

Mental Health Assessment Among Nursing Students in University of Bohol

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ABSTRACT

People faced numerous challenges due to the COVID-19 pandemic, and their lives were changed, particularly those of the students. Mental health is a state of well-being in which individuals can cope with the normal adversities in life (WHO, 2004). Good mental health is crucial for students as it could lead to satisfactory academic performance. This study aimed to assess the mental health status of the University of Bohol College of Nursing Students. It delved into the demographic profile and the mental health of the respondents in terms of psychological, physical, and emotional aspects; and looked into *the correlation/association between the respondents' profile and mental health status*. It utilized the *quantitative, descriptive-correlational research design aided with a modified questionnaire adapted from* an article entitled "Here To Help, Body Image, Self-Esteem, and Mental Health" by the Canadian Mental Health Association. Two hundred randomly selected nursing students from the University of Bohol who were enrolled in the 2nd Semester, SY 2021-2021 were included in the study. Results revealed that respondents have good mental health in terms of psychological, physical, and emotional aspects. When data were subjected to Spearman's rank test of correlation and chi-square test of association, results revealed that age is significantly correlated to mental health and that the gender and year level has no significant association to mental health.

Keywords: Nursing, Mental Health, Emotional aspect, Mental Health Assessment, Psychological aspect, Physical aspect, Spearman Ranks test, Tagbilaran City, Bohol, Philippines

INTRODUCTION

Mental health is a state of well-being in which a person can cope with the adversities in life (World Health Organization, 2001). It is a condition wherein the individual understands his capabilities and learns how to handle stress to prevent depression and anxiety. These would have a significant impact on an individual's thoughts, thinking, behavior and emotions. According to "Our World in Data 2017", there were an estimated 792 million people in the world who lived with mental health disorders, wherein 9.3% were male, and 11.9% were females. The World Health

Organization (WHO) announced that there were 10-20% of children and adolescents experiencing mental health issues globally and revealed that one (1) in every four (4) individuals in the world suffer from mental health problems at a certain period in the individual's lives; and over 450 million people in Asia are suffering from mental disorders (Meshvara, 2002).

The COVID-19, which was detected first in Wuhan Hubei Province, China, in December 2019, was declared by the World Health Organization (WHO) as a pandemic on March 12, 2020, as it spreads globally, causing thousands of deaths worldwide (Ciotti, Ciccozzi, Terrinoni, Jiang, Wang & Bernardini, 2020). The disease causes a lot of challenges to people all over the world, affecting their lives as a whole. The uncertainties offered by the existence of the continually mutating virus to one's health, the emergence of the scarcity of treatment modalities, the burden of following the minimal health standards that affect personal freedom, and the impact of the pandemic on the economic status of every family, contributes to the emotional distress of every individual affecting their mental health (Pfefferbaum & North, 2020). It causes higher rates of depression, anxiety, and stress affecting the general population, especially those who are 40 years old and below, including the students (Xiong, Lipsitz, Nasri, Lui, Gill, Phan & McIntyre, 2020).

The existence of the COVID-19 pandemic causes a lot of changes to the lives of different people worldwide, including the lives of the students. Students who are already dealing with mental health issues have been particularly vulnerable to these changes. This is attributed to the fact that entering college is a complex life function that causes changes to the social correspondence, desires, and responsibilities of the individual. Thus, they are vulnerable to encountering pressure and uneasiness that influences their capabilities (Kawachi & Berkman 2001). The educational system has also been impacted as students were forced to stay at home with the hope of preventing the spread of the virus to others. The traditional way of learning has been drastically replaced with other alternative ways, including the utilization of online classes (Masha'al, Rababa & Shahrouf, 2020). Distance learning reduces the social contact of students to their classmates, close friends, and mentors, which contributes to the increased rate of the percentage of students who have been battling anxiety, depression, and other significant mental health challenges that bring substantial impact on their lives (Wang, Hengde, Son, Keller, Smith, Sasangohar 2020; Faisal; Jobe, Ahmed, Sharkar,

2021). Evidence suggests that the pandemic increases the level of stress and depression, and suicidal thoughts among the people in the community (Hirsch, Rabon, Reynolds, Barton & Chang, 2019; Wang, Hengde, Son, Keller, Smith & Sasangohar, 2020). Records show that 1.4% of deaths worldwide are caused by suicide (Ritchie & Roser, 2018). This was further supported by the data coming from the Department of Health (DOH) of the Philippines showing that there were 3.3 million Filipinos who suffer and live with depressive disorders, with suicide rates of 2.5 among males and 1.7 among females for every 100,000 population. Problems related to mental health are established factors related to suicidal behavior (Hirsch, Rabon, Reynolds, Barton & Chang, 2019).

Students from the medical and paramedical courses experience a lot of challenges related to their field of study and therefore needs to have a good mental health status for them to adapt well to their academic requirements and their efficiency in the clinical area (Moayedi, Bastami, Ashouri, Hamadiyan & Rasekhi, 2016). Nursing students are loaded with different theoretical preparations and apply their knowledge as they take care of patients with different disease conditions both in the hospital and in the community. However, with the changes in the educational platform, students' stress heightens as they try to adapt to the number of changes that surfaced. The need to learn new technical skills as they manipulate their virtual classes, the endless struggles with poor internet connectivity, the time spent as they tried to finish and submit assigned class works on time were just some of the few challenges experiences by nursing students, and interruption of the student's clinical exposure causing some concerns related to inadequacy in clinical skill development. All these increase the stress level of nursing students during the pandemic affecting their mental health (Aslan & Pekince, 2021). It is on this premise that this study is being conducted to assess the mental health status among nursing students of the University of Bohol and raise awareness on the importance of maintaining mental health. It specifically looked into the profile of the respondents and their mental health status in terms of physical aspect, emotional aspect, and psychological aspects. It further looks into the correlation and association between the respondent's profile and mental health status.

