

**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE
UNIVERSITY OF MINDANAO**



A Thesis Presented to the Faculty of the
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In Partial Fulfilment of the Requirements for the Degree of
Bachelor of Science in Criminology

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APPROVAL SHEET

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MA.C.G

H.M.J

J.L.M

ABSTRACT

The main purpose of the study was to determine the level of stress indicators among selected students of the University of Mindanao. The 300 respondents of the study were determined using random sampling. It was done randomly by selecting students in the premises of the University of Mindanao. The researchers use the descriptive survey method, the mean, t-test and ANOVA were used to gauge the hypothesis. The result of the research showed that the most of the respondents are male. The study found out that among the indicators being studied, four (4) of it (Physical Indicators, Sleep Indicators, Emotional Indicators, Personal Habits) were perceived by the respondents as Moderate as to the level of stress indicators among selected students of the University of Mindanao while one of it (Behavioral Indicators) were perceived by the respondents as Low as to the level of stress indicators among selected students of the University of Mindano. There is no significant difference in the level of stress indicators among selected students of the University of Mindanao.

Key word: Students, Stress, Indicators

DEDICATION

This research is gratefully dedication to our beloved parents;

They are the benifactor, for without them we are not

Able to reach the status the we have.

To them, we will be forever

Grateful

MA.C.G

H.M.J

J.L.M

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
Chapter	
1 THE PROBLEM AND ITS SETTING	
Background of the Study	1
Statement of the Problem	2
Hypothesis	3
Review of Related Literature	3
Theoretical and Conceptual Framework	9
Significance of the Study	12
Definition of Terms	12
2 METHOD	
Research Design	14
Research Subject	14
Research Instrument	15
Data Gathering Procedure	16
Statistical Treatment of the Data	17

1 PRESENTATION AND ANALYSIS OF FINDINGS

Level of stress indicators among selected students of the University of Mindanao	19
Significant Difference in the Level of Stress Indicators among Selected Students in University of Mindanao when analyzed by Gender	22
Significant Difference in the Level of Stress Indicators among Selected Students in the University of Mindanao when analyzed by Age	23

2 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary	25
Conclusions	26
Recommendations	27

REFERENCES

APPENDICES

- A. Tables per indicator
- B. Turn-in-it result/ Plagiarism check
- C. Title approval signed by the dean and research coordinator
- D. Title approval forms
- E. Undergraduate research agreement
- F. Letter of Acceptance-Adviser
- G. Assignment of research personnel
- H. Endorsement for final defense

- I. Consultation Form
- J. Permission to conduct study
- K. Certificate of appearance
- L. Validation result
- M. Sample questionnaire
- N. Certification-Statistician

CURRICULUM VITAE

LIST OF TABLES

Tables	Pages
1. Characteristics of 300 respondents included in the survey	15
2. Level of stress indicators among the respondents	19
3. Significant Difference in the Level of the Indicators Among Selected Students of the University of Mindanao Analyzed by Gender	22
4. Significant Difference in the Level of the Indicators Among Selected Students of the University of Mindanao When Analyzed by Age	23

LIST OF FIGURES

Figure	Pages
1. The Conceptual Frame work of the Study	10

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

The effect of stress among undergraduate and graduate students is common and which is caused by both academic and non-academic factors, including socio-cultural, environmental, and psychological attributes (Brand & Schoonheim-Klein, 2009). Stress levels may increase to significant proportions in some students, to present with symptoms of anxiety especially during tests and examination periods. In fact, previous research suggested a modest prevalence rate of 10 to 35 percent of college students experience functionally impairing levels of test anxiety (Chapell et al., 2015). Although stress is common to students, its level is different depending on its severity.

Moreover, stress is also common among German students. In fact, in the Social Survey of the German Student Union, it was estimated that approximately 15–20 percent of student's functioning become impaired by exam nerves in a "modest" to "high" degree (Neuderth et al., 2009). Also, it was demonstrated that the delay and the drop-out in university students occur significantly more often in students with test anxiety and is associated with psychiatric morbidity including suicidal behavior and high economic costs (Schaefer et al., 2014). Academic factors were the predominant cause of stress in most students, followed by physical, social, and emotional. Majority of students with stress reported high scores of

poor self-esteem, and about half scored high on depression scales (Baste & Gadkari, 2014).

Similarly, college students in the Philippines are very often in the late adolescent years. As students, they are said to experience a unique cluster of stressors (Garrett 2011) which may have a significant impact on their ability to cope with college life. Some of these may be internal while some may be external to the individual. There are interpersonal, intrapersonal, academic and environmental stressors. Generally, it was the intrapersonal stressors (change in sleeping habits, desire for vacation/break, change in eating habits, new responsibilities) which were reported as the most frequent sources of stressors of college students. The fifth source was the increased class workload. Agolla and Ongori (2009) specifically pointed out stressful activities such as exams, papers, organization activities, deadlines and the like.

The above problems and effects of stress among students had encouraged the researchers to conduct study about stress. Specifically, this study aimed in determining the stress indicators among selected students of the University of Mindanao.

Statement of the Problem

This study was conducted to explore and determine the stress indicators among selected students of the University of Mindanao. Specifically, it sought answers to the following questions:

1. What is the level of stress indicators among the respondents in terms of:

- 1.1 Physical Indicator;
- 1.2 Sleep Indicator;
- 1.3 Behavioral Indicator;
- 1.4 Emotional Indicator; and
- 1.5 Personal Habits?

2. Is there a significant difference in the stress indicators among selected students of the University of Mindanao when analyzed by demographic profile?

Hypothesis

The null hypothesis was tested at 0.05 level of significant stating that:

Ho: There is no significant difference in the stress indicators among selected students of the University of Mindanao when analyzed by demographic profile.

Review of Related Literature

Presented in this section are related literatures and studies to support the findings of the present study. Literature review and studies were extracted from the internet, newspapers and books.

Stress is described as any factor that makes adaptation to an environment difficult for the individual to maintain a state of equilibrium between himself and the external environment. It includes a physical and mental response to meet the demands of the stressful event. These events

or conditions that put a strain on the individual are called stressors (Santrock 2013).

