School Stress Level of Nursing Student in SULU

Ruhel – Ayyam M. Arani,
MAN, Sulu State College
Lengarani.040364@gmail.com , Orcid No.1370-13751370-1375-6938

HOW TO CITE:
Ruhel – Ayyam M. Arani, (2026). School Stress Level of Nursing Student in SULU. International Journal of Special Education, 41(17s), 1370-1375

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ABSTRACT:
This study explores the stress levels and coping mechanisms of nursing students in Sulu. Using a quantitative, descriptive-correlational approach, we surveyed 190 students—evenly split between private institutions (Notre Dame of Jolo College and Southwestern Mindanao Islamic Institute) and public ones (Sulu State College and Mindanao State University-Sulu). Through a custom-built questionnaire, we measured their stress across academic, environmental, and clinical (Related Learning Experience or RLE) settings, as well as how well they adapt to these pressures. Our findings paint a clear picture: nursing students face high stress in their academic work and daily environments, but they experience extremely high stress during their clinical learning experiences. Despite these significant pressures, the students still showed a slightly high ability to adapt. When we looked deeper into what influences this adaptation, our statistical model found a significant link ($p = 0.002$). While we tested eight different demographic and environmental factors, only three stood out as strong predictors of how well a student adapts: the type of school they attend ($p = 0.006$), their gender ($p = 0.009$), and the amount of stress they face at home ($p = 0.009$). Together, our model explains about 13% of the variance in how these students handle stress.

Keywords: School Stress Level, Nursing Students, Sulu

Academic Stress

INTRODUCTION

Stress is a universal human experience that transcends demographics, occupations, and academic levels. Parents frequently report the strains of child-rearing, professionals cite workplace pressures, and students across educational tiers routinely navigate the challenges of schooling. In academic settings, school-related stress can stem from both positive milestones and negative encounters (Kozier & Erb, 2016). Among various academic disciplines, universities widely recognize nursing as one of the most demanding and stressful programs offered (Comeau, 2009). The rigorous nursing curriculum requires significantly longer hours and imposes heavier emotional demands than most other fields of study. Academic stressors often include intensive paperwork, frequent quizzes, major examinations, grading pressures, competitive classroom environments, and demanding professorial expectations (Snell, 1995).

Beyond the classroom, nursing education introduces distinct clinical stressors. Evans and Kelly (2004) observed that nursing students experience pronounced educational stress alongside clinical pressures, such as conflicts between ideal practice and real-world clinical

situations, unfriendly hospital atmospheres, and poor communication within healthcare units. Furthermore, Gross (2007) noted that nursing students frequently confront emotionally charged clinical situations—such as dealing with patient pain, anxiety, and death—while simultaneously providing emotional support to grieving families. These duties are often compounded by circadian rhythm disruptions caused by shift work (Gross, 2007). Left unmanaged, high levels of chronic stress can severely compromise students' physical and psychological health, impair academic performance, and trigger cognitive issues such as memory deficits and concentration difficulties. Consequently, effectively addressing and managing nursing student stress is both urgent and imperative.

Local academic contexts present similar vulnerabilities. Colleges and universities in the province of Sulu demand rigorous academic and clinical workloads comparable to institutions elsewhere. Consequently, nursing students in Sulu encounter considerable stress when balancing heavy academic requirements with intense clinical duties—pressures that may impede optimal learning and professional development.

To address this gap, this study aims to assess the major stress levels experienced by nursing students in the province of Sulu. The insights generated from this research will serve as a foundational basis for designing targeted, evidence-based stress management interventions and support packages tailored specifically for nursing students in the region. To gather empirical data, the researcher utilized a self-constructed questionnaire designed to evaluate the school stress levels of nursing students within Sulu.

Methods

A quantitative descriptive research method was used to identify the schools stress level of nursing students in Sulu. A quantitative type of research would help the researcher investigate phenomena that lead themselves to precise measurement and quantification while descriptive research, its main objective is the accurate portrayal of the characteristics of person, situations or groups, and/or frequency with which certain phenomena occur (Polit, 2008).

A cross-sectional design or a type of study design was also adapted in this study to measure the outcome and the exposures in study of participants at the same time.

METHODOLOGY:

Sources of Data

The data of the study came from primary sources data which were the level two nursing students from Notre Dame (87 students), private school; Sulu State College (50 students), government school; Mindanao State University (45 students), government school; and South Western Mindanao Islamic Institute (18 students), private school.

