

**STRESSORS AMONG CRIMINOLOGY STUDENTS IN THE  
UNIVERSITY OF MINDANAO**



A Thesis Presented to the Faculty of the  
College of Criminal Justice Education  
University of Mindanao  
Davao City

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

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## APPROVAL SHEET

This thesis entitled "**STRESSORS AMONG CRIMINOLOGY STUDENTS IN THE UNIVERSITY OF MINDANAO**" prepared and submitted by **MARY ROSE B. ROSAL, MARVIN M. GASPAR** and **CARLO JAMES C. LUCENIO**. In partial fulfillment of the subject requirements for the degree of Bachelor of Science in Criminology has been examined and hereby recommended for acceptance and approval.

  
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## **ABSTRACT**

The main aim of this study was to determine the stressors among criminology students in the University of Mindanao. The tool used in the study was a survey questionnaire validated by the research adviser and three validators from the faculty of the College of Criminal Justice Education. The study employed an accommodated questionnaire. The Mean, t-test and ANOVA were used to gauge the hypothesis. The survey gathered data from 300 Criminology students. Findings of the study showed that most of the respondents were males, the majority of the respondent's bracket of 19 to 21 years old; Most of the respondents are 1st-year students. The level of stressors of the criminology students reached an overall mean of 3.46. There is a significant difference on the stressors of criminology students when grouped according to gender. The statistical result showed that among the five indicators got the lowest Mean when grouped according to gender. This means that students feel being stressed when they are frustrated, having conflicts with others, feeling being pressures, changes, and also the feeling of self-imposed.

**Keywords:** *Stressors, Students, Criminal Justice Education, frustrated, Self-Imposed*

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***M.M.G.***

***C.J.C.L***

***M.R.R***

## **DEDICATION**

We dedicate this research to our teachers and parents who taught us to express, to think and to understand. We earnestly feel that without their inspiration and guidance, we would not be able to pass through the tiring process of this research.

***M.M.G.***

***C.J.C.L***

***M.R.R***

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## **Chapter 1**

### **THE PROBLEM AND ITS SETTING**

#### **Background of the Study**

The alarming spike in the incidence of reported stress among students in recent years and its impact on the bottom line has made the management of stress an urgent business strategy for various schools (Dollard &Metzer, 2009). Nearly three-quarters of global students surveyed in 2013 reported experiencing symptoms of stress. According to statistics from the American Psychological Association (APA), a startling two-thirds say that academic pressure is a main source of stress in their lives, up nearly 15 percent from those who ranked academic stress at the top just a year before.

One of the most challenging issues that the school administrators have to face is related to the cause of stress among Criminology students in University of Mindanao. Researchers found out that the stressors among criminology students is an important concern. As a result of the stress students can become exhausted and cynical which it turns affect the academic performance (Kim, 2016). It is found through research that stress is moderately correlated with a number of physical illness and physiological symptoms such as headaches, strokes, fatigue, heart attacks, indigestion, blood pressure, and ulcers (Williams, 2013).

The inability to balance work and life is likely to increase stress level, reducing the quality of Filipino students' output and making them more prone to pressure, that directly affect their academic performance, according to reports. The absence of local studies and other researches about the effect of

stress to students' academic performance prompted the researchers to conduct such study for it is of great importance. The researchers believed that through this study, it would provide benefits particularly to students' awareness on the importance of stress management, which they can use for the future practice of their chosen profession. This study would also provide benefits to future researchers as their baseline data for their future studies and also the students will aware the cause of stress on that will effect on their academic performance.

### **Statement of the Problem**

This research study was conducted to determine the stressors among Criminology students in the University of Mindanao. Specifically, it sought answers to the following questions:

1. What are the level of stressors among respondents in terms of?

- 1.1 Frustration;
- 1.2 Conflicts;
- 1.3 Pressure;
- 1.3 Changes; and
- 1.4 Self-imposed?

2. Is there a significant difference in the level of stressors among respondents when analyzed according to:

- 2.1 age
- 2.2 sex
- 2.3 year level

## **Hypothesis**

There is no significant difference in the level of stressors among respondents when analyzed by profile.

## **Review of Related Literature**

This section presents the additional literatures and studies from different authors who were taken from books, magazines, newspaper articles and internet.

Stress as that refers to a person's ability to cope with situations that appear to threaten their well-being. Stress is also a natural psychological and physical reaction to the demands exerted by life. When faced with stressful event(s), the body responds by activating the nervous system and releasing hormones such as adrenalin and cortisol. This enables the body to quickly and effectively deal with the stressful situation. *Comer (2010)*

Moreover, stress is then associated with physiological and behavioral symptoms that are due to the activation of the sympathetic nervous system. The physiological symptoms include increased heart rate, increased blood pressure, sweating, headaches, tiredness, and sleeplessness, muscle tension particularly in the neck and shoulder muscles, indigestion, constipation and diarrhea. Behavioral symptoms on the other hand include increased consumption of alcohol, tobacco and food, loss of appetite, restlessness, sleeplessness, loss of interest and difficulty concentrating (Lal, 2014).

Young people experience stress related to academic work, relationships, financial difficulties, employment situations and personal factors. However, students report academic stress as a major stressor in their

lives and thus the need for adequate research on the subject (Robinson-Wood, 2009).

Stress may it refers to school-related challenges faced by students and their ability to overcome those challenges (Esia-Donkoh et al., 2011). It occurs when an individual has inadequate resources to adapt or cope with academic-related demands. These include fear of not getting a University placement, examination, course workload, inadequate revision time, high self-expectation, lack of interest in a particular subject, and punishment (Lin &Yusoff, 2013). Hence, these academic related stressors may contribute to an increase in academic stress and poor psychological well-being among students. This relationship has been found to be stronger among students preparing for examinations (Kadapatti&Vijayalaxmi, 2012). It is therefore important to explore this phenomenon and examine the extent to which these stressors influence the psychological well-being of the students.

Therefore, stress has been found to be positively related with depression and anxiety. Skead and Rogers (2014) for instance, found a positive relationship between stress, anxiety and depression. Similarly, Cole et al., (2014) found that academic stress was positively associated with anxiety and depression. These studies indicate a positive relationship between stress, depression and anxiety. They further highlight the need to study these variables in students when studying academic stress.

Found poor performance to be related to psychological symptoms of depression, stress, anxiety and suicide Bjorkenstam, et al. (2010). These symptoms continue to exist in poor performing students even after school

years are over. Poor performing students have been found to be frustrated, angry, depressed and anxious (Lin & Yusoff, 2013).

Furthermore, there have been reports on suicide attempts related to academic performance among Ghanaian students. These strong relationships between academic stress, poor academic performance and psychological well-being drives home the importance of studying poor performing students separately from the general student population. *EsseI (2014)*

Stress has been found to be positively related to depression and anxiety. Furthermore, depression, anxiety and stress have also been found to be common among students with poor academic performance. Academic stress refers to school-related challenges faced by students and their ability to overcome those challenges (Esia-Donkoh et al., 2011).

Stress may occur due to fear of not getting a University placement, course workload, poor academic performance, high self-expectation, preparation for tests, low interest in a particular subject, missing classes and teacher's punishment (Bulo & Sanchez, 2014), also indicated that hostel rooms, equipment, books, teacher's attention, and environment are a major source of stress while duration for revision, library facilities, and food rank second as student stressors.

Stress can also have a negative influence on the psychological and physical well-being of individuals. According to Salleh(2008), stressful life events precede the development of medical conditions such as peptic ulcers and ulcerative colitis. This is because chronic stress leads to an imbalance of the acid concentration in the stomach. Academic stress, has also been found to have a negative influence on the psychological well-being of students.