There are variations in individual reactions to stressors. The factors for the variations may be due to the differences in their age, sex/gender, ethnicity, genetic predisposition, medical history, religious beliefs, physical fitness, attitudes and behavior patterns, social support, education status, and socioeconomic background (Larkin 2015).

How adolescents perceive stress is crucial to their well-being as individuals and learners. The individual's perception of the stressor and ability to adapt to the stressor are significant in the perception of whether the stressor is equal to or exceeding his emotional and behavioral resources to cope (Amponsah & Owolabi 2011). Exposure to many stressors during this period can be related to psychological symptoms such as depression and anxiety. If it is severe and prolonged, it could affect the student's academic performance and campus life along with an increase in potential behavior for substance abuse and other like behaviors (Busari 2012).

The action and state of individuals due to the presence or perceived presence of these stressors is termed as stress response (Larkin, 2015). It must be noted that stress response is different from coping. Stress response is the "fight or flight" reaction to a stressor where adrenaline is released to the body (Larkin 2015) while coping is the psychological process where an individual tries to fight and manage psychological stress (Lazarus & Folkman, 1984). Stress responses can be categorized as

affective, behavioral, cognitive and physiological depending on the individual's age, financial status, social support, gender, and other related variables.

Affective or emotional responses to stress are exhibited in behaviors concerned with emotional states (Campbell & Ehler 2012). Examples of negative emotions associated with stressors are anxiety, depression, anger, annoyance, guilt, and fear. Behavioral responses to stress usually involve trying to reduce or tolerate the stress in positive or negative ways depending on the influence of personal characteristics (Weiten, Dunn, & Hammer, 2012).

Negative responses may include escape/avoidance, substance abuse, eating disorders, irritability, aggression, inactivity, regression behaviors, alienation, or changes in sleeping patterns. Cognitive responses deal with how people evaluate a stimulus, its significance and available coping strategies (Campbell & Ehler 2012). Examples include pessimistic ways like worrying, catastrophic thinking, poor concentration, selective attention, thought blocking, rumination, hopelessness and feelings of incompetence.

Physiological stress response is defined as a normal general, non-specific increase in arousal or activation as the body reacts to stress. Examples of these are a decrease in the immune functions, making the person susceptible to diseases; an upset stomach, headaches, exhaustion, difficulty in breathing, trembling, stuttering, rapid weight loss or gain (McLaughlin & Christner 2009).

According to Larkin (2015), many studies have findings which agree that it is important to understand how each individual handles stress because conscious and unconscious responses of individuals to stress affect their activities and bodily functions.

In a number of studies, authors found that the most frequently reported factors contributing to stress and anxiety around the examination periods were extensive course loads, lack of physical exercise, and long duration of exams, reported by the students (Harikiran et al., 2012; Shah et al., 2010). The perception of extensive course load and long duration of examinations were found to be the most important sources of test anxiety in a number of research studies.

Moreover, authors also reported that most students had poor knowledge of exam-taking and anxiety-reduction (Hashmat et al., 2008). Medical students' performance in periodic examinations was the most frequently and severely occurring sources of stress. It was demonstrated in both laboratory and in self-report questionnaires that students report and experience higher levels of anxiety from the objective structured clinical examination (OSCE) than from the written examinations (Furlong et al., 2015).

Also, Omigbodun et al. (2016) and Polychronopoulou and Divaris (2015) found that excessive school work, congested classrooms, strikes by faculty, and lack of laboratory equipment were identified as a source of stress. The fear of course failure, uncertainty about future, clinical training

difficulties, and work overload were among the perceived sources of stress among dental students.

In a recent study, it was reported that 16.2 percent of the variance accounted for the excessive cognitive, somatic, and emotional responses on the Examination Anxiety Scale scores. Based on a self-administered survey, it was demonstrated that test anxiety among pharmacology students ($n = 198$) was positively correlated with students' perceptions of course load and negatively related to their ability to manage time with course work (Sansgiry & Sail, 2016).

Morse and Dravo (2007) utilized a modified version of the Dental Environment Stress questionnaire (41 items) to assess levels of stress among undergraduate students ($n = 115$). Authors reported that there was slight to moderate stress. However, sources of stress were more prominent among female students and with the following items: full loaded day, followed by criticism from clinical supervisors in front of patients, amount of assigned work, fear of failing a course or year, examination and grades, financial resources, fear of employment after graduation, and fear of facing parents after failure.

It was demonstrated in a number of studies that parental pressures and teachers' expectations were associated with stress around the time of examinations or about choosing particular academic study or a future career. For example, students who joined dentistry due to parental pressure, with associated fear of facing parents after failure, described greater stress than those who joined of their accord (Tangade et al., 2011).

Authors recommended that parents need to be counseled against forcing their children to join an educational program, not of their choice (Tangade et al., 2011). Also, receiving criticism from supervisors about academic or clinical work was one of the sources associated with significant stress among dental students (Kumar et al., 2009).

Other authors suggested that parental pressure predicted a higher degree of test anxiety, as the threat of negative evaluation from others is increased. Conversely, it was theorized that parental support would predict a lower degree of stress and test anxiety, as the threat of negative evaluation is reduced. Also, a higher than expected levels of emotional exhaustion were found in a large sample of first-year undergraduate students, and among entry-level students dental students in seven European dental schools and recently, Tangade et al. (2011) found that final year students presented with higher stress scores.

The above theories was also supported by Selye (2014) who revealed that stress is considered non-specific effect of the body to any strains made upon it. Therefore, as the strains are caused on an individual or as situations increase, the human body attempts are adjusting to the situation at hand in order to restore it normal level. It was also revealed that there is a succession of physical responses that happens in connection to ecological weights. Some common responses to stresses made on the body are increased heartbeat, respiratory frequency, blood pressure and also blood glucose level. These compensatory effect

happens to ensure the muscles and important organs have enough to provide oxygen, energy and nutrients to handle the stimulating situation.

The above readings discussed by different authors all emphasized that different stressors had been affecting college students which includes relationship, personal, academic and environmental factors. These stressors, as explained by authors directly affect the performance of the students, particularly in their academic standing.

