Perceived Stress and Mindfulness Based Intervention in a Selected Higher Institution: Basis for Stress Resilience Program

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ABSTRACT

To investigate the relationship between perceived stress and the effectiveness of mindfulness-based interventions in a selected institution. The pressure, often arising from academic upcoming tests, heavy workload, social expectations, interpersonal conflicts, money management, tuition, allowance, etc. Has been linked to a rise in stress and mental health challenges among students. And exploring the potential of mindfulness-based practices to alleviate perceived stress and foster resilience in students across different academic stages, Quantitative descriptive-correlational design, surveying 155 college undergraduate students aged 18 to 40 years in Mary Chiles College, selected through stratified proportional random sampling. The findings revealed that the majority of respondents are young (64.5% aged 18–21), predominantly female (81.3%), and mostly enrolled in the BS Nursing program (74.8%), indicating a student-centered, health-related academic setting. All academic year levels were equally represented, ensuring balanced insights across cohorts. Most participants are single (95.5%), unemployed (76.1%), and live with their parents (59.4%), suggesting a high level of dependence and limited financial autonomy, which is typical of full-time students. The religious composition is largely Catholic (81.3%), reflecting the dominant faith in the Philippines, with minority groups including Muslims, Iglesia ni Cristo members, and others. The overall profile highlights a youthful, female-majority population strongly rooted in family and traditional support systems, offering a focused lens into the experiences and perspectives of students in healthcare-related programs. The researchers recommended a comprehensive program that can be called "RISE-UP" to foster mental well-being and emotional strength among the students. The RISE-UP stands for Resilience, Self Worth, Empowerment and Purpose". That has a 3 phase, by having these phases the program ensures that students develop not only coping strategies but a life built on purpose, relationships, and inner strength and cultivate a resilient, compassionate, and empowered student body capable of thriving both in and beyond the classroom.

Keywords: Mindfulness-Based Intervention, Coping Mechanism, Stress Resilience, Stress levels, & Mental Health

INTRODUCTION

Stress is an inherent aspect of human experience, affecting decision-making, daily functioning, and overall quality of life. When persistent, stress can compromise both physical and psychological well-being, influencing behavior, personality, and cognitive performance. Among populations particularly susceptible to stress are students, who face the unique pressures of a fast-paced academic environment, heightened expectations of achievement, social adjustment challenges, and concerns about future careers. These stressors can manifest as anxiety, depression, burnout, and diminished academic performance, emphasizing the urgent need for effective interventions that promote resilience, emotional regulation, and holistic well-being.

Globally, perceived stress is recognized as a significant public health concern. A large-scale study conducted during the COVID-19 pandemic across 57 countries using the Perceived Stress Scale (PSS-10) reported an average score of 19.1 (SD ≈ 7.2), indicating moderate stress levels across diverse populations, with notable variations by age, gender, and region. In contrast, local data from the Philippines highlight specific socio-economic influences on stress. The Social Weather Stations (SWS) Third Quarter 2025 survey revealed that 34%

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of adult Filipinos experience frequent stress in their daily lives, an increase from 27% in 2019. Financial concerns were identified as the leading source of stress, followed by health, work, school, and family issues. Comparing these global and local data underscores both the universality of stress and the contextual factors that shape its prevalence and intensity in the Philippines.

In response to the growing prevalence of stress, mindfulness-based interventions (MBIs) have emerged as effective strategies for enhancing mental health and adaptive coping. Mindfulness, conceptualized by Kabat-Zinn as "awareness that arises through paying attention, on purpose, in the present moment, nonjudgmentally," encourages individuals to observe their thoughts, emotions, and bodily sensations with acceptance and without reactivity. Structured practices, including meditation, deep breathing, and body awareness exercises, equip individuals with skills to respond adaptively to stressors, improve emotional regulation, and cultivate psychological resilience.

Empirical research has consistently demonstrated the efficacy of MBIs in reducing stress, anxiety, and depression across diverse populations. Systematic reviews and meta-analyses report modest to moderate improvements in psychological well-being, with standardized mean differences for stress, anxiety, and depression ranging from approximately −0.33 to −0.39. Short-term programs, typically spanning four to eight weeks, have been shown to reduce emotional distress and enhance mindfulness, job satisfaction, and overall well-being among students, healthcare professionals, and individuals with chronic illnesses. Notably, even online and self-guided mindfulness programs implemented during the COVID-19 pandemic effectively lowered perceived stress and improved mental health outcomes. Longitudinal studies further suggest that these benefits may persist for months or years, particularly with continued practice.

The relevance of MBIs is particularly pronounced among Filipino students and young adults, who face high rates of stress, anxiety, and depression. The AXA Mind Health (2024) survey reported that 48% of Filipinos aged 18–24 and 42% of those aged 23–34 experience significant mental health challenges, with the majority seeking support. Academic pressures, financial concerns, and uncertainties regarding career and social adjustment contribute to this elevated stress, highlighting the need for interventions that foster emotional resilience, enhance concentration, and promote overall well-being within institutional settings.

Mindfulness practices are also aligned with global sustainable development priorities. SDG 3, Good Health and Well-Being, is directly supported by MBIs through the promotion of psychological resilience, reduction of anxiety, and enhancement of overall mental health. SDG 4, Quality Education, is reinforced as mindfulness practices improve students' focus, emotional regulation, and academic performance. Collectively, these SDGs emphasize the broader societal relevance of mindfulness interventions, situating mental health promotion as a critical component of sustainable development.

Several studies have documented the benefits of MBIs in higher education contexts. For instance, interventions such as MindKinder Adult (MK-A) have demonstrated improvements in dispositional mindfulness, emotional regulation, trait emotional intelligence, and social functioning among college students (Moreno-Gòmez et al., 2023). Participation in mindfulness programs has also been associated with reductions in depressive symptoms, stress-related physiological responses, and maladaptive coping behaviors, even among adolescents exposed to early life stress (Galo et al., 2023). These findings underscore the potential of mindfulness practices to enhance emotional resilience, foster proactive mental health maintenance, and equip students with tools to navigate complex academic and social demands.

Given the distinct stressors faced by college students, exploring mindfulness interventions tailored to this population is essential. Academic pressures, social adjustment, financial concerns, and career uncertainty collectively contribute to heightened perceived stress, underscoring the need for structured interventions that foster adaptive coping strategies. This study seeks to examine the relationship between perceived stress and the effectiveness of MBIs within a selected institutional context, with the ultimate goal of providing evidence-based insights into interventions that enhance students' psychological resilience, reduce anxiety, and promote holistic well-being. By integrating mindfulness practices into institutional settings, students can be empowered to cultivate non-reactive awareness, improve concentration, and develop sustainable strategies for stress management.

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BACKGROUND OF THE STUDY

In today's fast-paced, academically demanding environment, students from College Undergraduate levels face immense pressure. This pressure, often arising from academic upcoming tests, heavy workload, social expectations, Interpersonal conflicts, Money Management, tuition, allowance, etc. Has been linked to a rise in stress and mental health challenges among students. Stress is a natural response to challenges, but chronic stress can lead to a variety of adverse outcomes, including anxiety, depression, decreased academic performance, and lower overall well-being.

Stress is one of the most common problems that a student or academic tracks experiencing, whereas having stress can cause many problems, such as health problems, mental problems, financial problems or other related problems that can affect the mind or daily living of a person. A person must have or learn to know coping strategies and learn to adapt to stressful situations, in order to survive or withdraw from the stressful situations.

This study will have a Stress Resilience Program that will be conducted in a Selected Institution to have a mindfulness based intervention, an intervention would aim not only to reduce perceived stress but also to enhance coping strategies, improve emotional regulation, and promote a sense of well-being. Previous studies have demonstrated the efficacy of MBIs in diverse student populations, yet few have specifically targeted College Undergraduate. This research aims to bridge that gap by comparing with other interventions because it may not compare mindfulness-based interventions with other stress management strategies, limiting its ability to determine the most effective approach. But by exploring the potential of mindfulness-based practices to alleviate perceived stress and foster resilience in students across different academic stages, ultimately informing the development of a comprehensive stress resilience program for educational institutions.

Statement Of The Problem

This study determined the level of stress of the respondents with the key components of mindfulness-based intervention in a selected institution.

Specifically, this study sought to answer the following:

1. What is the demographic profile of the respondents in terms of:

1.1. Age;

1.2. Sex;

1.3. Year Level;

1.4. Program/Course;

1.5. Marital Status;

1.6 Religion;

1.7 Employment Status; &

1.8 Living Situation?

2. What is the level of perceived stress of the student respondents in a selected institutions in terms of:

2.1. Academic:

2.1.1. Upcoming Exam;

2.1.2. Heavy Workload;

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2.1.3. Time Management; &

2.1.4. Peer Pressure?

2.2. Financial:

2.2.1. Money Management;

2.2.2 Tuition Fee; &

2.2.3. Loans?

2.3. Social:

2.3.1. Work;

2.3.2. Social Expectations;

2.3.3. Communication Skills; &

2.3.4. Interpersonal Conflicts?

3. What is the level of utilization of mindfulness-based interventions in a selected institution student respondents in terms of:

3.1. Self - Awareness;

3.2. Self - Regulation; &

3.3. Self - Transcendence?

4. Is there any significant relationship between the profile and perceived level of stress of the respondents?

5. Is there any significant relationship between the profile and the level of utilization of mindfulness-based interventions?

6. Is there a significant difference between the perceived stress and level of utilization of mindfulness-based interventions when grouped according to profile?

7. What is the stress resilience program that will be implemented to the educational institution?

Statement Of The Hypotheses

Ho1 : There is no significant relationship between the profile and perceived level of stress of the respondents.

Ha1 : There is a significant relationship between the profile and perceived level of stress of the respondents.

Ho2 : There is no significant relationship between the profile and the level of utilization of mindfulness-based interventions.

Ha2 : There is a significant relationship between the profile and the level of utilization of mindfulness-based interventions.

Ho3 : There is no significant relationship between the perceived stress and level of utilization of mindfulness-based interventions when grouped according to profile.

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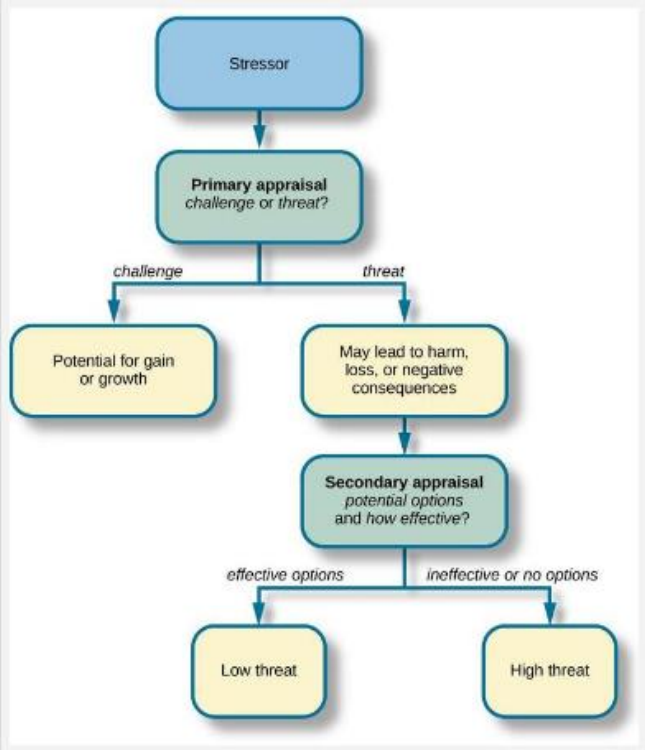
Ha3 : There is a significant relationship between the perceived stress and level of utilization of mindfulness-based interventions when grouped according to profile.

Theoretical Framework

This study was anchored on the Stress and Cognitive Appraisal Theory, Resilience Theory, and General Adaptation Syndrome Theory.

Stress and Cognitive Appraisal Theory



Source: Niwlikar, B. (2025)

Figure 1: Stress and Cognitive Appraisal Theory

Lazarus and Folkman developed it in 1984, describing the mental processes that influenced stress. According to this view, stress is a two-way process that includes both the environment's creation of stressors and the reaction of the person experiencing them. It only explains that stress might originate from one's surroundings, that one would experience stress as a person, and how one will react to stress by using various coping mechanisms.

One of the forerunners in the subject of cognitive psychology was Lazarus. She specializes in researching how individuals interpret emotional data and how these interpretations affect their mental and physical well-being. According to her, stress is more a function of how an individual interprets an incident and their coping mechanisms than it is of the event itself. Additionally, the primary and secondary evaluation processes of two crucial cognitive processes were the foundation for this view.

In primary appraisal, it evaluates the situation in terms of its personal relevance and its meaning. It asks whether the event is perceived as threatening, harmful, or challenging for an individual. Whereas the person will experience a stress response of varying intensity. While the secondary appraisal, it evaluates the resources and abilities to cope with the situation. An individual has the capacity and means to successfully meet the challenge. This determines the coping strategy that the person will use to deal with the stress. In short, primary appraisals are all about the stressors and challenges, while the secondary appraisal is the intervention or the coping strategies.

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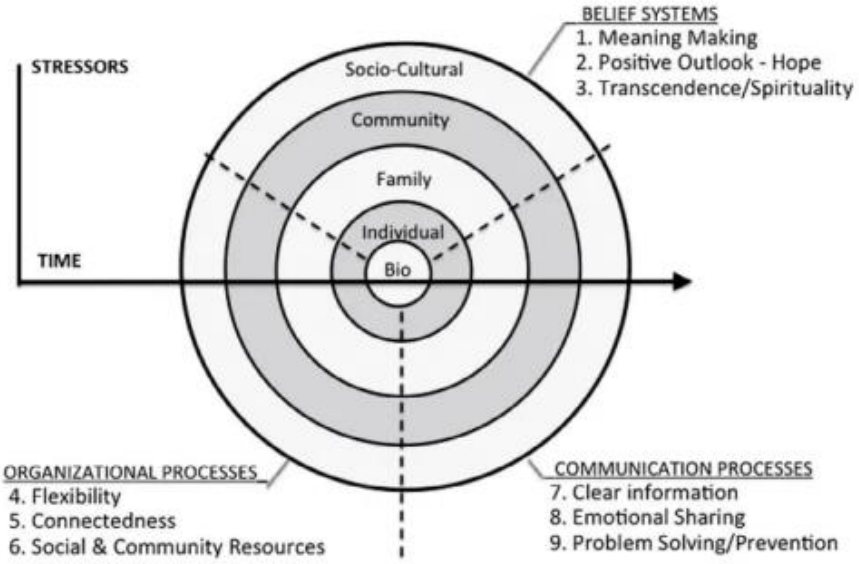
This theory suggested will assist in guiding the research as we evaluate stress levels that happen in the surroundings of each student and to determine what are the different interventions or various coping strategies an individual can employ. This simply similar to primary and secondary appraisal, Lazarus proposed these two categories to ascertain the connection between coping techniques and stress.

In conclusion, Lazarus' stress theory offered a distinctive and useful viewpoint on how individuals view and react to stress in their daily lives. This theory had an impact on clinical practice, health psychology research, and the development of stress management therapies because of its emphasis on cognitive assessment and coping mechanisms. This theoretical framework and emphasis on the value of cognitive evaluation have greatly advanced the study of modern psychology and opened up new research avenues.

Resilience Theory



Source: Moore, C. (2025)

Figure 2: Resilience Theory

Resilience theory was designed by Dr Norman Garmezy in 1991. He defined resilience as “not necessarily impervious to stress, but rather as the ability to recover and sustain adaptive behavior after an initial retreat or incapacity upon initiating a stressful event.” (Norman Garmezy, 1991). In order to be resilient, Garmezy stated that individuals must demonstrate functional adequacy which is the ability to maintain competent functioning despite emotional disturbances, as a standard for resilient behavior in times of stress.

This theory emphasizes the ways on how individuals overcome and recover from life challenges. Garmezy explores how factors that provide protection, including supportive relationships, effective coping strategies, and individual traits, enable people to recover and thrive despite facing difficulties. Norman Garmezy's theory provided greater insight into resilience by refining interventions and improving results for individuals encountering adversity.

Norman Garmezy's theory of resilience is instrumental in guiding research on the perceived level of stress among students by offering a comprehensive perspective on how protective factors can reduce the effects of stress. By focusing on both internal attributes, such as cognitive abilities and emotional regulation, and external supports, such as family and community resources, this theory highlights the pathways through which students can adapt and excel despite experiencing high levels of stress. Understanding these mechanisms not only enhances researcher theoretical foundation but also provides practical insights for developing targeted interventions to enhance resilience, ultimately improving students’ ability to cope with academic and personal pressures.

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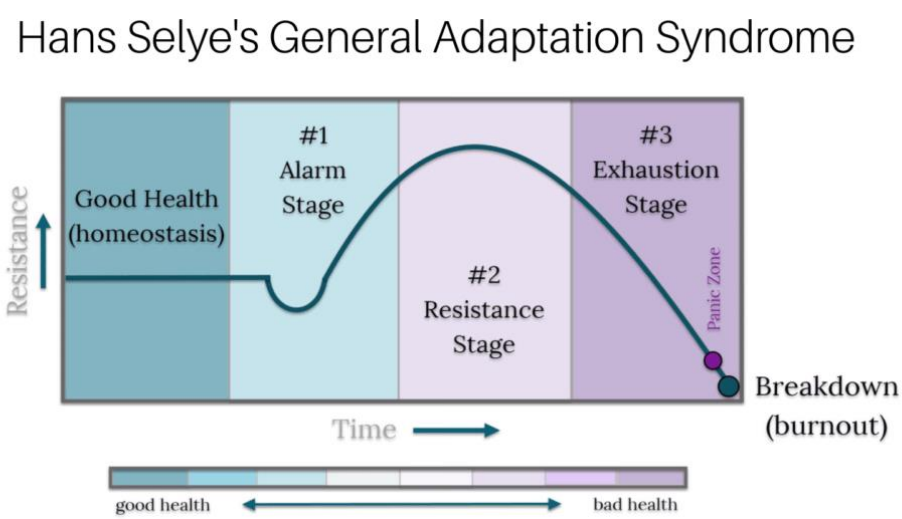
General Adaptation Syndrome



Source: Neville, A. (2024)

Figure 3: General Adaptation Syndrome Theory

Selye's General Adaptation Syndrome (GAS) was introduced in 1936 by Hans Selye, a pioneering figure in stress research. GAS describes the physiological processes involved in the human response to stress. According to Selye, stress occurs in three distinct stages: alarm, resistance, and exhaustion. His theory outlines how the body reacts to stressors and highlights the adaptive and maladaptive consequences of prolonged stress exposure.

The alarm stage represents the body's immediate reaction to a stressor. When faced with a challenge or threat, the body activates its fight-or-flight response, releasing stress hormones like adrenaline and cortisol. This stage prepares the individual to confront or escape the stressor, characterized by physiological changes such as increased heart rate, rapid breathing, and heightened alertness.

The resistance stage occurs if the stressor persists. In this stage, the body attempts to adapt to the stress and maintain homeostasis. Stress hormone levels may stabilize, but physiological functions remain heightened. This prolonged activation can deplete the body's resources, making it vulnerable to additional stressors. The final stage, exhaustion, arises when the body's adaptive mechanisms are overwhelmed due to chronic stress. At this point, the body's energy reserves are depleted, leading to physical and mental fatigue, weakened immunity, and a higher risk of illness or burnout. This stage underscores the potentially damaging effects of prolonged stress on health and well-being.

Selye's GAS theory not only explains how the body physically reacts to stress but also highlights the importance of managing stress to prevent its harmful effects. While it primarily focuses on biological responses, it paved the way for understanding the connection between stress and health. It also influenced fields like psychology, medicine, and public health, shaping interventions for stress reduction and management. By examining the stages of stress within the context of academic, social, and financial pressures faced by students, this research integrates Selye’s insights to identify how MBIs can serve as adaptive mechanisms. These interventions intended to alleviate the harmful effects of prolonged stress and promote resilience, aligning with GAS's emphasis on managing stress to prevent its maladaptive outcomes.

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Paradigm of the Study

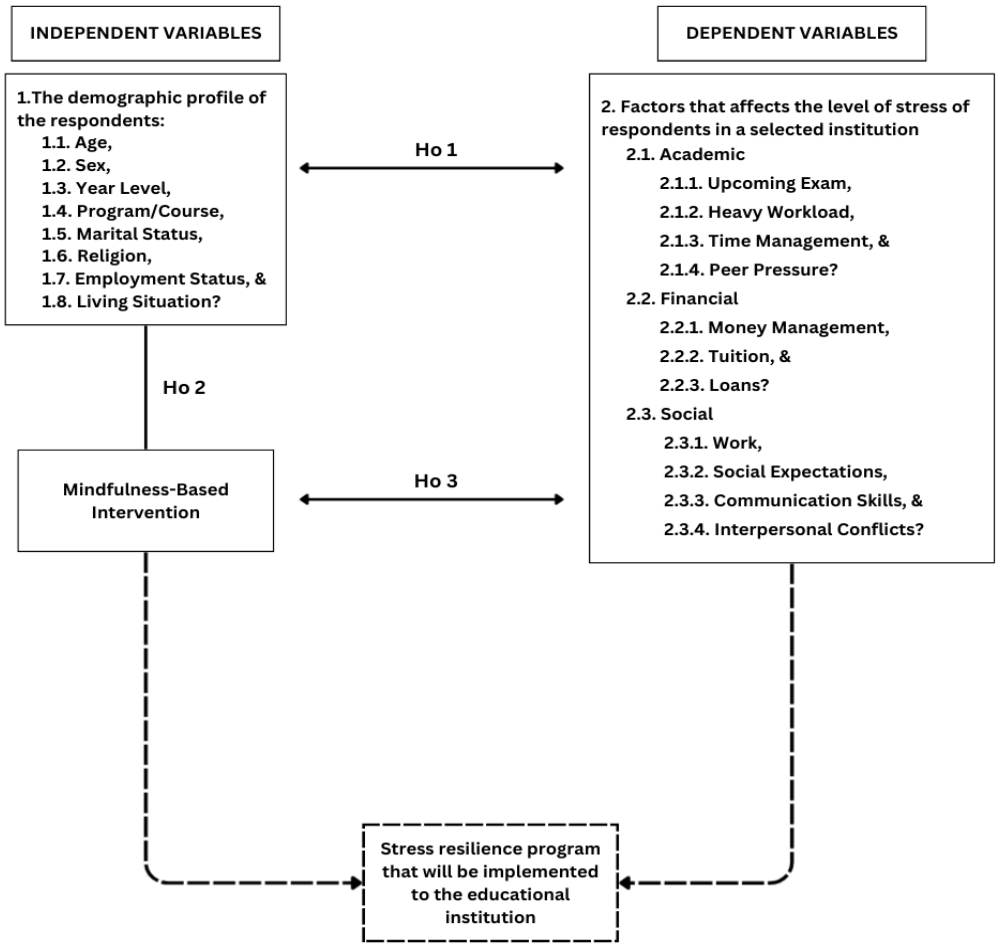

Figure 4: Perceived Stress And Mindfulness-Based Intervention In A Selected Institution: Basis For Stress Resilience Program

The paradigm of the study shows how the variables relate to one another, the overall idea of the study, and the program that will be implemented that will be identified as the end result. The first variables are independent variables, which include the demographic profile of the respondents, such as age, sex, year level, program or course, marital status, religion, employment status, and living situation. The mindfulness-based intervention is linked to the demographic profile and falls under it since it is a significant variable in the study. Conversely, the dependent variables relate to the elements that influence the respondents degree of stress in a certain institution, such as their social, academic, and financial lives.

The two-tailed arrow shows the relationship between demographic profile and factors that affect the level of stress of the respondents.

The second two-tailed arrow shows the relationship between the mindfulness-based intervention and factors that affect the level of stress of the respondents.

The broken line shows the stress resilience program that could be developed as an input and possibly be implemented to the educational institution that is based on the findings of the study.

Assumptions Of The Study

The study aimed to assess the benefits of mindfulness-based interventions to the selected institution. The following assumptions were identified:

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1. The researchers assumed that the assessment of the benefits of Mindfulness-based intervention will provide many ideas to the selected institution on how they should handle their thoughts and feelings.

2. The researchers assumed that the assessment of the benefits of Mindfulness-based intervention will help the selected institution to recognize their behavior and how to respond with it.

3. The researchers assumed that if effective mindfulness-based interventions are identified, the case of stressed students will decrease.

4. The researchers assumed that the assessment of the benefits of Mindfulness-based intervention will be a beneficial tool to an individual when it comes to managing the stress they have.

5. The researchers assumed that an improved stress management can help the selected institution to increase their quality of life.

Scope And Limitations Of The Study

The study focused on undergraduate Filipino students participating in health-related studies at a particular higher education institution between the ages of 18 and 40. The participants are specifically from the Bachelor of Science in Respiratory Therapy, Bachelor of Science in Midwifery, and Bachelor of Science in Nursing programs. Because of their exposure to clinical training, academically demanding coursework, and performance-based assessments all of which are frequently linked to elevated stress levels these students are deemed suitable for the study. The study only includes students who are willing to participate voluntarily, legally eligible to give informed consent, and formally enrolled throughout the data collection period.

