019).

Table 1. *Respondents' Level of Anxiety*

Variable	WM	SD	Interpretation
Level of Anxiety	2.68	0.7723	High
Overall Weighted Mean	2.68	0.7723	High

Note: 3.50-4.00 -Very High (VH); 1.50-2.49 – Low (L); 2.50-3.49 – High (H); 1.00-1.49 - Very Low (VL)

Respondents' Level of Self-Esteem

The respondents' level of self-esteem is shown in Table 2. The computed weighted mean and standard deviation are displayed in this table with values of 2.89 and 0.3971, respectively, indicating a high level of self-esteem among the respondents.

The results are in line with the theory put forth by Carver and Scheier (2020), which states that Individuals with a strong sense of self-esteem are more inclined to take proactive and constructive actions to address the challenges they face. A similar set of findings was discovered among nursing students in China, who demonstrated that a positive coping style is substantially connected with a greater degree of self-esteem (Ni et al., 2020). If nursing students were proud of their nursing role, then they would enjoy the nursing course despite the challenging tasks that they need to undertake throughout their education and training.

Table 2. *Respondents' Level of Self-Esteem*

Variable	WM	SD	Interpretation
Level of Self-Esteem	2.89	0.3971	High
Overall Weighted Mean	2.89	0.3971	High

Legend: 3.50-4.00 -Very High (VH);1.50-2.49 – Low (L);2.50-3.49 – High (H);1.00-1.49 - Very Low (VL)

Respondents' Academic Performance as to Theory

Table 3.1 presents the respondents' academic performance as to theory. It illustrates that the majority of the respondents' academic performance as to theory were interpreted to be fair. There are 22 students (14.67%) who achieved a very good level of academic performance in theory subjects. A total of 77 students (51.33%) falls into the good performance category. There are 48 students (32%) who achieved a fair level of academic performance in theory subjects. A small number of students, specifically 3 (2%), have poor academic performance. There are no students who achieved a very poor level of academic performance. The total number of students considered in this analysis is 150. The weighted mean for the academic performance is calculated as 2.1861, which falls within the fair category.

A study by Awad et al. (2019) found that students who used active learning strategies, such as group work and case studies, were more likely to understand the theoretical concepts in nursing. The study also found that students who were given regular feedback on their work were more likely to improve their performance.

Table 3.1 *Respondents' Academic Performance as to theory*

Academic Performance	Frequency	Percentage
Very Good	22	14.67
Good	77	51.33
Fair	48	32.00
Poor	3	2.00
Very Poor	-	-
Total	150	100.00
Weighted Mean		2.1861 Fair

Legend: 1.25-1.0 Very Good (VG); 1.75-1.5 Good (G); 2.25-2.00 Fair (F); 2.75-2.5 Poor (P); 3.00 and below Very Poor (VP)

Respondents' Academic Performance as to Related Learning Experience

The student's academic performance in relation to the learning experience is shown in Table 4. There are six students (4%) who have achieved a very good level of academic performance in related learning experiences. A total of 65 students (43.33%) falls into the good performance category, indicating a solid level of academic achievement in related learning experiences. Most of the students, 72 (49%), have achieved a fair level of academic performance in the related learning experiences. There are seven students (4.67%) who have poor levels of academic performance in related learning experiences. There are no students who achieved a very poor level of academic performance. The total number of students considered in this analysis is 150. The weighted mean for related learning experience is calculated as 2.07, which falls within the "Fair" category.

Gokhale, P., Shah, J., & Mehta, N. (2020) investigated the correlation between the academic and clinical achievements of nursing students who were enrolled in a program focused on pediatrics and child health nursing in Ethiopia. The study revealed a noteworthy positive association between academic and clinical practice performance.

Table 3.2 *Respondents' Academic Performance as to Related Learning Experience*

Academic Performance	Frequency	Percentage
Very Good	6	4.00
Good	65	43.33
Fair	72	49.00
Poor	7	4.67
Very Poor	-	-
Total	150	100.00
Weighted Mean		2.07 Fair

Legend: 1.25-1.0 Very Good (VG); 1.75-1.5 Good (G); 2.25-2.00 Fair (F); 2.75-2.5 Poor (P); 3.00 and below Very Poor (VP)

Significant relationship between Respondents' Level of Anxiety and Academic Performance among Second year Nursing students

Table 4 presents data on the correlation between anxiety levels and academic performance among second-year nursing students. The association coefficient (r-value) between anxiety levels and academic performance in theoretical subjects is -0.246. The corresponding p-value is 0.002. Based on the legend provided, this correlation is considered highly significant. The decision column states, "Reject Ho," indicating that the null hypothesis has no relationship between anxiety and academic performance in theory subjects can be rejected. The correlation coefficient (r-value) between the level of anxiety and academic performance in related learning experience is -0.178. The corresponding p-value is 0.029. This correlation is considered highly significant. The decision column asserts that the null hypothesis or "Reject Ho", which posits no correlation between anxiety and academic achievement in a relevant learning experience, can be rejected.

