

**PERCEIVED LEVEL OF STRESS, COPING STRATEGIES AND ACADEMIC
PERFORMANCE AMONG NURSING STUDENTS**

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MISAMIS UNIVERSITY

2023

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PERFORMANCE AMONG NURSING STUDENTS**

An Undergraduate Thesis

**Presented to the Faculty of the
College of Nursing Misamis University, Ozamiz City**

**In Partial Fulfilment
of the Requirement for the Degree
Bachelor Science in Nursing**

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JULY 2023

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DECLARATION

We hereby state that this research output is a product of our own effort. All information sources used in this output have received the appropriate credit.

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APPROVAL SHEET

In partial fulfilment of the requirements for the degree of Bachelor of Science in Nursing, this thesis entitled **“Perceived Level of Stress, Coping Strategies and Academic Performance among Nursing Students,”** has been examined and is recommended for acceptance and approval.

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ABSTRACT

Nursing students experience stress during their theoretical practice, which is why effective coping strategies are used to achieve better marks regarding their academic performance. This study evaluates the perceived level of stress and coping strategies of nursing students and how it affects their academics. This study was conducted in a Higher Education Institution (HEI) in Ozamiz City, Misamis Occidental, that offered a Bachelor of Science in Nursing program. This study is descriptive-correlational quantitative research that utilized purposive sampling. The researchers selected nursing students from each year level and gathered the population of qualified respondents. Aided by the Raosoft formula, 247 nursing students were chosen that fit the criteria. The study utilized a researcher-made questionnaire validated by the Chronbach alpha's formula. The Pearson correlation coefficient was used to determine the significant relationship between variables. The results shown are based on the data gathered; most nursing students experience high perceived levels of stress and all good coping strategies. They viewed stress as a pushing factor affecting their academic performance positively or negatively. Also, acknowledging that coping strategies help nursing students handle stress indicates that it enhances effective outcomes on their academic performance. However, although respondents had high perceived stress levels and good coping strategies, it somehow did not affect their academic performance even though it was poor. Thus, the study implies a need for stress management programs, workshops on effective coping strategies, and achievable remedial actions for nursing students with poor academic performances.

Keywords: *academic performance, coping strategies, nursing student, perceived level of stress*

ACKNOWLEDGEMENTS

The researchers would like to extend their gratitude to those who extended and contributed their assistance in the completion of this study.

First and foremost, to God for bestowing the researchers hope, patience, protection, strength, and the ability accomplish this study.

To their beloved parents; for providing financial, moral, and emotional support, being their source of love, strength, and encouragement.

To their thesis adviser, Judy Jane S. Revelo, who labored together with the group, read the numerous revisions, and unsparingly contributed to making this paper. Her patience, insights, and vision have greatly encouraged the researchers to be better every day and inspired them to study and work harder to make this research study possible.

To the panel members, especially to Dr. Merasol O. Duyag, Susan Ng Santos, and Chona J. Robles, the researchers give thanks and appreciation to all the comments, suggestions, and for the time extended in checking this paper.

To the statistician, Genelyn R. Baluyos, who helped with the data analysis and statistics, thanks and appreciation are given for sharing her knowledge and expertise.

To all the respondents of this study, the researchers thank you for sharing your time and patiently answering the questionnaire.

May the Almighty God shower all of you with endless blessings.

Ronniel, Jon, Honeymel, Keziah, Irene, Kristine

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Chapter 1

INTRODUCTION

Rationale of the Study

Stress is a mental or emotional strain resulting from adverse circumstances that people worldwide experience. Stress serves as a stimulus that people respond to by utilizing different ways of reacting to it. Stress, being an unavoidable aspect of life, often affects a wide spectrum of population groups regardless of their age, gender, educational background, or socioeconomic status (Yikealo et al., 2019).

Stress is a common issue that students, especially nursing students, can experience, and it can occur when there is a need for change. People perceive stress differently, which can be identified as a person's appraisal of the degree to which their life events are potentially life-threatening (Chaaya et al., 2019).

The high-stress level among nursing students results in negative consequences for their student life, for example, adverse effects on academic performance and health status. However, it also makes positive motivational contributions (Labrague LJ., 2019). Feelings of stress may also persist over time when individuals like nursing students fail to inculcate their stress coping strategies in stress-inducing situations. Thus, a certain stress level is only tolerable for the students in such way that it motivates them to actively enhance their academic learning. (Nandamuri, 2019).

Stress during theoretical instruction and practice is a regular occurrence for nursing students. Negative effects within this time frame include low academic performance, high levels of burnout, and decreased levels of personal satisfaction. All of these things go against the training's primary objective, which is to produce competent, compassionate,

and caring nurses. In this regard, it is imperative that nursing students understand the triggers that can lead to elevated stress levels as well as the strategies they employ to manage stressors (Labrague LJ, 2020).

Coping is described as an individual's behavioral responses to stressors that enable them to either tolerate or mitigate the stress (Henry, M. A., et al., 2022). Nursing students need to learn strategies for coping such as determining circumstances, generating personalized responses, or looking for other ways to counteract the stressor in order to effectively cope with academic stress. Active coping strategies involve acknowledging the stressor and making an effort to lessen the undesirable impact (Aljohani et al. 2021).

Managing stress and supporting students in meeting the demands of the nursing program can be achieved through problem-solving and maintaining optimism. Everyone uses coping strategies to get through stressful situations, but they might not always be appropriate or helpful. Efficient coping strategies assist nursing students in improving their academic performance and in reducing their stress levels. (M. A. Baluwa et al., 2021).

The theoretical and clinical courses which make up the nursing curriculum enhance and supplement one another. In order to give students the chance to apply the knowledge, skills, attitudes, and values that are taught in school, clinical training is provided in addition to the theoretical portion that is given in class through lectures, case studies, and guided discussions (Labrague LJ, 2019). For all university students, particularly notably nursing students, academic performance is a crucial component in developing into capable and successful healthcare professionals (Maandag et al., 2019). Nursing students' academic development is influenced by a variety of factors, including their curriculum (Coertjens L. et al., 2020). One factor that is neglected in educational research yet has an impact on

students' performance is the amount of reading, studying, assignments, and projects that students must do. Nursing students may adopt a superficial learning method due to feeling overburdened by the amount of coursework. The list may be viewed by inexperienced nursing students, which might cause them to struggle with time management and finish tasks more slowly (Parker, D., 2019).

However, some nursing students can cope with the implications of bad academic experiences. They are quickly motivated after modest setbacks and see unfavourable, hard circumstances as manageable. Nonetheless, little is known concerning the relative strength of certain elements that promote beneficial response to academic stress. (Struthers et al., R. P. 2020).

Given that nursing students will be in charge of patients' lives in the future, it is crucial to analyze the factors that influence undergraduates' decision to complete their university education (Coertjens L. et al., 2020). As a result, students may approach stressful academic-related situations in different ways and use different coping strategies, which may have an impact on their overall well-being and academic achievement. The results of this study show a significant correlation between these three variables: perceived stress level, coping strategies and academic performance. It looks at how nursing students' coping strategies and perceived stress level affect their academic performance. There has been a lot of research on nursing student's coping strategies and perceived stress, but little is known about the precise connections between these variables and academic performance. Without fully examining the direct relationship to academic performance, previous study has primarily concentrated on coping strategies for different stressors or

perceived stress. It is also necessary to look into how coping strategies and perceived stress affect nursing students' academic performance.

Similarly, Fajar et al. (2019) meta-analysis on the variables affecting nursing students' academic performance was carried out. However, the association between stress and coping mechanisms and academic performance has not been fully examined. Salvarani (2020) a different research investigated coping strategies and stress among nursing students. Although they identified many coping techniques often adopted by nursing students, they did not look into their influence on their academic performance. Similarly, Woldeab and Brothen (2019) investigated the association between stress and academic performance in nursing students and discovered that stress had a detrimental influence on academic performance. However, the study did not look into coping methods as intermediaries in this association.