To keep the research relevant and focused, students who don't fit the inclusion requirements are eliminated. This includes anyone enrolled in academic programs other than BS Nursing, BS Midwifery, and BS Respiratory Therapy, as well as graduate students, Non-Filipino students, people under the age of eighteen, and people attending other universities. In order to guarantee a more uniform sample that fairly represents the experiences of undergraduate health-allied students within the chosen academic setting, the researchers have narrowed the population.

Methodological considerations led to the choice to restrict the investigation to a single university. Consistency in academic policies, curriculum design, clinical exposure, and student support systems all of which may have an impact on perceived stress levels is made possible by conducting the research inside a single institution. By assuring that variations in stress levels are more likely to be attributable to individual experiences rather than institutional disparities, this method reduces external variability and enhances the study's internal validity.

Based on their common classification as health-allied fields with demanding academic and clinical requirements, the BS Nursing, BS Midwifery, and BS Respiratory Therapy programs were chosen. Students in these programs are a pertinent population to study perceived stress and the possible relevance of mindfulness-based therapies because they are frequently subjected to rigorous schedules, high academic expectations, and substantial obligations. Incorporating these programs also ensures balanced participation across academic disciplines by enabling proportional representation through stratified random sampling.

Potential sources of bias could still exist even with stratified proportional random sampling. The results may not be as applicable to other educational contexts if the study is restricted to a particular institution. Additionally, because individuals may underreport or overreport their stress levels, the use of self-reported surveys may introduce response or social desirability bias. These restrictions are recognized and taken into account when interpreting the study's findings.

Significance of the Study

In order to improve knowledge regarding perceived stress and mindfulness-based intervention in a selected higher institution, it aims to offer insightful information and relevance to the following areas

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College Undergraduates - With the college setting filled with a lot of stress levels, which arise due to academic, social, and personal pressures overwhelming students, this article gives the reader sound information and mindfulness techniques that will empower the student to deal with stress much more effectively, hence promoting mental well-being, academic success, and a better college experience.

Educational Institutions - Schools themselves can benefit directly from this study through using its findings to develop and implement stress resilience programs tailored to students. It determines ways in which MBIs can improve emotional regulation, self awareness, and overall well-being, which are vital to academic success and personal growth. By initiating these interventions, institutions have the ability to create a healthier learning environment, reduce dropout, and prepare students with the ability to manage the academic, financial, and social stress they face. This study also provides a model for schools and universities to prioritize mental health well-being as central to their educational mission.

Future Researchers - The study shall give way to further researchers in further exploration into stress resilience and mindfulness-based interventions. This study addresses gaps in understanding effective stress management, making the reference point upon which future researchers will draw whilst stimulating new and innovative approaches to mental health and wellness within educational institutions.

Guidance Office - The study provides evidence that mindfulness techniques can be valuable tools in counseling practices. This supports the guidance office's role in offering relevant, science-based strategies to help students manage stress more effectively.

Office of the Dean - The research highlights the critical link between academic performance and students' mental well-being. By understanding how mindfulness-based interventions reduce perceived stress, the Dean can support initiatives that prioritize mental health alongside academic excellence.

Office of Student Affairs (OSA) - This study reinforces the importance of holistic student development. It underscores the need for programs that go beyond academics and address emotional and psychological well-being, thereby supporting OSA's mission to enhance student life.

Policymakers - The research offers policymakers useful information by showing the efficacy of mindfulness-based interventions (MBIs) in lowering perceived stress and increasing resilience among students. Policymakers can utilize these results to promote the inclusion of MBIs in institutional mental health initiatives and national education policies. By focusing on the increasing levels of stress and mental health issues among students, this study can guide the implementation of measures to develop supportive policies for mental health, in consonance with Republic Act No. 11036, to ensure accessible and culturally appropriate mental health services in the Philippines.

Society - This study highlights, for society, the imperative nature of mental health in general well being. By demonstrating the effect of MBIs in developing resilience and stress management, it provokes a larger discussion on the role of mindfulness in everyday life. This study emphasizes the necessity for social support of mental health programs, pushing families, communities, and organizations to embrace practices that induce emotional regulation and resilience, leading to enhanced quality of life among individuals in different settings.

School Administrators - The findings contribute to institutional awareness of the stress students face. It serves as a foundation for designing sustainable policies and programs that foster a culture of mental resilience and wellness across the campus.

Definition Of Terms

The following terms are defined on how it is being utilized for better understanding of the content of the study. Moreover, it was presented conceptually.

Academic - Worries or concerns regarding school, courses, or lack of preparation for studying, homework, or class expectations and performances that cause perceived stress in students.

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Allowance - A fixed amount of money regularly provided for personal use, often limited for students, making it a source of stress when expenses exceed available funds.

Communication Skills - The capacity to put into words the thoughts, feelings, and ideas is important to resolve conflicts and maintain relationships and is an influential factor in keeping stress down when lacking.

Emergency - An unexpected situation requiring immediate action or financial expenditure, contributing to stress when resources are inadequate to address the need.

Family - The people residing within a home or extended family circle who offer emotional support but can also be stressful when disagreements or expectations arise.

Financial - Issues around money and expense accounts, again often troublesome due to limited earnings or unexpected expenses.

Friends - A social network of people that provides support and friendship but which can also trigger stress with conflicts, misunderstandings, or unmet expectations.

Heavy Workloads - Too many tasks or responsibilities, academic, professional, and personal, that stress the individual because not enough time to complete everything or the person becomes simply exhausted.

Interpersonal Conflicts - Disputes or miscommunication between people such as family, friends or coworkers, which can be a source of stress in your life.

Loans - Borrowed funds whose repayment occurs with interest and most commonly is for financial obligations such as education, or some form of financial pressure for the individual.

Mindfulness-Based Interventions (MBIs) - Techniques that focus on being completely in the current moment, without judgment, help manage stress, decrease anxiety, and enhance one's general well-being through increased self-awareness and emotional regulation

Money Management - The process of budgeting, spending, and controlling financial resources, which directly impacts financial stability and stress levels.

Partner - An important other or romantic relationship, offering emotional support but which can also be a source of stress in terms of conflicts, misunderstandings, or relationship challenges.

Peer Pressure - The influence from the same group of people may shape.

Perceived stress - It refers to the manner in which individuals attempt to make sense of and deal with the challenges of life, their thoughts and feelings alongside perception of control that often influences both their mental and physical health; sometimes it is shaped by such strategies as mindfulness in building up resilience.

Savings - The act of setting aside money for future needs or emergencies, which can alleviate financial stress but may also be a source of anxiety for individuals struggling to save.

Self - Awareness - The ability to consciously recognize their thoughts and feelings, and behaviors as they occur.

Self - Regulation - The capacity to control emotional responses, maintain focus, and respond to stressors in a calm and purposeful manner.

Self - Transcendence - The ability to connect with a broader sense of meaning, purpose, or awareness beyond self.

Social - Interacting and relating with others can have effects on the stress levels, but here, it gives more focus to how mindful practice will improve interaction to help his/her emotional well-being.

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Social Expectations - Perceived pressure to live up to societal or peer expectations regarding conduct, appearance, or performance that contributes to stress when the individual feels they do not measure up.

Stress Resilience Program - A structured approach aimed at teaching skill development to overcome and recover from challenges, often incorporating mindfulness, emotional regulation techniques, and social support strategies in order to optimize an individual's ability to handle stress"

Time Management - The ability to plan and control how time is allocated to various activities, crucial for balancing academic, personal, and professional commitments. Poor time management can exacerbate stress levels.

Tuition - The cost of education, which tends to be an economic burden for students in terms of resources available.

Upcoming Exam - An examination scheduled and designed to measure the student's academic knowledge and results that are often perceived as being highly stressful due to the pressure of studying or preparing for it.

Work - Those activities that have been undertaken for employment, or other obligations that are perceived to add to stress if it cannot be balanced against other responsibilities or when the workload is very heavy.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies, foreign and local, after the thorough and in-depth search done by the researchers. The synthesis of work is to identify the relationship between the factors that affect the level of stress in a selected institution and the components of mindfulness-based intervention. The information seen in this chapter will help to know further about the keyword to the present topic. The study looked for the relationship between the factor that affects the level of stress in a selected institution and the components of mindfulness-based intervention. On how the mindfulness-based intervention perceived the level of stress in a selected institution.

According to REPUBLIC ACT No. 11036. (An Act Establishing a National Mental Health Policy for the Purpose of Enhancing the Delivery of Integrated Mental Health Services, Promoting and Protecting the Rights of Persons Utilizing Psychosocial Health Services, Appropriating Funds Therefore, and Other Purposes), the government guarantees that it commits itself to the promotion of citizen well-being through making it clear that psychical health is to be valued, promoted, and protected; appropriate treatment and prevention of mental health disorders; accessible, affordable, quality, and culturally appropriate mental health care to the public; mental health services free from coercion and accountable to service users; and persons affected by mental health conditions exercise a full range of human rights and participate fully in society and at work free from stigmatization and discrimination.

The mindfulness-based intervention that was created by Kabat-Zinn. Kabat-Zinn adds to his definition of mindfulness by describing it as "awareness that arises through paying attention, on purpose, in the present moment, nonjudgmentally." It has been shown to help individuals manage stress, enhance emotional resilience, and improve mental clarity. MBIs are structured approaches that incorporate mindfulness practices, such as meditation, deep breathing, and body awareness, to help individuals respond more adaptively to stressors. This study wants to determine that these interventions can be particularly effective for students, as they help reduce anxiety, improve concentration, and promote overall well-being by encouraging a non-reactive state of awareness.

Integrating MBIs with the set objectives by Republic Act No. 11036 will be supported towards mental well-being and reducing stress levels in many populations. Mindfulness provides for a purposeful and nonjudgmental awareness of the present, which supplies the tools to individuals towards handling stressors without letting their upsides overpower them. The ability to stay focused on breathing through meditation and self-awareness practices enhances coping mechanisms and emotional balance as developed by MBIs. This chapter emphasizes

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interventions according to mental health policies and brings forward that this intervention relates to the issues of institutional stressors.

MBIs have been documented to be highly effective in educational institutions. Studies show that MBIs not only reduce stress and anxiety but also help people in maintaining better concentration, emotional regulation, and mentally enhanced clarity. For students, usually exposed to the triple burden of academic, personal, or psychological pressures, these interventions provide a systematic approach to adaptive stress management. This study stresses the practical relevance of MBIs implemented proactively to reinforce the mental well-being and academic achievement of learners.

Synthesizing the local and foreign literature to underscore transformative tendencies of MBIs, it can be said that such interventions build a basis for the long-term well-being of patients by empirically targeting the multifaceted dimensions of stress. The current study bridges theory with practice to unleash the ability of mindfulness intervention in addressing individual needs in myriad settings.

Related Literature (Conceptual Literature)

According to the study of Ritvo, et al. (2020), distress and mental health disorders are more prevalent among university students than in the past. They use a mindfulness virtual community (MVS) program to help students cope with stress. This program is based on mindfulness and cognitive behavioral therapy principles and helps students successfully and efficiently reduce their symptoms of anxiety, sadness, and perceived stress. The study's objective is to assess the effectiveness of the MVC program over the course of eight weeks. They will assess the primary outcomes, which are stress, anxiety, and depression, as well as the secondary outcome, which is the enhancement of mindfulness among undergraduate students at Canadian universities. Their study's findings indicate that an 8-week online M-CBT video-based program was a successful intervention for lowering stress levels in college students. Additionally, M-CBT therapies offer a chance to address mental health issues in postsecondary populations in the context of disrupted campus conditions that may resemble the disruptions caused by COVID-19, which may have led to the suspension of in-person academic interactions.

Furthermore, In order to prepare students to be effective members of the class and future contributors to society, education aims to improve the quality of teaching and learning, educational environments, and the overall development of students' personalities and sense of empowerment. The purpose of their study is to assess how well mindfulness training affects academic emotions and passion by focusing on time management and stress reduction techniques. To collect data, they administer pre- and post-tests to a control group. Their research demonstrated that students' academic emotions and excitement were positively impacted by mindfulness training that focused on stress reduction and time management skills. Additionally, it demonstrates that it works better on the components of optimism, anger, and anxiety as well as the components of time management and attraction to education. All things considered, the foundation for controlling emotions and boosting students' academic zeal will be educational involvement in educational processes as stated in the study of Nignam, Pirani, Motlagh, (2024).

In addition, it is stated in the study of Yan, et al. (2024), that increased stress is the issue facing medical students at military colleges, and the educational environment has proven difficult. They use mindfulness training to deal with this issue. It claims that its ability to enhance the health of various people has been confirmed. Examining how MBSR enhances medical students' psychological resilience, posttraumatic stress disorder, and posttraumatic growth is the main focus of their study at the military college. According to the results of their study, the MBSR group saw notable decreases in anxiety, PTSD, and depressions as well as notable improvements in resilience, posttraumatic growth, life satisfaction, and mindful attention. Overall, the military college medical students' psychological resilience, posttraumatic growth, life satisfaction, mindful attention awareness, depression, anxiety, and intrusive symptoms all improved as a result of the MBSR therapies.

Moreover, stress is a significant element that can either directly or indirectly impair undergraduate nursing students' academic performance and learning during their nursing school program. In order to enhance their learning and lessen the negative effects of stress on their health and retention in the nursing school, nursing students need to be prepared with useful coping mechanisms to handle stressors. The evaluation, which lasted

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six weeks, demonstrates that mindfulness meditation was successful in lowering participants' perceived stress levels. Stress reduction for undergraduate nursing students is crucial for their advancement and retention in the nursing program as well as for their health and general well-being, as stated in the study of Okafor, et al. (2023).

Furthermore, in the study of Malik, et al. (2024), they aimed to find out how well mindfulness, cognitive-behavioral approaches, and resilience-building exercises work for university students who are under pressure to perform well academically and personally. According to the study, mindfulness exercises have a considerable impact on stress reduction when compared to resilience and cognitive-behavioral approaches. Additionally, stress reduction was positively impacted by cognitive-behavioral techniques. Social support and the quality of sleep were also found to be important moderating factors that increased the efficacy of these methods. Their research shows the necessity for specialized treatments to promote students' well-being and can advance knowledge of efficient stress management techniques in educational environments.

In addition, the study of Montalto (2023), was about the effect of mindfulness stress reduction and if it can increase the academic performances of the students that are studying health science. Because the students required an extensive concentration and commitment that can be exhausting on their own part. This can lead to stress, poor academic performance and can affect their own well being. A reduction in stress through mindfulness will likely improve a student’s overall wellbeing, increase their capacity to learn, and change the way they interact with both patients and their peers. Additionally, emotional intelligence, self efficacy and stress management skills are qualities to be gained from mindfulness training as well.

Additionally, the study of Moreno-Gòmez, et al. (2023), was to assess the results of the mindfulness-based intervention known as MindKinder Adult (MK-A). course on mental health, trait emotional intelligence, dispositional mindfulness, and emotional regulation challenges faced by college students. The treatment significantly improved dispositional mindfulness, according to the results. explaining the experimental group's emotional bewilderment, mental health, trait emotional intelligence, and non-reactivity.

Moreover, in the study of Pan, et al. (2024), it is stated that a standardized psychological intervention, mindfulness therapy, aims to help people handle challenging emotional processing, promote mindful thinking practices, and lessen stress. Anxiety, mental stress, and emotional discomfort are the most common psychological symptoms among college students. These conditions can lead to a reduction in functioning when faced with interpersonal and academic stress. The subgroup analysis in their meta-analysis and systematic review showed that timed MBSR treatment intervention protocols clearly improved felt stress, anxiety, and depression. The study participants' intervention was successful as long as mindfulness therapy was recommended as a psychological intervention.

Furthermore, in the study of Dawson, et al. (2020), they conducted a thorough systematic review and meta-analysis of RCTs evaluating the impact of MBI on the mental and physical health of college students. Furthermore, their studies failed to identify any differences in the impact of the interventions based on subpopulations, delivery methods, or duration. Students may benefit from MBIs, but better study is required. In addition, the study examines the effects of mindfulness practice on the psychological outcomes and brain activity of students, especially when they are exposed to stressful situations. Academic pressure tends to affect the mental health of the students. It successfully demonstrated the reduction of stress perception score of the students while coping with their own stress-stimuli as stated in the study of Ahn An, (2022).

Furthermore, mindfulness-based interventions intending the reduction of psychological symptoms of distress and enhancement of quality of life become increasingly applied and popular in a variety of kinds of settings in both mental health care and somatic health care. These interventions target awareness cultivation on an open-minded and non-judgmental consciousness of whatever is transpiring at each successive moment of perception. All these possible phenomena, ranging from inner states and processes of the psyche (thoughts, feelings, images, etc.) through the body's proprioception to outer stimuli entering our senses, are immediate, as they belong to direct pre-reflexive perception. Phenomena, therefore, are approached with openness, without judgment and with acceptance. It is "the clear and single-minded awareness of what actually happens to us and in us at the successive moments of perception". This approach springs from one root from the core Buddhist notion-that all psychological suffering arises from the judgmental mind, distinguishing experiences in good and bad

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perspectives that should be strived for or avoided, inevitably leading to some level of frustration, distress, anxiety, and depression, as stated in the study of Nyklíček, et al. (2020).

In addition, in the study of Sanilevici, et al. (2021), COVID-19 pandemic created extreme circumstances of almost impossible living conditions for social distancing, leaving in its wake negative mental health problems, requiring individuals overcoming challenges to seek mental health support. Mindfulness-based interventions have been proven to enhance wellbeing and mental health, bringing about stress and anxiety reduction and emotion regulation improvement. Preliminary evidence for online, synchronous MBIs shows that they could result in similar positive effects when compared to face-to-face programs. However, to what degree such online-MBIs may support mental health in the stressful and complex global environment of a pandemic must be determined. For this reason, we examined the impact of an online 8-week MBSR program on various aspects of mental health during the first wave of the COVID-19 pandemic. The effectiveness, however, of such online-MBIs in the support of mental health during highly stressful times, like a pandemic, necessitates further study. For this, we examined the impact of an online 8-week Mindfulness-Based Stress Reduction (MBSR) course on features of mental health during the early wave of the COVID-19 pandemic.

Moreover, the study of Rahrig, et al. (2024), means the engagement of shared neural encoding for the very emotional appraisals of political stimuli-basically, shared yet divisive interpretations of videos-and perhaps even of other such stimuli. Mindfulness practice may entrain a form of emotion regulation which de-automatizes social biases, perhaps through alteration of such neural mechanisms. The present study integrated a naturalistic neuroimaging paradigm with a randomized controlled trial to examine whether short-term mindfulness training compared to structurally equivalent Cognitive Reappraisal training would alter politically-situated emotions and evaluate the mechanistic role of prefrontal cortical neural synchrony. During fNIRS recording, participants viewed inflammatory partisan news clips and continuously rated their momentary discrete emotions. Participants assigned to MT showed higher odds of reporting extreme levels of anger and disgust compared with CT participants. Analysis based on the concept of neural synchrony indicated that those who reacted with extreme emotion levels demonstrated higher prefrontal cortical neural synchrony, but this was less pronounced in participants exposed to the MT.

Additionally, the study of Wu, et al. (2022), proved that the resilience in health care workers has emerged with a belief that it has to do with personality attributes describing how and when a person recovers from setbacks or disaster. It refers to a person's ability to bounce back readily and speedily or effectively cope after experiencing adverse situations through effective and positive adjustment to the situational stressors they experience in everyday living. Resilience also encompasses a person's ability to adjust appropriately to adversity, maintain balance, have a sense of control over the environment, and thereafter recover in a positive way. This is understandable as nurses are exposed to tragedy, suffering, and human distress in their daily professional exercise. Such can be challenging if the nurse is ill-prepared or under-resourced. In such instances, a resilient nurse may strike above and beyond what is expected. More specifically, the professional and/or personal resilience of nurses has been identified to serve as a protective factor against the effects of stress as well as burnout, depression and other work issues

Furthermore, an experimental study was designed to determine the perceptions of high school students on stress, mindfulness, and levels of self-efficacy where the Mindfulness Program (MP) intervened. The study was carried out with 14 students attending Uskudar Municipality Youth Academy between 2018 and 2019. For the study, PSS, MAAS, and GSES were used. A two-way, two-factor repeated-measures ANOVA was used to analyze data.The results indicated that the MP was significantly effective in reducing perceived stress among students and increasing mindfulness and self-efficacy levels. Review of the findings of the study in the light of literature enables certain recommendations to be made to counselors and researchers operating in the field, as stated in the study of Özcan, & Işıldar, (2021).

Moreover, in the study of Fagioli, et al. (2023), proves that mindfulness-based interventions (MBIs) have been shown to be effective in improving students' mental health, as well as positive affect, emotional experiences, and learning-related activities such as academic achievement and retention. Mindfulness is the willingness to critically examine your thoughts, feelings, and emotions as they arise, at times. It involves being aware of and paying attention to current experiences and feeling critical, critical, and curious. By emphasizing mindfulness of

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the mind and body, mindfulness practices strengthen the body and enhance mindfulness. Students who participate in MBIs are more aware of distractions when they are distracted, allowing them to focus and improve their thinking and interactions in the classroom.

In addition, the study of Karyotaki, et al. (2020), stated that college students, especially first-year students, face many challenges in making a smooth transition. These challenges can be exacerbated by health issues, which vary from student to student depending on their life goals and psychological tolerance. While some levels of stress are a normal part of life and may even be motivating in some areas, high levels of stress are detrimental to health and performance. Targeted coping strategies can be developed, but no large epidemiological study has examined the extent of stress among college students over the course of their lives. Studies have also not examined the role of stress, either general or specific, in the development of common mental health disorders among college students.

Furthermore, in the study of Fazia, et al. (2023), stated that responsibilities and pressures of medical school and life are known to put a strain on medical students' health, leading to high rates of anxiety, depression, burnout, and emotional distress. Academic stress, financial worries, heavy workloads, sleep deprivation, substance abuse, pain, and patient mortality are among the many causes of poor mental health in medical research. Understanding is a prerequisite. Understanding can be different from other ways, a person always thinks too much, always thinks about the future, dreams about the future, worries about the future. or engage in forced or spontaneous sexual activity without his consent.

Moreover, in the study of Du, et al. (2020), high levels of stress and anxiety have been found to be common problems among college students and can negatively impact sleep. However, few studies have examined how stress response mechanisms, such as resilience and stress, mediate these relationships. College students around the world report experiencing high levels of stress and anxiety. Perceived stress reflects a person's perception of current stress in their life, regardless of actual stress. People who experience chronic stress are at risk for many chronic physical and mental illnesses.

In addition, the study of Monsillion, Zebdi, & Romo-Desprez, (2023), described that mindfulness is the act of paying attention and maintaining awareness of the present moment, without judgment, as it occurs from moment to moment, without any emotional reaction, denial, or mental hardness about what is happening. and activities that prevent meditation, such as verbal behavioral therapy or specific meditation training, such as mindfulness-based stress reduction and mindfulness-based meditation interventions (MBIs) have been developed for therapeutic purposes in behavioral work in a variety of contexts and have used an MBI Through structured methods that focus on understanding and accepting feelings, emotions, and thoughts, we aim to teach and cultivate these skills to help you avoid difficult and stressful situations.

Additionally, in the study of Hathaisaard, Wannarit, & Pattanaseri, (2022), levels of stress are higher in medical students than the general population and can impact their academic performances. According to the study, anxiety, sadness, and frustration are linked to stress and can impact behaviors, quality of life, self-confidence, and self-development. It also reduces productivity and product quality and increases conflicts within organizations. Researchers provided information about strategies to reduce stress among medical students that are therefore significant. Cognitive behavioral therapy, mindfulness, and relaxation techniques are widely used to reduce stress and burnout in medical students and clinicians. Furthermore, computer-assisted and internet-based interventions are also available. The results of meta-analysis and systematic review shows that mindfulness-based interventions effectively reduce subjective stress in medical students, but their impact on burnout remains inconclusive.

Furthermore, the study of Koncz, et al. (2021), stated that mindfulness-based interventions (MBI) have gained popularity among both adults and children, emphasizing the practice of being present without judgment. The findings stated that breath, bodily sensations, thoughts, emotions and environmental sounds, while redirecting their attention when distraction arises are interventions involving mindfulness meditation, where individuals focus their attention on various aspects of the present. Typically, MBIs encompass a variety of mindfulness practices and often integrate psychoeducational and yoga components, such as mindfulness-based stress reduction and mindfulness-based cognitive therapy. According to their research, it indicates that these

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interventions are effective in alleviating stress and anxiety in both adults and youth, with positive impacts observed on stress biomarkers, including cortisol levels. Furthermore, meta-analytic studies suggest that MBIs significantly enhance children's executive functioning skills.