Theoretical and Conceptual Framework

This study is anchored on the Theory of Stress by Ross, Neibling and Heckert (2009) who stated that there are several indicators for increased stress levels in college students such as physical, sleep, behavioral, emotional and personal habits. First, students have to make significant adjustments to college life. Second, because of the pressure of studies, there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In addition, students in college experience stress related to academic requirements, support systems, and ineffective coping skills.

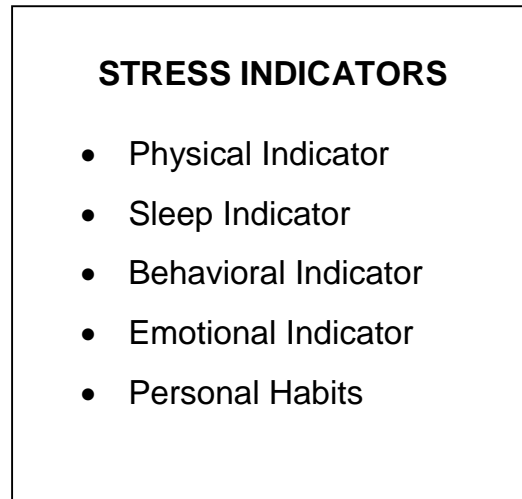
This study is anchored on Sedgeman, (2015) health realization / innate health theory of stress which is also founded on the idea that stress does not necessarily follow the presence of a potential stressor. Instead of focusing on the individual's appraisal of so-called stressors in relation to his or her own coping skills (as the transactional model does), the health realization model focuses on the nature of thought, stating that it is ultimately a person's thought processes that determine the response to

potentially stressful external circumstances. In this model, stress results from appraising oneself and one's circumstances through a mental filter of insecurity and negativity, whereas a feeling of [well-being](#) results from approaching the world with a "quiet mind". This model proposes that helping stressed individuals understand the nature of thought especially providing them with the ability to recognize when they are in the grip of insecure thinking, disengage from it, and access natural positive feelings will reduce their stress.

This study was anchored on the transactional model of Stress of Lazarus and Folkman (1984) who suggested that stress can be thought of as resulting from an “imbalance between demands and resources” or as occurring when “pressure exceeds one's perceived ability to cope”. Stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope mediate the stress response and are amenable to change, thus allowing stress to be controllable. The stress and coping perspective by Lakey and Cohen (2000) on the other hand, considers social support as an important factor in coping with stress, making it a more appropriate theory for this study.

Figure 1 shows the conceptual framework showing the variables of the study. The main variables are the stress indicators such as: physical indicator, sleep indicator, behavioral indicator, emotional indicator and personal habits. The moderator variable is the demographic profile of the respondents such as: age and sex.

Main Variable



Moderator Variable

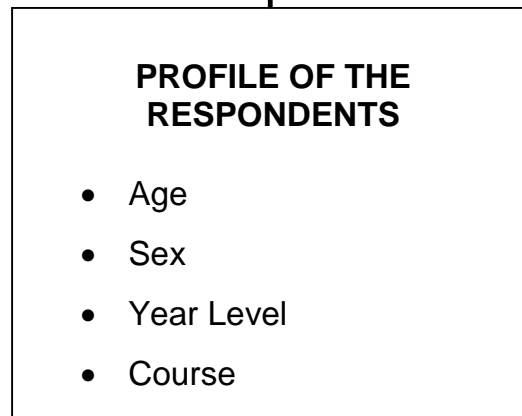


Figure 1 Shows the Conceptual Paradigm Showing the Variables of the Study

Significance of the Study

The following concerns are the beneficiaries of this study:

School Dean / Administrators. The findings and other information from this study will provide school dean / administrators of important data and information about the effect of stress to the students, thus they can utilize the findings in formulating intervention program to reduce or minimize stresses of the students and improve their academic performance.

College Professors. The output from this study would provide instructors / teachers of data and information about the effects of stress to student's academic performance, thus this may be their basis on how to deal with daily stresses of their students.

Students. This study would widen the knowledge of the students about stress, thus they will be aware of its effect particularly in their academic performance.

Future Researchers. Data and information from this study could be used as baseline data for future studies and research.

Definition of Terms

The terms used in the study are operationally defined:

Stress Indicators. In this study, it refers to the school-related challenges faced by the students of the University of Mindanao which happens they have lack of resources to cope with academic-related problems.

Students. This refers to the students of the University of Mindanao who experience stress. This also refers to the research respondents of this study.

Chapter 2

METHOD

Presented in this chapter are the discussions on the research design, the procedure in conducting and identifying the respondents, the instrument used and the statistical tools employed.

Research Design

This study made use of descriptive quantitative research. Descriptive method as defined by Hall (2007) provides answers on the subjects that concerned with factors, influences, conditions, relationships that exists, practices that prevail, beliefs, processes that are going on, effects that are being felt, or trends that are developing. Moreover, descriptive research is a systematic, subjective approach used to describe life experiences and give them meaning. This method is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. This approach is used to describe variables rather than to test a predicted relationship between variables (Polit & Hungler, 2004). The researchers decided to use the descriptive method since the proposed study entailed in finding out and determining the different stress indicators among selected students of the University of Mindanao.

Research Subjects

The respondents of this study were three hundred (300) randomly selected students of the University of Mindanao who are officially enrolled

during the First Semester of the School Year 2018-2019. They were randomly selected during the conduct of actual survey through distribution of questionnaires.

Profile of the Respondents

Table 1 shows the profile of the 300 respondents included in the survey. In terms of gender, majority of the respondents are male with 179, which is equivalent to 59.7 percent while female respondents has 121 respondents or 40.3 percent. On the other hand, in terms of age, majority of the respondents are between 18-20 years old with 209 (69.7 percent), which was followed by 20 years old and above respondents with 73 (24.3 percent), and 15-17 years old with 18 (6.0 percent).