In addition, a longitudinal research on the impact of stress on nursing students' academic performance over time was carried out by Awadalla et al. (2020). Nevertheless, coping strategies were not taken into account as potential influences on academic performance in their research. Theoretical or conceptual gaps in the literature have been found. Prior research has focused on stress and coping strategies in nursing students in separate circles. However, it has not yet investigated the direct connection between these variables and academic performance. Therefore, more investigation is required to fully comprehend the ways that coping mechanisms and perceived stress affect nursing students' academic performance.

The results of this study may provide educators with further knowledge and suggestions for obtaining information to help kids learn how to manage stress indicators.

To empower young people attending college, particularly those who are enrolled in classes, to become conscious of the need to take proactive steps and positive actions to help them cope with the stress of academic pressure. Their ability to manage stress and understand it would help them perform better academically. The information obtained from data analysis in this study could potentially be useful to researchers in the future. The results might prove useful in bridging the knowledge gap left by earlier research on similar data linked to academic achievement, coping mechanisms, and perceived stress.

Theoretical Framework

This study utilizes the Neuman Systems Model of Betty Neuman (1970) that concentrates on stress factors that can harm the health and well-being of a person and how they react to it.

According to Neuman (1970), through focused interventions, this paradigm seeks to assist individuals, families, and groups in achieving and sustaining total well-being. These are meant to lessen stress and negative circumstances that affect or might hinder the best functioning in the circumstances of each client. This model offers an extensive theoretical foundation for nursing that is systems-based. It takes into account the impacts of stressors, stress responses, and reconstitution factors on the person. The five variables—physiological, psychological, social, developmental, and spiritual—interact as shown in the wellness model. The theory constructed and utilized defensive lines, including flexible, normal defense lines and resistance lines of defense, to protect the basic structure interpreted as clients or individuals. Numerous stressors have been identified. Each stressor has a unique ability to disrupt an individual's equilibrium event normal line of defense.

Physiologic, psychological, sociocultural, and developmental variables also affect how well a person uses her flexible defense mechanism in response to a single stressor or a group of stressors. Every person has developed a normal range of resistance throughout time, sometimes referred to as a normal line of defense. The stressor breaches the defense's regular line of protection when the flexible line defense's cushioning, accordion-like action is no longer able to protect the person from it. The degree of the disease is determined by the interaction of variables (physiologic, psychological, sociocultural, developmental, and spiritual). The three variables in this study—academic performance, coping mechanisms, and perceived stress level—are all constructed using the Neuman Systems Model. By identifying the components of the systems model as each of the variables under investigation, the theory's notion serves as an anchor for the research. Stress as it exists is a representation of the felt amount of stress. Coping mechanisms are the defense lines, while academic achievement is the central force.

In this construct, when an individual encounters stress from the surroundings in different forms, defense lines known as coping strategies protect the system's core concerning academic performance. The outermost line of the defense, which is the flexible line of defense, is surrounded by stressors. The flexible line of defense acts as an overall dynamic "protective buffer" of the system, keeping stressors from destroying the defense lines and breaching the entire system. If coping strategies from the flexible line break, the normal line of defense will cause an adverse reaction to try and protect the core. That said, if the strategies from the normal line of defense are ineffective and break through the barrier line, the resistance line is triggered to protect the basic core. This last line of defense serves as a safeguard for the well-being of the core and is a result of how the core has responded

to external stressors. If stress penetrates the line, it may create high risks and pose a great threat to the core, otherwise known as academic performance. The intensity of the stress will then affect the core positively or negatively, depending on the stability or well-being of the core system, which also leads to a positive or negative outcome on the academic performance of nursing students.

According to Hannoodee & Dhamoon (2022), the Neuman system model diagram is divided into four concepts of the meta-paradigm of nursing (person, environment, nursing, and health). The human being is considered as an open system that engages with stimuli both internal and external and shifts constantly, progressing on to a dynamic state of system stability or ailments to variable degrees. The environment refers to all the internal and external factors influencing the surroundings, identified client, or system. Health refers to a condition wherein all parts and subparts harmonize with the whole client. Nursing is a unique profession that deals with all of the factors that determine an individual's reaction to a stressor. In the Neuman systems paradigm, an individual is defined as a student or student system with natural attributes integrated inside a certain framework. A person, a family, a community, or a social problem is a collection of factors (physiological, psychological, sociocultural, developmental, and spiritual) that consist of a [central] core or essential survival component structure and cylindrical defensive rings. The client system generates a series of "defense lines" that are used as protection while interacting with the environment. This theory has been developed as a comprehensive training model and a framework for organizing nursing knowledge since 1970 (Verbeck, F., 2019). The open model developed by Betty Neuman looks at how well a patient responds or functions under

pressure. In this concept, the patient is shown as a system of interdependent relationships with extrapersonal, intrapersonal, and interrelated stresses. (Meleis, A. I., 2019).

The Neuman Systems Model offers a thorough conceptual foundation for systems. The model's goal is to provide a unified framework for handling a variety of nursing issues and comprehending fundamental nursing phenomena. It depends on the person's coping mechanisms and connection to stress. (Turner, S. B, 2019).

The system that serves clients can benefit in all domains from pertinent theories and hypotheses that clarify how the client system reacts to the environment and support nursing practices specific to the reconstitution process. This will increase the client system's degree of health and well-being. (Hannoodde & Dhamoon, 2022).

Neuman's model covers stress and its alleviation while concentrating on the effects of stressors on health. This outcome is related to this study, which examines how nursing students' various coping mechanisms impact their academic performance and how the perceived stress level pierces each barrier. This methodology directs the improvement of stress management for student nurses in the classroom. (Pines, 2019).

Since the system approach explains how the system maintains equilibrium amidst stressors, the Neuman Systems Model is pertinent to the goals of this study. Using this model as a theoretical framework, a structure that depicts the constituent elements and their interactions for the whole client as an open system will be shown. The curriculum for nursing education calls for practical experience demonstrating and improving these skills in order to become a successful nurse in the future.

Conceptual Framework

A single idea of stress is the inevitable by-product of wellbeing. Stress is a trigger that determines our actions and reactions when we experience strain and pressure. It often happens when someone is unable to regulate and control the circumstances.

Stress affects the body as well as the brain. Stress is necessary for people to protect themselves and operate, but too much stress may be debilitating and trigger a fight-or-flight response (WHO, 2021). Stress is seen as one of the biggest issues facing individuals. It is a stimulant that comes in various forms and unnerves a person's mental state. A person's timing and propulsion are disrupted or initiated by stress, which can have either beneficial or bad outcomes. According to WHO (2021), Stress can be characterized as a change that causes an individual to feel physically, mentally, or psychologically strained. Every person has stressful times. On the other side, individuals with overall well-being are greatly impacted by how to manage stress. Thus, learning stress management techniques is essential for maintaining both our physical and emotional well-being.

Students studying nursing experience stress in the classroom. Because the present statistics are uneven, it is important to evaluate the overall prevalence of stress among nursing students. According to Zeng et al. (2022), the outcomes of one such study showed that most nursing intern students experience moderate levels of stress, indicating that nurses should be concerned about one's psychological health and that further research on nursing students' interventions needs to be done. Future studies should precisely and fully measure, examine, and evaluate the stress levels of nursing intern students. Various focused therapies should be offered to address different stresses. By doing this, the quality of

internships, clinical and academic instruction, and the physical and emotional well-being of interns will all improve.