Moreover, in the study of Lampe, Muller-Hilke, (2021), proves that stress is a significant factor linked to common disorders, often resulting from academic pressure, financial problems, sleep deprivation, and exposure to patient suffering. According to their findings, this can lead to a vicious cycle of stress, ultimately affecting mental health. Mindfulness, which is inversely associated with depression and stress, has been shown to reduce mental distress, anxiety, and emotional exhaustion. The findings of their research study stated that Interventions focusing on mindfulness-based stress reduction can help contain stress and maintain mindfulness, ultimately promoting overall well-being and empathy.

In addition, the study of Smit, Stavrulaki, (2021), stated that college students face increased stress due to academic pressure, work/life balance, interpersonal relationship distress, financial challenges, and transitioning to an independent lifestyle. Their study stated that Inability to cope can lead to substance abuse and mental health disorders like anxiety, depression, and suicidal ideation. Their research shows that Mindfulness practices, which involve self-regulation and an orientation of present-moment experiences, can help reduce stress and anxiety. Overall, Mindfulness practices support decentering, emotion regulation, focused attention, decreased attachment, and mental proliferation, leading to increased well-being and reduced mental agitation.

Furthermore, in the study of Chen, et al. (2021), stated that nursing students frequently face anxiety and sadness as a result of their tirelessly workload. According to their study, mindfulness, or internal perception, allows you to focus on the current moment without being distracted. Mindfulness therapies, such as simple exercises, can raise attention to current sensations while improving peace of mind. The strategies stated assist nursing students respond positively to illness or unfavorable stimuli, improve coping skills, and reduce anxiety, depression, and stress. Finally, mindfulness interventions seek to increase mindfulness and general well-being.

The study of Dones (2024), demonstrates the efficacy of both the conventional treatment for anxiety in teenagers, cognitive behavioral therapy (CBT), and a new treatment called mindfulness-based interventions (MBI). In this study, they compared the efficacy of cognitive behavioral therapy and mindfulness-based therapies in lowering anxiety symptoms in teenagers with social anxiety. They discovered that the mindfulness-based therapies and cognitive behavioral therapy did not differ significantly. Because it can be used to treat or lessen the anxiety that teenagers face.

However, in the study of Maclid (2023), demonstrates that mindfulness intervention is a successful tactic for fostering children's social and emotional learning as well as their overall development, which is essential for success in school and in life. Preschool-aged children were the subjects of their investigation and implementation. Twenty-eight preschoolers, ages four to six, participated in their study, which was conducted during a six-week mindfulness program called Alumana. According to their study's findings, participants changed from being apprehensive during the first week of the activity to being receptive and excited by the end of the program using a variety of tactics. To make the program more engaging and developmentally appropriate for the kids, it's critical to include their replies. It also highlights the importance it is to use comparable activities and accessories to create a more captivating presentation for young children. According to the parents, the study's findings also highlight the advantages for learning and the children's overall development. More mindfulness programs can be implemented locally, which can assist kids and teenagers in learning self-development techniques.

Furthermore, the study of Ilisan-Sales (2022), they investigated whether mindfulness training enhances students' ability to regulate themselves. According to their research, following six weeks of intervention, the degree of self-regulation increased from low to moderate. It also showed that, with regard to the seven sequential processes that go into developing self-regulation, the average of the processes—such as receiving, triggering, searching, formulating, implementing, and assessing—has increased, while the evaluation process has decreased. Additionally, their study suggested incorporating intervention programs into schools and developing methods for evaluating how these factors affect the development of self-regulation. It was also advised that in order to enhance the pupils' ability to regulate themselves, they should be exposed to mindfulness exercises.

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In addition, the study of Cruz, et al. (2024), according to their research, one of the main factors that has had a major influence on radiologic technology students' academic performance and general well-being is academic stress. To gauge students' stress levels, researchers administer questionnaires both before and after they engage in stress-reduction exercises. It lists a few coping strategies, including entertainment, exercise, and binge eating. Students acknowledge the advantages of the stress management workshop and provide favorable feedback. Their research sheds light on academic stress in radiology students and emphasizes the value of specialized stress-reduction techniques.

Meanwhile, research conducted by Tus (2021), this study looks at the connection between academic burnout and resilience in 605 tertiary Filipino students enrolled in medical programs. According to correlation studies, resilience and There is a strong correlation between academic burnout. To sum up, this survey shows that the majority of pupils had modest degrees of burnout in the classroom. Medical students exhibited moderate to high degrees of resilience. of fortitude. Given the opposite relationship between resilience skills and academic burnout, it is advised that workshops be conducted in-person or virtually to help students develop their resilience.

Subsequently, Melgareho research (2024) utilized the Oldenburg Burnout Inventory to measure burnout level of the students, focusing on its dimensions of exhaustion and disengagement. Also they have a pretest-posttest to assess the impact of 5 weeks online mindfulness based stress reduction program on academic burnout in senior high school students. The findings showed no significant differences in disengagement and general academic performance between pretest and posttest scores. burnout. However, following the intervention, there was a statistically significant drop in the tiredness subscale ratings. implying that the mindfulness program may specifically lessen emotions and physical exhaustion connected to the demands of the classroom. These results add to the increasing amount of data demonstrating the possibility of mindfulness-based therapies in classrooms to address particular facets of high school students' burnout.

Additionally, Serafica (2024), aimed to validate the English version of the CBI-S using exploratory factor analysis (EFA) in Filipino college students. This is to determine whether the initial four-factor structure established by previous scholars applies to the Filipino context. The data was gathered from 310 randomly selected college students. The results contribute significantly to the existing evidence about the CBI-S' psychometric and cross-cultural validity in the Filipino context, especially to the number of factors it has. These results can be used to improve further or develop a standardized scale that will precisely measure burnout among Filipino students

Concurrently, Alampay research (2020), examined the local adaptation of mindfulness-based cognitive therapy for the children. And also to present evidence of this program's effects on the children's depressive and anxiety symptoms on how these programs can help these children. Their study leads testing the MBI in low resource to considering the capacities of facilitators in evaluating the effects of mindfulness based intervention.

Moreover, et al. (2023), this research aimed to establish whether or not there was an adequate level of stress, state of well-being, and coping mechanisms for perceived stressors of Grade 12 students in a Catholic private senior high school amid the COVID-19 pandemic. This research adopts a quantitative-descriptive study design through a survey questionnaire in order to analyze the level of stress among senior high school students during this pandemic period. The results showed that the students met with several challenges; they had high levels of stress and well-being in their academic workload and psychological and physical well-being. Still, the students were more resilient and creative in coping, devising new ways. The most widely reported coping strategy was watching comfort shows or movies. Such a finding necessitates further student support during this time, such as effective stress management techniques and means of helping students maintain overall well-being. The study highlights the immense burden on educational institutions to delve into the mental health needs of students and provide necessary support to help them cope with the challenges arising in this pandemic.

Next is the study of Viloria (2023), this particular illustrative retrospective single-case study design explored and understood the occupational stress-coping mechanisms of private high school teachers. The researcher used a semi-structured interview guide to gather data about five private high school teachers teaching in a PAASCU Accredited School. The result revealed three themes: Problem-Focused, Self-recreation, and Social-Support Mechanism. Teachers who cope well with occupational stress can be good performers because of the perceived

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interconnectedness of stress mechanisms, which can therefore positively influence the learning environment for students. Based on the premise of this study, working under stress conditions definitely impacts the overall performance of teachers. This, therefore, means that the ability to handle occupational stress is a characteristic of teachers, and most likely, teachers who have the self-confidence to control their jobs are those who will be content and fulfilled in their careers.

Therefore, in the study of Gabayoyo, et al. (2024), the heavy workload, emotionally charged cases, and limited resources exert pressures on judges all over the world, resulting in burnout and public distrust in the justice system. While individual coping should be encouraged, systemic change is called for. This study adopted the descriptive-correlational design to determine the relationships between occupational stress, psychological distress, and coping strategies of 357 first-level judges in the Philippines. Three standardized instruments were used in the study: the Occupational Stress Scale, the Kessler Psychological Distress Scale (K10), and the Filipino Coping Strategies Scale (FCSS). The findings of this study indicate that first-level judges of the Philippines suffer from high occupational stress and psychological distress levels. However, the studied population uses different coping strategies to address these challenges. There is a weak relationship between the demographic profile and the variables of occupational stress, psychological distress, and coping strategies. This suggests that these are challenges directly associated with the judicial role and not by individual differences. In conclusion, interventions and support systems specific to the profession and demand for it should be addressed. The findings formed the basis of the Wellness Program offered for the judges of the first-level courts of the Philippines.

In addition, the study of Fernandez, et al. (2022), this is the effectiveness of Mindfulness for Safe Schools, an adaptation of a mindfulness-based intervention in preventing sexual abuse during peer-to-peer dating among Grades 7 and 8 Filipino public school children. Through this intervention, it was hoped that children could regulate their emotions so as not to react impulsively to emotionally stimulating events-very much especially when dating peers. The study includes four levels of evaluation: Reaction, learnings, and behaviors of teachers toward the program; and an effect of the intervention on emotion regulation and peer conformity among students.

Furthermore, the study of Pangngay (2024), this experimental study developed and tested an online psychoeducational resilience program for distressed Filipino college students because of the increasing mental health crisis calling for accessible, evidence-based, and customized resilience programs tailored to their needs. It addressed resilience, mindfulness, adaptive coping and well-being, based on both the Pyramid of Mental Health and Psychosocial Support and the Katatagan Resilience Framework. Analyses showed that the resilience course alone and combined with journaling significantly improved resilience, well-being, mindfulness, and adaptive coping, but significantly reduced distress and maladaptive coping compared to controls. Moreover, the resilience course produced better outcomes than the diary mode.

Therefore, Berdida, et al., (2023), nursing students' stress, protective factors (e.g. resilience, social support, mindfulness and self-efficacy) and psychological well-being (PWB) have been well reported in the literature. Stress negatively impacted protective factors, while all the protective factors positively influenced psychological well-being (PWB). Social support mediated the influence of stress on resilience, mindfulness and PWB. Resilience is a significant mediator of stress, self-efficacy, social support and PWB. Mindfulness acted as a mediator between stress, social support, and self-efficacy with PWB. Finally, self-efficacy mediated between resilience and mindfulness. Nursing institutions and nurse educators can base the proposed model on their empirical and theoretical evidence in creating programs that will strengthen the protective factors of nursing students thus reducing stress while improving PWB and outcomes.

Meanwhile, the research of Thuruthel (2021), the purpose of this pilot study was to test the effectiveness of an intervention program to reduce burnout symptoms and improve well being in university students. The 'burnout syndrome' affects the physical and mental health of people everywhere. Research shows that university students are a population at high risk of developing mental health problems due to poor management of transition stressors, high academic demands, unfamiliar environments, and socio-educational stress.

Subsequently, Patalinghug, et al. (2024), its mediation discussed refers to the styles of coping which was found in the association between psychological functioning and well-being. Neither problem nor emotion-directed coping was found to mediate the relationship of anxiety and well-being. According to the findings, depression-

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well-being relationship is partially mediated by both problem-focused and emotion-focused coping, and emotion-focused coping is also partially mediating the relationship established between stress and well-being. By identifying the influence of coping styles on well-being, universities and mental health practitioners may develop interventions, such as workshops, lectures, and group dynamics that help students appropriately employ coping styles while improving their well-being.

However, Tan, (2023), a student does indeed undergo a lot of challenges during his university experience. There are academic requirements that need to be produced and family problems, coupled with social pressures. This is why students are exposed to feelings of stress, which is truly a normal phenomenon by them. Extreme stress becomes bad, coupled with poor management, especially in the presence of negative or adverse events that will ultimately lead this student into difficulty in recovery or bouncing back. Thus, deprivation of resilience brings about adverse mental health issues such as depression and anxiety among the students. While a good number of studies have explored the association of perfectionism and resilience, results are still inconclusive. In addition, studies into different mediating factors have not typically come forth. Hence, this study intends to confirm self-compassion as a mediating variable in the relationship between perfectionism's trait dimensions and psychological resilience in Filipino university students.

Next is the study of Fernandez, Centeno, and Samaco-Zamora (2022), mindfulness could be beneficial for school youth, but students should be guided by a trained practitioner. According to their study, the application of mindfulness in schools must be used appropriately, considering its limitations, disadvantages, and risks. Twelve practitioners from various fields, including yoga teachers, Buddhist nuns, psychologists, prefects of discipline, Jesuit priests, school administrators, and guidance counselors, shared their experiences. Their study has four themes emerging: healing, self-discovery, character development, and humanism cultivation. It stated that participants found mindfulness beneficial for managing difficult inner experiences, taking skillful actions, developing calmness, compassion, and self-understanding. However, there were risks and disadvantages. Additionally, Mindfulness-based interventions have great potential in basic education due to their simplicity and effectiveness.

Meanwhile, in the study of Macapagal and Sangines (2024), over five million students in the Philippines did not enroll for the 2020-2021 academic year and stated that the students may not return the following year due to the COVID-19 outbreak. The education crisis led to the cancellation of both in-person and online classes. According to their research, Mindfulness has been demonstrated to improve student learning, classroom behavior, resilience, working memory, emotional well-being, optimism, social competence, self-compassion, stress perception, and overall life satisfaction. High mindfulness levels are linked to healthy living practices and reduced stress. Mindfulness also provides mental breathing space, enables people to connect their actions with their values, control their emotions, and achieve meaningful goals. Additionally, Mindfulness therapies minimize negative cognitive content and stress, whilst programs enhance self-regulated study habits.

Therefore, in the study of Gonzales-Garcia, Alvarez (2021), they stated that Mindfulness-based interventions (MBIs) represent a promising strategy for enhancing mental health among university students. The interventions focus on training attention to boost awareness of thoughts, emotions, and behaviors, which improve self-regulation abilities and overall well-being. According to their research, it is particularly vital during the COVID-19 pandemic, as it may foster global health by promoting socially responsible actions. Their research has demonstrated that MBIs are effective in alleviating stress and supporting mental health in both general and clinical populations. Additionally, they have been found to ease stress during transitions to college and can lower perceived stress, anxiety, and depression among students engaged in online learning.

In addition, the study of Dou, J., Lian, Y., Lin, L., et.al (2025), states that recent literature emphasizes the growing burden of burnout, low resilience, and poor sleep quality among nurses and highlights mindfulness-based interventions as an effective psychosocial approach to address these concerns. A systematic review and meta-analysis of randomized controlled trials found that mindfulness practices significantly reduced burnout while improving resilience and sleep outcomes among nursing professionals. These findings suggest that structured mindfulness programs can enhance nurses' psychological well-being and coping capacity in high-stress clinical environments. However, variations in study design and methodological limitations indicate the need for more rigorous and standardized research. Overall, existing evidence supports mindfulness-based

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interventions as a promising strategy for promoting mental health and occupational sustainability in nursing practice.

Moreover, the study of Javadian, S., Riggs, E., & Quach, J. (2025), states that recent research highlights mindfulness-based art interventions (MBAIs) as a novel, integrative approach that blends contemplative practices with creative expression to enhance psychological well-being among children and adolescents. A systematic review of empirical studies demonstrates that MBAIs are linked with notable decreases in symptoms of anxiety, stress, and trauma, as well as improvements in attention, emotional regulation, resilience, and interpersonal functioning across varied youth populations. However, the current literature also reveals substantial variability in how these interventions are structured, delivered, and evaluated, limiting the ability to draw definitive conclusions about best practices. Methodological challenges including small sample sizes, inconsistent outcome measures, and brief follow-up periods further temper the strength of evidence and call for more rigorous, longitudinal research designs. Nonetheless, the collective findings support the thesis that mindfulness-infused art activities hold significant promise as a holistic tool for supporting mental health in young people, while underscoring the need for standardized frameworks to guide future investigation.

Furthermore, in the study of González-García, J., Berrios, R., & Crespo, C. (2025), states that mindfulness-based interventions (MBIs) have been increasingly integrated into educational settings as evidence suggests they help students manage emotional and cognitive challenges, particularly anxiety and stress, by cultivating present-moment awareness and self-regulation skills. In a Spanish primary school context, a mindfulness-based program adapted from the Mindfulness-Based Stress Reduction (MBSR) framework was found to significantly reduce anxiety sensitivity among children aged 6 to 12, indicating that structured mindfulness training can mitigate a key cognitive vulnerability linked to future anxiety disorders. This aligns with broader research indicating that school-based mindfulness practices contribute to improved psychosocial adjustment, emotional regulation, and executive functioning in young learners, while also supporting academic and social outcomes. Despite variations in program design and implementation across studies, the literature consistently underscores the psychological benefits of early mindfulness education, though methodological heterogeneity and the need for long-term follow-up data remain notable limitations. Overall, current research supports the thesis that incorporating mindfulness interventions into primary education holds promise for enhancing children's mental health and resilience to anxiety, highlighting a compelling direction for further rigorous investigation.

In addition, in the study of Li, X., Zhang, Y., Wang, H., & Chen, J. (2024), states that recent research indicates that mindfulness-based interventions (MBIs) have garnered attention for their potential to mitigate academic burnout among medical students a pervasive issue characterized by emotional exhaustion, cynicism, and diminished academic efficacy that can adversely affect mental health and professional development. A systematic review and meta-analysis of multiple studies demonstrated that MBIs, including structured programs such as Mindfulness-Based Stress Reduction (MBSR), are associated with statistically significant improvements in overall burnout levels and related sub-domains, although evidence strength varies due to heterogeneity in study design and measurement tools. These interventions are theorized to enhance students' coping mechanisms by fostering present-moment awareness and adaptive stress regulation, aligning with broader literature that links mindfulness practice to reduced psychological distress in high-stress academic environments. Despite promising results, the reviewed studies also highlight methodological limitations such as small sample sizes, variable intervention formats, and mixed risk-of-bias assessments that constrain the generalizability of findings and point to the need for more rigorous, large-scale trials. Therefore, existing evidence supports the thesis that integrating MBIs into medical education may offer a viable strategy for alleviating academic burnout, while underscoring the importance of standardized protocols and robust research designs to substantiate these benefits fully.

Moreover, in the study of Foale, S., Botma, Y., & Heyns, T. (2024), states that mindfulness-based interventions (MBIs) have been widely studied for their benefits in promoting psychological well-being, yet most research traditionally targets relatively affluent or clinical populations, leaving a gap in knowledge regarding their applicability in socio-economically disadvantaged contexts. A realist review of existing studies focusing on adults in low socio-economic settings found limited but promising evidence that MBIs can be adapted to enhance accessibility, feasibility, and acceptability while maintaining core mechanisms such as present-moment awareness and self-regulation. These interventions, often rooted in the principles of mindfulness-based stress reduction (MBSR), demonstrated potential to improve emotional wellbeing and reduce stress when

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contextualized to local community conditions, although the evidence base is constrained by variability in study designs and outcomes. The synthesis also highlighted the scarcity of research outside the United States and the need for culturally and economically tailored mindfulness programs that reflect diverse lived experiences. Collectively, the literature supports the thesis that adapted MBIs hold conceptual promise for supporting wellbeing among adults in low-resource environments, yet underscores the need for more rigorous, context-sensitive research to validate and standardize these approaches.

Furthermore, in the study of Gallo, G. G., Fernandez Curado, D., Pires Alves Machado, M., Et.al. (2023), states that recent research underscores the growing application of mindfulness-based interventions (MBIs) as evidence-based strategies to enhance mental health outcomes among university students, a population increasingly affected by stress, anxiety, and depressive symptoms. In a randomized controlled trial, a structured mindfulness program demonstrated significant improvements in students' psychological well-being, including reductions in stress and negative affect and enhancements in emotional regulation and overall mental health functioning. These findings align with existing literature that positions MBIs as effective tools for fostering resilience and adaptive coping in academic settings characterized by high performance demands and psychosocial pressures. Despite methodological variations across studies, mindfulness practice consistently emerges as a beneficial component within student support services, suggesting its relevance for integrated mental health promotion in higher education. Therefore, the literature supports the thesis that mindfulness interventions can play a critical role in improving university students' mental health, while highlighting the need for further research to optimize implementation and long-term efficacy.

In addition, in the study of Maruyama, T., Tanaka, D., Sato, A., & Yamamoto, K. (2024), states that Emerging research increasingly supports the effectiveness of online mindfulness-based interventions (MBIs) in enhancing psychological well-being, life satisfaction, and productivity among working adults, particularly in contexts challenged by chronic stressors such as the COVID-19 pandemic. A randomized controlled trial of the eight-week IMACOCO program revealed significant improvements in mindfulness, reductions in psychological distress, and elevated life satisfaction and productivity among participants who completed the online intervention compared with a waiting control group. These results resonate with broader literature indicating that digital MBIs can deliver scalable mental health benefits comparable to in-person formats, expanding access for diverse adult populations facing work-related stress. The literature also suggests that individuals directly affected by environmental stressors, such as pandemic disruptions, may experience more pronounced gains from structured online mindfulness training, highlighting the potential for tailored interventions. Despite this promise, research variability in program design and outcome measures underscores the need for more standardized methodologies to strengthen evidence of effectiveness across settings. Overall, existing evidence supports the thesis that online MBIs represent a viable and impactful approach for improving mental health and functional outcomes in adult working populations, while pointing to avenues for further refinement and evaluation.

Moreover, in the study of Wang, Z., Wu, P., Hou, Y., Guo, J., & Lin, C. (2024), states thatRecent research on medical education underscores the high prevalence of academic burnout among medical students characterized by emotional exhaustion, cynicism, and reduced academic efficacy and its adverse impact on mental health and professional development. Mindfulness-based interventions (MBIs), which cultivate present-moment awareness and adaptive stress regulation, have been investigated as potential strategies for mitigating these burnout symptoms within rigorous academic environments. A systematic review and meta-analysis demonstrated that MBIs were associated with significant moderate improvements in overall burnout and its subdomains, particularly emotional exhaustion and academic efficacy, although effects on cynicism were less clear. These findings align with broader literature suggesting that mindfulness practice can enhance psychological resilience and coping capacity in high-stress student populations. However, variability in study methodology and limited quality of evidence across included trials highlight the need for more rigorous, large-scale research to confirm these benefits. Collectively, the literature supports the thesis that MBIs hold promise as an effective approach for reducing academic burnout in medical students, while calling for standardized protocols and stronger evidence to substantiate their integration in medical curricula.

Finally in the study of Serrao, Rodrigues, and Ferreira (2022), mindfulness-based interventions (MBIs) are techniques that promote meditation; it also assists individuals in enhancing their metacognitive abilities by concentrating on the present. According to their study, these techniques require the regulation of attention, an

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emphasis on current experiences, and the adoption of attitudes such as curiosity, openness, and acceptance. Their research study has indicated that MBIs might offer positive psychological effects and could be a crucial resource for helping students adjust to the challenges of higher education.

Lastly, in the study of Chua (2022), the study found that mindfulness is beneficial for managing difficult inner experiences, developing calmness, compassion, and self-understanding. However, it has risks and disadvantages. According to their study, Mindfulness may be more suitable for certain individuals and only effective under certain circumstances. The application of mindfulness in schools must be used appropriately, weighing its limitations, disadvantages, and risks. Their study indicated that Mindfulness-based interventions have great potential in basic education settings, as they are simple yet effective, suitable for today's youth facing greater stress, pressure, and distraction.

Related Studies

In the article of scientific reports by Liu, Lee, & Wu (2024), it has been demonstrated that the majority of university nursing students suffer from psychological stress. Researchers employ mindfulness-based intervention (MBI) in the paper, which could be a useful stress-reduction technique. They wish to investigate how an MBI affects nursing students' subjective stress levels and mindfulness. They offered an eight-week awareness course with weekly training and practice sessions lasting fifty minutes. To gauge stress levels, they employ the Perceived Stress Scale (PSS) and the Mindful Attention Awareness Scale (MAAS). The findings demonstrate that MBI is advantageous for nursing students and is regarded as a workable strategy in nursing education to improve mental health. It also suggests that it might be a useful way to reduce stress in a population that experiences a lot of stress.

Also in the magazine article by Jackson, (2023), demonstrates how stress may affect every circumstance, including new tasks or employment and most human interactions. It also indicates that people are more prone to read rapidly or pay less attention when they are under stress. According to the magazine article, mindfulness is a mental state that can be achieved by concentrating on the here and now and accepting one's thoughts, feelings, and bodily sensations without passing judgment. It may also be a useful intervention for enhancing decision-making in stressful situations. The researcher went on to say that mindfulness is a metacognitive ability that involves thinking about thinking and being conscious of where your attention is. The ability to self-regulate one's attention is the focus of mindfulness, which is also a technique that can help enhance wellness and potentially boost performance results. Mindfulness is an intervention that can assist people in making better judgments, even when stress can influence decision-making.

It explained how the COVID-19 pandemic affects kids' social lives and generates mental health issues like stress, social anxiety, and depression. To advance the stage of enhancing students' psychological well-being during the learning process, mental health issues must be treated with seriousness. This is the article of Taylor & Francis written by Yosep, Mardhiyah and Sriati (2023), the purpose of this article was to evaluate or investigate mindfulness therapies to enhance students' psychological well-being. On the other hand, it talked about mindfulness practices that can be used to enhance students' psychological health. It can be accomplished by focusing the mind entirely during meditation, which can enhance psychological well-being. Health professionals like nurses and psychologists are also involved in mindfulness therapy; they offer holistic treatment that addresses both psychological and physical issues.