Data gathering instrument

The researcher utilized a self-constructed questionnaire as a tool to collect data on the school stress level of nursing student in Sulu. Extensive reviews of literatures were done to formulate the self-constructed questionnaires. Furthermore, focus group discussion with interview guide questions was conducted to the ten nursing students to gather relevant information on the school stress level to further enhance the self-constructed questionnaire. The contexts of the questions had been of two parts. The first part was the three dimensions of school stress, which are the academic stress, related learning experience stress, and environment stress such as school environment and home environment. The second part was the level of stress adaptations, which can be adaptive and ineffective.

Sampling technique

This study used multistage with variety of sampling techniques. Convenience purposive sampling technique was used, wherein the categories were; nursing students in Sulu, must be level two and having related learning experiences in the hospital and community, and is officially enrolled this academic year 1370-1375 at the private/public institutions.

Procedure of the study

Initially the research started with the approval of the topic by sets of panel during concepts paper presentation and then the researcher gave a letter to the different registrars of the nursing schools to seek the total populations of the level two nursing students. Deans of the college of nursing were given a letter seeking permission to conduct the research on the topic proposed. When permission was granted self-constructed questionnaires were distributed to the second year students of Notre Dame of Jolo College, Sulu State College, Mindanao State University, and SouthWestern Mindanao Islamic Institute, currently enrolled as level two nursing students A.Y. 1370-1375 and who were readily available on that day. The researcher together with an assistant did the data gathering. After the completion of data gathering, data were then tabulated and analyzed.

Graphical Analysis, Data Presentation

Mean Distribution of Academic stress

	Mean	SD	Description	Level
1. I am stress if I cannot follow my study	4.73	1.14	SIA	HS
2. I am stress if I get low grades in my examination	5.05	1.15	SIA	HS
3. I am stress if I failed to attend my class	5.03	1.15	SIA	HS
4. I am stress if I have not studied during Examination	5.05	1.15	SIA	HS
5. I am stress if the teacher is using terms that are hard to comprehend	4.67	1.16	SIA	HS
Overall Mean	4.90	1.106	SIA	HS

Rating scale interval: 5.1370-1375.00=strongly agree (SA); 4.1370-1375.49=Slightly Agree (SlA); 3.1370-1375.59=Agree (A); 2.1370-1375.49 Disagree(D); 1.1370-1375.59=Slightly Disagree (SID); 0.1370-1375.59 Strongly Disagree (SD)

Level of Academic tress: 5.1370-1375.00=Very High Stress (VHS); 4.1370-1375.49= High Stress (HS); 3.1370-1375.59=Slightly High Stress(SHS); 2.1370-1375.49= Slightly Low Stress(SLS); 1.1370-1375.59=low Stress (LS); 0.1370-1375.59 Very low Stress (VLS) The overall score mean: score of 4.90 indicated that majority of the respondents were stressed with all of the enumerated academic stress circumstances. Particularly, the respondent had high stress if they get lower grades in their examinations (M=5.05, SD=1.15) and failed to attend their classes (M=5.03, SD=1.15). they also reported that they were slightly stress if they have not studied during examination (M=5.03, SD=0.93).

Result and Discussion

The study sought to determine school stress level of nursing students in Sulu, level of

adaptation to school stress, and significant predictor to the level of stress of nursing students in Sulu. The sources of data were the level two of nursing students of Notre Dame of Jolo College, Sulu State College, Mindanao State University, and SouthWestern Mindanao Islamic Institute. The data gathering was done by using self-constructed questionnaire and extensive review made out from the focus group discussion and extensive review of related literatures. A quantitative descriptive research method was employed and cross sectional survey design. Multiple sampling techniques such as the convenience purposive sampling and sampling proportioned were utilized. The criteria for the selection of the school were the following nursing school must have level two; nursing student must have related learning experience in the hospital; the type of nursing school must be in private and/or public. In determining the number of the respondents, sampling proportion

of the total population adapting the Slovin's formula and convenience sampling were utilized during the data gathering by having the available nursing students answer the self-constructed questionnaire. Descriptive statistics of frequency and mean standard deviation were used to determine the demographic characteristics and schools stress level. ANOVA with multiple regression were utilized to determine the significant predictors to the level of adaptation to school stress of nursing student in Sulu when grouped according to gender, type of school attended, and parent's monthly income.