Table 1. Characteristics of 300 respondents included in the survey

Profile Variables	Group	Frequency	Percent
Gender	Male	179	59.7
	Female	121	40.3
Age	15-17	18	6.0
	18-20	209	69.7
	20 and above	73	24.3

Research Instrument

The research instrument that was utilized was an adopted questionnaire from the study of Essel and Owusu (2017) entitled: "Causes

of Students' Stress, Its Effects on their Academic Success, and Stress Management by Students", and it was downloaded from the internet. The downloaded questionnaire was modified by the researchers to fit into the study, and they were assisted by their adviser. The modified questionnaire consisted of two (2) parts, in which the first part was the demographic profile of the respondents and the second part were questions pertaining to the stress indicators. Prior to the distribution of the survey questionnaire, it underwent validation process by three (3) experts from the College of Criminal Justice Education of the University of Mindanao.

In evaluating the stress indicators, the following scale was utilized:

Scale	Parameter of Limits	Descriptive Equivalent	Verbal Interpretation
5	4.20 - 5.00	Strongly Agree	The level of stress indicators among students of the University of Mindanao is very highly manifested
4	3.40 - 4.19	Agree	The level of stress indicators among students of the University of Mindanao is highly manifested
3	2.60 – 3.39	Moderately Agree	The level of stress indicators among students of the University of Mindanao is moderately manifested
2	1.80 – 2.59	Disagree	The level of stress indicators among students of the University of Mindanao is less manifested
1	1.00 – 1.79	Strongly Disagree	The level of stress indicators among students of the University of Mindanao is not manifested

Data Gathering Procedure

The following steps were followed in the conduct of the study:

Asking Permission to Conduct the Study. Researchers made a formal letter of request of permission addressed to the Dean of the College of Criminology of the University of Mindanao, duly noted by their thesis adviser, before the conduct of the actual survey through distribution of questionnaires to the randomly selected respondents.

Administration and Distribution of Survey Questionnaire. After getting all the necessary permission, the researchers administered and distributed the survey questionnaire to the research subjects.

Retrieval, Tabulation and Interpretation of Data. The researchers retrieved the survey questionnaires. Tabulation, computation and interpretation of data followed after being subjected to statistical analysis with the guidance of the statistician. Analyzation and interpretation of the data based on the statement of the problem of the study also followed.

Statistical Treatment of the Data

The following statistical tools were used in the computation of data testing the hypothesis at 0.05 level of significance.

Frequency and Percentage was used to determine the numbers of respondents and their frequency according to their demographic profile.

Mean was used to determine the stress indicators among selected students of the University of Mindanao.

ANOVA was used to determine the significant difference in the level of stress indicators among selected students of the University of Mindanao when analyzed by age.

T-test was used to determine the significant difference in the level of stress indicators among selected students of the University of Mindanao when analyzed by gender.

Chapter 3

PRESENTATION AND ANALYSIS OF FINDINGS

Presented are the data, analysis and discussion. The presentation as arranged as follows: Level of Stress Indicators Among Selected Students of the University of Mindanao and Significant Difference in the Level of Stress Indicators Among Selected Students of the University of Mindanao When Analyzed by Profile.

Level of Stress Indicators Among Selected Students of the University of Mindanao

Table 2 shows the level of stress indicators among selected students of the University of Mindanao, in which the findings revealed that there is a moderate level of stress indicators being experienced by the respondents, and this was reflected in the overall rating of 2.91 (sd=0.862), described as moderate. This means that students of the University of Mindanao sometimes experienced stress such as in the aspect of physical, sleep, behavioral, emotional and also personal habits. Finding means that the feeling of being stressed, particularly among students is natural since sometimes they feel the pressure from their studies. This was supported by Brand and Schoonheim-Klein (2009) that stress among undergraduate and graduate students is multifactorial, arising from both academic and non-academic factors, including socio-cultural, environmental, and psychological attributes.

Specifically, among the highest stress indicator rated by the respondents was the emotional indicator, with a mean rating of 3.21

Table 2. Level of stress indicators among the respondents, n=300

Indicators	Mean	Std. Dev.	Descriptive Interpretation
Physical Indicators	2.96	0.823	Moderate
Sleep Indicators	2.76	0.880	Moderate
Behavioral Indicators	2.46	0.898	Low
Emotional Indicators	3.21	0.937	Moderate
Personal Habits	3.14	0.774	Moderate
Overall	2.91	0.862	Moderate

(sd=0.937), described as moderate. This means that when students of the University of Mindanao experienced being stressed, it was sometimes manifested in their emotional aspect, such as they sometimes experienced having trouble remembering things, feeling hatred deep inside, having hard time to relax at home, the feeling of that they can't trust anyone and also worrying a lot. This was supported by Campbell and Ehlert (2012) that affective or emotional responses to stress are exhibited in behaviors concerned with emotional states. Examples of negative emotions associated with stressors are anxiety, depression, anger, annoyance, guilt, and fear.

Similarly, the second highest stress indicator rated by the respondents was the personal habit, with a mean rating of 3.14 (sd=0.774), described as moderate. This means that when students of the University of

Mindanao experienced being stressed, it was sometimes manifested in their personal habits, such as the lack of time to read newspapers, watching television for entertainment more than one hour a day, feeling difficult to plan time and activities, spending less than 30 minutes a week talking casually with their neighbor, and their day to day living is not really affected by their religious beliefs or philosophy of life.

Likewise, the third highest stress indicator rated by the respondents was the physical indicator, with a mean rating of 2.96 (sd=0.823), described as moderate. This means that when students of the University of Mindanao experienced being stressed, it was sometimes manifested in their physical aspect, such as the feeling of uncomfortable in their body, having sweating palms because of nervousness, having hard time to relax, getting sever or chronic headaches, urinating more than most people. This was supported by the idea of McLaughlin and Christner (2009) that physiological stress response is defined as a normal general, non-specific increase in arousal or activation as the body reacts to stress. Examples of these are a decrease in the immune functions, making the person susceptible to diseases; an upset stomach, headaches, exhaustion, difficulty in breathing, trembling, stuttering, rapid weight loss or gain.