Discipline is essential for the nursing profession. It serves in providing healthcare, a field that places a strong emphasis on service to uphold human well-being, to the general public. But since it's so intensive and hectic, academic stress has an impact on both physical and mental health. According to Kumar et al. (2020), Students studying nursing around the country often experience academic stress. The study focuses on the negative impact that persistent academic pressure has on students' academic performance.

Coping strategies are used to reduce distress and unpleasant emotions. Coping strategies are the behaviours, attitudes, and emotions an individual employs to adjust to the changes in your life. People utilize various coping strategies; some may be more effective than others depending on the nature of the stressful event and the person employing them.

Coping strategies are the techniques people regularly use to assist them deal with challenging or unfamiliar feelings under stressful situations or in the wake of an awful occurrence. To deal with challenging circumstances and maintain their mental well-being, people might employ coping mechanisms.

Any planning in this subject matter demands an adequate knowledge of those enrolled in nursing courses, including their coping strategies for managing academic stress. According to several studies, nursing students prefer the way of problem solving. While some believe that transference, optimism, and problem-solving are the most common coping strategies among nursing students, others suggest emotion-focused coping strategies (Rafati et al., 2019). Analyzing how nursing students have dealt with academic concerns enables them to become more aware of their means of coping. Clinical instructors

with experience recognizing students' stress management skills in theoretical practice can provide students with significant teaching in efficient methods for handling stress. According to Ni C (2019), knowing how nursing students cope is crucial for early intervention since nursing students' coping strategies impact their physical and mental health and the quality of care they deliver.

The research categorizes nursing students' experiences of moderate stress from various stressors. They frequently avoid the situation and adopt a problem-solving strategy in response. To lessen stress among nursing students, institutions need to follow a set routine (Nor et al., 2019).

Coping strategies are essential components of nursing students' stressful events and become a persistent issue as significant as the stressful event. Coping with stress is the individual's dynamic, cognitive, emotional, and behavioural effort to manage conflicts between specific internal and external demands that exceed or strain the individual's resources (Ayaz-Alkaya, S., 2022).

Academic performance pertains to the assessment of student performance in different academic subjects. Academic performance is how students measure their ability to think or utilize their cognitive reasoning. Academic performance may be the extracurricular, academic subjects, academic competitions, etc.

Education is mostly focused on academic success, particularly for nursing students. It speaks of the academic standing they have obtained as a result of receiving different teaching methods in a classroom. In a fixed-duration program course, students' ability to handle their studies, adapt to various assignments from teachers, and comprehend how their course will affect their academic success will all determine how well they score (Khatun,

Akter, 2020). Furthermore, academic performance is a complicated conduct on the part of the students, who attempt to retain the information and communicate it orally or in writing (Silverrajoo & Hassan, 2020).

Students and researchers are interested in determining and knowing the factors that affect academic performance (Jayanthi, S. V., 2019). The ability of students to manage their studies and the tasks given by their professors is a measure of their academic performance. Additionally, a student's academic performance might differ because of several reasons (Dube MB, 2019).

Various studies have demonstrated variations in the correlation between a student's academic performance and their gender (Dayio M., 2018). Similarly, different research outcomes have demonstrated that a student's academic performance is influenced by the admissions process (Chewaka Gamtessa L., 2021). Multiple variables affect students' academic growth and learning performance: age, gender, school education, residential location students originate from, medium of instruction in classrooms, tuition trends, daily study time, accommodation, and the socioeconomic status of their parents or guardians. (Ali, S. et al., 2019).

Academic performance is thought to be somewhat influenced by learning styles. Learning styles are acknowledged to have a minor impact on learning outcomes, but they can assist students improve their learning and promote self-directed learning (Coffield, F., 2019). Nursing students usually have preferences for how they learn or understand a subject, and it is advisable to tailor these styles to suit their own learning needs (Lujan, H. L., 2020).

Academic performance is a crucial aspect for nursing students. Educational institutions must support students' emotional and academic progress. Academic performance is crucial since it is directly linked to favourable results, as academically successful nursing students are more likely to be employed with more prospects for progression in their future employment (Mashayekhiet al., 2020).

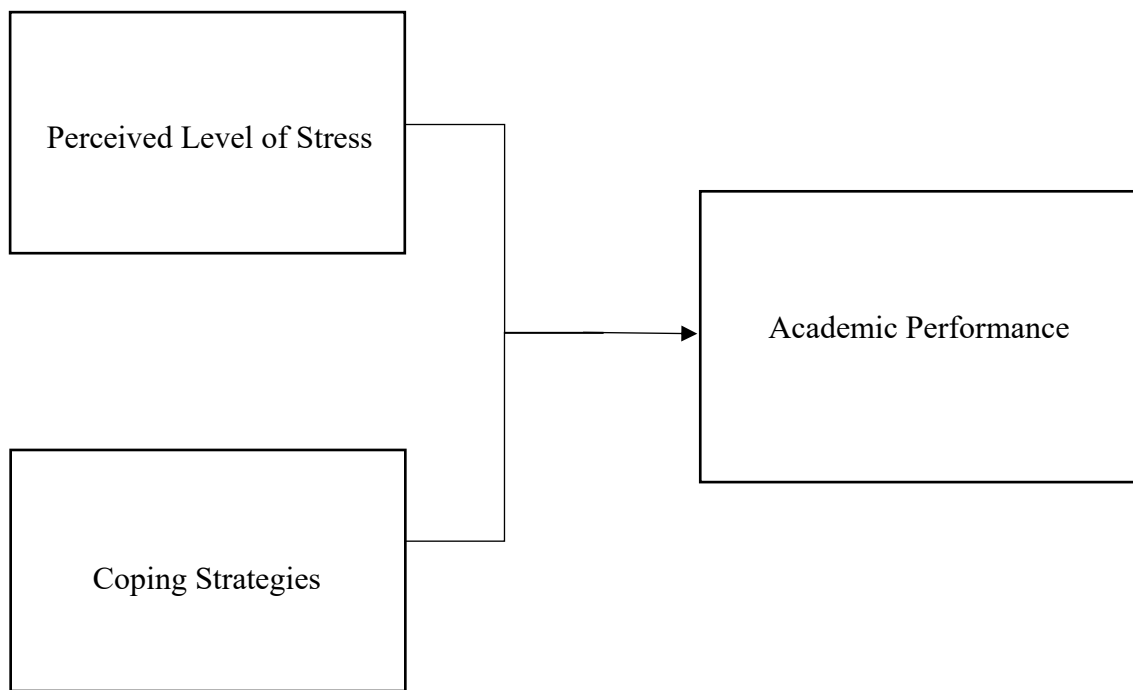


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study aims to assess the perceived level of stress, coping strategies, and academic performance among nursing students and its significant relationships.

Specifically, it sought answers to the following questions:

1. What is the respondents' perceived level of stress?
2. What is the respondents' coping strategies?
3. What is the respondents' academic performance?
4. Is there a significant relationship between the respondents' perceived level of stress and their academic performance?
5. Is there a significant relationship between the respondents' coping strategies and their academic performance?

Hypotheses

The following hypotheses are postulated to provide proper guidance and direction in the conduct of the study.

H_{01} : There is no significant relationship between the respondents' perceived level of stress and their academic performance.

H_{02} : There is no significant relationship between the respondents' coping strategies and their academic performance.

Chapter 2

RESEARCH METHODOLOGY

This chapter consists of research design, research setting, respondents of the study, research instrument, data gathering procedure, ethical considerations, and data analysis technique.

Design

The researchers used a quantitative research approach in this study, specifically a descriptive correlational design, to collect the necessary data and investigate the relationship between nursing students' coping strategies and perceived stress levels and how it affects their academic performance. The descriptive correlational design is used in research studies that show the relationship between variables and display static images of situations. (McBurney, D., 2019). Measuring the phenomenon being studied is a prerequisite for quantitative research. The goals are to confirm the measurements taken and look for patterns and relationships in the data. Deductive reasoning entails taking measurements, conducting analysis, and forming conclusions. Watson, R. (2019). It aims to quantify the issue and determine its prevalence by looking for outcomes that can be extended to wider populations, making it conclusive in its goal.