CONCLUSION

Majority of the nursing students had high stress level in academic stress, school environment stress, and home environment stress and had a very high in related learning experience stress. The nursing students level of stress adaptation was slightly high. There were significant predictors to the level of adaptation to school stress of nursing students in Sulu. Home environment stress (p=.009) was significant at 5% level. Therefore, the recommendations based on the findings and conclusions of the study were; firstly, all nursing schools shall have yearly assessment of schools' stress among nursing students. Second, all nursing schools shall have yearly assessment on the level of stress adaptation among nursing students. And third is, all nursing deans and coordinators shall ensure conducive learning environment to minimize school environment stress among nursing students in the classroom.

METHODOLOGY

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Method Used

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Sampling technique

This study used multistage with variety of sampling techniques. Convenience purposive sampling technique was used, wherein the categories were; nursing students in Sulu, must be level two and having related learning experiences in the hospital and community, and is officially enrolled this academic year 1370-1375at the private/public institutions: the Notre Dame of Jolo College, Sulu State College, Mindanao State University-Sulu, and SouthWestern Mindanao Islamic Institute who were conveniently at their respective school during the time period of data gathering. The sample consisted of 190 students from Notre Dame of Jolo College (87 students), Sulu State College (50 students), Mindanao State University-Sulu (45 students), and SouthWestern Mindanao Islamic Institute (17 students) presently enrolled for the AY 1370-1375. Adapting the Slovin's formula, the researcher arrived to the 190 students from the above mentioned schools. The sampling technique used during data gathering were self-constructed questionnaires that were readily distributed to the available level two nursing students of the four different private/public schools in Sulu.

Procedure of the study

Initially the research started with the approval of the topic by sets of panel during concepts paper presentation and then the researcher gave a letter to the different registrars of the nursing schools to seek from the total populations of the level two nursing students. Deans of the college of nursing were given a letter seeking permission to conduct the research on the topic proposed. When permission was granted self-constructed questionnaires were distributed to the second year students of Notre Dame of Jolo College, Sulu State College, Mindanao State University, and South Western Mindanao Islamic Institute, currently enrolled as level two nursing students on A.Y. 1370-1375 and who were readily available on that day. The researcher together with an assistant did the data gathering. After the completion of data gathering, data were then tabulated and analyzed.

Statistical Treatment

The data collected from the respondent was tabulated and processed using statistical tool.Descriptive statistics of frequency and mean

standard deviation were used to determine the demographic characteristics and school stress level among the nursing students in Sulu respectively. To determine the level of adaptation to school stress, multiple regression analysis was used. Overall, the model was found significant as supported by the ANOVA statistics. Multiple regression was used to determine the significant predictors influencing the level of adaptation to school stress in terms of gender, type of schools, and parent's monthly income.

RESULTS

Majority of the nursing students had high stress level in academic stress, school environment stress, and home environment stress and had a very high in related learning experience stress. The nursing students level of stress adaptation was slightly high. There were significant predictors to the level of adaptation to school stress of nursing students in Sulu. Home environment stress (p=.009) was significant at 5% level.

ANALYSIS

The researched work gave the researcher 190 respondents who answered the self-constructed questionnaire. Of this number, female respondents were dominant with 159 or about 83.7% compared to only 31 male respondents about 16.3%. in terms of the type of school, private and public schools' respondents equally represented with 95 or 50% a piece. School stress was measured in terms the following indicators: (1) academic stress, and its indicators such as workload and clinical supervising faculty; (2) related learning experience stress; (3) environment stress such as school environment and home environment.

DISCUSSION

This study sought to determine the school stress level of nursing students in Sulu, level of adaptation to school stress, and significant predictor to the level of adaptation to school stress of nursing students in Sulu. The sources of data were the level two of nursing students of Notre Dame of Jolo College, Sulu State College, Mindanao State University, and South Western Mindanao Islamic Institute. The data gathering was done by using self-constructed questionnaire and extensive review made out from the focus group discussion and extensive review of related literatures. A quantitative descriptive research method was employed and cross sectional survey design. Multiple sampling techniques such as the convenience purposive sampling and sampling proportioned were utilized. The criteria for the selection of the school were the following nursing school must have level two; nursing student must have related learning experience in the hospital; the type of nursing school must be in private and/or public. In determining the number of the respondents, sampling proportion of the total population adapting the Slovin's formula and convenience sampling were utilized during the data gathering by having the available nursing students answer the self-constructed questionnaire. Descriptive statistics of frequency and mean standard deviation were used to determine the demographic characteristics and schools stress level. ANOVA with multiple regression were utilized to determine the significant predictors to the level of adaptation to school stress of nursing student in Sulu when grouped according to gender, type of school attended, and parent's monthly income.

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