However, in another study of Malinowski, (2023), the purpose was to assess the impact of a mindfulness-based stress-reduction intervention on psychological distress and self-efficacy among Russian health industry employees in 2021 during the COVID-19 pandemic. According to the findings, during the COVID-19 pandemic, nurses in the test group experienced less psychological distress and higher levels of self-efficacy than those in the control group. The results showed that mindfulness treatment based on stress reduction decreased the three components of psychological distress—stress, anxiety, and depression while also raising self-efficacy.

In addition to the study of Gong, et al. (2023), the purpose of this meta-analysis is to ascertain whether MBIs are practical and successful in enhancing the mental health of college students. Because university students' mental health issues are a major source of worry. Online mindfulness-based treatments (MBIs) have great

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promise for assisting college students in coping with mental health issues. The results showed that university students' mental health may be successfully enhanced by online MBIs.

Meanwhile, to the study of Nardi, et al. (2022), their aim of this qualitative study was to explore the lived experiences of undergraduates in a mindfulness-based program during the pandemic at a "college of opportunity" that has high proportions of first-generation college students. Because mindfulness-based programs have the potential to improve the well-being of undergraduate students by reducing anxiety, depression, and isolation during the COVID-19 pandemic. Their study analyzes concerning students' perceptions and applications of mindfulness while offering insights into the future of mindfulness programs among undergraduates.

Furthermore, in the journal of Kunzler, (2022) Mindfulness can be a meaningful practice across different stages of life: it can help improve well-being for young children. Because of the act of clearing the mind, being present, and paying attention with the intent to improve the well-being of the students. The research shows that mindfulness practices play a vital role in helping university students to improve their overall well-being by increasing their ability to cope with their stress in their lives while improving their academic self-efficacy.

Also in the article of Beanstack (2023), teachers will introduce exercises that teach students mindfulness practices in order to integrate mindfulness into the classroom. These methods educate students how to manage their emotions, take care of their bodies, and become more self-aware. When students use this effectively, mindfulness becomes ingrained in the curriculum rather than being an extracurricular activity, teaching them to accept and appreciate it on a daily basis. Because students have less stress and better emotional intelligence, they are able to perform better in their studies.

In addition, the article of IOWA (2024), these days, with the demands of academics, social obligations, and personal development, college life can occasionally feel like a tightrope walk for students. Stress and anxiety can easily take over when one loses awareness of the here and now. However, their goal is to use mindfulness, a practice that can help students deal with the difficulties of college life more easily and resiliently. Mindfulness can improve mental health and general well-being by lowering stress and anxiety, which can lead to a more satisfying college experience.

As for the journal of Abatayo, et al. (2023), it aimed to find the importance of how stress affects coping strategies. The researchers used a quantitative descriptive correlation research design and the ETA correlation in determining the relationship of different levels of stress with coping strategies. The study population included 101 paramedical students of Cebu Institute of Technology University. The study result disclosed that most of the paramedical students were under moderate stress. In order to cope with their stress, they frequently used problem-based and emotion-based coping strategies. Subsequently, it was revealed that there is no significant relationship between levels of stress and coping strategies. That an increase of stress for students, their coping skills does not increase significantly.

In addition, to Gliane, et al. (2023), this study establishes how the special science curriculum students cope with academic stress as well as whether there is an essential relationship between the two of them. The research used a Qualitative Design, known as Grounded Theory Design, using an expert-validated questionnaire. Descriptive and correlational designs through surveying were also applied to determine if there is an essential relationship between stress due to academics and coping mechanisms. This study was conducted at Morong National High School, and the Special Science Curriculum students at the said school acted as the respondents of the study

In their research Badillo & Barrera (2020), this study was conducted to identify the academic problems encountered by grade 7 pupils in the public schools of Lipa City. Grade 7 pupils undergo diverse stresses as they shift to high school from elementary. Pressure of academics with the obligation to make it, the sure to come along events and changes of becoming teenagers and the adversities of adapting to a different system make their schooling a little tough. More so, their academic coping mechanisms were also identified. These two variables of the research are focused on the three components of assessment in K to 12 which are written work, performance tasks, and quarterly assessments. Both the relationship of academic problems to coping strategies and the relationship of academic profile to coping strategies were also tested.

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In addition, Mar, et al. (2020), in recent years, job stress in teachers has been a subject of interest for some researchers but no studies were conducted that focused on SPED teachers. Thus, this study was done to determine the possible causes of stress among special education teachers and how they cope up with stressful situations towards their line of work. The present study aims to determine the predominant coping mechanism that was extremely relevant to the respondents and whether there is a significant relationship between stress level and the predominant coping mechanism among special education teachers. The descriptive-correlational research design was utilized in the present study and considered the significance of the relationship between occupational stress and coping mechanisms among the special education teachers.

As stated by Aryuwat, et al. (2022), the purpose of this systematic review was to examine empirical research related to nursing student resilience in the context of nursing education. Resilience helps nursing students overcome challenges such as changing learning styles and facing their first clinical practice. Health is valuable because it benefits one's daily life. Health is defined as a person's ability to achieve the goals that are most important to a person's life. Early research on resilience explored the concept as a cultural concept, but later research described resilience as strategies for coping with difficult and challenging situations and circumstances.

As noted by Rittenhouse, (2022), nursing is a demanding profession that requires years of education and clinical training, and it can be exhausting and stressful. Nursing students who have physical, mental, or emotional health issues experience stress, which can lead to distress and make it difficult to meet the high demands of nursing school. Learning how to cope with stress can improve the mental health of nursing students. Increasing psychological resilience can reduce stress levels. Nursing education and nursing school can help students cope with stress and mental health.

In addition, the study of Fruth, (2023), stress is a common problem that affects people in many ways. Different types of stress involve the body, mind, and spirit. The history of research on stress is extensive, beginning with the study of physical and mental problems. Although there are differences between different studies, the definition of stress is when the demands of the environment exceed what a person thinks he or she can handle. Stress varies from person to person and can lead to mental health problems such as anxiety, depression. Although not all stress leads to the development of mental illness, stress has mental, physical, and emotional effects.

According to the research of Bartlett, et al. (2021), mindfulness, or the deliberate attention to the present moment with an open and nonjudgmental attitude, is defined as a skill and a method. As a skill, mindfulness can be trained through meditation and mindfulness training. Mindfulness training takes the form of mindfulness and mindfulness meditation in the form of deliberate attention to the present moment, internal and external experiences of daily life. Regular and consistent meditation has been shown to improve mental control, increase internal and external awareness, and reduce emotional, physical, and behavioral arousal. Mindfulness practice also develops qualities such as acceptance, openness, curiosity, compassion, and non judgment. The skills and attitudes acquired through meditative practice support a unique lifestyle of focus, awareness, and acceptance.

In the words of Parrish (2020), the effectiveness of mindfulness in student academic achievement and behavior (including mental and physical behavior). This includes students with and without disabilities. Students are facing increasing personal and academic challenges. This increases students' stress and their behavioral and emotional needs. There are many mental health interventions that can help students learn ways to cope with their anxiety and their social and emotional needs. These techniques include being aware of your body, thinking about how to respond to situations instead of reacting aggressively, and keeping an open mind when experiencing different situations. Smart interventions can also help students succeed in school by improving their motivation, learning, behavior, and well-being.

In the study of Sarfraz, et al. (2023), mindfulness-based interventions (MBIs) have demonstrated a positive impact on the mental health of university students, contributing to improvements in wellbeing, resilience, stress management, and academic performance. The interventions are characterized by their non-stigmatizing, non-critical, and accepting nature, creating an environment where students can cultivate their inherent mindfulness. Their research study indicates that MBIs yield small to moderate effect sizes in reducing distress, anxiety, depression, and rumination, while simultaneously enhancing wellbeing and dispositional mindfulness among university students. Although online MBIs are cost-effective and advantageous, they often lack the benefit of

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live weekly interactions with a facilitator, which can diminish their overall effectiveness. Therefore, incorporating elements of human interaction is essential to augment the efficacy of online MBIs.

As highlighted by the research conducted by of Vorontsova-Wenger, et al. (2022), research on Mindfulness-Based Interventions (MBI) indicates that these approaches can enhance outcomes for young adults experiencing a range of disorders, including depression, social anxiety, cancer, substance use disorders, and the effects of childhood maltreatment. Nevertheless, the impact of MBI on stress-related measures is generally small to moderate, while its effectiveness for emotional issues, such as depression and anxiety, is minimal and not statistically significant. Furthermore, the influence of trait mindfulness on emotional dysregulation appears to be more stronger in young adults compared to older individuals. Consequently, young adults, especially those attending university, represent a significant focus for mindfulness research.

In the research by Fulambarkar, et al. (2023), adolescent mental health issues, including stress, depression, and anxiety, are frequently interconnected. Their study stated that Mindfulness-based interventions (MBIs) have been implemented in educational settings to tackle these challenges, yet their efficacy is still uncertain. Research indicates encouraging outcomes in equipping adolescents with coping mechanisms for these conditions. MBIs are favored for their straightforward application and potential role in promoting wellness. The interventions are rooted in traditional mindfulness techniques, emphasizing awareness of the present moment and the cultivation of attentional abilities. Additionally, the primary competencies fostered through MBIs involve focused attention and the acceptance of one's current situation.

Furthermore, Caldiroli, et al. (2024), mindfulness-based interventions are effective in coping with stressful situations by promoting self-directed attention, accepting negative thoughts, and non-judgment. The protocols have shown positive results in treating children and adolescents with mental disorders such as ADHD, anxiety, depression, obsessive-compulsive disorder, chronic pain, and substance abuse. According to the research findings, Mindfulness helps children and young people increase awareness and become "consciously present" in various aspects of their lives. It can also prevent the consequences of unexpected stressful events, such as the pandemic. Furthermore, ignoring psycho-physical wellbeing can lead to psychological consequences such as frustration, lack of meaning, loneliness, stress, anxiety, depression, and psychosis. Their study indicates that caring for oneself and cultivating positive emotions can help cope with uncomfortable situations and improve health.

According to the study of Bockmann & Yu (2023), mindfulness-based interventions (MBIs) have demonstrated varied effects on self-regulation among young children, with more pronounced positive outcomes observed in those requiring additional assistance. According to their study, instructing young children and their caregivers in mindfulness techniques can enhance their development and create a nurturing environment conducive to social and emotional advancement. MBIs have the potential to mitigate impulsive behaviors and disrupt episodes of dysregulation by fostering cognitive and emotional awareness, reducing emotional distractions, and facilitating intentional management of behavior, attention, and emotions. Furthermore, mindfulness practices can alleviate dysregulation by breaking the cycle of negative thought patterns, enhancing tolerance for challenging emotional experiences, and encouraging self-compassion and empathy. Engaging in mindfulness practices can effectively bolster self-regulation.

Synthesis

One of the main causes of stress is mindfulness-based interventions, which help people manage their stress by focusing on the here and now and increasing their awareness of their thoughts and emotions. Although stress can have an impact on people's day-to-day lives, mindfulness interventions that offer various coping mechanisms can help people manage or alleviate stress. Students can impact a variety of aspects, such as performance, preferences, and conduct. One of the components that may influence or assist pupils in adjusting to the current circumstance is the mindfulness-based intervention. According to the majority of the research we have gathered, mindfulness is beneficial for everyone experiencing stress because it offers several techniques or meditations for stress relief. According to the research we gathered, they vary in the ways that they use mindfulness to stress and the various techniques they employ depending on the circumstance.

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According to the related literature that researchers gathered, mindfulness-based interventions are useful to enhance our mental state and well-being. It can also contribute to an individual's stress management and academic performance. Based on the studies, interventions are effective in coping with stressful situations by accepting negative thoughts and promoting self-directed attention. Their study findings are relevant and necessary to our current study because they give us an idea of the possible benefits that we can obtain when we use mindfulness-based interventions. Sources of stress are also indicated in their research literature, which is useful in our study as it contributes to making rightful interventions. It will also help us to know how well mindfulness-based interventions work for students from college undergraduate

RESEARCH METHODOLOGY

In this chapter research design, research locale, population, and sampling procedures, as well as datagathering instruments and procedures utilized in the study will be discussed. This chapter will also provide information about the criteria in selecting respondents based on the need of the study.

Research Design

Descriptive correlational and comparative design was utilized in this study to describe the relationship between perceived stress and mindfulness-based interventions (MBIs) of students in a selected educational institution. This kind of design helped the researchers in describing the level of stress and mindfulness while ascertaining their relationship with one another. This design helped the researchers to determine if there is a significant relationship between the demographic profile and perceived level of stress, and significant relationship between demographic profile and level of utilization of mindfulness-based interventions.

Comparative descriptive was used to compare more than two variables to be able to identify similarities and differences without manipulating the variables. This design helped the researchers to determine if there is a significant difference between the perceived stress and level of utilization of mindfulness-based interventions when grouped according to profile

The main focus of descriptive-correlational research is generally used when a researcher wants to identify the characteristics of certain groups of people or find relationships between different variables (Matuesz Brodwicz, 2024). This approach was appropriate since it analyzed the efficacy of mindfulness-based interventions like meditation and emotional regulation techniques at the natural levels of educational setup in order to determine how they connect to students' perceptions of stress.

Research Locale

The study was conducted in Mary Chiles College. This institution was founded in 1913. It offers quality healthcare education, particularly nursing, midwifery, and respiratory therapy. With its strong academic foundation and long-standing commitment to excellence, Mary Chiles College has consistently produced competent and compassionate healthcare professionals. The College of Nursing, in particular, is recognized for its extensive clinical training, research, and emphasis on holistic patient care-an approach that also underscores the importance of students' mental and emotional well-being. Mary Chiles College was selected as the research locale due to the specific structure of the students across different programs where almost all of them are working students and providing for themselves independently. Additionally, direct and sustained exposure of these students to high-pressure clinical environments aligns closely with the research aim of assessing perceived stress levels and evaluating the potential benefits of mindfulness-based interventions. Subsequently, the college's accessible location and the availability of an adequate number of eligible nursing students within the specified timeframe support the feasibility of the research. Ensuring a safe and supportive environment for both researchers and respondents remains a primary consideration throughout the conduct of the study, particularly given the sensitive nature of stress and coping strategies.

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The Population and Sampling Procedure

The study respondents were selected through stratified proportional random sampling from college undergraduate students aged 18 to 40 years old, who are Filipino and currently enrolled for the academic year 2024–2025. These individuals were considered most likely to experience the highest impact of stressors related to their academic, financial, and social situations. Altogether, 155 participants were recruited to ensure a representative sample of the total population of 642 students. This included 12 respondents from the BS Respiratory Therapist program (out of a population of 50), 27 respondents from the BS Midwifery program (out of 110), and 116 respondents from the BS Nursing program (out of 482). The respondents were selected through stratified proportional simple random sampling to fairly reflect the distribution of students across the three programs.

Stratified proportional random sampling is a method of sampling where it involves the division of the population into smaller subgroups also known as strata. The strata based on member shared attributes or characteristics, such as their educational attainment or income, (Adam Hayes, 2024).

The respondents who answered the questionnaire assessed their perceived level of stress involving their academic environment, which could have negatively affected their mental health, academic performance, and general well-being.

To determine the appropriate number of respondents for a research study, Slovin's formula was used to calculate the required sample size based on the total population and a chosen margin of error. In this case, the total population across three programs BSRT (50), BSM (110), and BSN (482) added up to 642. Using a margin of error of 7.14% (or 0.0714 in decimal form), Slovin's formula was applied, resulting in a computed sample size of approximately 154.85, which was rounded up to 155 respondents. To ensure each program was fairly represented in the study, stratified random proportional sampling was used. This method involved dividing the total sample size proportionally among the subgroups based on their population sizes. The formula was applied to each group, allocating 12 respondents to BSRT, 27 to BSM, and 116 to BSN. This approach ensured that each subgroup was proportionately represented, improving the reliability and generalizability of the research findings.

Research Instrument

The researchers used a questionnaire as a research instrument in this study that was adapted from previously established research and mindfulness-based interventions and was modified according to the needs of the study. Additionally, a self made questionnaire by the researchers was also integrated in order to assess the level of stress and determine coping strategies.

The other Five sections of the questionnaires were self made based on the RRL that was found by the researchers such as the Self Transcendence, Interpersonal Conflict, Social Expectations, Heavy Workload and Loan. These questionnaires were used by the researchers to further determine that the questions indicated were suitable for their study.

A consent letter was included in the questionnaire, serving as an invitation to participate in the study. The letter clearly outlined the participants' autonomy, emphasizing their right to voluntarily engage in the research and the ability to decline or withdraw at any time without facing any negative consequences. To ensure confidentiality, the researchers assured them that their identities would remain anonymous and that the data obtained would be used solely for the purpose of research.

The questionnaire was divided into three parts. Part One (1) of the questionnaires was compiled of the demographic data of the respondents, such as the name (optional), age, gender, and year level, program/course, marital status, religion, employment status and living situation. Part two (2) consisted of items pertaining to determine the level of perceived stress of the student respondents in terms of: Academic status, with four (4) sets having (5) items of question each. Financial Status, with three (3) sets with five (5) items of questions each. and last was Social Status, with four (4) sets having five (5) items of questions each. The Part Three (3) consisted of

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items pertaining to determine the level of mindfulness-based intervention in terms of: Self-awareness, Self-regulation, and Self-transcendence having five (5) questions each.

The questionnaire used a 4-point rating scale. In the scale, the frequency of perceiving stress and to measure the level of utilization of mindfulness-based interventions were described as follows:

Table 1 Likert Scale

4 Always	**3 Often**	**2 Sometimes**	**1 Never**	**4 Always**
In Crisis	Struggling	Surviving	Thriving	In Crisis
– Disabling distress and loss of function – Thoughts of self-harm or suicide – Withdrawal from everything	– Fear, panic, anxiety, anger, and hopelessness – Poor performance and difficulty of decision making – Restless and disturbed sleep	– Inconsistent performance – Increased mood fluctuations – Activities used to enjoy seem less interesting or even stressful	– Calm and steady – Able to take things – Consistent performance – Able to take feedback andnadjust changes.	– Disabling distress and loss of function – Thoughts of self-harm or suicide – Withdrawal from everything

Construction and Validation of the Instruments

The questionnaire was validated by a Guidance Counselor, Head of the Office of Student Affairs, and a Psychometrician. These validators helped validate that the items were valid and relevant to the research topic and contributed to improving the instrument's content and face validity. Additionally, They ensured that the proposed interventions and stress management strategies were appropriate, practical, and aligned with the institution's existing mental health and student support programs. Their inclusion also reinforced the reliability and applicability of the study's outcomes within the academic environment.

A pilot study was conducted in the locale with a total of 34 respondents across nursing, midwifery, and respiratory therapy programs. The primary objective was to determine the reliability of the instruments used to measure perceived stress and the utilization of mindfulness-based interventions. Reliability was assessed using Cronbach's alpha, which evaluates internal consistency, or the extent to which items in a scale are measuring the same underlying construct. The results showed that all subscales reached acceptable to excellent levels of internal consistency, indicating that the questionnaire items were coherent and consistent with one another.

The results revealed that the Perceived Stress (Academic) scale obtained a Cronbach's alpha of 0.820, which falls within the "good" range. This suggests that the items under academic stress were closely related and successfully measured the intended construct. Another subset of items measuring academic stress produced an alpha value of 0.775. While this score is slightly lower, it still falls within the "acceptable" range, implying that the items are sufficiently consistent, though there may be room for improvement. On the other hand, the Perceived Stress (Social) scale yielded an alpha value of 0.847, which is also considered "good." This indicates that the items reliably captured the social dimension of stress.

The strongest reliability emerged from the Utilization of Mindfulness-Based Intervention scale, which achieved an exceptionally high Cronbach's alpha of 0.953. This value falls in the "excellent" category and demonstrates that the items are highly consistent in measuring the respondents' use of mindfulness-based practices. However, such a high alpha may also suggest potential redundancy among the items, meaning that some may be very similar in content. Although this does not diminish the quality of the scale, it may be useful to consider streamlining items if brevity is a priority.

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The content validity index (CVI) scores indicated that the majority of items of the instrument scored a perfect 1.0, which means total agreement among the four validators that the items were appropriate and relevant for measuring the intended constructs. In particular, all the items on the Demographic Profile, Academic Stress, Financial Stress, and Mindfulness-Based Intervention (Self-Awareness, Self-Regulation, and Self-Transcendence) had an average proportion relevance score of 1.0, indicating high content validity. Nonetheless, some items within the Social Stress domain (Work, Communication Skills, and Interpersonal Conflicts) had a little lower I-CVI scores of 0.67, which made the mean proportion of agreement for these subscales 0.93. This indicates that although most experts found these items to be relevant, there were slight differences in judgment, perhaps occasioned by wording, clarity, or perceived redundancy. The red-marked ones are those with lesser validator agreement. These were not excluded but reserved for revision to enhance clarity and ensure better conformity with the aims of the study. It should be highlighted that these items were thoroughly checked by the research adviser before the study was conducted to confirm that their inclusion was sound academically and contextual. The red markings were used merely as warning comments to point out potential areas of confusion, not as absolute reasons for rejection. The instrument was therefore still reliable and comprehensive, as evidenced by the overall high CVI values in all domains.

Overall, the pilot study provided strong evidence that the instruments employed are reliable for assessing perceived stress and mindfulness-based interventions. With all scales meeting or exceeding the generally accepted threshold of 0.70, the results confirm that the questionnaire can be confidently used in the main study. Minor revisions may be considered for the subset with an alpha of 0.775 to further strengthen its consistency, while the scale with an alpha of 0.953 may be reviewed for item overlap. The pilot study successfully established the reliability of the research instrument, ensuring its suitability for larger-scale data collection.

Data Gathering Procedure

The researchers sought approval from the locale where the investigation would be implemented. A formal letter was prepared and submitted to the concerned authorities of the institution to request permission to carry out the research within their premises. Upon obtaining approval, the researchers proceeded with the validation of their research instrument. To ensure that the questionnaire was appropriate and aligned with the objectives of the study, they identified and consulted experts who served as validators. These validators were selected based on their field of expertise and relevance to the research topic, ensuring that the instrument was both reliable and valid for data gathering. Additionally, with the help of Mary Chiles College grammarian, Ms. Laurice Marie Cotanda, the questionnaire was translated into Filipino.

Prior to the actual data collection, a pilot study was conducted to determine the tool's efficacy and the study's overall feasibility. The pilot study was conducted face to face via google forms supervised by the researchers. The informed consent was explained by the researchers before answering the questionnaire for them to be aware of their rights during the entire research. The gathered data from the pilot study were tallied and tested for internal consistency using Cronbach's alpha. The results by the Cronbach's alpha score showed that the Perceived stress by Academic (scores of 0.820) and for the Perceived stress by Social (scores of 0.847) stress scales had good reliability, while the Perceived stress by Financial (scores of 0.775) stress scale was deemed acceptable. Additionally, the Utilization of Mindfulness-Based Intervention (MBI) scale (scores of 0.953) demonstrated excellent reliability. These outcomes indicated that the items in the questionnaire were internally consistent and capable of effectively measuring the constructs they were designed to assess. Given that all scales met the threshold for acceptable to excellent reliability, the instrument was considered suitable for use in the full study.

After the pilot study, the researchers sought another approval from the locale to create a suitable schedule for the actual data gathering, ensuring that the researchers' availability aligned with the locale's operational needs. A letter to the locale addressed to the program heads of the three (3) different departments was submitted days prior to the conduct of the study.

After obtaining the necessary ethical and institutional approvals, the study was conducted with 155 respondents. To ensure each program was fairly represented in the study, stratified random proportional sampling was used. This method involved dividing the total sample size proportionally among the subgroups based on their population sizes. The formula was applied to each group, allocating 12 respondents to BSRT, 27 to BSM, and

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116 to BSN. The data collection process was carried out through face to face interactions via the use of google forms. Before the respondents answer the questionnaire, The researchers explained the contents of the informed consent to ensure that the respondents were fully aware of their rights and the purpose of the study. Each respondent was clearly supervised by the researchers during the survey to address any questions and concerns to ensure clarity in understanding the questions. Once the data was collected, it was submitted to the statistician for analysis, where the results of the study were determined and interpreted.

Through the effective collaboration with the research locale, the researchers successfully collected the desired data and underwent tabulation and were analyzed and interpreted. After establishing the results, a proposed program and brochure was crafted aligned with the findings of the study. A printed brochure was then distributed to the locale across the three departments.

Ethical Considerations

To ensure privacy and confidentiality in this study, researchers care deeply about protecting everyone involved in our research. Before anyone joins our study, researchers discuss first with them what the study is all about, the rights they have, and keep their information safe. Researchers believe in giving people choices, so they can decide whether or not to share their personal details whatever makes them feel comfortable and secure. The researchers take pride in keeping all information locked away safely, using strong passwords and careful checks to ensure only authorized team members can access the data they need to do their jobs.