Afolayan (2020) conducted a study that found a strong correlation between anxiety levels and academic performance among second-year nursing students at Niger Delta University.

Table 4. *Significant relationship between Respondents' Level of Anxiety and Academic Performance among Second year Nursing students*

Variable	r-value	p-value	Decision	Remarks
Theory	-0.246	0.002	Reject Ho	Highly Significant
Related Learning Experience	-0.178	0.029	Reject Ho	Highly Significant

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

Ho: There is a significant relationship between Respondents' Level of Anxiety and Academic Performance.

Significant Relationship between Level of Self-Esteem and Academic Performance among Second year Nursing students.

Table 5 shows the significant relationship that exists between the level of self-esteem that respondents have and their academic achievement among nursing students in their second year. In theory subjects, the amount of self-esteem is correlated with academic success, as indicated by the correlation coefficient (r-value), which is -0.20. The p-value that corresponds to this correlation is 0.01, which indicates that it is highly significant. The decision column states, "Reject Ho," indicating that the null hypothesis of no relationship between self-esteem and academic performance in theory subjects can be rejected. The correlation coefficient (r-value) between the level of self-esteem and academic performance in related learning experiences is -0.30. The corresponding p-value is 0.00, which is below the significance level of 0.01. This correlation is highly significant.

The study revealed a significant correlation between self-esteem and academic achievement among second-year nursing students. The correlation coefficient between self-esteem and academic performance was 0.32, which is a moderate correlation. This means that students with higher self-esteem tended to have higher academic performance (Mirzaei-Alavijeh et al., 2018).

Table 5. *Significant Relationship between Level of Self-Esteem and Academic Performance among Second year Nursing students.*

Variable	r-value	p-value	Decision	Remarks
Theory	-00.202	0.013	Reject Ho	Highly Significant
Related Learning Experience	-0.302	0.000	Reject Ho	Highly Significant

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

Ho: There is a significant relationship between respondents' level of self-esteem and academic performance among second year nursing students

Chapter 4

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter aims to present an outline of the proponents' findings and suggestions derived from the test results collected in this study. The researchers summarize the findings, identify any noteworthy results, and highlight the implications of the research. This chapter will serve as a guide to applying the research outcomes practically and advancing knowledge in the relevant field.

Summary

The study aims to examine the correlation between anxiety, self-esteem, and academic performance among second-year nursing students in Misamis Occidental. More precisely, the study provided a response to the following questions: 1. What is the level of anxiety among second-year nursing students? 2. What is the level of self-esteem among second-year nursing students? 3. What is the academic performance of second-year nursing students as to theory and related learning experience? 4. Is there a significant relationship between the level of anxiety and academic performance among second-year nursing students? 5. Is there a significant relationship between the level of self-esteem and academic performance among second-year nursing students?

The research was carried out at an esteemed college in Ozamis City. This study utilized the quantitative Pearson correlation coefficient method, mean and standard deviation, and frequency and percentage. This method is employed to quantify the statistical correlation or connection between the variables. 1.) Level of Anxiety 2.) Level of Self-Esteem and 3.) Academic Performance.

Findings

Here are the main conclusions of the study that the proponents came up with after looking at and getting connections between the data.

1. The respondents' level of anxiety is high.
2. The respondents' level of self-esteem is high.
3. The academic performance of second year nursing students as to theory overall interpretation was Fair. The data implies that second-year nursing students demonstrate a satisfactory academic performance.
4. The study showed a significant relationship between second-year nursing students' level of anxiety and academic performance.
5. The study's data found a significant relationship between second-year nursing students' level of self-esteem and academic performance.

Conclusion

The previous chapter's result led to several conclusions regarding the level of anxiety, self-esteem, and academic performance among second-year nursing students. Based on the survey conducted, it is therefore concluded that:

1. The study findings suggest that second-year nursing students experience high levels of anxiety, as evidenced by the mean score of 2.68. This indicates that anxiety is a significant concern among this specific group of students.
2. The study indicates that second-year nursing students have high levels of self-esteem, as evidenced by the mean score of 2.89. This suggests that the students possess a positive self-perception and confidence in their abilities and worth.