In addition, the fourth highest stress indicator rated by the respondents was the sleep indicator, with a mean rating of 2.76 (sd=0.880), described as moderate. This means that when students of the University of Mindanao experienced being stressed, it was sometimes manifested in their sleeping pattern, such as having trouble falling asleep,

taking pills to get sleep, having nightmares or repeated bad dreams, waking up at least once in the middle of the night for no apparent reason and no matter how much sleep they get, they still awake feeling tired. This was supported by Campbell and Ehlert (2012) that during stress, negative responses may include escape/avoidance, substance abuse, eating disorders, irritability, aggression, inactivity, regression behaviors, alienation, or changes in sleeping patterns. Cognitive responses deal with how people evaluate a stimulus, its significance and available coping strategies.

Moreover, the lowest stress indicator rated by the respondents was the behavioral indicator, with a mean rating of 2.46 (sd=0.898), described as low. This means that when students of the University of Mindanao experienced being stressed, it was more often manifested in their behaviors, such as stutter or getting tongue tied when they talk to other people, getting drunk or high with other drugs more than once a week, when they drink, they like to get really drunk, tending to stumble when walking, or experienced accidents than other people and after dinner, spending more time alone or watching television than talking with their family and friends. This was supported by Lazarus and Folkman (1984) that stress responses can be categorized as affective, behavioral, cognitive and physiological depending on the individual's age, financial status, social support, gender, and other related variables.

**Significant Difference in the Level of Stress Indicators
Among Selected Students of the University of
Mindanao When Analyzed by Gender**

Table 3 shows the significant difference in the level of stress indicators among selected students of the University of Mindanao when analyzed by gender. Findings revealed that there are no significant difference in the level of stress indicators among selected students of the

Table 3 Independent samples t-test results showing the differences in the stress indicators among selected students of the University of Mindanao when analyzed by gender

Indicators	Group	n	Mean	Std. Dev.	t-value	p-value
Physical	Male	179	3.11	0.796	3.942	0.000*
	Female	121	2.73	0.813		
Sleep	Male	179	2.82	0.918	1.467	0.143
	Female	121	2.66	0.817		
Behavioral	Male	179	2.67	0.896	5.085	0.000*
	Female	121	2.15	0.811		
Emotional	Male	179	3.27	0.903	1.435	0.152
	Female	121	3.11	0.983		
Personal	Male	179	3.20	0.789	1.471	0.142
	Female	121	3.06	0.748		

*p<0.05

University of Mindanao when analyzed by gender, particularly in indicators sleep (p-value=0.143), emotional (p-value=0.152) and personal (p-value=0.142), as p-values of the mentioned indicators are greater than .05 level of significance set in the study. However, there are significant differences in terms of indicators physical (p-value=0.000) and behavioral (p-value=0.000), as both p-values are lesser than 0.05 level of significance set in the study. Therefore, there is significant difference in the level of stress indicators among selected students of the University of Mindanao

when analyzed by gender, specifically in physical and behavioral aspects. This means that male and female students of the University of Mindanao differs in their physical and behavioral aspects of stress.

Significant Difference in the Level of Stress Indicators Among Selected Students of the University of Mindanao When Analyzed by Age

Table 4 shows the significant difference in the level of stress indicators among selected students of the University of Mindanao when

Table 4. Summary of ANOVA results showing the differences in the stress indicators among selected students of the University of Mindanao when analyzed by age

	Sum of Square	df	Mean Square	f	Sig
Between Groups	0.783	2	0.392	0.814	0.444
Within Groups	142.847	297	0.481		
Total	143.631	299			

*p<0.05

analyzed by age. Findings revealed that there is no significant difference in the level of stress indicators among selected students of the University of Mindanao when analyzed by age. This means that the level of stress indicators among the respondents have the same level, regardless of their age.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Found in this chapter are the summary, conclusions and recommendations.

Summary of Findings

This research study discusses about the level of stress indicators among students of the University of Mindanao. The findings of the study were summarized as follows:

1. In terms of the level of stress indicators among students of the University of Mindanao, there is a moderate level of stress indicators as reflected in the overall mean of 2.91, and sometimes manifested in terms of physical, sleep, emotional and personal habits indicators and more often manifested in terms of behavioral.

2. In terms of significant difference in level of stress indicators among students of the University of Mindanao, no significant differences were manifested when analyzed by age, however, there is when analyzed by gender, particularly in terms of physical and behavioral indicators.

Conclusions

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

O. Students of the University of Mindanao have moderate level of stress indicators.

P. Profile of the respondents such as age is a non-factor in providing significant differences on the level of stress indicators, except when analyzed by gender in terms of physical and behavioral indicators.

Recommendations

Based on the findings and conclusions, the following recommendations are given:

To School Dean / Administrators, they may utilize the data and information about the effect of stress to the students in formulating intervention program to reduce or minimize stresses of the students and improve their academic performance.

To College Professors, they may use the data and information about the stress indicators among their students, thus this may be their basis on how to deal with daily stresses of their students.

To the Students, they should would widen the knowledge of the students about stress, thus they will be aware of its effect particularly in their academic performance.

To Future Researchers, they can use the data and information from this study as baseline data for future studies and research.

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APPENDIX A

Tables Per-Indicator

Table 1

Level of Stress among selected students of the University of Mindanao in terms of Physical Indicators

Indicators	Mean Score	Descriptive
1. My body feels uncomfortable all over.	3.40	Most of the time
2. I have sweat or sweaty palms because I'm nervous.	2.95	Sometimes
3. I have hard time feeling really relaxed.	3.13	Sometimes
4. I get severe or chronic headaches.	2.63	Sometimes
5. I need to urinate more, than most people.	2.69	Sometimes
Overall	2.96	Moderate

Table 2

Level of Stress among selected students of the University of Mindanao in terms of Sleep Indicators

Indicators	Mean Score	Descriptive
1. I have trouble falling asleep.	3.35	Sometimes
2. I take pills to get asleep.	1.82	More Often
3. I have nightmares or repeated bad dreams.	2.57	More Often
4. I wake up at least once in the middle of the night for no apparent reason.	2.90	Sometimes
5. No matter how much sleep I get, I awake feeling tired.	3.13	Sometimes
Overall	2.76	Moderate

Table 3

Level of Stress among selected students of the University of Mindanao in terms of Behavioral Indicators