The primary risks in this study include the potential breach of participant confidentiality, unintended identification of respondents despite anonymization, unauthorized access to sensitive data, and the possibility of triggering emotional distress among respondents experiencing high levels of stress. To mitigate these risks, strict data management protocols were implemented, only our trusted team members who really need to work with the information can access it. Additionally, participants were fully informed of their rights through a consent process, including the option to withdraw at any time.

When researchers conducted face-to-face surveys using Google Forms, researchers made sure to follow proper ethics during the data collection. First, the email addresses of the respondents were hidden in the Google Form and their names can be optional so that their answers would stay anonymous. This way, their personal identity was protected and their privacy was respected.

Researchers also gave importance to the respondents' privacy while answering. They were allowed to finish the survey on their own without anyone disturbing them. Although researchers stayed nearby to check if they needed help, researchers did not look at their answers or watch over them closely. This made sure that their responses were honest and not influenced by us.

Another important part of ethics was respecting their freedom to answer. They were not forced or pressured to respond in a certain way. Because their names were hidden and their privacy was maintained, they felt more comfortable giving truthful answers. In anticipation of possible emotional distress related to questions on stress and mental health, the researchers prepared appropriate intervention measures. If a participant showed signs of discomfort, anxiety, or distress, the survey was temporarily paused and the respondent was offered reassurance and emotional support. Participants were reminded that they could skip any question or withdraw from the study at any time without penalty. When necessary, the researchers referred respondents to available mental health support services such as school counselors, health professionals, or local clinics. Contact information for these support resources was also provided after the survey to ensure continued access to assistance.

By keeping their information private, not interfering, and respecting their freedom, researchers followed the right ethical practices. This not only protected the respondents but also helped make the results of the study more reliable and trustworthy.

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Statistical Treatment Of Data

Descriptive Frequency

Researchers used the Descriptive frequency formula to clearly present and analyze the demographic profile of each respondent by showing how many individuals fall into specific categories (frequency) and what proportion they represent out of the total population (percentage). This method allows researchers to effectively summarize data such as age, gender, education level, civil status, etc. making it easier to understand patterns and distributions within the group.

Formula:

$f = \frac{n}{N} \text{ x } 100$

Where:

f = Frequency or percentage of occurrences

n = number of occurrences of a specific value

N = Total number of observations

X100 = Converts the proportion to a percentage

Weighted Mean

Researchers used the weighted mean to get a more accurate average in research. It was applied when some numbers are more important or appear more often than others. Unlike the simple mean, it gives more weight to significant or frequent values. This helps avoid misleading results by reflecting the true value of the data. Overall, it provides a fair and balanced interpretation.

Formula:

$$\bar{x} = \frac{\sum wx}{\sum w}$$

Where:

x = is the repeating values

w = is the number of occurrences of x (weight)

$\bar{x}$ = is the weighted mean

Slovin's Formula

Researchers used Slovin's formula to accurately determine the minimum number of participants needed to represent a larger population. This ensures that the data collected reflects the views of the whole group without having to survey everyone. By applying this formula, researchers can save time, effort, and resources while still maintaining the reliability of their results. It also helps in minimizing sampling errors by considering an acceptable margin of error. Overall, Slovin's formula was a practical tool for designing efficient and statistically sound research.

Formula:

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$$\mathbf{n = \frac{N}{1 + Ne^2}}$$

Where:

n = sample size

N = population Size

e = margin of error

Kruskal Wallis

The researchers employed this method to compare three or more independent groups when the data did not meet the assumption of normality. All observations were ranked across the groups, after which the sum of ranks for each group was computed and used to calculate the H statistic. This statistic was then evaluated to determine whether significant differences existed among the groups, with an H value exceeding the critical value indicating that at least one group differed significantly. Based on the nature of the variables used in the study, the Kruskal–Wallis formula was the most appropriate statistical test applied.

Formula:

$$\mathbf{H = \left[\frac{12}{n(n+1)} \sum_{j=1}^{c} \frac{T_j^2}{n_j}\right] - 3(n+1)}$$

Where:

n = the total number of observations in all groups

T_j = the rank total for each group

n_j = the number of observations in each group

j=1 = the first value of the sum

c = the final value

The value 12 remains constant

T-test

Researchers used the t-test formula to assess whether the difference between two group means is statistically significant. It helps determine if the observed variation was meaningful or simply the result of random chance. By calculating the probability (p-value), the t-test shows how likely it was that any differences occurred by accident. This method was essential in validating hypotheses and drawing reliable conclusions from data. Ultimately, it strengthens the credibility of research findings by confirming whether a real effect or relationship exists between variables.

Formula:

$$\mathbf{T = \frac{mean\ 1 - mean\ 2}{\frac{s(diff)}{\sqrt{(n)}}}}$$

Where:

mean1 and mean2 = The average values of each of the sample sets

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s(diff) = The standard deviation of the differences of the paired data values

n = The sample size (the number of paired differences)

Cronbach's Alpha

The researcher uses this formula to assess the internal consistency or reliability of a set of survey or test items. It shows how closely related a group of items are as a whole, showing whether they consistently measure the same underlying concept.

Formula:

$$a = \frac{N * \underline{c}}{\bar{v} + (N - 1) * \underline{c}}$$

Where:

N = number of items

$\bar{c}$ = mean covariance between items

$\bar{v}$ = mean item variance

Spearman Rho

Spearman's Rank-Order Correlation is a nonparametric test used to examine the relationship between demographic profile and resiliency in elderly individuals. This test helps determine if demographic changes are related to resiliency level. It is suitable for ordinal-level data or if parametric correlation tests assumptions are not fulfilled.

Formula:

$$\mathbf{r_s = 1 - \frac{6 \cdot \sum d_i^2}{n \cdot (n^2 - 1)}}$$

Where:

n = the number of cases

d = the difference between the rankings of the two variables

DATA ANALYSIS, RESULTS AND INTERPRETATION

This chapter presents results and discussion relating to the statement of the problem posted in Chapter 1. The discussions are based on the summarized results of the findings using tabular presentation.

Problem 1: Demographic profile of elderly individual respondent in terms of:

Table 2: Percentage and Frequency Distribution of the respondents according to Age Range

Age Range	Frequency	Percentage
18 - 21 years old	100	64.5%
22 - 30 years old	11	7.1%
31 and above	44	28.4%

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The table shows that 64.5% of the sample (100 respondents) were aged 18 to 21. This implies that the majority of those polled are young, most likely students or those who have just reached maturity. Only 7.1% of respondents, or an 11 respondent frequency, are between the ages of 22 and 30, indicating a sharp decline in involvement when compared to the youngest group. In contrast, with a frequency of 44, 28.4% of the respondents are older than 31. Despite being more represented than the 22–30 age group, this group is still far less common than the 18–21 age group. The distribution as a whole shows a large concentration of younger people in the sample, which might be indicative of the demographic composition of a particular location, like a school or youth-focused group.

This age-based trend aligns with findings that mindfulness-based stress reduction (MBSR) programs are particularly effective for young adults, especially those aged 18–21, who experience heightened academic stress but benefit significantly from interventions aimed at enhancing emotional regulation and coping strategies. Therefore, the predominance of younger participants in this study provides a relevant foundation for examining the impact of mindfulness or other psychological interventions targeted at youth populations (Liu et al., 2024).

Table 3: Percentage and Frequency Distribution of the respondents according to Sex

Sex	**Frequency**	**Percentage**
Female	126	81.3%
Male	29	18.7%

The distribution of participants by sex reveals a significant gender imbalance in the sample, with females comprising the overwhelming majority. Specifically, out of the total respondents, 81.3% identified as female, while only 18.7% identified as male. This disparity suggests that the findings of the study may be more representative of the female population, potentially reflecting gender-specific perspectives, experiences, or engagement levels related to the study's focus.

The predominance of female participants (81.3%) in the study aligns with existing literature indicating that women are more likely to engage in mental health and well-being programs, including mindfulness-based interventions (MBIs). This may be attributed to greater emotional openness and willingness to explore inner experiences, as well as gendered differences in help-seeking behavior. In the Philippines, cultural norms and stigma around mental health, particularly among males, may further contribute to this imbalance. Female participants, especially in female-dominated fields like nursing, have been found to benefit significantly from MBIs, with mindfulness, resilience, and social support serving as key protective factors for psychological well-being. This gender disparity illustrates the value of taking into account cultural and gender-related dynamics when interpreting outcomes of such interventions (Berdida et al., 2023; Chua, 2022; Fernandez, Centeno, & Samaco-Zamora, 2022).

Table 4: Percentage and Frequency Distribution of the respondents according to Year Level

Year Level	**Frequency**	**Percentage**
First Year	39	25.2%
Second Year	39	25.2%
Third Year	39	25.2%
Fourth Year	39	25.2%

The data reveals a uniform distribution of respondents across all academic year levels, namely First Year, Second Year, Third Year, and Fourth Year. Each level comprises 39 students, accounting for exactly 25.2% of the total population. This equal representation suggests that the sampling method was likely designed to ensure balanced

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participation from each cohort. Such an approach enhances the reliability of comparative analyses across year levels, as it minimizes the influence of disproportionate group sizes and provides a more equitable basis for interpreting trends or differences in responses.

A balanced distribution of participants across academic year levels allows for a more accurate comparison of stress and mindfulness outcomes among nursing students. Equal representation ensures that variations in stress levels tied to academic demands are fairly assessed. Studies show that mindfulness-based interventions (MBIs) are effective in reducing stress and improving well-being across different student populations and year levels, supporting the need for a diverse yet evenly represented sample to capture the intervention's full impact (Liu, Lee, & Wu, 2024; Yosep, Mardhiyah, & Sriati, 2023; Gong et al., 2023).

Table 5: Percentage and Frequency Distribution of the respondents according to Program/Course

Program/Course	**Frequency**	**Percentage**
BS Nursing	116	74.8%
BS Midwifery	28	18.1%
BS Respiratory Therapist	11	7.1%

The data illustrates the distribution of students across three health-related academic programs, highlighting a clear trend in course preference. The majority of the respondents are enrolled in the BS Nursing program, accounting for 74.8% of the total population. This suggests a strong inclination toward nursing, likely due to its broad career opportunities and established reputation in the healthcare field. In contrast, 18.1% of the students are pursuing a degree in BS Midwifery, indicating a moderate level of interest in maternal and newborn care. Meanwhile, the BS Respiratory Therapy program has the smallest representation, with only 7.1% of the students enrolled. This lower figure may reflect the specialized nature of the field or limited public awareness compared to the more traditional health programs.

Recent studies consistently affirm the effectiveness of mindfulness-based interventions (MBIs) in reducing psychological distress and enhancing well-being among university students. These interventions have been shown to significantly lower symptoms of stress, anxiety, and depression, while also improving emotional regulation, resilience, and academic engagement. Online and video-based programs, in particular, offer accessible support during disrupted academic conditions and have proven successful in promoting mental health. Mindfulness practices, when combined with cognitive-behavioral strategies, show enhanced outcomes, especially when supported by adequate sleep and social support. Structured programs such as Mindfulness-Based Stress Reduction (MBSR) have demonstrated measurable improvements in students' psychological resilience, emotional clarity, and overall life satisfaction. These findings highlight the critical role of MBIs in fostering healthier learning environments and supporting student success (Ritvo et al., 2020; Okafor et al., 2023; Yan et al., 2024; Malik et al., 2024; Pan et al., 2024).

Table 6: Percentage and Frequency Distribution of the respondents according to Marital Status

Marital Status	**Frequency**	**Percentage**
Single	148	95.5%
Married	7	4.5%

The data shows that 95.5% of respondents are single, while only 4.5% are married. This indicates that the group is predominantly unmarried, which may reflect a younger demographic or a context where marriage is less common. The sharp contrast in frequencies highlights a clear trend toward single status within this population.

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Recent research consistently underscores the efficacy of mindfulness-based interventions (MBIs) in reducing psychological stress and enhancing mental well-being across diverse populations, particularly among students and healthcare professionals. Liu, Lee, and Wu (2024) demonstrated that MBIs significantly reduced perceived stress and improved mindfulness in nursing students, a group highly susceptible to psychological distress. Similar findings were echoed by Gong et al. (2023) and Sarfraz et al. (2023), who noted that MBIs both online and in-person offer practical mental health benefits for university students. Qualitative insights from Nardi et al. (2022). Studies by Yosep et al. (2023), Caldiroli et al. (2024), and Bockmann & Yu (2023) also highlight its broader applicability in educational settings and child development, promoting emotional regulation and self-awareness. While some literature notes variability in MBI effectiveness, especially in online formats without facilitator interaction, the overarching evidence supports mindfulness as a viable and holistic strategy for enhancing psychological resilience and coping capacities amid academic and occupational stressors.

Table 7: Percentage and Frequency Distribution of the respondents according to Religion

Religion	**Frequency**	**Percentage**
Catholic	126	81.3%
Iglesia ni Cristo	7	4.5%
Muslim	12	7.7%
Others	10	`6.5%

The data illustrates the religious composition of the respondents, with a dominant 81.3% identifying as Catholic, an unsurprising finding given the Philippines' deep-rooted Catholic heritage shaped by over three centuries of Spanish colonization. This overwhelming majority suggests that Catholic values and traditions likely influence the collective worldview and daily practices of the group. In contrast, smaller yet significant segments of the population identify as Muslim (7.7%), Iglesia ni Cristo (4.5%), and other faiths (6.5%). The presence of these minority groups, while modest, reflects the religious pluralism that exists alongside mainstream Catholicism. Their inclusion points to a nuanced cultural landscape where diverse religious identities, though underrepresented in numbers, contribute to a richer, more complex social fabric within the sample. This diversity could subtly influence group dynamics, especially in contexts involving moral decision-making, cultural expression, or interfaith collaboration.

Religion plays a supportive role in stress management, often complementing mindfulness-based interventions (MBIs). Religious individuals, especially in faith-driven cultures like the Philippines, commonly use prayer and spiritual reflection methods that parallel mindfulness practices. Studies show that those with strong religious beliefs may benefit more from MBIs when these align with their values of acceptance, compassion, and inner peace. This synergy between faith and mindfulness can enhance emotional regulation and coping, particularly in high-stress environments like education and healthcare (Bartlett et al., 2021; Sarfraz et al., 2023).

Table 8: Percentage and Frequency Distribution of the respondents according to Employment Status

Employment Status	**Frequency**	**Percentage**
Unemployed	118	76.1%
Self-Employed	3	1.9%
Working Student	21	13.5%
Others	13	8.4%

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The data reveals that most of the respondents are currently unemployed, with 118 individuals making up 76.1% of the total. This high percentage suggests that the majority may be full-time students who are not yet part of the workforce. A smaller group of 21 respondents or 13.5% are working students, likely juggling both academic responsibilities and part-time jobs. Only 3 participants (1.9%) are self-employed, while 13 individuals (8.4%) fall under the "Others" category. These figures indicate that most respondents may depend on external support, and their employment status could play a role in shaping their financial stability, time management, and overall well-being.

Resilience is a vital quality that empowers individuals to adapt, recover, and maintain performance under pressure, especially in challenging work environments. Mindfulness-based practices have been shown to enhance this resilience by promoting emotional regulation, mental clarity, and a non-judgmental awareness of present experiences. These skills are particularly essential for employees in high-stress occupations, as they help reduce burnout, improve coping mechanisms, and support overall mental well-being. Strengthened resilience not only protects individuals from the psychological toll of demanding jobs but also fosters a healthier, more productive workforce capable of handling adversity effectively. This connection between mindfulness, resilience, and occupational stress highlights the importance of integrating such practices into professional settings to support employees' long-term success and health (Wu et al., 2022).

Table 9: Percentage and Frequency Distribution of the respondents according to Living Situation

Living Situation	**Frequency**	**Percentage**
With Parents	92	59.4%
With Relative	35	22.6%
With Friend	13	8.4%
Alone	15	9.7%%

The data shows that out of all respondents, 92 individuals (59.4%) live with their parents, highlighting a strong dependence on parental support. Meanwhile, 35 participants (22.6%) stay with relatives, suggesting the presence of extended family care. A smaller portion, 13 individuals (8.4%), live with friends, and 15 participants (9.7%) live alone, which may reflect growing independence or personal circumstances. Overall, the results suggest that family remains the primary source of housing and support for the majority.

Problem 2: Level of Perceived Stress of the Student Respondents in a Selected Higher Institution in Terms of:

Table 10: Academic

Table 10.1: Median and Standard Deviation of the Respondents according to Upcoming Exam

Upcoming Exam	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.1.1.1 I am not good enough when I fail to pass my exam/test.	2.00	0.742	Surviving
2.1.1.2 I feel that it is very difficult for me to concentrate during examinations.	2.00	0.747	Surviving
2.1.1.3 I always lack confidence whenever I am taking the examination.	3.00	0.898	Struggling
2.1.1.4 I feel stressed if there are too many tests/exams in the school.	3.00	0.989	Struggling

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2.1.1.5 I feel that I have disappointed my parents when my test/exam results are not ideal.	2.00	0.848	Surviving
Overall Weighted Mean	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The data reveals that the respondent demonstrates an overall weighted mean of 2.00, corresponding to the "Surviving" verbal interpretation. This suggests that the individual experiences moderate academic stress and emotional difficulty in relation to upcoming tests and examinations. Specifically, feelings of inadequacy, difficulty concentrating, and perceived parental disappointment are present but are being managed to a tolerable extent. However, elevated scores on lack of confidence and stress due to test frequency (both rated 3.00, or "Struggling") indicate notable areas of concern that may impact academic performance and psychological well-being. These findings imply a need for targeted support in building self-confidence and coping strategies during examination periods.

The results align with the research conducted by Cruz et al. (2024), which recognized academic stress as a significant factor affecting both the academic performance and overall well-being of students in radiologic technology. The study found that students frequently experience increased stress, especially during exam periods. The study also emphasized the importance of introducing specific stress-reduction strategies such as entertainment, physical activity, and workshops focused on stress management that students found helpful. Consequently, the current findings highlight the necessity for similar coping mechanisms aimed at building confidence and managing stress, aligned to the study which was to focus on the need for tailored support systems to reduce academic stress in health-related fields.

Table 10.2: Median and Standard Deviation of the Respondents according to Heavy Workload

Heavy Workload	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.1.2.1 I find it difficult to devote the necessary time to my course.	2.00	0.817	Surviving
2.1.2.2 I do not have enough time to complete all my activities, due to the quantity of tasks.	2.00	0.872	Surviving
2.1.2.3 I struggle to decide which activities to complete first due to the number of tasks.	2.00	0.913	Surviving
2.1.2.4 I find it difficult to spend time with friends because of work commitments.	2.00	0.912	Surviving
2.1.2.5 I get anxious when a new activity comes up and I have not even begun the assigned task	3.00	0.921	Struggling
Overall Weighted Mean	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The overall weighted mean of 2.00, interpreted as "Surviving," indicates that the respondent is managing the demands of a heavy academic workload with moderate difficulty. Most indicators such as time management, task prioritization, and balancing academic and social life reflect manageable challenges. However, the elevated response to anxiety when new tasks arise (3.00, or "Struggling") suggests that task accumulation may cause significant stress. While the student is generally coping, there is a clear need for interventions focused on improving time management skills and strategies to reduce academic anxiety.

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The respondent's challenges in handling a demanding academic load, especially the heightened anxiety that arises with new assignments, reflect studies in the study conducted by Gabayoyo et al (2024). It was discovered that judges encounter significant occupational stress and psychological strain due to their substantial workloads and emotionally taxing responsibilities, pointing out that these stressors are linked to the nature of the job rather than individual traits. They stressed the necessity for institutional actions and personalized support systems to alleviate these challenges. Additionally, in the study conducted by Chen et al. (2021), found that nursing students endure considerable anxiety and emotional pressure from unrelenting academic expectations, showing that mindfulness-based interventions emphasizing awareness of the present moment can effectively alleviate anxiety, depression, and stress by enhancing emotional regulation and coping strategies. Collectively, these studies highlight the importance of support for students, integrating systemic wellness programs with mindfulness techniques to aid in managing stress related to workloads, improve focus, and foster psychological health during intense academic times.

Table 10.3: Median and Standard Deviation of the Respondents according to Time Management

Time Management	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.1.3.1 I am continually conscious that time is most my critical resource.	2.00	0.885	Surviving
2.1.3.2 I do not know what habits I have that keep me from using my time effectively.	2.00	0.836	Surviving
2.1.3.3 I am conscious of my true reasons for procrastination.	2.00	0.870	Surviving
2.1.3.4 I know when I am avoiding tasks out of fear.	2.00	0.910	Surviving
2.1.3.5 I know when I am diverting myself from my top priorities.	2.00	0.939	Surviving
Overall Weighted Mean	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The overall weighted mean of 2.00, with a verbal interpretation of "Surviving," indicates that the respondent demonstrates a basic awareness of time management principles but struggles with consistent and effective application. While there is a general recognition of time as a critical resource and an understanding of procrastination and avoidance behaviors, this awareness has not yet translated into optimal time management practices. The uniformity of the scores suggests a need for further development in establishing productive habits, prioritizing tasks, and overcoming internal barriers to time efficiency.

This aligns with the study conducted by Nignam, Pirani, and Motlagh (2024), which highlights that improving students' academic emotions and motivation necessitates specific interventions, including mindfulness training aimed at enhancing time management and reducing stress. Their research revealed that mindfulness has a positive effect on students' optimism, alleviates anxiety and anger, and enhances time management abilities—crucial elements that foster educational engagement and enthusiasm for learning. As a result, the current findings indicate that in addition to raising awareness, active participation in educational activities and structured support, such as mindfulness training, are vital for cultivating effective time management skills and enabling students to address internal obstacles to productivity

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Table 10.4: Median and Standard Deviation of the Respondents according to Peer Pressure

Peer Pressure	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.1.4.1 I put off my homework and other important assignments for a friend's party.	2.00	0.742	Surviving
2.1.4.2 I have to undergo peer pressure to be liked in a group.	2.00	0.747	Surviving
2.1.4.3 I cannot say 'no' to my friends even if my parents do not agree.	1.00	0.898	Thriving
2.1.4.4 I pressure my parents to buy an expensive item in order to maintain my status in a peer group.	2.00	0.989	Surviving
2.1.4.5 I feel uncomfortable in a group; I do not know how to say no.	2.00	0.848	Surviving
Overall Weighted Mean	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The overall weighted mean of 2.00, interpreted as "Surviving," indicates that the respondent experiences a moderate level of difficulty in handling peer pressure. While they show the ability to resist certain influences evident in the "Thriving" score of 1.00 for refusing to go against parental guidance they still struggle with social discomfort, difficulty saying no, and making choices that prioritize peer acceptance over responsibilities. This suggests a need for improved assertiveness and decision-making skills to better manage peer influence while maintaining personal and academic priorities.

The results align with the study conducted by Malik et al. (2024), which highlighted the efficacy of mindfulness practices, cognitive-behavioral strategies, and resilience-enhancing activities in assisting university students in coping with academic and personal stressors. According to the, mindfulness practices were found to be particularly beneficial in alleviating stress, while cognitive-behavioral methods also had a positive effect, with social support and sufficient sleep further enhancing their effectiveness. Collectively, these observations emphasize the necessity of targeted interventions that not only alleviate stress but also foster the skills required for students to advocate for themselves and sustain their well-being during social and academic pressures.

Table 11: Financial

Table 11.1: Median and Standard Deviation of the Respondents according to Money Management

Money Management	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.2.1.1 I experience financial problems.	2.00	0.935	Surviving
2.2.1.2 Financial problems have affected my academic performance.	2.00	0.949	Surviving
2.2.1.3 I believe that my financial situation has impacted my motivation to succeed academically.	3.00	0.942	Struggling
2.2.1.4 I face financial difficulties while pursuing my education.	2.00	1.034	Surviving
2.2.1.5 I experienced a decline in my academic performance due to financial problems.	2.00	0.956	Surviving
Average of means	2.00		Surviving

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Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The overall weighted mean of 2.00, with a verbal interpretation of "Surviving," indicates that the respondent is managing financial difficulties with moderate struggle. While financial challenges are consistently acknowledged, their general impact on academic performance is not overwhelming. However, the score of 3.00 ("Struggling") for the belief that finances affect academic motivation suggests that financial stress may be diminishing the respondent's drive to succeed. This highlights the need for financial support mechanisms and motivational interventions to help the student maintain academic focus despite financial constraints.

The study conducted by Fazia et al. (2023) demonstrates that the demands and pressures of medical school, particularly financial concerns, significantly contribute to anxiety, depression, burnout, and emotional strain among students. They point out that these stressors, when combined with academic and personal challenges, have a considerable impact on students' mental health and motivation. As a result, the findings highlight the necessity of offering financial assistance and motivational support to help students remain focused and resilient in the face of financial challenges, which ultimately fosters improved mental well-being and academic achievement.