Setting

The study was conducted at a Higher Education Institution (HEI) within Ozamiz City, Misamis Occidental that offers various paramedical courses, especially the Bachelor of Science in Nursing Program. It is an educational institution that advocates a progressive and dynamic education that upholds the principle that God is the center of its existence and that education it's a service offering to God and the country. It provides accessible

education to all and has grown into an urban and modern university that contributes to the region's development, prosperity, and success, while also strengthening its reputation as an outstanding education provider. This autonomous institution looks forward to reaching new milestones while trying to build a more comprehensive and adaptable system capable of meeting the demands of a dynamic world.

Respondents

In this study, nursing students were chosen using purposive sampling, a type of non-probability sampling whereby researchers select a specific type of group depending on the kind of participants they need for their study. From a population of 688 nursing students from 1st to 4th year, the sample size was computed and divided using the Raosoft formula. Consisting of 124 students from the 1st year, 69 from the 2nd year, 37 from the 3rd year, and 17 from the 4th year, the overall target population was 247 nursing students. The sample respondents were chosen based on these criteria: 1. A bonafide nursing student of the institution; 2. They were enrolled in the Bachelor of Science in Nursing Program, and 3. Willing to participate in the said study.

Instruments

This study utilized two survey questionnaires to gather the necessary data to determine the perceived level of stress and the coping strategies of nursing students. The study used a four-point Likert Scale type of questionnaire. Pilot testing was used to guarantee that the content of the instruments accurately captured the intended constructs and was validated by Cronbach's alpha. Thirty (30) nursing students were used in conducting the pilot testing. The research-made questionnaire was designed to cover the relevant aspects of the research topic comprehensively.

- A. Respondents' Perceived Level of Stress. This is a researcher-made questionnaire that assessed the respondents' level of stress with regards to academic performance. Presented below is the continuum & interpretation that was used to interpret and analyse the data gathered.

	<u>Continuum</u>	<u>Responses</u>	<u>Interpretation</u>
4	3.41 – 4.00	Strongly Agree	Very High (VH)
3	2.61 – 3.40	Agree	High (H)
2	1.81 – 2.60	Disagree	Low (L)
1	1.00 – 1.80	Strongly Disagree	Very Low (VL)

- B. Respondents' Copings Strategies. This is a researcher-made questionnaire that assessed the respondents' coping strategies as generalized. Presented below is the continuum & interpretation that was used to interpret and analyse the data gathered.

	<u>Continuum</u>	<u>Responses</u>	<u>Interpretation</u>
4	3.41 – 4.00	Always (A)	Very Good (VG)
3	2.61 – 3.40	Often (O)	Good (G)
2	1.81 – 2.60	Seldom (S)	Poor (P)
1	1.00 – 1.80	Never (N)	Very Poor (VP)

- C. Respondents' Academic Performance. The respondents' midterm grade on specific theoretical major courses which are the following NCM102, NCM109, NCM116, and NCM120 was utilized as their academic performance. A 4-point Likert scale

format ranging from 1(2.51-3.0) to 4 (1.0-1.50) was utilized to determine the nursing students' academic performance.

<u>Weight</u>	<u>Grade</u>	<u>Interpretation</u>
4	1.0-1.50	Very Good (VG)
3	1.51-2.00	Good (G)
2	2.01-2.50	Poor (P)
1	2.51-3.00	Very Poor (VP)

Data Gathering Procedure

Before starting the actual data collection process for the study, the researchers prepared a letter seeking permission from the dean to survey first year, second year, third year, and fourth year nursing students. The letter informed respondents about the nature and purpose of the study. Upon the approval of the letter request, the reproduction of the questionnaire was arranged and distributed to the identified respondents. During the individual questionnaire distribution, the researchers assured the respondents of utmost confidentiality and anonymity.

The data was then tabulated and delivered to the statistician for statistical analysis. The results of computation were examined and interpreted in accordance with the problem statement supplied.

Ethical Considerations

The researchers asked the respondents' permission before they agreed to take part in the study. The researchers had given respondents enough information and assurances about their participation to allow them to understand the possible consequences and freely

choose whether or not to participate, in accordance with the principle of informed consent. The confidentiality and dignity of research participants are respected by the researchers.

Autonomy. Respondents were granted complete legal ability to use their freedom of choice and their rights without interference from violence, fraud, deception, or other hidden restrictions. Potential responders were not pressured by the researchers to take part in the survey. Before the study was conducted, respondents were made aware of their right to end it at any time and that they would not face consequences for declining to participate or withdrawing.

Informed Consent. Researchers discussed the goals, consequences, and advantages of the study along with its scope, what participants can anticipate learning from it, and any potential problems. Additionally, researchers emphasized the importance of getting respondents' consent to take part in the study. The right to view their information and the right to withdraw at any time were guaranteed to each respondent. The researchers' identity, the purpose of the study, the types of data that will be gathered from participants, the methods of data collection, the level of commitment required from respondents to participate in the study, the uses and reporting of the data, and any possible risks associated with participating in the study were all clearly explained to the respondents. In the section requesting consent from each respondent, information was provided about the following: the right to withdraw at any time and for any reason; the confidentiality of one's identity; the ownership of data is made clear; the right to access data; the right to request additional information; and contact information for the dean, research adviser, and researchers in the event that complaints occur.

Data Analysis Technique

To derive comprehensive, valid, and reliable results, the following statistical methods and techniques were utilized with the aid of statistical software Minitab:

Frequency and Percentage. This tool determined the respondents' academic performance.

Mean and Standard Deviation. This was used to determine the respondents' level of stress among nursing students and their coping strategies.

Pearson Product-Moment Correlation Coefficient or Pearson's r - is a tool to test the significant relationship between nursing students' perceived level of stress and their coping strategies with regards to academic performance.

Chapter 3

RESULTS AND DISCUSSIONS

This chapter presents, analyses, and interprets the data of the study which are arranged according to the following topics:

Respondents' Perceived Level of Stress

Respondents' Coping Strategies

Respondents' Academic Performance

Significant relationship between the respondents' perceived level of stress and academic performance

Significant relationship between the respondents' coping strategies and academic performance

Respondents' Perceived Level of Stress

Table 1 shows the respondents' perceived level of stress. This table has a mean of 3.13, interpreted as High on the scale below. It means that all the respondents are experiencing a high level of perceived stress in their academic coursework. The survey results show that the standard deviation of respondents' perceived stress level is 0.59. It is interpreted by the legend as low dispersion, making it reliable and indicating that the responses were mostly consolidated. The standard deviation also indicates that the data points closer to the mean.

In Table 1.2, all the responses indicate a "High" interpretation, but the highest response with a mean of 3.35 would be "I easily get distracted when I feel stressed." This means nursing students get distracted when they are stressed from their lectures. Being distracted due to stress is the most common issue nursing students face during classes.

Some nursing students fall behind whenever instructors present their discussion because their attention diverts to other things. This leads to an inability to concentrate and having problems understanding even the basic concepts of the discussion.

Whenever nursing students feel stressed, they lose their motivation to study. Motivation is crucial as it influences nursing students' decisions through their nursing journey. Also, they feel stressed during oral recitations in classes. Upcoming exams and quizzes make them feel stressed, and once they fail to finish assignments, quizzes, and exams on time, nursing students are in a stressful situation.

The results also presented that nursing students feel stressed in not knowing how to study effectively, making them feel stressed that they try to study all the lessons simultaneously. Because of that, they also stress how to improve their grades. Nursing students need help concentrating in classes when stressed, leading to performing poorly and tired during classes. They also feel stressed when they need to prepare for the activities given by their instructors, which also makes their minds preoccupied and concerned about what is to happen next. Nursing students need help remembering what they studied when they get stressed.