Furthermore, the most common psychological symptoms associated with academic stress are depression and anxiety. It is therefore important to examine symptoms of depression and anxiety because they may co-exist and are strongly associated with stress, for instance, sought to identify the correlations between stress, anxiety and depression in Law and Psychology students at the University of Western Australia. *Skead and Rogers (2014)*

Stress was measured by Gadzella's Student-life Stress Inventory (SLSI), (1991) while anxiety was measured by the State-Trait Anxiety Inventory and depression was measured by the depression subscale of the DASS-42. The results of the study revealed a strong positive correlation between stress, anxiety and depression. The researchers concluded that students who experience one of these symptoms are also more likely to experience the other two psychological symptoms. This study indicates the co-morbidity of stress, anxiety and depression.

Similarly, found that academic stress was positively associated with measures of psychological well-being; anxiety and depression Cole et al. (2014). Furthermore, Asberg (2000) also found a positive relationship between stress and depression while Chen, and others (2013) found a significant relationship between distress and academic stress. Actually, academic stress was more than 1.5 times associated with the risk of distress. Akinsola and Nwajei (2013) also found that test anxiety, trait anxiety, and depression co-exist and are positively related. These studies indicate a positive relationship between stress, depression and anxiety. They further highlight the need to study these variables in students when studying academic stress.

Contrary to these findings, found no relationship between levels of academic stress and psychological well-being. This study was conducted in Ghana and sought to explore how academic stress and perceived social support influence the psychological well-being of SHS students in Ghana. Participants were made of SHS students between the ages of thirteen (13) and twenty-two (22) years. In results of the study indicates that there was no relationship between academic stress and psychological well-being because of the buffering role of social support Glozah(2013).

Research also indicates that psychological symptoms of anxiety and depression are associated with academic performance even when confounding variables are controlled. Bjorkenstam and others (2010) for instance found that students with poorer psychological well-being had lower grades than those with higher grades. This relationship existed despite adjustments to a number of possible confounders including family psychiatric illness, low family educational level, depending on social welfare and being adopted or belonging to a single parenting home.

Furthermore it identified emotional problems in poor performing students as both a cause and an effect of poor academic performance. Emotional problems also predicted the likelihood of failing one or more subsequent classes, absenteeism and challenges with homework. In addition 40% of the poor performing children had depression while 20% had adjustment disorder. Unfortunately, even though 60% of these children had psychological challenges, not one of them had been psychologically evaluated. This provides evidence that a large number of psychological

conditions among students may go unidentified and untreated. *Needham et al. (2004)*

Similar findings were also reported who found that test anxiety, depression and academic stress were negatively associated with academic performance. It is therefore important to conduct studies among poor performing students and to encourage the need to extend psychological services to these students by Akinsola and Nwajei (2013).

The literature and studies presented above provided present overviews on the global, national and local stressors among criminology students in the University of Mindanao. Lastly, the related literature also provide basis for the interpretation of the results.

### **Theoretical and Conceptual Framework**

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.

The theory states that stress is one of the most interesting and mysterious subjects we have since the beginning of time, its study is not only limited to what happens to the body during a stressful situation, but also to

what occurs in the psyche of an individual. Stress is a two-way process; it involves the production of stressors by the environment, and the response of an individual subjected to these stressors. This means that the emotional behavior is not possible to occur unless it is connected to one's brain. His conception regarding stress led to the theory of cognitive appraisal (James-Lange, 1885).

Theory James Lange might have separately proposed their respective theories on the correlation of stress and emotion, but they had a unified idea on this relationship - emotions do not immediately succeed the perception of the stressor or the stressful event; they become present after the body's response to the stress. For instance, when you see a growling dog, your heart starts to race, your breath begins to go faster, then your eyes become wide open. According to James and Lange, the feeling of fear or any other emotion only begins after you experience these bodily changes.

Figure 1 shows the conceptual framework of the study. The moderator Variable is the profile of the respondent's age, sex, year level. On the other hand the main variable is stressor among criminology students in the University of Mindanao with the following indicators; Frustration, conflicts, pressure, changes and self-imposed.

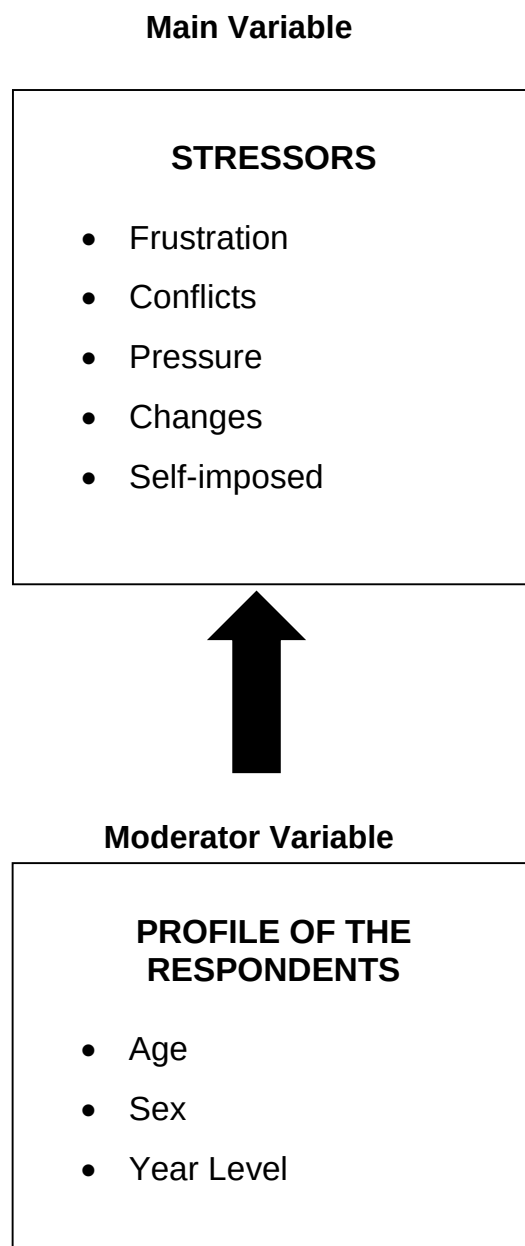


**Figure 1 Shows the Conceptual Paradigm of the Study**

## **Significance of the Study**

The following concerns are the beneficiaries of this study:

**School Administrators.** The output from this study would provide school administrators of important knowledge about the effect of stress to Criminology students in University of Mindanao , thus they can utilize the findings in formulating intervention program to reduce or minimize stresses of the students and improve their academic performance.

**Instructors / Teachers.** The output from this study would provide instructors / teachers of data and information about the effects of stress to student, 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 the effect.

**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:

**Stressors.** This refers to the school-related challenges faced by the University of Mindanao students which occur when an individual has inadequate resources to adapt or cope with academic-related demands in terms of Frustration, Conflicts, Changes, Pressure and Self-Imposed.

## **Chapter 2**

### **METHOD**

This chapter presents the discussions on the research design, the procedure in conducting and identifying the respondents, the instrument used and the statistical tools employed.

#### **Research Design**

The researchers made use of quantitative research using descriptive method. Descriptive research is used to describe characteristics of a population or phenomenon being studied. The main goal of this type of research is to describe the data and characteristics about what is being studied. The idea behind this type of research is to study frequencies, averages, and other statistical calculations (Shields & Rangarjan, 2013). In this view, the descriptive method was an appropriate research design that was employed by the researchers in the study for the research work entailed in determining the stressors among Criminology students in the University of Mindanao.