Indicators	Mean Score	Descriptive
1. I stutter or get tongue tied when I talk to other people.	3.09	Sometimes
2. I get drunk or high with other drugs more than once a week.	1.82	More Often
3. When I drink, I like to get really drunk.	2.16	More Often
4. I tend to stumble when walking or experienced accidents than other people.	2.38	More Often
5. After dinner I spend more time alone or watching television than I do talking with my family and friends.	2.87	More Often
Overall	2.46	Low

Table 4

Level of Stress among selected students of the University of Mindanao in terms of Emotional Indicators

Indicators	Mean Score	Descriptive
1. I have trouble remembering things.	3.42	Most of the Time
2. I feel hatred deep inside.	3.01	Sometimes
3. It is hard for me to relax at home.	3.04	Sometimes
4. I feel like I really can't trust anyone.	3.29	Sometimes
5. I worry a lot.	3.30	Sometimes
Overall	3.21	Moderate

Table 5

Level of Stress among selected students of the University of Mindanao in terms of Personal Habits

Indicators	Mean Score	Descriptive
1. I lack of time to read the daily newspaper.	3.09	Sometimes
2. I watch television for entertainment more than one hour a day.	3.01	Sometimes
3. When I feel stressed, it is difficult for me to plan time and activities to constructively release my stress.	3.46	Most of the Time
4. I spend less than 30 minute a week talking casually with my neighbor.	2.63	Sometimes
5. My day to day living is not really affected by my religious beliefs or my philosophy of life.	3.52	Most of the Time
Overall	3.14	Moderate

APPENDIX B

Plagiarism Check Result

japus

ORIGINALITY REPORT

18%

SIMILARITY INDEX

11%

INTERNET SOURCES

11%

PUBLICATIONS

16%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

10%

★ Dalia Bedewy, Adel Gabriel. "Examining perceptions of academic stress and its sources among university students: The Perception of Academic Stress Scale", Health Psychology Open, 2015

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography On

APPENDIX C

Title Approval signed by the Dean and Research Coordinator



COLLEGE OF CRIMINAL JUSTICE EDUCATION
GET Building, Matina, Davao City
Telefax: (082)300-5456 Local 130

December 11, 2017

CARMELITA B. CHAVEZ, PH.D.
Dean, College of Criminal Justice Education
University of Mindanao
Matina, Davao City


Dear Ma'am,

We undersigned criminology students would like to ask an approval of our study entitled "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**" The purpose of this study is to determine the stress indicators of the students in University of Mindanao.

Your approval to this request is highly appreciated. Thank you very much.


Respectfully Yours,


~~Mark Anthony Grado~~

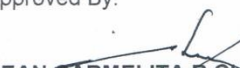

Harry Japus


Joven Malbas

Recommending approval:


NESTOR C. NABE, PH.D.
Research Coordinator

Approved By:


DEAN CARMELITA B. CHAVEZ, PH.D.
Dean, College of Criminal Justice Education

APPENDIX D

Title Approval Forms



College of Criminal Justice Education
2nd Floor, GET Building
Matina Campus, Davao City
Telefax. (082)300-5465

December 08, 2017

Nestor C. Nabe, Ph.D.
Faculty, College of Criminal Justice Education
University of Mindanao
Matina Campus, Davao City

Dear Sir,

We undersigned criminology students would like to ask an approval of our study entitled "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**" The purpose of this study is to determine the stress indicators of the students in University of Mindanao.

Your approval to this request is highly appreciated. Thank you very much.

Respectfully Yours,

Mark Anthony Grado

Harry Japus


Joven Malbas

Approved By:

Nestor C. Nabe, Ph.D.
Research Coordinator

APPENDIX E

Undergraduate Research Agreement

 <p>The University of Mindanao</p>	<p style="text-align: center;">UNIVERSITY OF MINDANAO</p> <p style="text-align: center;">[] Main [] Branch</p> <p style="text-align: center;">UNDERGRADUATE RESEARCH AGREEMENT</p>
<p>As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:</p> <ol style="list-style-type: none">1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense.2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University.3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall choose qualified research personnel (adviser, statistician, editor) to help them out in the conduct of the project.4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited.5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring.6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the subject teacher who shall coordinate with the RC re schedule of defense.7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and thesis booking as announced/posted. Three (3) copies of the outlines/manuscripts shall be submitted to the subject teacher one week before the scheduled defense.8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond it needs to obtain RPC consent through writing. No additional payment shall be made to editors/panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party.9. The researcher/s shall deliver oral defense as scheduled by the RC a month before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained.10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.	



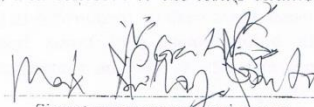
RESEARCH AND PUBLICATIONS


[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

11. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC who shall in turn submit to the RPC.
12. The researcher/s shall maintain the right of three(3) plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 20% and lower.
13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.
14. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.
15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.
16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.
17. The schedule of oral defense is on _____

I affix my signature to signify that I read, understand, and conform to the items enumerated above.


Signature over printed name


Date



UNIVERSITY OF MINDANAO

[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:

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10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

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17. The schedule of oral defense is on _____

I affix my signature to signify that I read, understand, and conform to the items enumerated above.


Signature over printed name

Sept 13, 2018
Date



[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:

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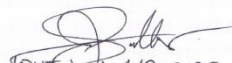
RESEARCH AND PUBLICATION CENTER

[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

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16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.
17. The schedule of oral defense is on _____

I affix my signature to signify that I read, understand, and conform to the items enumerated above.


JOVER L. MAUPAS

Signature over printed name

09-13-18

Date

APPENDIX F

Letter Of Acceptance –Adviser



COLLEGE OF CRIMINAL JUSTICE EDUCATION
GET Building, Matina, Davao City
Telefax: (082)300-5456 Local 130

December 11, 2017

ROBERTO R. MAGBOJOS, PH.D.
Faculty, College of Criminal Justice Education
University of Mindanao
Matina, Davao City

Dear Sir,

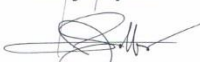
We undersigned criminology students would like to ask an approval of our study entitled "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**" The purpose of this study is to determine the stress indicators of the students in University of Mindanao.