According to Auerbach (2020), in the theoretical sphere of academic coursework, stress can inspire and strengthen nursing students to effectively complete their academic tasks, hence improving their academic performance and creative thinking. However, nursing students feel stressed completing their everyday tasks, and the continuously changing nature of their work; all of these variables contribute to elevated stress levels throughout nursing school (Hirsch et al., 2022). Contradicting that, Gruppen (2019) stated that a high perceived stress level includes engaging in the learning process and training that

enhances nursing students' skills and academic performance. Another study by Liu (2021) concluded that a high-stress level is associated with poor academic outcomes. This was also agreed by Chaaya (2019), who stated that perceived stress can be identified as a person's appraisal of the degree to which their life events are potentially life-threatening and the high level of stress among nursing students results in negative consequences of their student life, for example, adverse effects on their academic achievements and performance.

Table 1.1: Respondents' Perceived Level of Stress

Variable	Mean	Stat Dev	Interpretation
Stress	3.13	0.59	High
Overall Weighted Mean	3.13	0.59	High

Legend: 3.41-4.00 – Very High (VH) 1.80-2.60 – Low (L)
2.61-3.40 – High (H) 1.00-1.80 – Very Low (VL)

Table 1.2: Respondents' Perceived Level of Stress Statements

Statements	Mean	Interpretation
1. Assignment accumulates	3	High
2. Upcoming exams and quizzes	3.19	High
3. Not knowing how to study effectively	3.11	High
4. Having difficulty understanding basic concepts	2.93	High
5. Failing to finish assignments, quizzes, and exams on time.	3.26	High
6. Easily get distracted	3.35	High
7. Lose motivation to study	2.97	High
8. Difficulty concentrating in class	3.24	High
9. Performing poorly in class	3.02	High
10. Difficulty remembering what has been studied	3.07	High
11. Grades not improving	3.27	High
12. Not prepared on the activities given.	3.16	High
13. Oral recitations during class.	3.17	High
14. Can't get mind off some concern in class.	3.01	High
15. Studying the lessons all at once.	3.13	High

Respondents' Coping Strategies

Table 2.1 shows the respondent's coping strategies. The table has a mean of 3.13, interpreted as "Good." It likely denotes that most of the respondents use good coping strategies. The results showed that the statement "I listen to music when I feel stressed," having an average of 3.44, is the highest form of coping strategy mostly used by nursing students. Followed by an average of 3.23, the statement "I tell myself that I can do better" is what most nursing students utilize. As seen on the data, a standard deviation of 0.59 indicates low dispersion, signifying that the responses are consolidated. It also indicates that the survey results are not polarized and deemed reliable. The responses from the nursing students mostly coincide with one another, and most of them have been utilizing the same coping strategies. Most have been hanging out with friends, talking with their families, attending church, and seeking guidance from the Almighty. Even with their hectic schedules, nursing students also spend their time watching funny videos and playing video games to cope.

Table 2.2 also shows the results of some nursing students utilizing crying to cope. Watching television and doing physical activities are also things they do when they feel stressed in their studies. Some nursing students even participate in stress management seminars to learn how to handle and cope with stress. Few nursing students even resort to eating less and isolating themselves; although this leads to negative outcomes, they still use it to cope when they get stressed.

Nursing students must recognize strategies for coping as a form of early intervention. Talking to friends, participating in sports, sobbing out loud, disregarding stress, feeling distressed or miserable, and consuming alcohol, whether in a healthy or

unhealthy manner, are some coping mechanisms used to deal with stress (Rafati et al., 2019). Strategies for coping with and learning stress management skills have been shown to help and enrich nursing students' academic lives. In contrast, Chan D (2020) argued that not all coping strategies are likely to relieve stress, and that some coping strategies, such as avoidance or limiting one's expectations, may even aggravate stress.

Table 2.1: Respondents' Coping Strategies

Variable	Mean	Stat Dev	Interpretation
Coping Strategy	3.13	0.59	Good
Overall Weighted Mean	3.13	0.59	Good

Legend: 3.41-4.00 – Very Good (VG) 1.80-2.60 – Poor (P)
2.61-3.40 – Good (G) 1.00-1.80 – Very Poor (VP)

Table 2.2: Respondents' Coping Strategies

Statements	Mean	Interpretation
1. Crying	2.47	Poor
2. Explaining problems to family	2.72	Good
3. I watch T.V when I get stressed.	2.40	Poor
4. Listening to music	3.44	Very Good
5. Self-encouragement	3.23	Good
6. Doing physical activities	2.56	Poor
7. Going to church for spiritual guidance.	3.10	Good
8. Hanging out with friends	2.95	Good
9. Talking to family with things get difficult	2.70	Good
10. Seeking guidance	2.76	Good
11. Eating less	2.47	Poor
12. Watching funny videos	3.18	Good
13. Playing online games	2.63	Good
14. Participating in stress management seminars	1.87	Poor
15. Isolating	2.38	Poor

Respondents' Academic Performance

Table 3.1 shows the respondent's academic performance. In the table, the overall mean was determined as having a value of 2.04, denoting an interpretation of "Poor," meaning most respondents deal with poor academic performance. Regarding standard deviation, a value of 0.40, as seen in the legends, is a very low dispersion with a high level of reliability. This means the respondents' midterm grades are far from polarized; most obtain 2.00 to 2.5.

Table 3.2 also shows the respondents' academic performance by frequency and percentage. In this table, 116 out of 247 respondents fall under the "Poor" scale, which constitutes 46.96% of the target population. This means most respondents have been performing poorly in their classes. Thirty-four respondents also fall under the "Very Poor" scale, constituting about 13.77% of the target population. Although just a small proportion, it is still alarming that some respondents have been performing very poorly academically. They may experience different factors that lead them to get poor grades, such as not doing the required assignments, low exam scores, not having the proper strategies to study effectively and reduced motivation in their studies. Theoretical lectures have been known to be stressful for nursing students. Yet, they must undergo and learn from these lectures to become knowledgeable and competent nurses.

Being in stressful situations also brings about positive or negative results. From analysing the data, 13 respondents fall under the "Very Good" scale, which comprises 5.26% of the target population. Also, 84 respondents account for 34.01% of the target population, which falls under the "Good" scale. This indicates that many respondents have been excelling and performing well in the theoretical field of nursing education. They may

have high levels of perceived stress due to their studies, but they can tolerate using coping strategies, which is why their academic performance comes out pleasing. According to the findings, some nursing students can study effectively and have been submitting assignments on time or even before deadlines. They can understand the basic concepts of their instructors' lectures and can concentrate more than other nursing students. Their way of coping contributes to achieving good academic performance. Hanging out with friends has been linked to the highest coping strategy nursing students use when stressed. It is said that sharing laughter with other people helps relieve individuals from their problems. Hanging out with friends includes sharing experiences, comforting and empathizing with each other's situations, and seeking advice, which relieves an individual from all the stress they have been experiencing. This may be one of the reasons why nursing students hang out with their friends during stressful scenarios. Watching television, listening to music, watching funny videos, and playing video games also aided nursing students in stressful situations, leading them to perform well in their respective classes.

According to Daniel (2019), the stressors that significantly impacted nursing students' performance may have resulted from different causes. On the other hand, stressors noted as having a minor impact on their academic performance were likely so because they were much simpler to manage or cope with, and stressors that moderately affected their performance were not regarded as sources of stress by nursing students.

A previous study by Ofori, R. (2020) also suggested that good entry qualifications are not necessarily good performance indicators, and that academic support seeking is a better indicator, accounting for a considerable proportion of the variance in student performance.