#### **Research Subjects**

The respondents of this study were three hundred (300) selected Criminology students of the University of Mindanao. The researchers used purposive sampling method since only selected Criminology students of UM were the respondents of the study. Babbie (2011) defined purposive sampling as also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study wherein the subjects are selected because of some characteristic.

***Table 1. Characteristics of 300 respondents included in the survey***

| <b>Profile Variables</b> | <b>Group</b> | <b>Frequency</b> | <b>Percent</b> |
|--------------------------|--------------|------------------|----------------|
| <b>Gender</b>            | Male         | 185              | 61.7           |
|                          | Female       | 115              | 38.3           |
| <b>Age</b>               | 16-18        | 80               | 26.7           |
|                          | 19-21        | 149              | 49.7           |
|                          | 22-24        | 59               | 19.7           |
|                          | 25 and above | 12               | 4.0            |
| <b>Year Level</b>        | 1st Year     | 99               | 33.0           |
|                          | 2nd Year     | 67               | 22.3           |
|                          | 3rd Year     | 75               | 25.0           |
|                          | 4th Year     | 59               | 19.7           |

### **Research Instrument**

The researchers utilized a downloaded questionnaire from the internet which was modified to fit into the study. During the modification of the research instrument, the researchers were assisted by their research adviser. The survey questionnaire underwent content validation from selected faculty from the College of Criminal Justice Education of the University of Mindanao.

The survey questionnaire was divided into two (2) parts. The first part was the profiles of the respondents while the second part were questions pertaining to the stressors among criminology students in the University of Mindanao.

In evaluating the responses of the respondents, the following scales were used:

| Scale       | Description | Interpretation                                                                     |
|-------------|-------------|------------------------------------------------------------------------------------|
| 4.20 - 5.00 | Always      | This means that the stressors among criminology students is always observed.       |
| 3.40 - 4.19 | Often       | This means that the stressors among criminology students is often observed.        |
| 2.30 – 3.39 | Sometimes   | This means that the stressors among criminology students is sometimes observed.    |
| 1.80 – 2.29 | Seldom      | This means that the stressors among criminology students is seldom observed.       |
| 1.00 – 1.79 | Never       | This means that the stressors among criminology students is never observed at all. |

### **Data Gathering Procedures**

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

**1. Asking Permission to Conduct the Study.** The researchers asked permission, through a formal letter duly noted by their thesis adviser to the Dean of College of Criminal Justice Education to conduct the study.

**2. Administration of Research Instrument.** After getting necessary permission, the researchers distributed the downloaded modified questionnaires to their selected respondents.

**3. Collation and Tabulation of Data.** The researchers retrieved the survey questionnaires and tabulated all the data that was subjected to statistical analysis with the guidance of the school statistician. Then the results were analyzed and interpreted based on the statement of the problem of the study.

#### **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.

**Average Weighted Mean (Mean)** was used in determining the level of stressors among Criminology students.

**ANOVA** was used in determining the significant difference in the level of stressor among Criminology students when analyzed by profile.

## **Chapter 3**

### **PRESENTATION AND ANALYSIS OF FINDING**

This chapter presents the data gathered and its analysis and their interpretations are based from statistical result. The presentation as arranged as follows: Level of Stressors among Criminology Students in the University of Mindanao, and Significant Difference in the Level of Stressors among Criminology Students in the University of Mindanao When Analyzed by Profile.

#### **Level of Stressors among Criminology Student in the University of Mindanao**

Table 2 shows the level of the stressors among Criminology students in the University of Mindanao. Findings revealed that there is a moderate level of effect of stressors among Criminology students in the University of Mindanao as reflected in the overall mean score of 3.46, which has a descriptive interpretation of moderate. This means that frustration, conflicts, pressure, changes and self-imposed moderately create stress among the Criminology students in the University of Mindanao. This means that students feel being stressed when they are frustrated, having conflicts with others, feeling being pressures, changes, and also the feeling of self-imposed. The feeling of being stressed, particularly among students was natural as explained by Comer (2010) that stress is a person's ability to cope with situations that appear to threaten their well-being. Stress is also a natural psychological and physical reaction to the demands exerted by life. When faced with stressful

**Table 2. Level of the stressors among Criminology students in the University of Mindanao,**

| <b>Indicators</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> | <b>Descriptive<br/>Interpretation</b> |
|-------------------|-------------|---------------------------|---------------------------------------|
| Frustration       | 3.47        | 0.802                     | Moderate                              |
| Conflicts         | 3.38        | 0.884                     | Moderate                              |
| Pressure          | 3.52        | 0.902                     | Moderate                              |
| Changes           | 3.44        | 0.914                     | Moderate                              |
| Self-Imposed      | 3.49        | 0.813                     | Moderate                              |
| <b>Overall</b>    | <b>3.46</b> | <b>0.863</b>              | <b>Moderate</b>                       |

event(s), the body responds by activating the nervous system and releasing hormones such as adrenalin and cortisol. This enables the body to quickly and effectively deal with the stressful situation.

Specifically, Criminology students are moderately stressed when they have frustrations, as reflected in the total mean rating of 3.47, which has a descriptive interpretation of moderate. Among the frustrations that moderately causes stress among Criminology students are the delays in reaching their goals, daily hassles or difficulties in reaching their goals, the lack of money, books, etc., the failures in accomplishing their goals, not having been socially accepted or the feeling of being socially outcast, and being denied opportunities in spite of their qualifications. The findings was supported by Robinson-Wood (2009) that young people experience stress related to academic work, relationships, financial difficulties, employment situations and personal factors.

Likewise, Criminology students are also moderately stressed when they are having conflicts, as reflected in the total mean rating of 3.38, which has a descriptive interpretation of moderate. Among the conflicts that moderately causes stress among Criminology students are the conflicts produced by two or more desirable choices, two or more undesirable

alternative or choice, and also when a goal had both positive and negative alternatives.

Similarly, Criminology students are also moderately stressed when they feel of pressure, as reflected in the total mean rating of 3.52, which has a descriptive interpretation of moderate. Among the pressures that moderately causes stress among Criminology students are the competitions on grades, relationship with friends / classmates, deadlines of school requirements / projects, due to an overload like attempting too many things at one time and due to interpersonal relationships such as with family and friends. This was supported by Esia-Donkoh et al (2011) that stress refers to school-related challenges faced by students and their ability to overcome those challenges.

On the same manner, Criminology students are also moderately stressed when they feel of changes, as reflected in the total mean rating of 3.44, which has a descriptive interpretation of moderate. Among the changes that moderately causes stress among Criminology students are the rapid unpleasant changes, too many changes occurring at the same time and also the change which disrupted their life and goals.

In addition, Criminology students are also moderately stressed when they feel of self-imposed, as reflected in the total mean rating of 3.49, which has a descriptive interpretation of moderate. Among the self-imposed that moderately causes stress among Criminology students are the eagerness to compete and win, to be noticed and be loved by all, worrying about everything and everybody, tendency to procrastinate or putting off things that have to be done, finding a perfect solution to the problems and also worrying and getting anxious about taking tests. Findings conformed to the idea of Buloand

Sanchez (2014) that academic stress may occur due to fear of not getting a University placement, course workload, poor academic performance, high self-expectation, preparation for tests, low interest in a particular subject, missing classes and teacher's punishment.