Table 11.2: Median and Standard Deviation of the Respondents according to Tuition Fee

Tuition Fee	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.2.2.1 I forgot to do my activities and requirements because of thinking about how to provide money for my school fees.	2.00	0.996	Surviving
2.2.2.2 I cannot concentrate on my studies because of financial hardships.	2.00	0.988	Surviving
2.2.2.3 I do not participate in activities that require financial contribution due to the lack of financial support.	2.00	0.951	Struggling
2.2.2.4 I am not satisfied with my academic performance in terms of financial status.	2.00	0.987	Surviving
2.2.2.5 I think there is a possibility that I will fail in terms of financial status.	2.00	0.912	Surviving
Average of means	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The overall weighted mean of 2.00, interpreted as "Surviving," indicates that the respondent is experiencing moderate financial stress related to tuition fees, which affects their academic focus and participation. While the respondent does not report severe academic impairment, the consistent "Surviving" ratings suggest that financial concerns are a persistent source of distraction and limitation, particularly in engaging with school activities that require monetary contributions. This highlights the importance of financial assistance and counseling support to help mitigate the impact of tuition-related stress on academic performance and student well-being.

The result aligns with the study conducted by Lampe and Muller-Hilke (2021), who discovered that financial issues significantly contribute to academic stress and deteriorating mental health among students. Their investigation highlights that financial pressures, in conjunction with other academic challenges, can create a detrimental cycle of emotional exhaustion and psychological distress. Notably, study established that mindfulness-based interventions effectively alleviate stress, anxiety, and emotional fatigue, thereby fostering well-being and resilience. These results underscore the necessity for not just financial support, but also

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mindfulness-focused counseling programs to assist students in coping with tuition-related stress while sustaining both their academic involvement and mental health.

Table 11.3: Median and Standard Deviation of the Respondents according to Tuition Fee

Tuition Fee	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.2.3.1 I hardly manage my daily needs	2.00	0.857	Surviving
2.2.3.2 I experience being heavily motivated by my financial obligations	2.00	0.942	Surviving
2.2.3.3 I rely on loans in order to meet my daily needs	1.00	0.951	Thriving
2.2.3.4 I always pay my financial loans late	2.00	1.000	Surviving
2.2.3.5 I feel stressed when loans have high interest	2.00	0.989	Surviving
Average of means	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The data under the Loans category yielded an overall median of 2.00, interpreted as "Surviving", indicating that most students are financially burdened but managing. The majority of the respondents reported difficulty in managing daily needs, feeling stressed by loan interest, and delays in loan payments. This suggests that financial obligations are a significant source of pressure for students. Interestingly, the statement "I rely on loans in order to meet my daily needs" received a median of 1.00 ("Thriving"), which implies that while students depend on loans, some have integrated this into their coping mechanisms and are able to sustain their needs through such support.

These findings align with Fazia et al. (2023), who found that financial strain is one of the leading causes of emotional distress among medical students, alongside academic and personal stressors. Constant financial worry, like loan repayment and survival expenses, can lead to anxiety, depression, and even burnout. Therefore, educational institutions should consider implementing financial wellness programs, including budgeting education, access to low-interest aid, and mental health counseling. Supporting students in navigating financial responsibilities is essential to safeguard their academic performance and psychological well-being. (Fazia et al. 2023)

Table 12: Social

Table 12.1: Median and Standard Deviation of the Respondents according to Work

Work	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.3.1.1 I cannot focus on my studies due to my work related stuff	1.00	0.895	Thriving
2.3.1.2 I feel that my work has negatively influenced my studies-life balance	2.00	1.107	Surviving
2.3.1.3 I am concerned with my career after graduation, depending on what career or work I will be	1.00	1.043	Thriving
2.3.1.4 I am concerned that I may not be able to graduate on time, due to my work	2.00	0.963	Surviving

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2.3.1.5 I have too much to do aside from learning and research	2.00	0.987	Surviving
Average of means	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

Similarly, in the present study, students showed a "Surviving" level in the Social (Work) domain, with a median of 2.00, indicating that most are struggling to balance academic and work responsibilities. Items with a median of 1.00, such as difficulty focusing on studies and concern about future careers, highlight the stress they face. This suggests the need for resilience-building strategies among students, similar to those recommended for healthcare workers. Community health nursing can play a role by promoting wellness programs, stress management workshops, and academic support to help students cope more effectively.

This supports the study of Wu et al. (2022) emphasized that resilience is a key factor in helping healthcare workers cope with stress, recover from adversity, and maintain emotional balance. It allows individuals to adjust positively to challenges and continue functioning effectively despite setbacks. This is especially important for nurses, who face daily exposure to suffering and human distress. Resilient individuals are better equipped to manage these pressures and avoid burnout, depression, and other work-related issues. (Wu et al. 2022)

Table 12.2: Median and Standard Deviation of the Respondents according to Social Expectation

Social Expectation	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.3.2.1 I feel stressed by expectations to fulfill all the roles and responsibilities of a student.	3.00	0.845	Struggling
2.3.2.2 I feel stressed when I cannot maintain appropriate diligence in my school tasks.	3.00	0.891	Struggling
2.3.2.3 I feel that I am expected to take full responsibility for my actions, even when mistakes are unavoidable.	2.00	0.949	Surviving
2.3.2.4 I feel pressured to comply with school rules and policies to be seen as a good student.	2.00	0.976	Surviving
2.3.2.5 I feel anxious about maintaining high academic performance to meet societal standards.	2.00	0.908	Surviving
Average of means	3.00		Struggling

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The results in the Social Expectation domain revealed an overall median score of 3.00, which falls under the “Struggling” category. This indicates that students experience considerable stress from academic and societal expectations. The highest stress levels were seen in fulfilling multiple student responsibilities and maintaining diligence in school tasks, both with a median of 3.00. Other aspects such as complying with school policies, maintaining high performance, and being accountable even for unavoidable mistakes were rated at a “Surviving” level (median of 2.00), suggesting moderate stress.

This supports Tan (2023), who stated that students commonly face academic, family, and social pressures that may lead to emotional distress. When unmanaged, such stress can diminish resilience and increase the risk of anxiety and depression. Tan emphasized the role of self-compassion in buffering the negative effects of perfectionism and pressure. Therefore, helping students build resilience through mental health programs and self-compassion strategies is essential in addressing the challenges highlighted in this study. (Tan, 2023)

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Table 12.3: Median and Standard Deviation of the Respondents according to Communication Skills

Communication Skills	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.3.3.1 I do not pay attention to my professors every discussion.	2.00	0.861	Surviving
2.3.3.2 I do not make eye contact every time I talk in front of the class.	1.00	0.882	Thriving
2.3.3.3 I ask questions in class even though they are not related to the topic.	1.00	0.848	Thriving
2.3.3.4 I interrupt my classmates or professors every time I have an idea that I want to express.	2.00	0.915	Surviving
2.3.3.5 I do not take notes every time we have a class discussion.	2.00	0.865	Surviving
Average of means	3.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

The results for the Communication Skills domain showed an overall median of 2.00, which corresponds to the "Surviving" level. This suggests that while students possess basic communication abilities, there are areas that need improvement to enhance class participation and engagement. Specifically, students reported moderate difficulties with attentiveness during discussions, note-taking, and appropriately timing their contributions all of which had median scores of 2.00. However, strengths were noted in their confidence to ask questions and maintain eye contact, with both behaviors showing a "Thriving" level (median of 1.00).

These findings align with Berdida et al. (2023), who emphasized the importance of protective factors such as resilience, social support, mindfulness, and self-efficacy in buffering stress and promoting psychological well-being (PWB) among nursing students. Poor communication skills may reflect gaps in these protective factors, particularly in self-efficacy and mindfulness during academic interactions. Therefore, educational institutions can design interventions grounded in Berdida's framework to enhance students' communication behaviors, strengthening their resilience and confidence while reducing academic stress and improving outcomes. (Berdida et al. 2023).

Table 12.4: Median and Standard Deviation of the Respondents according to Interpersonal Conflicts

Interpersonal Conflicts	**Mean**	**Standard Deviation**	**Verbal Interpretation**
2.3.4.1 I cannot remember a person after I've been told that many times	2.00	0.861	Surviving
2.3.4.2 I cannot handle things easily and I don't pay attention to what I'm doing.	2.00	0.882	Surviving
2.3.4.3 I interrupt people when they are speaking while engaging in the conversation.	2.00	0.848	Surviving
2.3.4.4 I like to work independently rather than working with others.	3.00	0.915	Struggling
Average of means	2.00		Surviving

Note: Scale: 1.00 (Thriving), 2.00 (Surviving), 3.00 (Struggling), 4.00 (In Crisis)

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The findings under the Interpersonal Conflicts domain revealed an overall median score of 2.00, categorized as "Surviving", indicating that students moderately struggle with managing social interactions and maintaining focus in group settings. Specific indicators, such as difficulty remembering people, interrupting during conversations, and inattentiveness, all scored at the same level. However, the item "I like to work independently rather than working with others" showed a median of 3.00, which is classified as "Struggling". This implies that many students prefer working alone, potentially due to discomfort or challenges in collaborative environments.

These results reflect the study of Hathaisaard, Wannarit, & Pattanaseri (2022), which found that stress significantly impacts medical students' behaviors, reducing their quality of life, self-confidence, and increasing interpersonal conflicts. The presence of social withdrawal and communication gaps may be signs of underlying anxiety and stress. The researchers recommend evidence-based interventions such as cognitive behavioral therapy (CBT), mindfulness, and relaxation techniques to reduce stress and improve interpersonal functioning. Applying these strategies in educational institutions may help students cope better, develop healthier social skills, and reduce conflict, ultimately enhancing their academic and emotional well-being. (Hathaisaard, Wannarit, & Pattanaseri. 2022)

Problem 3: Level of utilization of mindfulness-based intervention in a selected institution student respondents in terms of:

Table 13: Median and Standard Deviation of the Respondents according to Self-Awareness

Self - Awareness	**Median**	**Standard Devation**	**Verbal Interpretation**
3.1.1 I feel stressed by expectations to fulfill all the roles and responsibilities of a student.	4.00	0.752	Highly Utilized
3.1.2 I feel stressed when I cannot maintain appropriate diligence in my school tasks.	4.00	0.788	Highly Utilized
3.1.3 I feel that I am expected to take full responsibility for my actions, even when mistakes are unavoidable.	4.00	0.817	Highly Utilized
3.1.4 I feel pressured to comply with school rules and policies to be seen as a good student.	4.00	0.800	Highly Utilized
3.1.5 I feel anxious about maintaining high academic performance to meet societal standards.	3.00	0.752	Moderately Utilized
Overall Weighted Mean	4.00		Highly Utilized

Note: Level of Utilization of mindfulness-based intervention 1.00 (Not Utilized), 2.00 (Slightly Utilized), 3.00 (Moderately Utilized), 4.00 (Highly Utilized)

The data reveals that the respondents demonstrate a consistent median score of 4.00 across all core statements under the self-awareness domain, corresponding to the "Thriving" verbal interpretation. This suggests that students possess a high degree of self-awareness, particularly in identifying stress related to academic responsibilities, compliance with institutional regulations, and accountability for personal errors. Although these responses reflect a mature understanding of their academic and social roles, this heightened awareness also contributes to internal stress and pressure. The standard deviations, which range from 0.752 to 0.817, indicate relatively uniform responses among participants, signifying that these experiences and perceptions are commonly shared.

These findings align with previous studies, such as those by Ritvo et al. (2020), Okafor et al. (2023), Yan et al. (2024), Malik et al. (2024), and Pan et al. (2024), which emphasize the value of self-awareness in managing

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academic stress. Their research highlights that strengthening self-awareness through mindfulness-based practices, emotional regulation strategies, and guided self-reflection can lead to improved stress management, enhanced emotional well-being, and better academic outcomes. Therefore, while the current results demonstrate a strong internal grasp of academic expectations among students, they also point to the importance of integrating structured interventions that can help balance self-awareness with stress-reduction practices to support students' mental health and academic performance.

Table 14: Median and Standard Deviation of the Respondents according to Self-Regulation

Self - Regulation	**Median**	**Standard Devation**	**Verbal Interpretation**
3.2.1 I am able to accomplish goals I set for myself.	3.00	0.729	Moderately Utilized
3.2.2 I set goals for myself and keep track of my progress.	3.00	0.822	Moderately Utilized
3.2.3 Before making a decision, I consider what is likely to happen if I do one thing or another.	3.00	0.788	Moderately Utilized
3.2.4 I usually think before I act	3.00	0.800	Moderately Utilized
3.2.5 I know how I want to be.	3.00	0.856	Moderately Utilized
Overall Weighted Mean	3.00		Moderately Utilized

Note: Level of Utilization of mindfulness-based intervention 1.00 (Not Utilized), 2.00 (Slightly Utilized), 3.00 (Moderately Utilized), 4.00 (Highly Utilized)

The data reveals that the respondents demonstrate an overall median score of 3.00 across all items in the self-regulation domain, corresponding to the "Surviving" verbal interpretation. This suggests that students possess a moderate level of ability in managing personal goals, decision-making, and behavioral control. Specifically, indicators such as goal accomplishment and the ability to think before acting show that while students have developed basic self-control and intentional behavior, their skills in this area are still developing and require further enhancement. The standard deviations, ranging from 0.729 to 0.856, indicate variability in responses, implying that while some students demonstrate effective self-regulation, others continue to face difficulties in applying consistent strategies for managing their actions and decisions.

These findings align with the research of Zimmerman & Kitsantas (2014), Duckworth et al. (2019), Panadero (2017), and Wolters et al. (2021), which emphasized the importance of self-regulation as a core component of academic success and personal growth. Their studies highlight that structured interventions such as self-regulation training programs, goal-setting workshops, and cognitive-behavioral techniques significantly improve students' ability to monitor, plan, and adjust their behaviors. Therefore, the current results support the need for educational initiatives aimed at strengthening self-regulation to enhance both academic performance and emotional resilience among students

Table 15: Median and Standard Deviation of the Respondents according to Self-Transcendence

Self - Transcendence	**Median**	**Standard Devation**	**Verbal Interpretation**
3.3.1 I regularly practice various types of breathing techniques, including belly breathing.	2.00	0.914	Slightly Utilized
3.3.2 I engage in meditation that focuses my attention on different	2.00	0.994	Slightly Utilized

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body parts while allowing me to relax in each area.			
3.3.3 I enjoy practicing yoga for my mind and body, moving through different poses while coordinating my breath.	2.00	1.031	Slightly Utilized
3.3.4 I practice meditation whenever I feel the need to relieve stress.	2.00	0.994	Slightly Utilized
3.3.5 I love sharing my feelings, thoughts, and ideas with a group of people.	3.00	0.923	Moderately Utilized
Overall Weighted Mean	2.00		Slightly Utilized

Note: Level of Utilization of mindfulness-based intervention 1.00 (Not Utilized), 2.00 (Slightly Utilized), 3.00 (Moderately Utilized), 4.00 (Highly Utilized)

According to the data, the respondents' overall weighted mean in the self-transcendence domain is 2.00, which corresponds to the verbal interpretation "Slightly Utilized." This suggests a generally low level of engagement in practices that foster inner awareness, meaning-making, and connection beyond the self. The majority of indicators such as breathing exercises (Median = 2.00, SD = 0.914), body-focused meditation (Median = 2.00, SD = 0.994), yoga (Median = 2.00, SD = 1.031), and stress-relieving meditation (Median = 2.00, SD = 0.994) were only marginally used, indicating that the respondents' routines. On the other hand, the median score for exchanging thoughts, feelings, and ideas with others was 3.00 (SD = 0.923), which is considered to be Moderately Utilized. This indicates a higher level of relational and interpersonal self-transcendence.

Overall, the results indicate that although respondents are receptive to social interaction, the more profound aspects of self-transcendence such as prolonged mindfulness, introspection, and holistic self-awareness remain undeveloped. Individual engagement varies, as evidenced by the standard deviation values' variety, with some respondents engaging in self-transcendence more frequently than others. These findings highlight the need for planned, encouraging activities that might strengthen students' capacity for self-transcendence and encourage reflective practices, both of which promote better wellbeing and personal development.

These findings are consistent with the studies of Zimmerman and Kitsantas (2014), Duckworth et al. (2019), Panadero (2017), and Wolters et al. (2021), which emphasize the crucial role of self-regulation in academic achievement and emotional well-being. Their research supports the implementation of structured interventions such as self-regulation training, goal-setting workshops, and cognitive-behavioral strategies to enhance students' ability to plan, monitor, and adjust their behaviors. Therefore, the current results point to the need for targeted programs that can support the development of more advanced self-regulation skills to improve both academic performance and personal growth.

Problem 4: Relationship between the profile and perceived level of stress of the respondents

Table 16: Relationship between Age Range and Stress Level of the Respondents

Variables	**Spearmanrho**	**df**	**p-value**
Academic Stress	-0.131	153	0.105
Heavy Workload Stress	-0.201	153	0.012
Time Management	-0.119	153	0.140
Peer Pressure Stress	-0.098	153	0.223
Financial Stress	-0.141	153	0.079

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Tuition Fee Stress	-0.079	153	0.328
Loan Stress	-0.020	153	0.802
Social Work Stress	-0.001	153	0.992
Social Expectation Stress	-0.286	153	<0.001
Communication stress	-0.120	153	0.138
Interpersonal Conflict	-0.175	153	0.029

Note: Spearman descriptor to both positive & negative relationships: 0.01-0.19 (negligible relationship), 0.20-0.29 (weak relationship), 0.30-0.39 (moderate relationship), 0.40-0.69 (Strong relationship), ≥ 0.70 (very strong relationship), adapted from Dancey & Reidy, 2004. The level of significance is 0.05.

The relationship between age and various stress factors reveals significant negative correlations for heavy workload stress ($\rho = -0.201$, $p = 0.012$), social expectation stress ($\rho = -0.286$, $p < 0.001$), and interpersonal conflict stress ($\rho = -0.174$, $p = 0.029$). These results indicate that as students get older, they tend to experience less stress from demanding workloads, societal pressures, and interpersonal conflicts. In contrast, academic stress, time management stress, financial stress, and other related stressors do not show significant correlations with age, suggesting that these pressures are experienced similarly across different age groups. These findings imply that age contributes to how individuals perceive and manage certain types of stress, likely due to increased maturity, experience, and coping skills developed over time.

Recent literature supports that older students often demonstrate stronger stress-coping abilities, greater emotional regulation, and better conflict resolution skills, which help reduce their susceptibility to workload and social expectation pressures compared to younger peers (Siddiqui et al., 2021; Oducado et al., 2022; Panadero, 2017; O'Neill et al., 2023).

Table 17: Relationship between Year Level and Stress Level of the Respondents

Variables	**Spearman's rho**	**df**	**p-value**
Academic Stress	-0.100	153	0.215
Heavy Workload Stress	-0.096	153	0.233
Time Management	-0.158	153	0.050
Peer Pressure Stress	-0.129	153	0.110
Financial Stress	-0.185	153	0.021
Tuition Fee Stress	-0.107	153	0.187
Loan Stress	-0.164	153	0.041
Social Work Stress	-0.016	153	0.846
Social Expectation Stress	-0.206	153	0.010
Communication stress	-0.073	153	0.366
Interpersonal Conflict	-0.102	153	0.208

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Note: Spearman descriptor to both positive & negative relationships: 0.01-0.19 (negligible relationship), 0.20-0.29 (weak relationship), 0.30-0.39 (moderate relationship), 0.40-0.69 (Strong relationship), ≥ 0.70 (very strong relationship), adapted from Dancey & Reidy, 2004. The level of significance is 0.05.

Distinct stresses and the outcome variable among the respondents have distinct connections, according to the Spearman's rho correlation values. Academic stress alone may not have a substantial impact on the observed outcome, as seen by the very weak negative correlation ($\rho = -0.100$, $p = 0.215$) and lack of statistical significance. Workload may not be a major factor influencing the respondents' stress levels, as seen by the weak negative association ($\rho = -0.096$, $p = 0.233$) that excessive workload stress showed. Time management showed a weak to moderate negative connection ($\rho = -0.158$, $p = 0.050$) and was marginally significant, suggesting that ineffective time management may be a minor factor in elevated stress levels. There was little effect in this sample, as seen by the weak negative correlation ($\rho = -0.129$ $p = 0.110$) for peer pressure stress. On the other hand, loan stress ($\rho = -0.164$, $p = 0.041$) and financial stress ($\rho = -0.185$, $p = 0.021$) both exhibited weak to moderate negative correlations that were statistically significant, indicating that financial worries are substantial causes of stress. Social expectation stress ($\rho = -0.206$, $p = 0.010$) also demonstrated a significant negative connection, suggesting that respondents' stress levels are impacted by pressures from familial or society expectations. Other stressors, including interpersonal conflict, social work stress, communication stress, and tuition fee stress, showed weak and non-significant associations, indicating little impact on the study's end variable. In general, respondents' stress levels seem to be most significantly impacted by financial worries, loan obligations, and societal expectations.

These results are consistent with supporting literature. According to research, academic stress can have an adverse influence on mental health, although this effect can be lessened by using healthy coping mechanisms (Misra & McKean, 2000; Bayram & Bilgel, 2008). Depending on resilience and social support, peer pressure and a heavy workload might have different consequences (Conley et al., 2014; Ryan, 2000). Effective time management is consistently associated with improved academic performance and reduced felt stress (Britton & Tesser, 1991). The significance of economic stability and supportive environments in stress management is highlighted by the well-established determinants of psychological distress among students, including financial stress, loans, and social expectations (Richardson et al., 2017; Eisenberg et al., 2007).

Table 18: Relationship between Sex and Stress Level of the Respondents

Variables	**x^2**	**df**	**p-value**
Academic Stress	1.34	3	0.719
Heavy Workload Stress	3.03	3	0.387
Time Management	2.24	3	0.524
Peer Pressure Stress	2.55	3	0.467
Financial Stress	1.63	3	0.653
Tuition Fee Stress	1.58	3	0.663
Loan Stress	1.76	3	0.624
Social Work Stress	0.306	3	0.959
Social Expectation Stress	1.64	3	0.651
Communication stress	3.32	3	0.345
Interpersonal Conflict	1.36	3	0.714

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Note: The statistical test used is Chi-square with a degree of freedom 3 with critical value of 7.815. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

Since all p-values are higher than the 0.05 level of significance, the chi-square test results show that there are no statistically significant differences in stress levels across all evaluated domains, including academic stress, heavy workload stress, time management stress, peer pressure stress, financial stress, tuition fee stress, loan stress, social work stress, social expectation stress, communication stress, and interpersonal conflict. This result implies that stress is experienced consistently by all respondents, irrespective of group classification, suggesting that no group is more susceptible to particular stressors than others. The findings suggest that stressors in the social, financial, and academic spheres are widespread and have a combined impact on students, which reflects the widespread nature of stress in higher education.

According to Lazarus and Folkman's Transactional Model of Stress, individuals exposed to similar environmental demands tend to appraise and respond to stress in comparable ways, resulting in minimal differences between groups. These findings are supported by existing literature that characterizes student stress as a common and systemic issue rather than a group-specific concern. Reeve et al. (2013) reported that interpersonal and communication-related stressors are common among students, while studies by Isra and Castillo (2004) found that academic and financial stressors are consistently experienced across college students regardless of demographic characteristics. The conclusion that stress management and mindfulness-based interventions should be widely implemented at the institutional level rather than targeted to particular subgroups is further supported by local and international research that highlights how shared academic workloads, financial pressures, and social expectations contribute to uniform stress levels.

Table 19: Relationship between Program/Course and Stress Level of the Respondents

Variables	**x^2**	**df**	**p-value**
Academic Stress	13.2	6	0.040
Heavy Workload Stress	14.1	6	0.028
Time Management	11.7	6	0.069
Peer Pressure Stress	5.76	6	0.450
Financial Stress	17.7	6	0.007
Tuition Fee Stress	13.1	6	0.041
Loan Stress	12.4	6	0.054
Social Work Stress	20.2	6	0.003
Social Expectation Stress	16.1	6	0.013
Communication stress	7.38	6	0.287
Interpersonal Conflict	10.9	6	0.092

Note: The statistical test used is Chi-square with a degree of freedom 6 with critical value of 12.592. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The program or course of the responders has a substantial link with various types of stress, according to the Chi-square test results. In particular, p-values below 0.05 were found for academic stress ($\chi^2 = 13.2$, $p = 0.040$), heavy workload stress ($\chi^2 = 14.1$, $p = 0.028$), financial stress ($\chi^2 = 17.7$, $p = 0.007$), tuition fee stress ($\chi^2 = 13.1$,

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p = 0.041), social work stress (χ^2 = 20.2, p = 0.003), and social expectation stress (χ^2 = 16.1, p = 0.013). This implies that the degree of stress in various areas varies greatly according on the program or course; that is, some courses may have more demanding academic requirements, more financial obligations, or higher social expectations. On the other hand, there was no significant correlation found between the respondents' program and stress related to time management, peer pressure, loans, communication, and interpersonal conflict (p > 0.05), suggesting that these stressors are more common in all programs.

For example, because of the intense lectures, practical requirements, and clinical exposure, students enrolled in health and professional courses frequently experience higher levels of academic and workload stress (Abatayo et al., 2023). Overall, the literature supports the current findings, showing that while some stressors are program-specific, others are typically encountered in a variety of academic fields.