3. The study indicates that second-year nursing students demonstrate a satisfactory academic performance, both in theory and related learning experience. The mean score for academic performance in theory was 2.1861, indicating a “fair” overall interpretation. This data suggests a high level of competence and success in theoretical aspects of the nursing curriculum. In related learning experience, the mean score for academic performance was 2.07, also indicating a fair overall interpretation.

4. The study reveals a significant relationship between the level of anxiety among second-year nursing students and their academic performance. The data suggests that higher levels of anxiety are associated with the possibility of obtaining poor grades.

5. The study underscores the significant relationship between self-esteem and academic performance among second-year nursing students. The findings highlight the importance of nurturing self-esteem to enhance student motivation and engagement, ultimately leading to improved academic outcomes.

Recommendations

Given the results and conclusions drawn from the research, the researchers have come up with the following recommendation/s:

1. The College of Nursing should provide interventions to help students manage their anxiety such as seminars.

2. Make a study about the factors contributing to anxiety and self-esteem among second-year nursing students.

3. The school administrator may enhance mentoring and advisership and may help students who need special assistance in their academic performance.

4. The guidance office in the university may conduct a symposium regarding the importance of self-esteem in academic performance.

5. Research about strategies to enhance academic achievement in both theory and Related learning experiences.

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Appendix A: Transmittal Letter



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

April 27, 2023

DR. SAMMY B. TAGHOY

Dean, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Dr. Taghoy:

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 "LEVEL OF ANXIETY, SELF-ESTEEM AND ACADEMIC PERFORMANCE AMONG SECOND-YEAR NURSING STUDENTS." This study aims to investigate the relationship between levels of anxiety, self-esteem and academic performance among second-year nursing students. With this, they would like to ask approval from your good office to allow them to conduct the study. It will be conducted in Ozamiz City from April to June, 2023.

Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless.

Sincerely yours,


BELNAS, HONEY NOREEN N.


BUCAY, MARY JACKIELYN

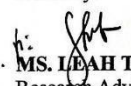

CALUBIRAN, ANA DOMINIC T.


CATUBIG, ANGELIE S.

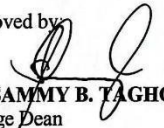

COLANGO, KYLA MAE H.

Researchers

Noted by:


MS. LEAH T. PEPITO
Research Adviser

Approved by:


DR. SAMMY B. TAGHOY
College Dean

Appendix B.1: Research Instrument

ANXIETY-RELATED QUESTIONNAIRE

(Adopted from Kronke et al., 1999)

INSTRUCTIONS: Read each sentence carefully, then assign a rating based on which one best fits your response. Please tick the appropriate box with a (/). The following codes may be considered: 4- **Very Much** (VM), 3- **Somewhat** (S), 2- **A Little** (AL), and 1- **Not at all** (NAL).

INDICATORS	4	3	2	1
1. Feeling nervous, anxious or on edge.				
2. Not being able to stop or control worrying.				
3. Worrying too much about different things				
4. Trouble relaxing				
5. Being so restless that it is hard to sit still.				
6. Becoming easily annoyed or irritable				
7. Feeling afraid as if something awful might happen.				
8. Trouble concentrating on things, such as reading the newspaper or watching television.				
9. Poor appetite or overeating.				
10. Trouble falling or staying asleep, or sleeping too much.				

Appendix B.2: Research Instrument

SELF-ESTEEM-RELATED QUESTIONNAIRE

(Adapted from M. Rosenberg, 1965)

INSTRUCTIONS: Read each sentence carefully, then assign a rating based on which one best fits your response. Please tick the appropriate box with a (/). The following codes may be considered: 4- **Very Much** (VM), 3- **Somewhat** (S), 2- **A Little** (AL), and 1- **Not at all** (NAL).

INDICATORS	4	3	2	1
1. On the whole, I am satisfied with myself.				
2. At times I think I am no good at all.				
3. I feel that I have a number of good qualities.				
4. I am able to do things as well as most other people.				
5. I feel I do not have much to be proud of.				
6. I certainly feel useless at times.				
7. I feel that I'm a person of worth, at least on an equal plane with others.				
8. I wish I could have more respect for myself.				
9. All in all, I am inclined to feel that I am a failure.				
10. I take a positive attitude toward myself.				