**Significant Difference in the Level of Stressors  
Among Criminology Students in the University  
Of Mindanao When Analyzed by Gender**

Table 3 shows the significant difference in the level of stressors among Criminology students in the University of Mindanao when analyzed by gender. Findings show that there are no significant differences in indicators frustration (p-value=0.501), pressure (p-value=0.879), and self-imposed (p-value=0.804), as p-values of these three indicators are greater than .05 level of significance set in this study. However, significant differences were manifested in indicators conflicts (p-value=0.042), and changes (p-value=0.006), as both indicators have p-values lesser than .05 level of significance.

***Table 3. Independent Sample t-test results showing the differences in the stressors among Criminology students in the University of Mindanao when analyzed by gender***

| Indicators   | Group  | N   | Mean | Std.Dev. | t-value | p-value |
|--------------|--------|-----|------|----------|---------|---------|
| Frustration  | Male   | 185 | 3.54 | 0.786    | 1.955   | 0.501   |
|              | Female | 185 | 3.36 | 0.818    |         |         |
| Conflicts    | Male   | 185 | 3.46 | 0.871    | 2.042   | 0.042*  |
|              | Female | 185 | 3.25 | 0.893    |         |         |
| Pressure     | Male   | 185 | 3.51 | 0.877    | 0.153   | 0.879   |
|              | Female | 185 | 3.53 | 0.945    |         |         |
| Changes      | Male   | 185 | 3.56 | 0.890    | 2.761   | 0.006*  |
|              | Female | 185 | 3.26 | 0.927    |         |         |
| Self-Imposed | Male   | 185 | 3.50 | 0.798    | 0.249   | 0.804   |
|              | Female | 185 | 3.48 | 0.838    |         |         |

**Significant Difference in the Level of Stressors  
Among Criminology Students in the University  
Of Mindanao When Analyzed by Age**

Table 4 shows the significant difference in the level of stressors among Criminology students in the University of Mindanao when analyzed by age. Findings show that there are no significant differences in all indicators as overall p-value of 0.722 is greater than .05 level of significance set in this study. Therefore, there is no significant difference in the level of stressors among Criminology students in the University of Mindanao when analyzed by age. This means that young and older Criminology students have the same level of stressors, which means that they have the same level of being stressed because of frustration, conflicts, pressure, changes and self-imposed.

***Table 4. Summary of ANOVA results showing the differences in the stressors among Criminology students in the University of Mindanao when analyzed by age***

|                | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>f</b> | <b>Sig</b> |
|----------------|-----------------------|-----------|--------------------|----------|------------|
| Between Groups | 0.673                 | 3         | 0.224              | 0.444    | 0.722      |
| Within Groups  | 149.630               | 296       | 0.506              |          |            |
| Total          | 150.302               | 299       |                    |          |            |

**\*p<0.05**

**Significant Difference in the Level of Stressors  
Among Criminology Students in the University  
Of Mindanao When Analyzed by Year Level**

Table 5 shows the significant difference in the level of stressors among Criminology students in the University of Mindanao when analyzed by year level. Findings show that there are significant differences in all indicators as overall p-value of 0.003 is lesser than .05 level of significance set in this

study. Therefore, there is significant difference in the level of stressors among Criminology students in the University of Mindanao when analyzed by year level. This means that first, second, third and fourth Criminology students have different level of stressors, which means that they have different level of being stressed because of frustration, conflicts, pressure, changes and self-imposed.

***Table 5. Summary of ANOVA results showing the differences in the stressors among Criminology students in the University of Mindanao when analyzed by year level***

|                | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>f</b> | <b>Sig</b> |
|----------------|-----------------------|-----------|--------------------|----------|------------|
| Between Groups | 0.786                 | 3         | 2.262              | 4.665    | 0.003*     |
| Within Groups  | 143.516               | 296       | 0.485              |          |            |
| Total          | 150.302               | 299       |                    |          |            |

\*p<0.05

## **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 stressors among Criminology students in the University of Mindanao. The findings of the study were summarized as follows:

1. In terms of the level of stressors among Criminology students in the University of Mindanao, the feeling of being pressured is the highest rated among the stressors.

2. In terms of significant difference in the level of stressors among Criminology students in the University of Mindanao, no significant differences were manifested when analyzed by age, however, there is when analyzed by year level and also when analyzed by gender in terms of conflicts and changes.

#### **Conclusions**

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

1. Criminology students manifested a moderate level of stressors level, which means that the stressors among criminology students is sometimes evident and sometimes not.

2. Profile of the respondents such as age is a non-factor in providing significant difference on the level of stressors among Criminology students,

while gender and year level are factors in creating differences in the level of stressors.

### **Recommendations**

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

To School Administrators, they may formulate plans and programs that could help students manage or cope up with daily stresses, particularly when they are being pressured on their studies. They may also utilize the findings in formulating intervention program to reduce or minimize stresses of the students and improve their academic performance.

To Instructors / Teachers, they may continue to help students who are under stress, particularly in their studies by giving advices, and at the same time, teach them to practice time management in order not to feel pressure during their studies.

To Students, they should continue to read books, magazines, journals about stress so that they will be aware of the effects of too much stress on them, particularly on their academic performance, thus they will be able to cope up with it.

To Future Researchers, they may utilize the data and information from this study as baseline data for their future studies and research.

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**APPENDIX A**  
**( Table per-indicator)**

Table per indicator

| <b>Frustration</b>                                                                    | N   | Minimum | Maximum | Mean   | Std. Deviation |
|---------------------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| 1. I experienced frustration due to delays in reaching my goal.                       | 300 | 1.00    | 5.00    | 3.6933 | 1.04703        |
| 2. I experienced daily hassles or difficulties that affected me in reaching my goals. | 300 | 1.00    | 5.00    | 3.5600 | .99147         |
| 3. I experienced lack of sources such as money, books, etc.                           | 300 | 1.00    | 5.00    | 3.5233 | 1.07080        |
| 4. I experienced failures in accomplishing the goals I set.                           | 300 | 1.00    | 5.00    | 3.4667 | 1.01932        |
| 5. I have not been accepted socially or I became a social outcast.                    | 300 | 1.00    | 5.00    | 3.2600 | 1.10898        |
| 6. I felt I was denied opportunities in spite of my qualifications.                   | 300 | 1.00    | 5.00    | 3.3567 | 1.06139        |

| <b>Conflicts</b>                                                                             | N   | Minimum | Maximum | Mean   | Std. Deviation |
|----------------------------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| 1. I experienced conflicts produced by two or more desirable alternative or choices.         | 300 | 1.00    | 5.00    | 3.3533 | 1.09506        |
| 2. I experienced conflicts produced by two or more undesirable alternative or choices.       | 300 | 1.00    | 5.00    | 3.3633 | 1.03030        |
| 3. I experienced conflicts produced when a goal had both positive and negative alternatives. | 300 | 1.00    | 5.00    | 3.4433 | 1.03458        |

| <b>Pressure</b>                                                                                                                  | N   | Minimum | Maximum | Mean   | Std. Deviation |
|----------------------------------------------------------------------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| 1. I experienced pressure as a result of competition such as on grades, work, and relationship with friends and / or classmates. | 300 | 1.00    | 5.00    | 3.5633 | 1.10607        |
| 2. I experienced pressure due to deadlines of school requirements / projects.                                                    | 300 | 1.00    | 5.00    | 3.6267 | 1.04767        |
| 3. I experienced pressure due to an overload like attempting too many things at one time).                                       | 300 | 1.00    | 5.00    | 3.5933 | 1.05118        |
| 4. I experienced pressure due to interpersonal relationships such as with family and / or friends.                               | 300 | 1.00    | 5.00    | 3.3067 | 1.17639        |