Your approval to this request is highly appreciated. Thank you very much.

Respectfully Yours,


Mark Anthony Grado


Harry Japus


Joven Malbas

Approved By:


ROBERTO R. MAGBOJOS, PH.D.
Research Adviser



College of Criminal Justice Education

2nd Floor, GET Building
Matina Campus, Davao City
Telefax: (082) 300-5456 Local 103

July 02, 2018

ROBERTO R MAGBOJOS Ph.D.
Faculty, College of Criminal Justice Education
University of Mindanao
Matina, Davao City


Sir,

The undersigned Criminology Students wish to ask for your assistance and expertise on our approved thesis entitled "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**" The purpose of the study is to determine the stress indicators among selected students of the University of Mindanao.

In this regard, we humbly request you to be our adviser. We believe that you could help us a lot in this endeavor.

Thank you so much for your favorable consideration and approval.

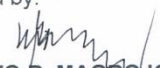
Respectfully yours,


Mark Anthony C. Grado


Harry M. Japus


Joven L. Malbas

Approved by:


ROBERTO R. MAGBOJOS Ph.D.
Thesis Adviser

APPENDIX G

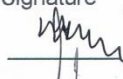


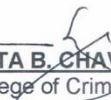
Assignment Of Research Personnel



College of Criminal Justice Education
2nd Floor, GET Building
Matina Campus, Davao City
Telefax: (082) 300-5456 Local 103

ASSIGNMENT OF RESEARCH PERSONNEL

This is acknowledging acceptance of assignment as research personnel for the thesis entitled: "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**".

	Name of Faculty	Signature
Adviser	: <u>ROBERTO R. MAGBOJOS, PH. D.</u>	
Statistician	: <u>Prof. Angelito D. Gardose MAT-MATH</u>	
Endorse by:	 <u>LEO CARLO B. RONDINA</u> Research Coordinator	
Approved:	 <u>CARMELITA B. CHAVEZ, PH. D.</u> Dean, College of Criminal Justice Education	

APPENDIX H

Endorsement For Final Defense



College of Criminal Justice Education
2nd Floor, GET Building
Matina Campus, Davao City
Telefax: (082) 300-5456 Local 103

Endorsement for Final Defense

This is to endorse the thesis manuscript entitled: "STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO" prepared and submitted by, MARK ANTHONY C. GRADO, HARRY M. JAPUS, and JOVEN L. MALBAS for final defense. The paper has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the University of Mindanao Research Manual.

Name of faculty

Signature

Adviser : Roberto R. Magbojos, Ph.D.

Statistician: Angelito D. Gardose MAT-Math

Approved by:

DEAN. CARMELITA B. CHAVEZ, Ph.D.
Subject Teacher

APPENDIX I

Consulation Form

Research Title: <u>STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO</u>						
Proponents: <u>MARK ANTHONY C. GRADO</u> Course Code: _____						
<u>HARRY M. JAPUS</u> Program: _____						
<u>JOVEN L. MAURAS</u> Date Enrolled: _____						
	Name	Date Received	Signature	Date Released	Signature	Remarks
Adviser (5 days)		01/03/18		01/05/18		
Statistician (3 days)		01/09/18 01/07/18		01/06/18 01/11/18		
Panel 1 (2 days)						
Panel 2 (2 days)						
Panel 3 (2 days)						
Dean/ Director (2 days)						
Editor/ Grammarian (5 days)						

APPENDIX J

Letter To Conduct Survey/Data



College of Criminal Justice Education
2nd Floor GET Building
McArthur Highway, Davao City
Telefax: (082)300-5456/305-0647 Local 103

July 12, 2018

DEAN CARMELITA B CHAVEZ, Ph.D.
Dean, College of Criminal Justice Education
University of Mindanao
Matina, Davao City

Ma'am,

The undersigned Criminology students are conducting a research study on **"STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO"**.

In this regard, we would like to ask permission from your good office to allow us to conduct a survey within the premises of University of Mindanao, by answering the questionnaire provided by the researchers. Their answers will serve as the primary data of the study.

Your favorable response on this request would greatly help the undersigned Criminology Students.

Thank you very much for your favorable consideration and approval.

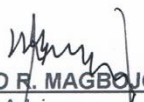
Respectfully yours,


Mark Anthony C. Grado



Harry M. Japus


Joven L. Malbas

Noted by:


ROBERTO R. MAGBOJOS, Ph.D
Adviser

Approved by:


DEAN CARMELITA B CHAVEZ, Ph.D

APPENDIX K

Certificate Of Appearance



College of Criminal Justice Education
2nd Floor, GET Building
Matina Campus, Davao City
Telefax: (082) 300-5456 Local 103

Certificate of Appearance


This is to certify that the students whose names are listed below have appeared at the UNIVERSITY ON MINDANAO and conducted surveyin relation to their thesis entitled: "STRESS INDICATORS AMONG SELECTED STUDENTS OF UNIVERSITY OF MINDANAO" during the period of S.Y.2018 - 2019.

NAMES:

MARK ANTHONY C. GRADO

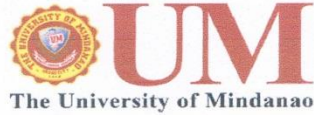
HARRY M. JAPUS

JOVEN L. MALBAS


DEAN. CARMELITA B. CHAVEZ, Ph.D.
Name and Signature of Authorized Personnel

APPENDIX L

Validation Result



College of Criminal Justice Education
2nd Floor GET Building
Matina Campus, Davao City
Tel. no. : 300-5456 loc. 103

Validation of Research Instrument

July 03, 2018

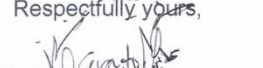
Sir,

Please be informed that you are one of the chosen expert validators of our study "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**".

It would also be better help for the researchers if you can write your comments, suggestions and recommendation that will help improve the above mentioned questionnaire. We believe that your valuable observation and experiences will help along the way in the improvement of knowledge in the academe.

Thank you very much for your kind consideration and valuable contribution in this respect.