Appendix C: Informed Consent Form



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CERTIFIED: ISO 9001:2015 Quality Management System - DMS
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 "Level of Anxiety, Self-Esteem and Academic Performance Among Second-Year Nursing Student" in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researchers
This study is to be conducted by Honey Noreen N. Belnas, Mary Jackielyn E. Bucay, Ana Dominic T. Calubiran, Angelie S. Catubig, and Kyla Mae H. Colango who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Ms. Leah T. Pepito as the adviser. The researchers can be contacted through this mobile number +639078720941 or email address honeynoreen.belnas@gmail.com, bmaryjackielyn@gmail.com, calubirananadominic@gmail.com, angeliecatubig101@gmail.com, and colangokylamae2001@gmail.com.

Purpose of the Research
This study aims to investigate the relationship between levels of anxiety, self-esteem and academic performance among second-year nursing students.

Description of the Research
This study is a descriptive- correlational type of research, and the data will be gathered through a researcher-made questionnaire within two (2) months.

Potential Benefits
This study will benefit and applies to nurses themselves as they learn and gain the strength which increase their mental health literacy. Through this study, it will create another opportunity for the future researcher to analyze and will have a baseline data to develop in regarding to prepare, to be more knowledgeable and more skillful. People who participate in this study may have a better understanding of additional treatment methods that enable the students to experience and increase their overall sense of well-being.

Confidentiality
In the conducted of the study, full confidentiality will be assured. All information taken from the study will be coded to protect each subject's name. No names or other identifying information will be used when discussing or reporting data. The proponent(s) will safely keep all files and data collected in a secured locked cabinet in the principal investigators office. Once the data has been fully analyzed it will be destroyed.

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

Participation
Your participation in this study must be voluntary and you have the right to withdraw if you feel uncomfortable in the process of gathering information from you. If you decide to participate in this study, you may withdraw from your participation at any time without penalty.

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

Printed Name and Signature of the Research Respondent

Date

CURRICULUM VITAE

PERSONAL DATA

Name: : Honey Noreen N. Belnas
Date of Birth: : March 19, 2002
Place of Birth: : Baroy, Lanao Del Norte
Home Address: :P-4, Princesa, Baroy, Lanao
Del Norte
Civil Status: : Single



EDUCATIONAL BACKGROUND

Elementary : Baroy Central Elementary School
Baroy, Lanao Del Norte
2014
Secondary : Lanao Del Norte National Comprehensive
High School
Baroy, Lanao Del Norte
2018
Senior High School : Lanao Del Norte National Comprehensive
High School
Baroy, Lanao Del Norte
2020
Tertiary : Misamis University
Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name: : Mary Jackielyn E. Bucay
Date of Birth: : September 11, 2001
Place of Birth: : Calamba, Misamis Occidental
Home address: : Purok-2, DBAN, Calamba Misamis Occidental
Civil Status: : Single



EDUCATIONAL BACKGROUND

Elementary : Philippine Independent Christian School
Calamba, Misamis Occidental
2014

Secondary : Sacred Heart College High School Department
Calamba, Misamis Occidental
2018

Senior High School : Sacred Heart College High School Department
Calamba, Misamis Occidental
2020

Tertiary : Misamis University
Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name: : Ana Dominic T. Calubiran
Date of Birth: : August 14, 2001
Place of Birth: : Clarin, Misamis Occidental
Home Address: : Purok-1, Segatic Daku, Clarin
Misamis Occidental
Civil Status: : Single



EDUCATIONAL BACKGROUND

Elementary : Segatic Daku Elementary School
Clarin, Ozamiz City
2014
Secondary : Clarin National High School
Clarin, Ozamiz City
2018
Senior High School : Clarin National High School
Clarin, Ozamiz City
2020
Tertiary : Misamis University
Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

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Date of Birth: : August 11, 2001
Place of Birth: : Kapatagan, Lanao Del Norte
Home Address: : Purok 3, Curvada
Kapatagan, Lanao Del Norte
Civil Status : Single



EDUCATION BACKGROUND

Elementary : Curvada Elementary School
Kapatagan, Lanao Del Norte
2014
Secondary : Kapatagan National High School
Kapatagan, Lanao Del Norte
2018
Senior High School : Kapatagan National High School
Kapatagan, Lanao Del Norte
2020
Tertiary : Misamis University
Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name: : Kyla Mae H. Colango
Date of Birth: : March 20, 2001
Place of Birth: :P-4 Balili, Kapatagan, Lanao
Del Norte
Home Address: :P-Bonifacio, Bacolod,
Ozamiz City, Misamis
Occidental
Civil Status: : Single



EDUCATION BACKGROUND

Elementary : Balili Central Elementary School
Balili, Kapatagan, Lanao Del Norte
2013

Secondary : Ozamiz City National High School
Ozamiz City
2017

Senior High School : Misamis University
Ozamiz City
2019

Tertiary : Misamis University
Ozamiz City