| <b>Changes</b>                                                  | <b>N</b> | <b>Minimum</b> | <b>Maximum</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> |
|-----------------------------------------------------------------|----------|----------------|----------------|-------------|---------------------------|
| 1. I experienced rapid unpleasant changes.                      | 300      | 1.00           | 5.00           | 3.4467      | 1.05397                   |
| 2. I experienced too many changes occurring at the same time.   | 300      | 1.00           | 5.00           | 3.4233      | 1.03652                   |
| 3. I experienced change which disrupted my life and / or goals. | 300      | 1.00           | 5.00           | 3.4700      | 1.07686                   |

| <b>Self-Imposed</b>                                                               | <b>N</b> | <b>Minimum</b> | <b>Maximum</b> | <b>Mean</b> | <b>Std.<br/>Deviation</b> |
|-----------------------------------------------------------------------------------|----------|----------------|----------------|-------------|---------------------------|
| 1. I like to compete and win.                                                     | 300      | 1.00           | 5.00           | 3.6300      | 1.12724                   |
| 2. I like to be noticed and be loved by all.                                      | 300      | 1.00           | 5.00           | 3.4333      | 1.08450                   |
| 3. I worry a lot about everything and everybody.                                  | 300      | 1.00           | 5.00           | 3.4033      | 1.09146                   |
| 4. I have a tendency to procrastinate or putting off things that have to be done. | 300      | 1.00           | 5.00           | 3.4900      | 1.06788                   |
| 5. I feel I must find a perfect solution to the problems I undertake.             | 300      | 1.00           | 5.00           | 3.5600      | 1.01810                   |
| 6. I worry and get anxious about taking tests.                                    | 300      | 1.00           | 5.00           | 3.4767      | 1.13744                   |

**APPENDIX B**  
**(Turn it in result)**

rosalmary4th

ORIGINALITY REPORT

5%

SIMILARITY INDEX

1%

INTERNET SOURCES

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PUBLICATIONS

5%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

4%

★ Submitted to University of Cape Town

Student Paper

Exclude quotes Off

Exclude matches Off

Exclude bibliography On

## **APPENDIX C**

**(Title Approval signed by the Dean And Research Coordinator**

December 06, 2017

**Carmelita B. Chavez, Ph.D.**  
College of Criminal Justice Education  
University of Mindanao Matina, Davao City

Ma'am,

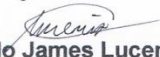
The undersigned criminology students of University of Mindanao would like to ask for an approval for their study entitled: **"THE EFFECTS OF STRESS TO STUDENTS' ACADEMIC PERFORMANCE"** The purpose of this study is to assess whether stress itself has an effect on academic performance of students.

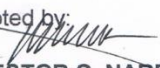
Your granting of the request will be highly appreciated as it will greatly assist us in our granting of data.

Respectfully Yours,

  
**Mary Rose Rosal**

  
**Marvin Gaspar**

  
**Carlo James Lucenio**

Noted by:  
  
**NESTOR C. NABE, Ph.D.**  
Research Coordinator

Approved by:   
**CARMELITA B. CHAVEZ, Ph.D**  
Dean, Criminal Justice Education

APPENDIX D  
(Title Approval Forms



## RESEARCH AND PUBLICATION CENTER

### RESEARCH TITLE EVALUATION SHEET

Title: THE EFFECTS OF STRESS TO STUDENTS ACADEMIC PERFORMANCE

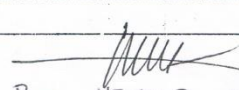
Proponents: MARY ROSE ROJAL  
MARVIN GAYAR  
CARLO JAMES LUENTO

For a research title to be approved for endorsement, it has to satisfy the following criteria:

| Criteria                                                                                                                                                                                                 | YES                                 | NO                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| 1. The research problem conforms to the agenda of the University Research Program.                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The research problem is within the specialization/competence of the researcher.                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. The research problem is significant, important, and relevant to the present time and situation.                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. The objectives of the research project are specific and achievable.                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. <del>Proposed design and procedures are logical.</del>                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Data needed are attainable and verifiable.                                                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. The research problem is manageable and can be finished within the prescribed time.                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Expected output is practical and can be utilized by its stakeholders.                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments:

w/ questionnaire - ok

  
Prof. NESTOR NABE  
Signature Above Printed Name of Panel Member

Date



## RESEARCH AND PUBLICATION CENTER

### RESEARCH TITLE EVALUATION SHEET

Title: THE EFFECTS OF STRESS TO STUDENTS ACADEMIC PERFORMANCE.

Proponents: Mary Rose Rosal  
Marvin Gaspar  
Carlo James Lucero

For a research title to be approved for endorsement, it has to satisfy the following criteria:

| Criteria                                                                                                                                                                                                 | YES                                 | NO                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| 1. The research problem conforms to the agenda of the University Research Program.                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The research problem is within the specialization/competence of the researcher.                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. The research problem is significant, important, and relevant to the present time and situation.                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. The objectives of the research project are specific and achievable.                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Proposed design and procedures are logical.                                                                                                                                                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Data needed are attainable and verifiable.                                                                                                                                                            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. The research problem is manageable and can be finished within the prescribed time.                                                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Expected output is practical and can be utilized by its stakeholders.                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.                                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments:

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Prof. Leo Carlo Rondina  
Signature Above Printed Name of Panel Member

Date

**APPENDIX E**  
**(Undergraduate Research Agreement**



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### 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:

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.



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### 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 September 15, 2018

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

Marvin M. Gaspar  
Signature over printed name

\_\_\_\_\_  
Date



## RESEARCH AND PUBLICATION CENTER

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### 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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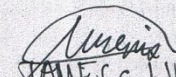
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17. The schedule of oral defense is on September 15, 2018

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

  
CARLO JAMES C. LUCENO  
Signature over printed name

09-11-18  
Date



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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 PUBLICATION CENTER

[ ] 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 September 15, 2018

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

MARY ROSAL B. ROSAL  
Signature over printed name

09-11-18

Date

**APPENDIX F**  
**( Letter of Acceptance-Adviser)**



**COLLEGE OF CRIMINAL JUSTICE EDUCATION**

GET Building, Matina, Davao City  
Telefax: (082)300-5456 Local 130

December 06, 2017

**AGNES R. CAPILI, MS.Crim.**

Faculty, College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Dear Ma'am:

The undersigned criminology students wish to ask your assistance and expertise on our approved thesis entitled: **"THE EFFECTS OF STRESS TO STUDENT'S ACADEMIC PERFORMANCE"** The purpose of this study is to assess whether stress itself has an effect on academic performance of students.

Your granting of the request will be highly appreciated as it will greatly assist us in our granting of data.

Thank you very much.

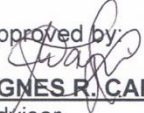
Respectfully Yours,

  
**Mary Rose Rosal**

  
**Marvin Gaspar**

  
**Carlo James Lucenio**

Approved by:

  
**AGNES R. CAPILI, MS.Crim.**  
Adviser

**APPENDIX G**  
**(Assignment of Research Personnel)**



*College of Criminal Justice Education*  
2<sup>nd</sup> 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 entitle: "**STRESSORS AMONG CRIMINOLOGY STUDENTS IN THE UNIVERSITY OF MINDANAO**". The purpose of this study is to determine the stressors among criminology students in the University of Mindanao.