Respectfully yours,


Mark Anthony C. Grado


Harry M. Japus


Joven L. Malbas

Noted by:


NESTOR C. NABE Ph.D.
Validator



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch _____

QUESTIONNAIRE VALIDATION SHEET

STRESS INDICATORS AMONG SELECTED STUDENTS

Title of Research: OF THE UNIVERSITY OF MINDANAO

Proponents: Mark Anthony Urado, Harry M. Japus, Joven L. Malbas

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 - Excellent 2 - Fair
4 - Very Good 1 - Poor
3 - Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.			<input checked="" type="checkbox"/>		
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.			<input checked="" type="checkbox"/>		
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.			<input checked="" type="checkbox"/>		
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.			<input checked="" type="checkbox"/>		
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.			<input checked="" type="checkbox"/>		
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.			<input checked="" type="checkbox"/>		
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		<input checked="" type="checkbox"/>			



Signature Above Printed Name

Validation of Research Instrument

July 05, 2018

Ma'am,

Please be informed that you are one of the chosen expert validators of our study "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**"

It would also be better help for the researchers if you can write your comments, suggestions and recommendation that will help improve the above mentioned questionnaire. We believe that your valuable observation and experiences will help along the way in the improvement of knowledge in the academe.

Thank you very much for your kind consideration and valuable contribution in this respect.

Respectfully yours,

Mark Anthony C. Grado



Harry M. Japus



Joven Malbas

Noted by:



IVY Q. MALIBIRAN, MSCrim.
Validator



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch _____

QUESTIONNAIRE VALIDATION SHEET

Title of Research: STRESS INDICATORS AMONG SELECTED STUDENTS OF UNIVERSITY OF MINDANAO
 Proponents: MARK ANTHONY C. GRADO, HARRY M. JAPUS, JOVEN L. MAUREAS

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
 4 – Very Good 1 – Poor
 3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		/			
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.			/		
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		/			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		/			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		/			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		/			



 Signature Above Printed Name

Validation of Research Instrument

July 11, 2018

Ma'am,

Please be informed that you are one of the chosen expert validators of our study "**STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO**"

It would also be better help for the researchers if you can write your comments, suggestions and recommendation that will help improve the above mentioned questionnaire. We believe that your valuable observation and experiences will help along the way in the improvement of knowledge in the academe.

Thank you very much for your kind consideration and valuable contribution in this respect.

Respectfully yours,



Mark Anthony Grado

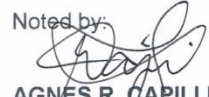


Harry M. Japus



Joven Malbas

Noted by:



AGNES R. CAPILI MS Crim.
Validator



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch

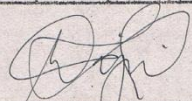
QUESTIONNAIRE VALIDATION SHEET

Title of Research: STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO
 Proponents: MARK ANTHONY C. GRACE, HARRY M. JARUS, JOVEN V. MALBAS

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
 4 – Very Good 1 – Poor
 3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		✓			
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		✓			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		✓			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		✓			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		✓			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		✓			



 Signature Above Printed Name

APPENDIX M

Sample Questionnaire/Secondary Data

SURVEY QUESTIONNAIRE ON STRESS INDICATORS AMONG SELECTED STUDENTS OF UNIVERSITY OF MINDANAO

I. PROFILE OF THE RESPONDENTS. Please check the items that correspond to your answer.

Name (Optional): _____

Gender: Male Female

Age: 15-17 years old 18-20 years old 20 years above

II. This questionnaire will show how stress affects different parts of your life. Please check the response which best indicates how often you experience each stress indicator during typical week.

Numerical Equivalent	Verbal Description	Meaning
5	always	the level of stress indicators of the University of Mindanao is very high
4	most of the time	the level of stress indicators of the University of Mindanao is high
3	sometimes	the level of stress indicators of the University of Mindanao is moderate
2	more often	the level of stress indicators of the University of Mindanao is low
1	never	the level of stress indicators of the University of Mindanao is very low

Physical Indicators	5	4	3	2	1
1. My body feels uncomfortable all over.					
2. I have sweat or sweaty palms because I'm nervous.					
3. I have hard time feeling really relaxed.					
4. I get severe or chronic headaches.					
5. I need to urinate more, than most people.					

Sleep Indicators	5	4	3	2	1
1. I have trouble falling asleep.					
2. I take pills to get asleep.					
3. I have nightmares or repeated bad dreams.					
4. I wake up at least once in the middle of the night for no apparent reason.					
5. No matter how much sleep I get, I awake feeling tired.					
Behavioral Indicators	5	4	3	2	1
1. I stutter or get tongue tied when I talk to other people.					
2. I get drunk or high with other drugs more than once a week.					
3. When I drink, I like to get really drunk.					
4. I tend to stumble when walking, or experienced accidents than other people.					
5. After dinner I spend more time alone or watching television than I do talking with my family and friends.					
Emotional Indicators	5	4	3	2	1
1. I have trouble remembering things.					
2. I feel hatred deep inside.					
3. It is hard for me to relax at home.					
4. I feel like I really can't trust anyone.					
5. I worry a lot.					
Personal Habits	5	4	3	2	1
1. I lack of time to read the daily newspaper.					
2. I watch television for entertainment more than one hour a day.					
3. When I feel stressed, it is difficult for me to plan time and activities to constructively release my stress.					
4. I spend less than 30 minute a week talking casually with my neighbour.					
5. My day to day living is not really affected by my religious beliefs or my philosophy of life.					

APPENDICES N

Certification-Statistician



*College of Arts and Sciences Education
2nd Floor DPT Building
Matina Campus, Davao
Telefax: (082)300-5456/305-0647 Local 134*

CERTIFICATION

This is to certify that the thesis manuscript/feasibility study/ business plan entitled **“STRESS INDICATORS AMONG SELECTED STUDENTS OF THE UNIVERSITY OF MINDANAO”**. Prepared and submitted by **MARK ANTHONY C. GRADO, HARRY M. JAPUS, JOVEN L. MALBAS** has been reviewed and statistician by the undersigned according to the format and standards prescribed by the UM College of Arts and Sciences Education.


ANGELITO D GARDOSE, MAT-Math
Statistician