Table 20: Relationship between Civil Status and Stress Level of the Respondents

Variables	**x^2**	**df**	**p-value**
Academic Stress	11.5	3	0.009
Heavy Workload Stress	8.68	3	0.034
Time Management	1.35	3	0.717
Peer Pressure Stress	11.0	3	0.012
Financial Stress	7.98	3	0.047
Tuition Fee Stress	5.53	3	0.012
Loan Stress	7.98	3	0.533
Social Work Stress	3.95	3	0.267
Social Expectation Stress	7.79	3	0.051
Communication stress	6.72	3	0.081
Interpersonal Conflict	8.45	3	0.038

Note: The statistical test used is Chi-square with a degree of freedom 3 with critical value of 7.815. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The data reveals that civil status is significantly associated with several stress domains, including academic stress (p = 0.009), heavy workload stress (p = 0.034), peer pressure stress (p = 0.012), financial stress (p = 0.047), tuition fee stress (p = 0.012), and interpersonal conflict stress (p = 0.038). These findings suggest that students' relationship status influences how they experience and cope with academic, financial, and social pressures. In contrast, no significant relationship was found between civil status and other stressors such as time management, loan stress, social work, social expectations, and communication, indicating that these stress factors may affect students more uniformly regardless of relationship status.

These results are supported by recent studies conducted by Ritvo et al. (2020), Okafor et al. (2023), Yan et al. (2024), Malik et al. (2024), and Pan et al. (2024), which highlight the effectiveness of mindfulness-based interventions in managing stress. These interventions, when tailored to students' personal and social circumstances, have been shown to improve coping strategies, reduce emotional burden, and promote overall well-being. As such, the findings emphasize the importance of providing targeted support services including

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mental health resources, financial counseling, and interpersonal skills training based on students' civil status and related stress vulnerabilities.

Table 21: Relationship between Religion and Stress Level of the Respondents

Variables	**x^2**	**df**	**p-value**
Academic Stress	1.57	9	0.073
Heavy Workload Stress	21.8	9	0.010
Time Management	8.15	9	0.519
Peer Pressure Stress	8.58	9	0.477
Financial Stress	8.78	9	0.458
Tuition Fee Stress	6.81	9	0.656
Loan Stress	9.93	9	0.357
Social Work Stress	15.7	9	0.073
Social Expectation Stress	10.3	9	0.329
Communication stress	9.06	9	0.432
Interpersonal Conflict	17.4	9	0.043

Note: The statistical test used is Chi-square with a degree of freedom 3 with critical value of 7.815. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The data reveals that employment status shows no significant association with any identified stress factors among nursing students, as all p-values exceeded the 0.05 threshold. Among these, academic stress (p = 0.093) registered the lowest value, suggesting a potential but statistically inconclusive trend indicating that employed students may experience slightly more academic pressure. Additionally, financial stressors such as tuition fees and student loans did not show significant associations with employment status, implying that having a job does not necessarily alleviate financial burdens. These findings suggest that employment alone is not a strong determinant of students' stress levels; instead, other variables such as the number of work hours, the nature of the job, and the presence of academic or emotional support may play a more influential role in shaping the stress experience.

These results are consistent with recent findings from Ritvo et al. (2020), Okafor et al. (2023), Yan et al. (2024), Malik et al. (2024), and Pan et al. (2024), which highlighted the complexity of stress among working students. Their studies emphasized that effective stress management depends largely on balancing academic and work responsibilities while maintaining adequate coping strategies. As such, these findings support the recommendation for tailored institutional interventions, such as mindfulness-based programs, time management workshops, and flexible support systems, to better address the specific needs of employed students.

Table 22: Relationship between Employment Status and Stress Level of the Respondents

Variables	**x^2**	**df**	**p- value**
Academic Stress	14.9	9	0.093

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Heavy Workload Stress	7.22	9	0.614
Time Management	11.0	9	0.278
Peer Pressure Stress	5.99	9	0.741
Financial Stress	6.24	9	0.716
Tuition Fee Stress	5.69	9	0.771
Loan Stress	7.27	9	0.69
Social Work Stress	10.6	9	0.305
Social Expectation Stress	11.0	9	0.275
Communication stress	10.1	9	0.341
Interpersonal Conflict	13.0	9	0.161

Note: The statistical test used is Chi-square with a degree of freedom 9 with critical value of 16.919. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The data reveals that employment status has no statistically significant association with any of the identified stress factors among nursing students, as all p-values were greater than 0.05. Academic stress ($p = 0.093$) showed the closest association, suggesting a slight trend where employed students may experience more academic pressure; however, this was not statistically conclusive. Similarly, financial stressors such as tuition fees and loan-related concerns did not show a significant relationship with employment status, indicating that holding a job does not necessarily alleviate financial stress. These findings suggest that employment status alone is not a primary determinant of stress levels among students. Instead, other contextual factors such as the number of work hours, the nature of employment, and the presence of support systems may play a more critical role in influencing stress experiences.

These results are consistent with the findings of Ritvo et al. (2020), Okafor et al. (2023), Yan et al. (2024), Malik et al. (2024), and Pan et al. (2024), which emphasized that student stress is shaped by a combination of academic, personal, and work-related demands. Their research underscores the need for comprehensive support systems that promote work-life balance, emotional resilience, and mindfulness-based coping strategies tailored to students' individual circumstances. Therefore, targeted interventions that address these interconnected factors are recommended to better support employed students in managing stress effectively.

Table 23: Relationship between Living Situation and Stress Level of the Respondents

Variables	**x^2**	**df**	**p-value**
Academic Stress	12.1	9	0.207
Heavy Workload Stress	25.7	9	0.002
Time Management	11.3	9	0.253
Peer Pressure Stress	8.02	9	0.533
Financial Stress	18.8	9	0.035
Tuition Fee Stress	7.44	9	0.591

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Loan Stress	10.7	9	0.298
Social Work Stress	10.4	9	0.316
Social Expectation Stress	8.97	9	0.440
Communication stress	11.1	9	0.267
Interpersonal Conflict	5.86	9	0.754

Note: The statistical test used is Chi-square with a degree of freedom 9 with critical value of 16.919. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The data reveals that the students' living situation has a significant association with heavy workload stress ($p = 0.002$) and financial stress ($p = 0.035$), indicating that where and how students live can influence their ability to manage academic demands and financial responsibilities. These findings suggest that students living independently or away from family may face increased challenges in balancing coursework and managing expenses. In contrast, no significant associations were found between living situation and other stressors, including academic stress ($p = 0.207$), time management ($p = 0.253$), peer pressure ($p = 0.533$), tuition fee stress ($p = 0.591$), loan stress ($p = 0.298$), social work ($p = 0.316$), social expectations ($p = 0.440$), communication stress ($p = 0.267$), and interpersonal conflict ($p = 0.754$). This indicates that these types of stress are generally experienced regardless of a student's living arrangement.

These findings are supported by studies conducted by Nabunya et al. (2024), Al-Dubai et al. (2023), and Kaur et al. (2022), which emphasize the impact of living conditions on student well-being. Their research highlights the importance of targeted support systems including financial assistance programs and academic workload management strategies tailored to the unique needs of students based on their living situations. As such, the results underscore the need for institutional policies that consider residential factors when designing student support services aimed at reducing stress and promoting academic success.

Problem 5: Relationship between the profile and the level of utilization of mindfulness-based interventions

Table 24: Relationship between Age Range and Level of Utilization of MBI

Variables	**Spearman's rho**	**df**	**p-value**
Self-Awareness	-0.102	153	0.207
Self-Regulation	0.103	153	0.200
Self- Transcendence	0.154	153	0.056

Note: Spearman descriptor to both positive & negative relationships: 0.01-0.19 (negligible relationship), 0.20-0.29 (weak relationship), 0.30-0.39 (moderate relationship), 0.40-0.69 (Strong relationship), ≥ 0.70 (very strong relationship), adapted from Dancey & Reidy, 2004. The level of significance is 0.05.

The data reveals the results of a Spearman's rank correlation analysis assessing the relationship between age range and the utilization of Mindfulness-Based Interventions (MBIs) across three psychological domains: self-awareness, self-regulation, and self-transcendence. For self-awareness, the correlation coefficient (Spearman's rho = -0.102) indicates a weak negative relationship with age, and the p-value (0.207) shows no statistical significance. This suggests that age does not significantly influence how individuals develop self-awareness through mindfulness practices. Likewise, self-regulation yielded a weak positive correlation (rho = 0.103), but with a non-significant p-value (0.200), further indicating that age is not a strong factor in shaping self-regulatory abilities in the context of MBIs. Self-transcendence demonstrated a slightly stronger positive correlation with age (rho = 0.154) and a p-value of 0.056. While this does not meet the conventional significance level of $p <$

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0.05, it approaches marginal significance, suggesting a potential trend where older individuals may be more inclined toward self-transcendent experiences. This supports the idea that as individuals age, they may become more oriented toward broader, purpose-driven perspectives beyond the self. Such findings align with developmental theories suggesting a shift toward introspection and spirituality in later life stages.

These results reaffirm the Self-Awareness, Self-Regulation, and Self-Transcendence (S-ART) framework, which identifies these domains as core outcomes of mindfulness-based practices, particularly within clinical and developmental contexts (Hu et al., 2023).

Table 25: Relationship between Year Level and Level of Utilization of MBI

Variables	**Spearman's rho**	**df**	**p-value**
Self-Awareness	-0.089	153	0.273
Self-Regulation	-0.142	153	0.078
Self- Transcendence	-0.053	153	0.512

Note: Spearman descriptor to both positive & negative relationships: 0.01-0.19 (negligible relationship), 0.20-0.29 (weak relationship), 0.30-0.39 (moderate relationship), 0.40-0.69 (Strong relationship), ≥ 0.70 (very strong relationship), adapted from Dancey & Reidy, 2004. The level of significance is 0.05.

The data reveals the results of a Spearman's rank correlation analysis examining the relationship between students' year level and their utilization of Mindfulness-Based Interventions (MBIs) across three psychological domains: self-awareness, self-regulation, and self-transcendence. For self-awareness, the correlation coefficient (rho = -0.089) and the p-value (0.273) indicate a weak and statistically non-significant negative relationship, suggesting that students across different academic years exhibit similar levels of self-awareness when engaging in mindfulness practices. Similarly, self-transcendence displayed an even weaker negative correlation (rho = -0.053) with a p-value of 0.512, reinforcing the notion that students' sense of connection to a broader purpose through mindfulness is not influenced by year level.

The self-regulation domain showed a slightly stronger negative correlation (rho = -0.142) with a p-value of 0.078. Although not statistically significant, this finding approaches marginal significance and may imply a potential trend wherein students in higher year levels experience reduced self-regulation, possibly due to increased academic and clinical responsibilities. However, the evidence remains insufficient to confirm this association.

These findings are consistent with research by Bordbar et al. (2024), which emphasizes the complex interplay between mindfulness, academic achievement, and adaptability. Their study supports the importance of integrating mindfulness practices into academic settings, not necessarily tied to year level, but as part of a broader effort to enhance student well-being and psychological resilience across all stages of academic development.

Table 26: Relationship between Sex and Level of Utilization of MBI

Variables	**x^2**	**df**	**p-value**
Self-Awareness	6.43	2	0.040
Self-Regulation	0.739	3	0.864
Self- Transcendence	4.55	3	0.208

Note: The statistical test used is Chi-square with a degree of freedom 2 with critical value of 5.991 and degree of freedom 3 with critical value of 7.815. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

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The table shows a notable association between sex and self-awareness among individuals experiencing stress. Specifically, the chi-square test of independence showed a statistically significant relationship, with a chi-square value of 6.43, degrees of freedom (df) of 2, and a p-value of 0.040. Since the p-value is below the 0.05 significance threshold, this suggests that sex plays a meaningful role in how individuals perceive and maintain awareness of their internal states such as emotions, bodily sensations, and thoughts under stress. This finding implies that males and females may differ in their ability to remain self-aware during stressful situations, although further analysis is needed to determine the direction or nature of this difference.

In contrast, no significant associations were found between sex and the other two mindfulness dimensions: self-regulation ($\chi^2 = 0.739$, $p = 0.864$) and self-transcendence ($\chi^2 = 4.55$, $p = 0.208$). These high p-values suggest that any observed variations between sexes in these areas are likely due to chance rather than actual differences. This indicates that males and females generally exhibit similar abilities to regulate their responses and sustain a sense of connection to a larger existence when coping with stress.

Overall, the findings highlight the unique link between sex and self-awareness, suggesting that mindfulness practices targeting this specific dimension may need to be tailored according to sex-based differences. Moreover, the absence of differences in self-regulation and self-transcendence supports the notion that certain aspects of mindfulness may be universally applicable, regardless of sex. These findings contribute to ongoing discussions about the personalized application of mindfulness in stress-related interventions (Laso et al., 2023).

Table 27: Relationship between Program/Course and Level of Utilization of MBI

Variables	**x^2**	**df**	**p-value**
Self-Awareness	15.8	4	0.003
Self-Regulation	5.90	6	0.435
Self- Transcendence	6.46	6	0.395

Note: The statistical test used is Chi-square with a degree of freedom 4 with critical value of 9.488 and degree of freedom 6 with critical value of 12.592. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The relationship between a student's academic program and their stress level reveals significant psychological implications. Based on the data, there is a statistically significant association between a student's program or course and their level of self-awareness regarding stress ($\chi^2 = 15.8$, $df = 4$, $p = 0.003$). This suggests that different academic tracks may shape how students perceive and acknowledge their stress. For instance, programs with heavier workloads or more competitive environments may heighten students' awareness of their emotional state and academic pressure.The data shows no significant correlation between course and the aspects of self-regulation ($p = 0.435$) and self-transcendence ($p = 0.395$), indicating that while students may be aware of their stress, their coping skills or spiritual perspective may not differ widely across programs.

These findings demonstrate significant reductions in perceived stress and increases in trait mindfulness, suggesting that stress awareness improved within a specific program. A mindfulness-based intervention improves perceived stress and mindfulness in university nursing students (Yi-Ling Liu et al. 2024).

Table 28: Relationship between Civil Status and Level of Utilization of MBI

Variables	**x^2**	**df**	**p-value**
Self-Awareness	1.43	2	0.490
Self-Regulation	0.354	3	0.949

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Self- Transcendence	2.18	3	0.536

Note: The statistical test used is Chi-square with a degree of freedom 2 with critical value of 5.991 and degree of freedom 3 with critical value of 7.815. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The data reveals that there is no statistically significant relationship between civil status and the three dimensions of stress coping self-awareness (p = 0.490), self-regulation (p = 0.949), and self-transcendence (p = 0.536). These findings suggest that students' ability to cope with stress through mindfulness-related mechanisms is not meaningfully influenced by whether they are single, married, or in another form of civil status. This implies that stress perception and coping behaviors are relatively uniform across different relational statuses, possibly due to the shared academic environment and common academic demands faced by all students.

These results align with the findings of Volokitin et al. (2024), who emphasized that civil status is not typically a major determinant of stress among medical or health sciences students. Instead, more influential factors include academic workload, year level, and the presence of effective coping mechanisms. Therefore, institutional support efforts should focus more on academic and psychological challenges rather than civil status when developing student well-being programs.

Table 29: Relationship between Religion and Level of Utilization of MBI

Variables	**x^2**	**df**	**p-value**
Self-Awareness	22.3	6	0.001
Self-Regulation	24.8	9	0.003
Self- Transcendence	14.8	9	0.096

Note: The statistical test used is Chi-square with a degree of freedom 6 with critical value of 12.592 and degree of freedom 9 with critical value of 16.919. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The data reveals a statistically significant relationship between religion and two dimensions of stress coping: self-awareness ($\chi^2 = 22.3$, p = 0.001) and self-regulation ($\chi^2 = 24.8$, p = 0.003). These findings suggest that religious affiliation may meaningfully influence how students recognize and manage their stress, likely through structured spiritual practices, community support, and moral frameworks that promote introspection and emotional control. In contrast, the dimension of self-transcendence ($\chi^2 = 14.8$, p = 0.096) did not show a significant association, implying that while religion aids in internal regulation, it may not fully translate into broader existential or spiritual coping capacities.

This interpretation aligns with the study by Burris (2022), which highlights that religious involvement is often more closely tied to personal discipline and emotional awareness than to abstract spiritual transcendence. These findings emphasize the potential value of integrating religious or spiritual resources into mental health and coping interventions, particularly in enhancing students' self-awareness and self-regulation in academic contexts.

Table 30: Relationship between Employment Status and Level of Utilization of MBI

Variables	**x^2**	**df**	**p-value**
Self-Awareness	6.27	6	0.394
Self-Regulation	57.2	0	<0.001

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Self- Transcendence	6.81	9	0.657

Note: The statistical test used is Chi-square with a degree of freedom 6 with critical value of 12.592 and degree of freedom 9 with critical value of 16.919. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The analysis explored the relationship between employment status and students' stress levels across the three dimensions of mindfulness: self-awareness, self-regulation, and self-transcendence. Findings revealed a statistically significant association between employment status and self-regulation ($\chi^2 = 57.2$, $p < 0.001$), indicating that a student's ability to manage emotions and control behavior under stress is notably influenced by whether they are employed. In contrast, no significant relationships were observed for self-awareness ($\chi^2 = 6.27$, $p = 0.394$) and self-transcendence ($\chi^2 = 6.81$, $p = 0.657$), suggesting that employment status does not substantially impact students' internal self-reflection or their connection to a broader sense of purpose.

These results align with existing research. Keng and Chong (2021) found that employed students tend to exhibit diminished emotional regulation due to the demands of balancing work and academic responsibilities. Similarly, Martinez and Lopez (2023) highlighted employment as a key contributor to emotional fatigue among students. The current findings underscore the need for targeted interventions that enhance emotional regulation and coping strategies among working students, who may be more vulnerable to stress-related challenges despite demonstrating similar levels of awareness and spiritual engagement as their non-working counterparts.

Table 31: Relationship between Living Situation and Level of Utilization of MBI

Variables	**x^2**	**df**	**p-value**
Self-Awareness	4.55	6	0.602
Self-Regulation	8.30	9	0.504
Self- Transcendence	7.40	9	0.595

Note: The statistical test used is Chi-square with a degree of freedom 6 with critical value of 12.592 and degree of freedom 9 with critical value of 16.919. x^2 value greater than the critical value, the null hypothesis is rejected. A Significance level of 0.05

The results show that the relationship between students' living situation and their stress levels across the three mindfulness domains self-awareness, self-regulation, and self-transcendence was not statistically significant. Specifically, the p-values were 0.602 for self-awareness, 0.504 for self-regulation, and 0.595 for self-transcendence, all exceeding the 0.05 threshold for significance. This indicates that students, regardless of whether they live with family, in dormitories, with peers, or alone, experience similar levels of mindfulness-based coping in these areas. The lack of significant results suggests that living arrangement is not a strong influencing factor on how students manage stress through mindfulness. Internal traits such as personal resilience, coping strategies, and shared academic pressures may play a more critical role than the external environment.

These findings are supported by Foster et al. (2022), who noted that internal psychological characteristics often have a greater impact on stress management and mindfulness outcomes than environmental variables like living conditions. Therefore, interventions should focus more on developing students' internal coping skills rather than emphasizing living arrangements.

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Problem 6: Difference between the perceived stress and level of utilization of mindfulness-based interventions when grouped according to profile

Table 32: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Age Range

Variables		**df**	**p-value**
Stress Level	6.75	2	0.034
Level of Utilization of MBI	1.72	2	0.423

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 2 with a critical value of 5.991. A Significance level of 0.05.

Based on the table, the Kruskal-Wallis value for the level of utilization of mindfulness-based interventions (MBI) is lower than the critical value (df = 2, critical value = 5.991). This indicates that there is no significant difference between the age groups and their level of use of mindfulness-based interventions. Furthermore, the p-value exceeds the alpha level of 0.05, implying that age did not significantly influence the respondents' utilization of mindfulness-based interventions. In contrast, the stress level presents a Kruskal-Wallis value that surpasses the critical value (df = 2, critical value = 5.991). This suggests that a significant difference exists between age groups regarding their level of utilization of mindfulness-based interventions. Additionally, the p-value is lower than the alpha level of 0.05, indicating that age significantly influences the respondents' level of mindfulness intervention use. These results reveal that while age does not significantly affect the overall use of mindfulness-based interventions, it does play a significant role when these interventions are evaluated in the context of respondents' stress levels, suggesting that different age categories may approach mindfulness practices differently when addressing stress management.

This aligns with Alampay's study (2020), which explored how mindfulness-based cognitive therapy can be adapted for children, showing that mindfulness programs can have a positive impact on depressive and anxiety symptoms in younger age groups. Alampay's study also highlighted the necessity of modifying mindfulness-based interventions (MBIs) for low-resource environments and pointed out the vital role of facilitators in the successful delivery of these programs. Similarly, the results align with the research conducted by Cajucom, T. D. et al. (2023), which examined the stress levels, well-being, and coping strategies of Grade 12 students in a Catholic private senior high school amid the COVID-19 pandemic. Their study indicated that students experienced significant stress, particularly in academic and psychological areas, but also revealed that they found creative coping strategies, such as watching favorite shows. These results underscore the pressing need for schools to implement and integrate effective mental health and stress management strategies—like MBIs—into their support systems. Collectively, these studies bolster the notion that factors such as age, context, and situational stressors shape how individuals interact with and gain from mindfulness-based practices, highlighting the essential requirement for age-appropriate and context-responsive applications of these interventions.

Table 33: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Sex

Variables		**df**	**p-value**
Stress Level	0.482	1	0.487
Level of Utilization of MBI	0.830	1	0.362

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 1 with a critical value of 3.841. A Significance level of 0.05.

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Based on the table, the Kruskal-Wallis value for the utilization of MBI and stress levels is lower than the critical value (df = 1, critical value = 3.841). This indicates that there is no significant difference between the genders of the respondents regarding their perceived stress levels and their use of mindfulness-based interventions. Furthermore, the p-value is higher than the alpha level of 0.05, implying that sex does not significantly influence the respondents' stress perceptions or their engagement with mindfulness-based interventions. These results suggest that male and female respondents do not differ notably in their feelings of stress or their participation in mindfulness practices. The findings indicate that gender is not a significant factor affecting either perceived stress or the use of MBIs among the participants, and that both males and females tend to experience and react to stress through mindfulness strategies in a comparable way.

This interpretation is supported by the findings of Fernandez, Centeno, and Samaco-Zamora (2022), who emphasized the importance of proper guidance by trained practitioners when implementing mindfulness among school youth. Their study revealed that while mindfulness can foster healing, self-discovery, character development, and humanism cultivation, its application must be handled with care due to possible limitations and risks. The study's emphasis on the universality of mindfulness benefits across diverse practitioners and learners resonates with the current finding that gender does not significantly alter the effectiveness or engagement with MBIs. Additionally, Fernandez et al. (2022) also investigated the "Mindfulness for Safe Schools" intervention aimed at improving emotion regulation and reducing impulsive behaviors among Grades 7 and 8 students, particularly in peer-to-peer dating scenarios. Their evaluation demonstrated that mindfulness-based interventions could positively influence students' emotional control and behavior, regardless of gender. These related studies reinforce the idea that mindfulness practices, when implemented appropriately, can provide broad psychological benefits across demographics, including both male and female students, without significant gender-based differences in response or outcomes.

Table 34: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Year Level

Variables		**df**	**p-value**
Stress Level	5.60	3	0.133
Level of Utilization of MBI	3.80	3	0.284

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 3 with a critical value of 7.815. A Significance level of 0.05.

The table shows that the Kruskal-Wallis value for the utilization of MBI and stress levels is lower than the critical value (df = 3, critical value = 7.815). This indicates that there is no significant difference in the perceived stress levels and the level of MBI utilization among respondents of varying year levels. Furthermore, the p-value is higher than the alpha level of 0.05, suggesting that year level does not lead to significant differences in perceived stress and mindfulness-based intervention usage among respondents. These results indicate that students from different year levels have similar experiences of stress and engage in mindfulness-based interventions to a similar degree. The findings suggest that academic standing or advancement in year level does not significantly influence how respondents perceive stress or their use of mindfulness practices, indicating a consistent trend in stress perception and MBI utilization irrespective of year level.

This aligns with the findings of Karyotaki et al. (2020), who noted that college students, particularly first-year students, face various transitional challenges that may affect their mental health depending on individual life goals and psychological resilience. While the study emphasized the lack of large-scale studies examining how stress affects college students throughout their academic journey, the current findings suggest a consistent pattern of stress perception and MBI usage regardless of year level. This implies that although the sources or nature of stress may differ, students across all academic years share similar levels of stress and coping behavior through mindfulness. Therefore, stress management interventions such as MBIs may be broadly applicable and beneficial across all year levels, rather than being tailored to specific academic standings.

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Table 35: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Program/Course

Variables		**df**	**p-value**
Stress Level	3.42	2	0.181
Level of Utilization of MBI	2.56	2	0.278

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 2 with a critical value of 5.991. A Significance level of 0.05.