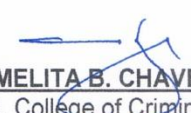
Name of faculty

Signature

Adviser: AGNES R. CAPILI, MS.Crim

Statistician: ANGELITO D. GARDOSE MAT-Math

Endorsed by:  LEO CARLO RONDINA, MS.Crim  
Research Coordinator

Approved by:  CARMELITA B. CHAVEZ, Ph.D.  
Dean, College of Criminal Justice Education

**APPENDIX H**  
**(Endorsement for Final Defense)**



*College of Criminal Justice Education*  
2<sup>nd</sup> 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: **"STRESSORS AMONG CRIMINOLOGY STUDENTS IN THE UNIVERSITY OF MINDANAO"**. Prepared and submitted by **MARY ROSE B. ROSAL, CARLO JAMES C. LUCENIO** and **MARVIN M. GASPAR** 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: **AGNES R. CAPILI, MS.Crim**

Statistician: **ANGELITO D. GARDOSE MAT-Math**

Approved by: **CARMELITA B. CHAVEZ, Ph.D.**  
Dean, College of Criminal Justice Education

Noted by: **LEO CARLO B. RONDINA MS.Crim.**  
Research Coordinator

**APPENDIX I**  
**(Consultation Form)**

# STRESSORS AMONG CRIMINOLOGY

Research title: STUDENTS IN THE UNIVERSITY OF MINDANAO Course Code: \_\_\_\_\_  
 Proponents: MARVIN M. GASPAR, CARLO JAMES LUCENIO, Program: BS- CRIMINOLOGY  
MARY ROSE B. ROSAL Date Enrolled: \_\_\_\_\_

|                             | Name             | Date Receive | Signature                                                                           | Date Released | Signature                                                                             | Remarks |
|-----------------------------|------------------|--------------|-------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------|---------|
| Adviser (5) days            |                  | 09-03-18     |    | 09-03-18      |    |         |
|                             |                  | 09-05-18     |    | 09-07-18      |    |         |
| Statistician (3) days       |                  | 08-21-18     |    | 08-25-18      |    |         |
|                             |                  | 09-03-18     |   | 08-05-18      |   |         |
| Panel 1 (2) days            |                  |              |                                                                                     |               |                                                                                       |         |
|                             |                  |              |                                                                                     |               |                                                                                       |         |
| Panel 2 (2) days            | Nestor C. Nabe   | 10-15-18     |  | 10-15-18      |  |         |
|                             |                  | 10-15-18     |  | 10-15-18      |  |         |
| Panel 3 (2) days            | Ivy Q. Malibiran | 10-18-18     |  | 10-18-18      |  |         |
|                             |                  | 10-18-18     |  | 10-18-18      |  |         |
| Panel 2 (2) days            |                  |              |                                                                                     |               |                                                                                       |         |
|                             |                  |              |                                                                                     |               |                                                                                       |         |
| Dean/Director (2) days      |                  |              |                                                                                     |               |                                                                                       |         |
|                             |                  |              |                                                                                     |               |                                                                                       |         |
| Editor/ Grammarian (5) days |                  | 10-12-18     |                                                                                     | 10-12-18      |                                                                                       |         |
|                             |                  | 10-12-18     |                                                                                     | 10-12-18      |                                                                                       |         |

**APPENDIX J**  
**(Permission to conduct the study from the head of the**  
**Agency/Company)**



The University of Mindanao

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

July 10, 2018

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

Dear Ma'am:

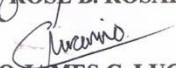
The undersigned Criminology students are presently conducting a research entitled: **"STRESSORS AMONG CRIMINOLOGY STUDENTS IN THE UNIVERSITY OF MINDANAO"**.

In line with this, we humbly request your permission to allow us to conduct a survey inside the campus.

Your positive response will be highly appreciated.

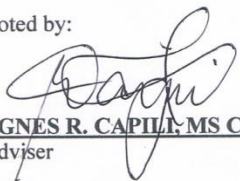
Sincerely yours,

  
**MARY ROSE B. ROSAL**

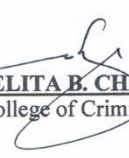
  
**CARLO JAMES C. LUCENIO**

  
**MARVIN M. GASPAR**

Noted by:

  
**AGNES R. CAPILI, MS Crim.**  
Adviser

Approved by:

  
**CARMELITA B. CHAVEZ, Ph.D.**  
Dean, College of Criminal Justice Education

**APPENDIX K**  
**( Certificate of Appearance issued by the head of the Agency**



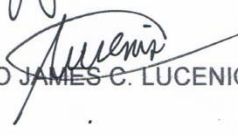
*College of Criminal Justice Education*  
2<sup>nd</sup> Floor, GET Building  
Matina Campus, Davao City  
Telefax: (082) 300-5456 Local: 103

### CERTIFICATE OF APPEARANCE

TO WHOM IT MAY CONCERN:

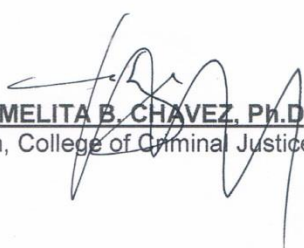
THIS IS TO CERTIFY that the following Criminology students of University of Mindanao Matina Campus conducted a survey in relation to their thesis entitled: **"STRESSORS AMONG CRIMINOLOGY STUDENTS IN UNIVERSITY OF MINDANAO"**

  
1. MARVIN M. GASPAR

  
2. CARLO JAMES C. LUCENIO

  
3. MARY ROSE B. ROSAL

This CERTIFICATION is being issued upon request of the above mentioned person for whatever legal purpose it may serve them best.

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

**APPENDIX L**  
**(Validation Result)**

**Validation of the Research Instrument**

July 04, 2018

**NESTOR C. NABE, Ph.D.**  
Faculty - College of Criminal Justice Education  
University of Mindanao  
Matina Campus, Davao City

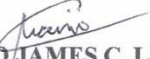
Dear Sir:

The undersigned Criminology Students wish to ask for an assistance and expertise on our approved study entitled: **"THE EFFECTS OF STRESS TO STUDENT ACADEMIC PERFORMANCE"**. Knowing fully your expertise along this line, the researchers wish your end for the possible enhancement of the survey questionnaire. Your efforts in improving the research instrument will surely help the researcher come up with a thorough study.

Your positive response will be highly appreciated.

Sincerely yours,

  
**MARY ROSE B. ROSAL**

  
**CARLO JAMES C. LUCENIO**

  
**MARVIN M. GASPAR**

Approved by:

  
**NESTOR C. NABE, Ph.D.**  
Validator



## RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

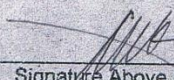
### QUESTIONNAIRE VALIDATION SHEET

Title of Research: THE EFFECTS OF STRESS TO STUDENT ACADEMIC PERFORMANCE  
Proponents: MARY ROSE ROSAL, CARLO JAMES UCEÑO, MARVIN GACPAR

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------|-------------------------------------|---|---|
| <b>1. CLARITY OF DIRECTION AND ITEMS</b><br>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"/> |   |   |
| <b>2. PRESENTATION/ORGANIZATION OF ITEMS</b><br>The items are presented and organized in logical manner.                                                                                                                                |   |                                     | <input checked="" type="checkbox"/> |   |   |
| <b>3. SUITABILITY OF ITEMS</b><br>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"/> |   |   |
| <b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b><br>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"/> |   |   |
| <b>5. ATTAINMENT OF PURPOSE</b><br>The instrument as a whole fulfills the objectives for which it was constructed.                                                                                                                      |   |                                     | <input checked="" type="checkbox"/> |   |   |
| <b>6. OBJECTIVITY</b><br>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"/> |                                     |   |   |
| <b>7. SCALE AND EVALUATION RATINGS SYSTEM</b><br>The scale adapted is appropriate for the items.                                                                                                                                        |   | <input checked="" type="checkbox"/> |                                     |   |   |

  
Signature Above Printed Name



The University of Mindanao

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

### Validation of the Research Instrument

July 04, 2018

**EDUARDO C. BERCO JR. MS Crim.**

Faculty - College of Criminal Justice Education  
University of Mindanao  
Matina Campus, Davao City

Dear Sir:

The undersigned Criminology Students wish to ask for an assistance and expertise on our approved study entitled: **"THE EFFECTS OF STRESS TO STUDENT ACADEMIC PERFORMANCE"**. Knowing fully your expertise along this line, the researchers wish your end for the possible enhancement of the survey questionnaire. Your efforts in improving the research instrument will surely help the researcher come up with a thorough study.