Academic variables that have a significant impact on nursing students' academic performance include personal study skills (reading, writing, listening, taking notes, searching literature, preparing for exams, time management, and clinical judgment), study hours, attendance in class, class schedule/timetable arrangements, and general educational resources (such as library, counseling, and electronic-learning support services) (Mthimunye, K., 2019).

Theoretical lectures in nursing education are essential in molding nursing students to be effective nurses in the future. It serves as the foundation that nursing students need to learn to accomplish great academic performance and apply in their nursing careers ahead.

Table 3.1: Respondents' Academic Performance

Variable	Frequency	Mean	SD	Interpretation
Midterm Grade	247	2.04	0.40	Poor
<i>Legend: 1.00-1.50 – Very Good (VG)</i>		<i>2.01-2.50 – Poor (P)</i>		
<i>1.51-2.00 – Good (G)</i>		<i>2.51-3.00 – Very Poor (VP)</i>		

Table 3.2: Respondents' Academic Performance

Grade Code	Frequency	Percent
Very Good	13	5.26
Good	84	34.01
Poor	116	46.96
Very Poor	34	13.77
Total	247	100

Significant Relationship between Respondents' Perceived Level of Stress and Academic Performance

Table 4 presents the correlation between the respondents' perceived level of stress and their academic performance. It utilized the Pearson Product-Moment Correlation Coefficient Pearson's *r*. The correlation between the respondents' level of stress and

academic performance shows an r-value of -0.07 and p value of 0.24, which means the correlation has a negative relationship but is statistically insignificant. Although nursing students' perceived level of stress is interpreted as High, it does not affect their academic performance. Thus, there is no correlation between the two variables. Nursing students have difficulties understanding basic concepts and will cause them to have trouble in studying effectively, leading them to fail on finishing their assignments, quizzes, and exams. According to the results, nursing students also lose their motivation when they feel stressed causing them to feel tired, perform poorly and have difficulty concentrating in class. In addition, nursing students have trouble remembering what they studied whenever they are stressed resulting in them lacking in preparations on the activities given such as oral recitations.

In general, a large body of research has discovered a strong correlation between academic performance and felt stress. Gustems-Carnicer J. (2019) claimed that high levels of stress can have detrimental effects on academic performance, particularly higher stress levels negatively impacting nursing students' academic performance. Conversely, Emmanuel, A. O. (2020) argued that the lack of a significant correlation between stress and academic performance indicates that stressors have little effect on nursing students' academic performance. This is also supported by Mohsen, A. S. (2019), who also came up with the same results of perceived stress levels not correlated with academic performance.

Table 4: Significant Relationship between the Respondents' Perceived Level of Stress and their Academic Performance

Construct	Test Statistics		Decision	Interpretation
	r-value	p-value		
Stress and Academic Performance	- 0.07	0.24	Do not reject H_{01}	Not Significant

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

Significant Relationship between Respondents' Coping Strategies and Academic Performance

Table 5 presents the correlation between the respondents' coping strategies and academic performance. The table shows the computed probability value (p-value) of the correlation between the respondents' coping strategies and academic performance, which shows an r-value of -0.06 and a p-value of 0.31, which means the correlation has no significance and that coping strategies do not affect their academic performance.

Nursing students have a variety of coping strategies for dealing with stress. The study showed that respondents mostly listen to music when they feel stressed. The respondents also cope by telling themselves that they can do better. Watching funny videos online helps them relax as well. However, even though they have effective coping strategies, their academic performance is still poor. Hence, the coping strategies have no impact on students' academic performance.

According to the findings, some nursing students cope with stress by watching television, hanging out with friends, and listening to music. Support systems are beneficial in handling difficult situations such as high-stress levels. Crying, explaining, and reaching out to friends and family are some of the forms that nursing students use to cope with those situations. Furthermore, attending church, playing online games, participating in management seminars, and doing physical activities improve a person's spiritual, mental, and physical well-being.

According to Khan (2019), the link between coping strategies and academic performance has been recognized, and it was discovered that the relationship between coping strategies and academic performance could have been stronger. A study (Vizoso,

C., 2019) contradicts that nursing students using coping strategies could solve problems and eliminate sources of stress and, therefore, did not suffer from poor academic performance. This is contrary to the study's results by Kadiravan & Kumar (2020), which revealed that coping strategies can help nursing students enhance their academic performance.

Table 5: Significant Relationship between the Coping Strategies and their Academic Performance

Construct	Test Statistics		Decision	Interpretation
	<i>r-value</i>	<i>p-value</i>		
Coping strategies and Academic performance	- 0.06	0.31	Do not reject H_{02}	Not Significant

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

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter includes the summary and conclusion of the problem, findings of the study based on the significant findings and the recommendation proposed based on the result of the study.

Summary

This research investigated the perceived level of stress and coping strategies among nursing students and their correlation to their academic performance. This study aimed to assess the perceived level of stress, coping strategies, and academic performance among nursing students and its significant relationships. Specifically, the study wanted answer the following questions: 1.) What is the respondents' perceived level of stress? 2.) What is the respondents' coping strategies? 3.) What is the respondents' academic performance? 4.) Is there a significant relationship between the respondents' perceived level of stress and their academic performance? 5.) Is there a significant relationship between the respondents' coping strategies and their academic performance?

This study utilized the quantitative Pearson correlation coefficient method. This method used to measure the statistical relationship, or association, between the variables.

1.) Perceived Level of Stress 2.) Coping Strategies and 3.) Academic Performance.

The study was conducted at a Higher Education Institution (HEI) that offers Bachelor of Science in Nursing Program within Ozamiz City, Misamis Occidental. It involved two hundred forty-seven (247) nursing students. To gather the necessary data, the researcher utilized a researcher-made questionnaire.

Findings

The following are the significant findings of the study prepared by the researchers on the analysed and interpreted data.

1. The nursing students have high perceived level of stress.
2. The nursing students have good coping strategies.
3. Majority of the nursing students have poor academic performance.
4. There is no significant relationship between perceived level of stress and their academic performance.
5. There is no significant relationship between their coping strategies and academic performance.

Conclusion

Based on the findings the following are the conclusion:

1. The nursing students' perceived level of stress in the study outcome showed an interpretation of "High," describing that all respondents experience high levels of perceived stress. The findings suggest that nursing students are exposed to high level of stress. Based on the survey, most nursing students easily get distracted when stressed and feel stressed when there is an oral recitation during class.
2. With coping strategies, the data analysis of the respondents showed an interpretation of "Good," signifying that all the respondents use coping strategies when stressed. The study's finding suggests that nursing students have good coping strategies, and based on the survey, when they feel stressed, they listen to music and tell themselves they can do better.

3. Regarding their academic performance, the midterm grades utilized to develop an outcome are based on each year level's major theoretical subject. The results show that the academic performance of nursing students is poor and may have been affected either by their perceived stress level or coping strategies.
4. The nursing students' perceived level of stress has no significant relationship with their academic performance, which indicates that it does not affect their academic performance and that their high perceived level of stress did not cause the poor outcome of analyzing their midterm grades. Other factors that may affect the nursing student's poor academic performance are financial, family, peers, time management, and many more.
5. The nursing students' coping strategies have no significant relationship with their academic performance, which indicates that it does not affect their academic performance and that their coping strategies did not cause the poor outcome of analyzing their midterm grades. Although nursing students have good coping strategies for handling their high stress levels, it still doesn't help them perform well academically.

Recommendations

Based on the conclusion drawn from the study, the researchers offer the following recommendations:

1. **For nursing students.** The researchers recommend that nursing students identify the source of their stress, develop strategies to improve their well-being in parallel with class courses on handling stress, and reach out to the existing student counseling facilities.