Based on the data presented, the Kruskal-Wallis value for the utilization of MBI and stress levels is lower than the critical value (df = 2, critical value = 5.991). This indicates that there is no significant difference between the respondents' programs/courses and their perceived stress levels as well as the utilization of mindfulness-based interventions. Furthermore, the p-value is greater than the alpha level of 0.05. This implies that there is no significant variation in the respondents' perceived stress levels and their use of mindfulness-based interventions across different programs/courses. These results suggest that students in various programs or courses experience comparable levels of stress and engage with mindfulness-based interventions to a similar extent. The data indicate that academic discipline or field of study does not have a significant impact on students' perception of stress or on the degree to which they employ mindfulness strategies, highlighting a consistent pattern across different programs, irrespective of course specialization.

This aligns with the study by Okafor et al. (2023), which highlighted the effectiveness of mindfulness meditation in reducing stress among undergraduate nursing students and emphasized the need for coping strategies to support their academic performance, health, and retention. While the study focused specifically on nursing students, the current results extend this insight by showing that students across various disciplines may benefit equally from mindfulness practices. These findings collectively suggest that while certain programs like nursing or medicine may come with unique stressors, students across academic disciplines share similar needs for stress management strategies such as MBIs, and that promoting resilience and mindfulness practices may serve as universal tools for enhancing student well-being across fields of study.

Table 36: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Civil Status

Variables		**df**	**p-value**
Stress Level	7.1410	1	0.008
Level of Utilization of MBI	0.0610	1	0.805

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 1 with a critical value of 3.841. A Significance level of 0.05.

Based on the table, the level of utilization of MBI has a lower Kruskal-Wallis value than the critical value (df = 1, critical value = 3.841). This means that there's no significant difference between the civil status and the level of utilization of mindfulness-based interventions of the respondents. Additionally, it has a higher p-value than the alpha level of 0.05. This suggests that civil status did not significantly vary in respondents' level of utilization of mindfulness-based interventions.

On the other hand, the stress level has a higher Kruskal-Wallis value than the critical value (df = 1, critical value = 3.841). This means that there's a significant difference between civil status and the level of utilization of mindfulness-based interventions of the respondents. Moreover, it has a lower p-value than the alpha level of 0.05. This suggests that age significantly varies in respondents' level of utilization of mindfulness-based interventions.

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These findings highlight the importance of tailoring stress management interventions based on the civil status of individuals. Since civil status significantly influences stress levels but not the utilization of mindfulness-based interventions, it may be beneficial for mental health programs to provide more targeted support to groups experiencing higher stress such as single individuals or those without strong social support systems. Encouraging the adoption of MBIs across all civil status groups, regardless of current usage patterns, could also help in managing stress more effectively and promoting overall well-being.

Table 37: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Religion

Variables		**df**	**p-value**
Stress Level	0.965	3	0.810
Level of Utilization of MBI	8.883	3	0.031

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 3 with a critical value of 7.815. A Significance level of 0.05.

Based on the table, the stress has a lower Kruskal-Wallis value than the critical value (df = 3, critical value = 7.815). This means that there's no significant difference between the religion and the stress level of the respondents. Additionally, it has a higher p-value than the alpha level of 0.05. This suggests that religion did not significantly vary in respondents' stress levels.

On the other hand, the level of utilization of MBI has a higher Kruskal-Wallis value than the critical value (df = 3, critical value = 7.815). This means that there's a significant difference between civil status and the level of utilization of mindfulness-based interventions of the respondents. Moreover, it has a lower p-value than the alpha level of 0.05. This suggests that religion significantly varies in respondents' level of utilization of mindfulness-based interventions.

These results imply that while religion does not play a significant role in determining the stress levels of individuals, it appears to have a notable influence on how frequently or effectively respondents engage in mindfulness-based interventions. This could reflect the varying beliefs, practices, or openness to such interventions across different religious groups. It suggests the need for culturally sensitive approaches when promoting MBIs, ensuring they are accessible, acceptable, and respectful of diverse religious values and traditions.

Table 38: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Employment Status

Variables		**df**	**p-value**
Stress Level	1.42	3	0.701
Level of Utilization of MBI	1.27	3	0.737

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 3 with a critical value of 7.815. A Significance level of 0.05.

Based on the table, the level of utilization of MBI and stress level has a lower Kruskal-Wallis value than the critical value (df = 3, critical value = 7.815). This means that there's no significant difference between the respondents' employment status and their perceived stress level and level of utilization of mindfulness-based interventions.

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Additionally, it has a higher p-value than the alpha level of 0.05. This suggests that employment status did not significantly vary in respondents' perceived level of stress and level of utilization of mindfulness-based interventions.

These findings imply that regardless of whether a respondent is employed, unemployed, self-employed, or a student, their stress levels and their use of mindfulness-based interventions tend to remain similar. This could indicate that other factors such as personal coping strategies, social support systems, or individual access to wellness resources may have a greater influence on stress and MBI usage than employment status alone. It also suggests that interventions designed to reduce stress and encourage MBI practice could be applied universally.

Table 39: Difference Between The Perceived Stress and Level of Utilization of Mindfulness-Based Intervention When Grouped According to Living Situation

Variables		**df**	**p-value**
Stress Level	3.79	3	0.285
Level of Utilization of MBI	5.15	3	0.161

Note: The statistical test used is the Kruskal-Wallis test. The test follows a Chi-square distribution with a degree of freedom 3 with a critical value of 7.815. A Significance level of 0.05.

Based on the table, the level of utilization of MBI and stress level has a lower Kruskal-Wallis value than the critical value (df = 3, critical value = 7.815). This means that there's no significant difference between the respondents' living situation and their perceived stress level and level of utilization of mindfulness-based interventions.

Additionally, it has a higher p-value than the alpha level of 0.05. This suggests that living situations did not significantly vary in respondents' perceived level of stress and level of utilization of mindfulness-based interventions.

These results imply that the environment in which respondents live whether alone, with family, in a dormitory, or with peers does not significantly impact how stressed they feel or how often they engage in mindfulness-based practices. This could suggest that individual coping mechanisms or internal resources play a larger role in stress management and the decision to use MBIs than external living arrangements. Therefore, stress-reduction programs and mindfulness initiatives may not need to be adjusted based on living situation, and can instead focus on personal motivation, accessibility, and awareness across various living conditions.

Problem 7: Proposed Stress Resilience program that may be implemented to the educational institution

Proposed Resiliency Program Title: "RISE-UP: Resilience, Insight, Self-Worth, Empowerment, and Purpose"

Objectives/Goals

General Objectives

- To develop and implement a comprehensive, multi-phase resiliency program (RISE-UP) that fosters mental well-being, emotional strength, and a deeper connection to personal goals and identity among the students.

Specific Objectives

- To raise mental health awareness by educating students about common psychological challenges such as stress, anxiety, and academic burnout through interactive seminars or talks.

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- To enhance students' self-worth and emotional resilience through structured workshops on self-discovery, goal-setting, and mindfulness-based interventions.

- To enhance students' emotional resilience and self-worth by engaging them in structured goal-setting activities, vision board creation, and training in mindfulness, cognitive restructuring, and other evidence-based coping techniques.

- To promote a sense of purpose and connectedness by facilitating reflection-based group activities and storytelling sessions that help students identify meaningful motivations and strengthen their relationships and sense of identity.

Program Components: "Breath. Pause. Rise. You were never meant to stay down"

- Phase 1 - The program begins with a series of mental health awareness campaigns that can be held by the guidance office together with the student affairs,focusing on destigmatizing help seeking behavior and educating the school community especially the students about the common psychological issues such as anxiety, academic burnout, and low self-esteem.

  - Students are encouraged to openly talk about mental health, recognize early signs of distress, and access available support services.

  - Encouraging the students to have awareness sessions that will be paired with one-on-one counseling and confidential check-ins, providing a safe space for students to reflect, express concerns, and seek professional guidance.

- Phase 2 - This phase will be more focused on developing self-worth, setting personal goals, and building emotional resilience.

  - "Goal vision board" will help the students engage in structured goal-setting sessions where they will craft short and long term goals aligned with their passions and values. These progress tracking tools promote accountability, motivation, and direction.

  - Advising the students to use the emotional resilience training through evidence-based practices such as mindfulness meditation, positive reframing, deep breathing, and cognitive restructuring. These will help the students to develop practical skills to manage their thoughts and emotions during high-stress situations such as exams, interpersonal conflicts, or personal setbacks.

- Phase 3 - The last phase, this phase will be called "Finding My Why" this strengthens the student's connection to others and helps them find meaning beyond academic success.

  - This is a storytelling session where students are formed into groups and have reflection exercises. Students will be guided to explore what gives their life meaning whether it's their future profession, family, faith, or passion

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Figure 5: Infographics “Rise-Up: Resilience, Insight, Self-Worth, Empowerment, And Purpose”

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter represents the summary of findings, conclusions, and recommendations.

Summary of Findings

The following were the findings of the study.

The findings revealed that the majority of respondents are young (64.5% aged 18–21), predominantly female (81.3%), and mostly enrolled in the BS Nursing program (74.8%), indicating a student-centered, health-related academic setting. All academic year levels were equally represented, ensuring balanced insights across cohorts. Most participants are single (95.5%), unemployed (76.1%), and live with their parents (59.4%), suggesting a high level of dependence and limited financial autonomy, which is typical of full-time students. The religious composition is largely Catholic (81.3%), reflecting the dominant faith in the Philippines, with minority groups including Muslims, Iglesia ni Cristo members, and others. The overall profile highlights a youthful, female-majority population strongly rooted in family and traditional support systems, offering a focused lens into the experiences and perspectives of students in healthcare-related programs.

Furthermore, results indicated that respondents generally perceived themselves as "surviving" in most areas of stress, particularly in academic, financial, and social aspects. Specifically, students reported being able to manage academic-related stressors such as upcoming exams, heavy workloads, time management, and peer pressure all receiving a consistent rating of surviving (2.00). This suggests that while these challenges are present, students are still coping moderately and functioning effectively. Similarly, financial stressors like money management, tuition fees, and loans also fall under the surviving category (2.00), implying that students are managing their financial responsibilities, albeit with effort. In the social domain, stress levels remain within the surviving range for work-related issues, communication skills, and interpersonal conflicts, indicating that students are relatively resilient and capable of handling everyday social interactions and challenges. However, a significant deviation is observed in the area of social expectations, where the stress level escalates to "struggling" (3.00). This finding suggests that students feel notably burdened by the pressure to meet societal and institutional expectations. These include the need to perform well academically, maintain discipline, and fulfill perceived roles, which may lead to increased anxiety, emotional strain, and difficulty in maintaining consistent motivation. The marked contrast in this category highlights a critical area for intervention, as it reflects a deeper psychosocial struggle beyond practical tasks. Overall, while students demonstrate adequate coping mechanisms in most stress domains, the elevated stress caused by social expectations points to the need for targeted support, such as guidance counseling, mental health awareness, and stress reduction programs focused on self-worth, realistic goal-setting, and emotional resilience.

Moreover, results revealed varied levels of mindfulness-based intervention utilization among students, particularly in the areas of self-awareness, self-regulation, and self-transcendence. Students demonstrated a high

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level of self-awareness, with a mean score of 4.00 categorized as "thriving." This suggests that they have developed a strong sense of personal identity, can clearly recognize their thoughts and emotions, and are able to set boundaries while confidently standing by their values. On the other hand, their self-regulation scored a mean of 3.00, classified as "surviving," indicating that while they are capable of managing their behavior and making thoughtful decisions, they are still navigating through daily struggles and uncertainties about their future goals. This reflects a transitional phase where consistent emotional regulation and goal clarity are still being developed. Most concerning is the level of self-transcendence, which received the lowest score of 2.00, described as "struggling." This implies that many students remain confined within their comfort zones, often lacking the confidence to engage with others and showing limited understanding of practices that support personal growth and coping with stress. These findings suggest that while students exhibit strengths in self-awareness, there is a pressing need to reinforce their self-regulatory capacities and especially to cultivate self-transcendence through deeper, more holistic mindfulness practices that foster resilience, connection, and meaning beyond the self.

The analysis examining the relationship between the respondents' demographic profile and their perceived stress levels revealed that most demographic variables do not significantly influence stress. Specifically, age range, year level, sex/gender, academic program, religion, employment status, and living situation showed no statistically significant correlation with the respondents' level of stress. This implies that stress among respondents is relatively uniform across these different demographic groups and that these factors do not play a major role in influencing how stress is perceived or reported within the sample population. However, a key finding emerged regarding civil status. The statistical test revealed a significant correlation between civil status and overall stress levels, leading to the rejection of the null hypothesis for this variable. This suggests that civil status such as being single, married, separated, or in a relationship has a meaningful impact on stress levels. It may reflect how responsibilities, emotional commitments, or social support systems associated with different civil statuses contribute to varying experiences of stress. This finding highlights the importance of considering personal relationship dynamics when assessing mental health and designing stress management interventions

In terms of the relationship between the respondents' demographic profiles and their level of utilization of mindfulness-based interventions (MBIs). The results revealed that age, year level, sex, program/course, civil status, and living situation do not have a statistically significant correlation with how students utilize mindfulness practices. This implies that these demographic factors do not notably influence the adoption or engagement with mindfulness strategies. In contrast, religion and employment status were found to have a significant correlation with MBI utilization. This suggests that a respondent's religious background may influence their openness or receptiveness to mindfulness practices, possibly due to alignment or conflict with personal beliefs or traditions. Similarly, employment status appears to impact the use of MBIs, potentially due to differences in stress levels, time constraints, or the perceived need for stress management techniques. Therefore, while most demographic factors show no effect, religion and employment status emerge as meaningful influences on how mindfulness-based interventions are accessed and practiced by students.

Additionally, the analysis on the significant difference between perceived stress and the level of utilization of mindfulness-based interventions (MBIs) across various demographic variables reveals that age is the only factor that demonstrates a statistically significant difference. This means that the utilization of MBIs in relation to perceived stress significantly varies depending on the respondent's age group, suggesting that individuals in different age brackets may adopt or benefit from mindfulness practices at varying degrees. Younger or older participants might have distinct coping mechanisms, stress levels, or openness to mindfulness, which may explain this variation. On the other hand, the findings indicate no significant difference in MBI utilization across other demographic categories. Specifically, sex, year level, program or course, civil status, religion, employment status, and living situation do not significantly influence how respondents utilize mindfulness strategies to manage stress. This suggests that these variables do not play a major role in determining the level of engagement with mindfulness interventions. The uniformity in MBI usage across most demographic sectors, except for age, implies that while mindfulness is generally accessible and applicable across diverse backgrounds, age-specific differences should be taken into account when designing and implementing such interventions for stress management.

Overall, it suggests that the best implementation for the institution to help the respondent for utilization of mindfulness based interventions for the stress is that they need to have guidance counselling to assess the stress

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of each student, have some webinars or seminar related to the mental health awareness, and focus on the self-worth, realistic goal-setting, and having an emotional resilience for the students.

CONCLUSION

The study gathered data from 155 respondents and showed that most of them were between 18–21 years old (64.5%), which means that many of the participants were young adults who are more likely to feel pressure from schoolwork. Females made up the majority of the group (81.3%), and almost all of the respondents were single (95.5%). In terms of course, most were enrolled in BS Nursing (74.8%), while fewer came from BS Midwifery and BS Respiratory Therapy. The participants were evenly distributed across year levels, with first year to fourth year students each making up 25.2%, which helps give a fair comparison of stress and mindfulness at different stages of college life. When it comes to religion, the majority were Catholic (81.3%), while others belonged to different faiths such as Iglesia ni Cristo, Muslim, and other groups. Most respondents were unemployed (76.1%) since they were full-time students, but some were working students (13.5%) or had other sources of income. Looking at their living situation, more than half stayed with their parents (59.4%), while others lived with relatives, friends, or by themselves. The results suggest that younger students, especially those 18–21, experience higher levels of academic stress but also respond well to programs that teach emotional regulation and coping strategies. Religion, type of work, and living arrangements also play an important role in how students deal with stress, with those living away from their parents facing more challenges and relying more on emotional ways of coping. This shows the need for mindfulness-based interventions and support programs to help students build resilience and manage their stress more effectively.

The study on the students' level of perceived stress was grouped into three parts: academic status, financial status, and social factors. In academics, the results showed that upcoming tests, heavy workload, time management, and peer pressure were all rated at the surviving level, meaning students experienced moderate stress in these areas. They admitted feeling emotional pressure before exams, struggling to keep up with many requirements, and having difficulty applying time management consistently, while also finding it challenging to handle peer pressure, though they were still able to cope. For financial status, money management, tuition fees, and loans were also rated in surviving level, showing that students faced financial burdens that affected their focus and participation in school. Many reported problems with meeting daily needs, loan payments, and tuition fees, which added to their stress, but they still managed to get by. Lastly, for social factors, balancing school and work, communication skills, and interpersonal conflicts were also rated in a surviving level, meaning students managed these challenges with moderate struggle, while social expectations were rated higher at struggling, showing that academic and societal pressures were the most difficult for them to deal with. Overall, the findings suggest that students face moderate stress across academics, finances, and social life, but expectations from school and society bring them the greatest challenges, pointing to the need for better support and stress management programs.

The study results showed different levels of how students use mindfulness-based interventions in terms of self-awareness, self-regulation, and self-transcendence. Students scored the highest in self-awareness, with a median of 4.00 or thriving, which means they are very aware of their thoughts, feelings, and actions, and they also show responsibility and connection with others. This is a positive strength because it helps them understand themselves better, but it may also increase their sense of pressure and stress if not managed properly, which is why support for emotional balance is important. For self-regulation, students were at the surviving level with a median of 3.00, showing that they have some ability to set goals, make good decisions, and manage their behavior, but they often struggle to apply these skills consistently. This suggests that students need more guidance and practice to develop stronger self-control and better ways of handling responsibilities. The lowest score was in self-transcendence, where students were at the struggling level with a median of 2.00. This means very few of them practice mindfulness activities like meditation, breathing exercises, or yoga, which are known to help reduce stress and improve well-being. The low use of these practices could be because of lack of awareness, limited access, or little motivation to include them in daily routines. Overall, the findings suggest that while students are strong in self-awareness, they need more support in improving self-regulation and especially in building habits of self-transcendence to help them manage stress in healthier and more holistic ways.

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The study showed that personal and living situations play an important role in how nursing students experience stress, with some factors having a stronger impact than others. When looking at age, results revealed that older students handle stress from heavy workloads, social expectations, and interpersonal conflicts better than younger ones, likely because of greater maturity, life experience, and developed coping skills. However, age did not make much difference when it came to academic stress, financial struggles, or time management, showing that these problems affect students of all ages in similar ways. Civil status was also found to influence stress, with single and married students experiencing stress differently in areas like academics, workload, peer pressure, finances, and interpersonal relationships. This suggests that relationship circumstances can shape how students deal with pressures, though challenges like time management and communication stress were the same regardless of civil status. On the other hand, employment status showed no significant link with any stress factors, meaning that simply having a job does not directly affect stress levels. This could mean that what really matters is not just being employed, but the type of job, hours worked, and whether students have support while working. Lastly, the living situation was found to affect heavy workload and financial stress, as students living alone or away from their families tend to face more struggles balancing school tasks and money management. Still, stress related to academics, peers, and social interactions appeared to be common to all students no matter where they live. Overall, the findings suggest that while certain personal situations like age, civil status, and living arrangements can influence how students cope with stress, many stressors remain shared challenges across the student population, highlighting the need for broad support programs alongside targeted interventions.

This study explored how different personal and background factors affect students' use of mindfulness-based interventions (MBIs) to manage stress. The findings show that some factors have a meaningful impact, while others do not. Relationship of Age Range and Level of Utilization of MBI showed a small connection to self-transcendence, suggesting that older students might be more open to finding deeper meaning and purpose, but age did not have a strong effect on self-awareness or self-regulation. Relationship of Year Level and Level of Utilization of MBI level also did not have a strong effect on any of the three mindfulness areas. However, there was a slight trend where students in higher year levels might struggle more with self-regulation, possibly due to increased school responsibilities. Relationship of Program/Course and Stress Level had a significant effect on self-awareness, meaning that students from different courses may notice and understand their stress in different ways. However, it did not affect self-regulation or self-transcendence. Relationships of Civil Status and Stress Level did not show any significant relationship with how students use mindfulness to cope with stress. This means that being single, married, or in a relationship does not strongly affect their ability to be self-aware, self-regulating, or spiritually connected. Relationship of Religion and Stress Level was found to significantly affect self-awareness and self-regulation. This shows that spiritual beliefs and religious practices may help students better understand and manage their emotions. However, religion did not significantly affect self-transcendence. Relationship of Employment Status and Stress Level was linked to self-regulation, suggesting that students with jobs may develop stronger emotional control and stress management skills. However, employment had no significant effect on self-awareness or self-transcendence. Relationship of Living Situation and Stress Level did not have a significant impact on any of the mindfulness areas. Whether students live with family, in a dorm, or alone, they showed similar levels of self-awareness, self-regulation, and self-transcendence. This may be because personal coping skills and academic stress are shared experiences among students, no matter where they live.

In terms of the difference between the perceived stress and level of utilization of mindfulness based interventions when grouped according to profile. The Age Range, Year Level, Sex, Program/Course, Civil Status, and Living Situation do not have a statistically significant correlation with how students utilize mindfulness practices. But Religion and Employment Status were found to have a significant correlation with MBI utilization.

After this study was conducted, the researchers recommended a comprehensive program that can be called “RISE-UP” to foster mental well-being and emotional strength among the students. The RISE-UP stands for Resilience, Self Worth, Empowerment and Purpose”. That has a 3 phase. By having these phases the program ensures that students develop not only coping strategies but a life built on purpose, relationships, and inner strength and cultivate a resilient, compassionate, and empowered student body capable of thriving both in and beyond the classroom.

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RECOMMENDATIONS

College Undergraduate - the researchers emphasize that consistently practicing mindfulness techniques and exploring healthy coping strategies can help students manage stress more effectively. Being proactive in seeking support and participating in school wellness activities further strengthens emotional well-being. Developing self-awareness and emotional regulation through these practices not only supports academic success but also fosters personal growth, resilience, and long-term mental health. This highlights the significance of mindfulness as a tool for creating balanced and successful individuals.

Future Researchers - the researchers recommend conducting similar studies across diverse student populations beyond the selected institution or course such as senior high school, graduate students, or working learners to compare perceived stress and mindfulness-based intervention (MBI) usage. Expanding the scope to multiple institutions can enhance the generalizability of findings. Additionally, examining other influencing factors, such as personal coping mechanisms, social support, academic workload, and institutional resources, may provide a more comprehensive understanding of stress and the effectiveness of MBIs. This highlights the significance of continued research in informing evidence-based strategies that promote student well-being across various educational contexts.

Guidance Office - the researchers recommend incorporating mindfulness activities such as meditation, reflective journaling, and breathing exercises into regular counseling sessions. Periodic assessment of students' stress levels can help identify those in need of personalized interventions. This approach is significant as it promotes mental well-being, enhances coping skills, and supports students in managing stress effectively, contributing to both their academic success and personal growth.

Office of Student Affairs (OSA) - the researchers recommend organizing regular seminars, workshops, and wellness activities focused on stress management and emotional resilience. Supporting the creation of student-led mindfulness and mental health clubs can sustain engagement and foster peer support. This is significant because it cultivates a culture of well-being, empowers students to actively manage stress, and strengthens their emotional resilience, contributing to both academic success and personal growth.

Office of the Dean - the researchers recommend encouraging the integration of mindfulness-based programs into existing academic and non-academic frameworks. Endorsing such initiatives can promote a balanced and supportive learning environment. This is significant because it fosters students' mental well-being, enhances focus and emotional regulation, and contributes to a holistic educational experience that supports both academic success and personal growth.

Other Educational Institutions - the researchers recommend that public and private universities, colleges, and senior high schools explore and pilot mindfulness-based programs tailored to their students' needs. This allows institutions to assess the effectiveness of interventions and make data-driven adjustments. The significance of this recommendation lies in its potential to identify areas where student stress is most prevalent, optimize resilience programs, and foster a supportive learning environment that enhances both academic performance and personal well-being.

For Policymakers - the researchers recommend that educational policymakers support the development and implementation of mental health and resilience programs within academic curricula. Funding should be prioritized for student wellness initiatives, including mindfulness-based interventions, faculty and counselor training, and mental health infrastructure. Additionally, guidelines promoting institutional accountability in addressing student stress and emotional well-being should be established and monitored. This is significant because such policies ensure systematic support for students' mental health, foster a culture of well-being, and enhance both academic success and overall personal development.

School Administration - the researchers recommend institutionalizing a formal Stress Resilience Program that incorporates mindfulness-based interventions. Designated spaces and scheduled time for mindfulness practice should be provided, and faculty and staff should be trained to recognize signs of student stress and burnout. This

is significant because it creates a supportive environment that proactively addresses student well-being, enhances emotional resilience, and contributes to both academic success and personal growth.

Society - the researchers recommend promoting mental health awareness and support systems that foster emotional resilience among students. Families, local organizations, and community leaders are encouraged to implement initiatives such as mindfulness activities, open communication, and early recognition of stress. This is significant because it helps create a supportive environment that nurtures student well-being, contributing to healthier, more resilient individuals both inside and outside educational institutions.

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