Your positive response will be highly appreciated.

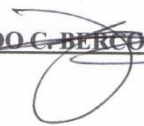
Sincerely yours,

  
**MARY ROSE B. ROSAL**

  
**CARLO JAMES C. LUCENIO**

  
**MARVIN M. GASPAR**

Approved by:

  
**EDUARDO C. BERCO JR. MS Crim.**  
Validator



## RESEARCH AND PUBLICATION CENTER

[ - ] Main [ ] Branch

### QUESTIONNAIRE VALIDATION SHEET

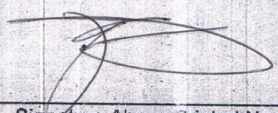
Title of Research: THE EFFECTS OF STRESS TO STUDENT ACADEMIC PERFORMANCE

Proponents : MARY ROSE ROSAL, CARLU JAMES LUCENIO, MARVIN GAYAR

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>1. CLARITY OF DIRECTION AND ITEMS</b><br>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. |   |   |   |   |   |
| <b>2. PRESENTATION/ORGANIZATION OF ITEMS</b><br>The items are presented and organized in logical manner.                                                                                                                                |   |   |   |   |   |
| <b>3. SUITABILITY OF ITEMS</b><br>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.        |   |   |   |   |   |
| <b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b><br>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.           |   |   |   |   |   |
| <b>5. ATTAINMENT OF PURPOSE</b><br>The instrument as a whole fulfills the objectives for which it was constructed.                                                                                                                      |   |   |   |   |   |
| <b>6. OBJECTIVITY</b><br>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.                                              |   |   |   |   |   |
| <b>7. SCALE AND EVALUATION RATINGS SYSTEM</b><br>The scale adapted is appropriate for the items.                                                                                                                                        |   |   |   |   |   |

  
Signature Above Printed Name



The University of Mindanao

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

### Validation of the Research Instrument

July 03, 2018

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

Dear Ma'am:

The undersigned Criminology Students wish to ask for an assistance and expertise on our approved study entitled: **"THE EFFECTS OF STRESS TO STUDENT ACADEMIC PERFORMANCE"**.

Knowing fully your expertise along this line, the researchers wish your end for the possible enhancement of the survey questionnaire. Your efforts in improving the research instrument will surely help the researcher come up with a thorough study.

Your positive response will be highly appreciated.

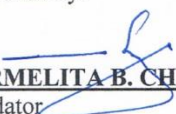
Sincerely yours,

  
**MARK ROSE B. ROSAL**

  
**CARLO JAMES C. LUCENIO**

  
**MARVIN M. GASPAR**

Approved by:

  
**CARMELITA B. CHAVEZ, Ph.D.**  
Validator



The University of Mindanao

## RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch

### QUESTIONNAIRE VALIDATION SHEET

Title of Research: THE EFFECTS OF STRESS TO STUDENT ACADEMIC PERFORMANCE

Proponents: MARY ROSE ROSAL, CARLO JAMES LUCENIO, MARVIN GASTAR

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>1. CLARITY OF DIRECTION AND ITEMS</b><br>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. |   |   | ✓ |   |   |
| <b>2. PRESENTATION/ORGANIZATION OF ITEMS</b><br>The items are presented and organized in logical manner.                                                                                                                                |   |   | ✓ |   |   |
| <b>3. SUITABILITY OF ITEMS</b><br>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.        |   |   | ✓ |   |   |
| <b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b><br>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.           |   |   | ✓ |   |   |
| <b>5. ATTAINMENT OF PURPOSE</b><br>The instrument as a whole fulfills the objectives for which it was constructed.                                                                                                                      |   |   | ✓ |   |   |
| <b>6. OBJECTIVITY</b><br>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.                                              |   |   | ✓ |   |   |
| <b>7. SCALE AND EVALUATION RATINGS SYSTEM</b><br>The scale adapted is appropriate for the items.                                                                                                                                        |   |   | ✓ |   |   |

Signature Above Printed Name

**APPENDIX M**  
**( Sample Questionnaire / Original copy of data )**

**SURVEY QUESTIONNAIRE ON STRESSORS AMONG CRIMINOLOGY STUDENTS IN THE UNIVERSITY OF MINDANAO**

Dear Respondents,

We are BS Criminology students of the University of Mindanao and is presently conducting a study entitled: **STRESSORS AMONG CRIMINOLOGY STUDENTS IN THE UNIVERSITY OF MINDANAO**. In line with this, we would like to request your cooperation to be one of our respondents in this survey. We assure you that any information you will provide will be respected and kept confidential. And will solely be used for the purpose of this study.

Your positive response will be highly appreciated.

**I. Profile of the respondents.**

Name (optional): \_\_\_\_\_

Gender: ☒ Male ☐ Female

Age: ☐ 16-18 years old ☒ 19-21 years old  
☐ 22-24 years old ☐ 25 years old and above

Year level: ☐ 1<sup>st</sup> year ☐ 2<sup>nd</sup> year  
☒ 3<sup>rd</sup> year ☐ 4<sup>th</sup> year

**II. Direction:** Using the rating scale below, check ( √ ) the box that corresponds to your answer.

| Numerical equivalent | Verbal description | Meaning                                                                              |
|----------------------|--------------------|--------------------------------------------------------------------------------------|
| 5                    | Always             | If the stressors among criminology students in the University of Mindanao is always. |

|   |           |                                                                                         |
|---|-----------|-----------------------------------------------------------------------------------------|
| 4 | Often     | If the stressors among criminology students in the University of Mindanao is often.     |
| 3 | Sometimes | If the stressors among criminology students in the University of Mindanao is sometimes. |
| 2 | Seldom    | If the stressors among criminology students in the University of Mindanao is seldom.    |
| 1 | Never     | If the stressors among criminology students in the University of Mindanao is never.     |

| <b>Frustration</b>                                                                                                           | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1. I experienced frustration due to delays in reaching my goal.                                                              |          | /        |          |          |          |
| 2. I experienced daily hassles or difficulties that affected me in reaching my goals.                                        |          |          | /        |          |          |
| 3. I experienced lack of sources such as money, books, etc.                                                                  |          | /        |          |          |          |
| 4. I experienced failures in accomplishing the goals I set.                                                                  |          |          | /        |          |          |
| 5. I have not been accepted socially or I became a social outcast.                                                           |          | /        |          |          |          |
| 6. I felt I was denied opportunities in spite of my qualifications.                                                          |          |          | ✓        |          |          |
| <b>Conflicts</b>                                                                                                             |          |          |          |          |          |
| 1. I experienced conflicts produced by two or more desirable alternative or choices.                                         |          |          |          | ✓        |          |
| 2. I experienced conflicts produced by two or more undesirable alternative or choices.                                       |          |          |          | ✓        |          |
| 3. I experienced conflicts produced when a goal had both positive and negative alternatives.                                 |          |          | ✓        |          |          |
| <b>Pressure</b>                                                                                                              |          |          |          |          |          |
| 1. I experienced pressure as a result of competition such as on grades, work, relationship with friends and / or classmates. |          |          |          | ✓        |          |
| 2. I experienced pressure due to deadlines of school requirements / projects.                                                |          |          | ✓        |          |          |
| 3. I experienced pressure due to an overload like attempting too many things at one time).                                   |          |          | ✓        |          |          |
| 4. I experienced pressure due to interpersonal                                                                               |          |          | ✓        |          |          |