2. **For nursing students.** The coping strategies of the students yielded good results from the study. Nursing students should seek to maintain their way of coping or explore additional coping strategies that present positive outcomes.
3. **For nursing students.** Variables that will likely be significant to academic performance should be noted for the nursing students to excel more in their academic performance. The importance of implementing measures to improve academic engagement is a must. To guarantee compliance, assignments should provide nursing students the opportunity to engage with their academic material and should be acknowledged.
4. **For nursing educators.** Nurse educators must support teaching methods that increase student engagement in the classroom, including case-based learning, mobile-based applications, role-playing, and classroom presentations. Promoting academic interest could also be aided by encouraging and monitoring class attendance. Monitoring nursing students is essential to find underachievers and take remedial action as early as possible.
5. **For future researchers.** Based on study findings, factors by profiling, apart from stress and coping strategies, may also need to be identified under the academic performances of nursing students, for this study did not find any correlation between them. To make the results more reliable to the nursing student population, future studies should use more thorough recruitment procedures that would give more balanced samples in terms of gender, university year, and degree type. As for its direction, it would also be beneficial to qualitatively evaluate the insights and experiences of nursing students individually to determine specific correlation with the other variables. In addition, future studies may also discuss the encounters of the nursing population in terms of

categories, such as those mentioned above, to further enhance the effectiveness and impact on nursing research.

By implementing these recommendations, nursing schools and institutions can create an environment that supports the well-being of nursing students, helps them effectively manage stress, and ultimately enhance their academic performance.

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Appendices

Appendix A: Transmittal Letter



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic
Technology Tel No. +63 088 521-0367 /
Telefax No. +63 088 521-2917
E-mail Address: mu@mu.edu.ph



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

June 08, 2023

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

Dear Dr. Ocapan,

Good day!

We, the 3rd year students, will be on the process of accomplishing a research study entitled, “**Perceived Level of Stress, Coping Strategies and Academic Performance among Nursing Students**” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

In line with this, we would like to ask your permission to allow the undersigned to start the data collection. Rest assured that the information gathered will be kept confidential.

We hope that this request will merit your approval.

Thank you and God bless!

Respectfully yours,

RONNIE B. OTERO

JON KENNETH B. PEPITO

HONEYMELO M. RUPINTA

KEZIAH D. SAQUIN

IRENE JOY N. SEMENSE

KRISTINE JOY S. TERO

Approved by:

DR. JESUS G. OCAPAN JR., PhD, RN
OIC Dean, College of Nursing, Midwifery, and Radiologic Technology

June 08, 2023

JESUS G. OCAPAN JR., PhD, RN
 OIC Dean
 College of Nursing, Midwifery & Radiologic Technology
 Misamis University
 Ozamiz City

Dear Dr. Ocapan,

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on a research study entitled "**Perceived Level of Stress, Coping Strategies and Academic Performance among Nursing Students**".

In this connection, the researchers would like to request your approval to allow them to conduct a pilot testing inside the perimeters of the school specifically the nursing building. The respondents of the proposed research study are selected 3 year nursing students. Moreover, the researchers will observe and adhere to the data gathering procedure and ethical considerations reiterated in the study. A questionnaire will be given to the identified respondents to gather the desired data. Rest assured that all information derived will be treated with utmost confidentiality.

Respectfully Yours,


OTERO, RONNIEL B.


PEPITO, JON KENNETH B.

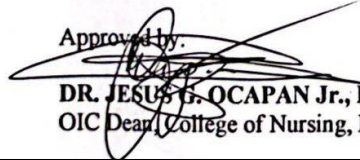

RUPINTA, RONELMEL VINCE M.


SAQUIN, KEZIAH D.


SEMENSE, IRENE JOY N.


TERO, KRISTINE JOY S.
 Researchers

Approved by:


DR. JESUS G. OCAPAN Jr., PhD, RN
 OIC Dean, College of Nursing, Midwifery, & Radiologic Technology



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)

June 22, 2023

Dr Jesus G. Ocapan Jr.

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

Subject: Request on the Data of the Midterm Grades of BS Nursing enrollees all year level.

Dear Dr. Ocapan Jr.,

This letter is in regards to request on the data of the midterm grades of BS Nursing enrollees all year level. We, Otero, Ronniel, Pepito, Jon Kenneth, Rupinta, Honeymel Vince, Saquin, Keziah, Semense Irene Joy, and Tero, Kristine Joy, are enrolled in the College of Nursing, Midwifery and Radiologic Technology taking up Bachelor of Science in Nursing. We are currently on our nursing research 2 course NCM 115 under the supervision of one of the advisers Judy Jane S. Revelo, MAN, RN and we are formally requesting permission to access the midterm grade of BS Nursing enrollees all year level. Affixed below is the signature of Ma'am Judy Jane S. Revelo as proof of prior knowledge in relation to this letter of request.

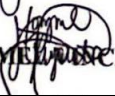
We intend to use the data collected to assist in creating a sample size for our research paper. We will be treating these data with utmost confidentiality and in accordance with your organization's protocols.

We heartily express our gratitude in examining our request for data. We assure you that all protocols will be followed, and privacy regulations adhered to.

Respectfully Yours,


RONNIEL B. OTERO


JON KENNETH B. PEPITO


HONEYMEL VINCE M. RUPINTA



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

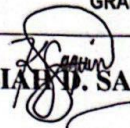
E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 9001:2015 Quality Management System – DNV

ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

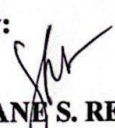
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)


KEZIAR D. SAQUIN

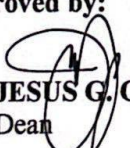

IRENE JOY N. SEMENSE


KRISTINE JOY S. TERO
Researchers

Noted by:


JUDY JANE S. REVELO, MAN, RN
Research Adviser

Approved by:


DR. JESUS G. OCAPAN JR., PhD, MAN, RN
OIC Dean

Appendix B: Research Instrument

PERCEIVED LEVEL OF STRESS QUESTIONNAIRE

Name: _____

Date: _____

Year Level: _____

Age: _____ Sex: **M / F**

The questions in this scale is to ask you about your feelings and thoughts regarding stress. In each case, you will be asked to indicate by checking how often you felt or thought in a certain way.

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree					
Statement		1	2	3	4
1	I feel stressed whenever my assignment accumulates.				
2	I feel stressed whenever there are upcoming exams and quizzes.				
3	I feel stressed about not knowing how to study effectively.				
4	I feel stressed having difficulty understanding basic concepts.				
5	I feel stressed whenever I fail to finish assignments, quizzes, and exams on time.				
6	I easily get distracted whenever I feel stressed.				
7	I lose my motivation to studies when I feel stressed.				
8	I find it difficult to concentrate in class when I am stressed.				
9	I perform poorly in class when I am tired and stressed.				
10	I find it difficult to remember what I studied when I feel stressed				
11	I feel stressed whenever my grades would not improve.				
12	I feel stressed when I'm not prepared on the activities given.				
13	I feel stressed whenever there are oral recitations during class.				
14	I feel stressed whenever I can't get my mind off some concern in class.				
15	I feel stressed studying the lessons all at once.				

COPING STRATEGIES QUESTIONNAIRE

Name: _____

Date: _____

Year Level: _____

Age: _____ Sex: **M / F**

The following presents a list of coping strategies. Please check the corresponding boxes as to never, sometimes, often or always you have utilized to deal with stress.

		1 = Never	2 = Sometimes	3 = Often	4 = Always
	Statement	1	2	3	4
1	I cry in order to relieve stress.				
2	I feel better when I explain my problem with my friends or family.				
3	I watch T.V when I get stressed.				
4	I listen to music when I feel stressed.				
5	I tell myself that I can do better.				
6	I do physical activity whenever I get stressed.				
7	I go to church and ask for spiritual guidance.				
8	I hang-out with my friends to relieve from stress.				
9	When things get difficult to handle, I talk with my friends and family.				
10	I seek guidance with my family and friends.				
11	I tend to eat less when I am stressed.				
12	Watching funny videos online help me relax.				
13	I play online games when I get stressed.				
14	I participate in stress management seminar.				
15	I isolate myself from others whenever I get stressed.				

Appendix C: Informed Consent Form

INFORMED CONSENT

Dear respondent,

We, Otero, Ronniel B., Pepito, Jon Kenneth B., Rupinta, Honeymel Vince M., Saquin, Keziah D., Semense, Irene Joy N., Tero, Kristine Joy S. are the 3rd BSN students of Misamis University. We are requesting for your cooperation to answer our questionnaires for our research entitled “**PERCEIVED LEVEL OF STRESS, COPING STRATEGIES AND ACADEMIC PERFORMANCE AMONG NURSING STUDENTS**”. We are respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study.

This study is to examine the effect of nursing students’ coping strategies towards their perceived level of stress that will determine their academic performance. Also identifying a significant relationship between these variables and closing the gap by identifying and recognizing the stresses encountered by students during their years of study, measures can be taken to reduce it and improve their academic performance.

The researcher is committed to complying with RA 1073 or the Philippine Data Privacy Act of 2012 in handling your data with utmost confidentiality and, anonymity.

Rest assured that all personal information will remain confidential and secured and will be used for research purposes only. Only the researcher will have access to the data gathered.

By checking the box below, I acknowledge that I have read and understood this letter of informed consent, and privacy confidentiality.

☐ I agree and wish to further participate in this study.

CURRICULUM VITAE

RONNIEL B. OTERO

Purok Malig-on, Barangay Tinago, Ozamiz City

Misamis Occidental, 7200

09100656446

ronnielotero143@gmail.com



Personal Data

Birthdate:	March 18, 2002
Birthplace:	Ozamiz City
Civil Status	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Mother's Name:	Shiela B. Otero
Father's Name:	Rolando A. Otero

Educational Background

Primary:	Ozamiz City Central School Tinago, Ozamiz City Misamis Occidental Batch 2013-2014
Secondary:	La Salle University - Integrated School Lycee Abanil Ext., Aguada, Ozamiz City, Misamis Occidental Batch 2019-2020
Tertiary:	Misamis University H.T. Feliciano St., Ozamiz City Present

Awards and Honors

Service Awardee - S.Y. 2013-2014

Extracurricular Activity Awardee - S.Y.
2014-2015

Achievement Awardee - S.Y. 2015-2016

Silver Awardee - S.Y. 2016-2017

Achievement Awardee - S.Y. 2017-2018

Service Awardee - S.Y 2019-2020

Skills

Problem-solving

Hobbies

Singing, Dancing, Designing

JON KENNETH B. PEPITO

Purok 3A, Brgy. Lam-an, Ozamiz City, Misamis Occidental

09189281830

pepitokenneth86@gmail.com

**Personal Data**

Birthdate:	February 10, 2001
Birthplace:	Ozamiz City
Civil Status	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Mother's Name:	Maridel B. Pepito
Father's Name:	Nathaniel M. Pepito

Educational Background

Primary:	Misamis University H.T. Feliciano St., Brgy. Aguada, Ozamiz City Batch 2013-2014
Secondary:	Misamis University H.T. Feliciano St., Brgy Aguada, Ozamiz City Batch 2018-2019
Tertiary:	Misamis University H.T. Feliciano St., Ozamiz City Present

Awards and Honors

Leadership Award – S.Y. 2017-2018
With Honors – S.Y 2018-2019

Skills

Critical thinking, communication, and problem-solving

Hobbies

Photography, Chess, Geohistory

HONEYMEL VINCE M. RUPINTA

Purok Dagatnon, Maningcol, Ozamiz City,

Misamis Occidental, 7200

09187115262

hnymlvnc@gmail.com

**Personal Data**

Birthdate:	March 16, 2002
Birthplace:	Ozamiz City
Civil Status	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Mother's Name:	Melenita M. Rupinta
Father's Name:	Vicente S. Rupinta

Educational Background

Primary:	Misamis University H.T Feliciano St., Aguada, Ozamiz City, Misamis Occidental Batch 2013-2014
Secondary:	Misamis University H.T Feliciano St., Aguada, Ozamiz City, Misamis Occidental Batch 2019-2020
Tertiary:	Misamis University H.T. Feliciano St., Aguada, Ozamiz City 2020-Present

Awards and Honors

With High Honors – S.Y. 2019-2020

Skills

Critical Thinking, Playing instruments

Hobbies

Singing, Dancing, Reading, Cooking

KEZIAH D. SAQUIN

Purok 2 Molicay, Ozamiz City

09503006209

saquinkeziah721@gmail.com

**Personal Data**

Birthdate:	July 02, 2001
Birthplace:	Ozamiz City
Civil Status:	Single
Citizenship:	Filipino
Religion:	IFI
Mother's Name:	Nancy D. Saquin
Father's Name:	Johnny T. Saquin Sr.

Educational Background

Primary:	Ozamiz City Central School Pinggol St., Ozamiz City Batch 2013-2014
Secondary:	Misamis University H.T. Feliciano St., Ozamiz City Batch 2019-2020
Tertiary:	Misamis University H.T. Feliciano St., Ozamiz City Currently studying

Honors and Awards

With Honors (Grade 11) – Batch 2018-2019
With High Honor (Grade 12) – Batch 2019-2020

Hobbies

Watching movies/series and reading fictional stories

IRENE JOY N. SEMENSE

Purok Rosas A. San Jose Aurora Zamboanga del Sur

09187261435

Airenejoysemense09@gmail.com

**Personal Data**

Birthdate:	July 9, 2002
Birthplace:	Aurora Zamboanga del Sur
Civil Status	Single
Citizenship:	Filipino
Religion:	Iglesia Ni Cristo
Mother's Name:	Judeline N. Semense
Father's Name:	Ireneo T. Semense

Educational Background

Primary:	Aurora Regional Pilot School Brgy Poblacion, Aurora Zamboanga del Sur Batch 2013-2014
Secondary:	Aurora Pioneers Memorial College Brgy Poblacion, Aurora Zamboanga del Sur Batch 2018-2019
Tertiary:	Misamis University H.T. Feliciano St., Ozamiz City Currently studying

Awards and Honors

With Honors – S.Y 2018-2019

Skills

Proficient in computer management

Hobbies

Watching movies

KRISTINE JOY S. TERO

Purok-5, Brgy. D'BAN, Calamba, Misamis Occidental

09618058777

kjoytero@gmail.com

**Personal Data**

Birthdate:	December 19, 2000
Birthplace:	Plaridel, Misamis Occidental
Civil Status:	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Mother's Name:	Jessica S. Tero
Father's Name:	Roger P. Tero

Educational Background

Primary:	Calamba Central School Northern Poblacion, Calamba, Misamis Occidental Batch 2013-2014
Secondary:	Misamis University H.T. Feliciano St., Ozamiz City Batch 2019-2020
Tertiary:	Misamis University H.T. Feliciano St., Ozamiz City Currently studying

Honors and Awards

DSPC Best Anchor and Champion Radio
Broadcasting English Category (Grade 6) – Batch
2013-2014

4th Placer Singing Contest during RSPC (Grade 6) –
Batch 2013-2014

DSPC Best in News Presenter and Champion Radio
Broadcasting English Category (Grade 7) – Batch
2014-2015

RSPC 4th Placer Radio Broadcasting English

Category (Grade 10) – Batch 2017-2018

With Honors (Grade 10) – Batch 2017-2018

Leadership Award (Grade 10) - Batch 2017-2018

With Honors (Grade 12) – Batch 2019-2020

Skills

Playing musical instruments

Hobbies

Singing and watching movies/series