|                                                                                   |  |   |   |   |  |
|-----------------------------------------------------------------------------------|--|---|---|---|--|
| relationships such as with family and / or friends.                               |  |   | / |   |  |
| <b>Changes</b>                                                                    |  | / |   |   |  |
| 1. I experienced rapid unpleasant changes.                                        |  |   |   | / |  |
| 2. I experienced too many changes occurring at the same time.                     |  |   |   | / |  |
| 3. I experienced change which disrupted my life and / or goals.                   |  |   | / |   |  |
| <b>Self-Imposed</b>                                                               |  |   |   |   |  |
| 1. I like to compete and win.                                                     |  |   |   | / |  |
| 2. I like to be noticed and be loved by all.                                      |  |   | / |   |  |
| 3. I worry a lot about everything and everybody.                                  |  | / |   |   |  |
| 4. I have a tendency to procrastinate or putting off things that have to be done. |  | / |   |   |  |
| 5. I feel I must find a perfect solution to the problems I undertake.             |  | / |   |   |  |
| 6. I worry and get anxious about taking tests.                                    |  |   | / |   |  |

**APPENDIX N**  
**(Certification-Statistician**

## CERTIFICATION

This is to certify that the thesis entitled **"STRESSORS AMONG  
CRIMINOLOGY STUDENTS IN THE UNIVERSITY OF MINDANAO"**

Prepared and submitted by **MARVIN M. GASPAS, CARLO JAMES C.  
LUCENIO and MARY ROSE B. ROSAL**, has been reviewed and edited by  
the undersigned according to the format and standards prescribed by the  
University Research and Publication Center.



**ANGELITO D. GARDOSE MAT-Math**  
Statistician



*Research and Publication Center  
1<sup>st</sup> Floor, DPT Building  
Matina Campus, Davao City  
Telefax: (082) 300-5456 Local: 111*

July 29, 2018

**ANGELITO A. GARDOSE, MAT-Math**  
Faculty-College of Arts Sciences Education  
University of Mindanao  
Matina Campus, Davao City

Dear Sir:

The undersigned Criminology Students wish to ask for an assistance and expertise on our approved study entitled: **“THE EFFECTS OF STRESS TO STUDENT ACADEMIC PERFORMANCE IN THE UNIVERSITY OF MINDANAO”**.

In line with this, we humbly request you to be our research statistician. We believe that your expertise and qualifications will be beneficial towards the successful completion of our thesis.

Your positive response will be highly appreciated.

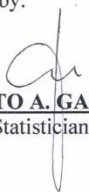
Sincerely yours,

  
**MARY ROSE B. ROSAL**

  
**CARLO JAMES C. LUCENIO**

  
**MARVIN M. GASPAR**

Approved by:

  
**ANGELITO A. GARDOSE, MAT-Math**  
Research Statistician

## **CURRICULUM VITAE**

## CURRICULUM VITAE



**MARVIN M. GASPAR**

**Camp Catitipan Buhangin, Davao City**

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### PERSONAL DATA

**Gender** :Male  
**Height** :5'6"  
**Weight** :58 kg.  
**Date of Birth** :January 30, 1999  
**Place of Birth** :San Agustin Norte Arayat Pampanga  
**Citizenship** :Filipino  
**Civil Status** :Single  
**Name of Mother** :Catalina Gaspar  
**Occupation** :House wife  
**Name of Father** :Marlon Gaspar  
**Occupation** :Farmer  
**Parents' Address** :Camp Catitipan Buhangin, Davao City

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### EDUCATIONAL BACKGROUND

|                   | <b>Name of School</b>                   | <b>Year Graduated</b> |
|-------------------|-----------------------------------------|-----------------------|
| <b>Elementay</b>  | Buhangin Central Elementary School      | 2010 – 2013           |
| <b>HighSchool</b> | Bernardo D. Carpio National High School | 2013 – 2016           |
| <b>College</b>    | University of Mindanao                  | 2016 – Present        |
| <b>Course</b>     | Bachelor of Science in Criminology      |                       |

## CURRICULUM VITAE



**CARLO JAMES LUCENIO**

sitio escuela, Lozano st. Cat.rande Davao City

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### PERSONAL DATA

|                         |                      |
|-------------------------|----------------------|
| <b>Gender</b>           | :Male                |
| <b>Height</b>           | :5'4"                |
| <b>Weight</b>           | :78 kg.              |
| <b>Date of Birth</b>    | :october13, 1998     |
| <b>Place of Birth</b>   | :Davao City          |
| <b>Citizenship</b>      | :Filipino            |
| <b>Civil Status</b>     | :Single              |
| <b>Name of Mother</b>   | :Grace marie lucenio |
| <b>Occupation</b>       | :OFW                 |
| <b>Name of Father</b>   | :Edmund lucenio      |
| <b>Occupation</b>       | :Driver              |
| <b>Parents' Address</b> | :Davao City          |

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### EDUCATIONAL BACKGROUND

|                   | <b>Name of School</b>              | <b>Year Graduated</b> |
|-------------------|------------------------------------|-----------------------|
| <b>Elementary</b> | Catalunan Grandel Elem. School     | 2012– 2013            |
| <b>HighSchool</b> | Davao City National High School    | 2014 – 2015           |
| <b>College</b>    | University of Mindanao             | 2015 – Present        |
| <b>Course</b>     | Bachelor of Science in Criminology |                       |

## CURRICULUM VITAE



**MARY ROSE B. ROSAL**

**Dacoville Subd. Blk. 6, Lot 8 Azul St. Toril Davao City**

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### PERSONAL DATA

|                         |                          |
|-------------------------|--------------------------|
| <b>Gender</b>           | :Female                  |
| <b>Height</b>           | :5'6"                    |
| <b>Weight</b>           | :74 kg.                  |
| <b>Date of Birth</b>    | :July 25, 1998           |
| <b>Place of Birth</b>   | :Malita Davao Occidental |
| <b>Citizenship</b>      | :Filipino                |
| <b>Civil Status</b>     | :Single                  |
| <b>Name of Mother</b>   | :Cynthia B. Rosal        |
| <b>Occupation</b>       | :Barangay Treasurer      |
| <b>Name of Father</b>   | :Recardo B. Rosal        |
| <b>Occupation</b>       | :Carpenter               |
| <b>Parents' Address</b> | :Malita Davao Occidental |

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### EDUCATIONAL BACKGROUND

|                   | <b>Name of School</b>              | <b>Year Graduated</b> |
|-------------------|------------------------------------|-----------------------|
| <b>Elementary</b> | Mana Central Elem. School          | 2010 – 2011           |
| <b>HighSchool</b> | Mabini National High School        | 2014 – 2015           |
| <b>College</b>    | University of Mindanao             | 2015 – Present        |
| <b>Course</b>     | Bachelor of Science in Criminology |                       |