Mental health is considered a worldwide concern, and it has been included in the crafted goals of the United Nations as it looks into the future. One important goal of the United Nations is the achievement of

the Sustainable Developmental Goals (SDG) number 3, which is aimed at promoting physical and mental health and well-being to its constituents by 2030. Part of this goal is the prevention and treatment of non-communicable diseases, which include behavioral and neurological disorders (United Nations). The World Health Organization as it tries to raise public and professional awareness on the burden of mental health to people's life (WHO). Aligning to SDG 3 of the United Nations is Republic Act No. 11036, which is also known as the "Mental Health Act" of the Philippines. This act stipulates that the state shall uphold the fundamental right of every individual to psychological well-being, providing privileges to individuals who require emotional health management strategies. Moreover, the state shall have ideal, reasonable, and socially suitable psychological health services that are accessible to the general society. Furthermore, Section 24 of chapter V of Republic Act 11036 stipulates that schools, colleges, universities, and technical schools shall develop policies and programs for students, educators, and other employees to raise awareness on mental health issues (Philippine laws and jurisprudence databank).

Barker's Tidal Model of Mental Health Recovery and Behavior System Model of Nursing were excellent bases to explain a person's mental health and have a remarkable influence on learning how one should take good care of one's mental well-being. Phil Barker's Tidal Model theorizes "a philosophical approach to the discovery of mental health." It emphasizes helping people recover their personal experiences of mental distress. By using their language, people begin to express something out of the meaning of their lives. It means that mental well-being depends on the individual's life experiences, including the sense of self, perceptions, thoughts, and actions. This is applicable in the study conducted since it deals with the students' emotional and mental health concerns, especially during the pandemic. Humans are encouraged to develop a therapeutic relationship, build trust, bridge engagement, dedication, and commitment to others (Barker, & Buchanan-Barker, 2010).

The Behavior System Model of Nursing by Dorothy E. Johnson explains that health is a purposeful adaptive response to stimuli to maintain security and control. The best way to help the student is to find out what drastically changed in their past behavior. It is vital to determine the problem before they get mentally disturbed and modify the environment to establish balance in the subsystem (Johnson, 1990). The body's subsystems influence the consciousness and ensure that these subsystems' rebalancing will go a

long process in addressing cognitive dysfunction. Improving and creating a comfortable environment for the students and enhances the inner nature.

The human being is said to be connected to his environment. It coexists with each other and greatly influences the process of change towards better health. This was emphasized by Martha Rogers in her theory known as "The Science of Unitary Human Beings." One of the assumptions of this theory is that man and the environment is continually exchanging matter and energy with one another (Gonzalo, 2021). Changes in the environment cause changes in the behavior of mankind which may affect equilibrium. This is seen in the effect of the changes brought about by the pandemic to the lives of the nursing students, which could disrupt their mental health.

The maintenance of good mental health is very important, especially during challenging times of one's life. The biopsychosocial model developed by cardiologist Dr. George Engel explains that several factors can affect the mental health status of the individual, and these include the interaction of the biological, psychological, and social factors. The model emphasizes that the mind and the body are interdependent with each other. What affects the body will affect the mind, and what affects the mind will also affect the body of the human being. Being mentally healthy is not simply a matter of someone's physical state but also includes the individual's psychological and social status. Biological factors include genetic predisposition, the physical health of the person, and how one responds to stress. The psychological factors include the person's self-esteem, temperament, behavior, attitudes, social skills, and how one responds to emotions, while social factors include one's interpersonal relationship to his peer group or at school and family circumstances (Borrell-Carrió, Suchman & Epstein, 2004). Many of the students experienced high level of stress (Kelders, Oberschmidt & Bohlmeijer, 2019; Leppink, Odlaug, Lust, Christenson & Grant, 2016; Mahmoud, Staten, Hall & Lennie, 2012).

This is because entering college is a complex life function for the youth as they try to adjust to their new roles as college students, which changes their mental health needs (Kitzrow, 2003). Some of the students have a lot of work to do and family responsibilities (Pedrelli, Nyer, Yeung, Zulauf & Wilens, 2015). College students: mental health problems and treatment considerations. *Academic Psychiatry*, 39(5), 503-511. Students face a lot of challenges, especially during this time of the pandemic, causing an increase in their stress and anxiety level (Wang et al., 2020), resulting in a higher incidence of suicidal thoughts (Wang et al., 2020). Many of the

students experienced psychological distress, especially those taking the medical and paramedical field as they face both academic and clinical demands in taking care of patients both in the hospital and in the community (Mosavy,2004; Timmins, Corroon, Byrne & Moone'y, 2011). As students in the medical and paramedical fields struggle to cope up with their academic demands, a higher incidence of insomnia was noted (Alqudah, Balousha, Al-Shboul, Al-Dwairi, Alfaqih & Alzoubi, 2019). Nursing students were found to experienced more stress, have more anxiety, sleep disturbances, and stress-related illnesses compared to other courses (Bartlett, Taylor, & Nelson, 2016). Students having low economic status were also noted to have a higher risk of developing mental health problems (Eisenberg, Gollust, Golberstein, Hefner, 2010). One way of improving the mental health status of the students is important to ensure that the academic stress of the students is reduced, promote autonomy, and develop self-esteem (Ni, Liu, Hua, Lv, Wang & Yan, 2010).

The pandemic does not only affect the economy of the country but the health care system and the educational system as well. The traditional way of learning has been changed, and everyone is forced to make some adjustments to the new educational platforms adopted by different schools and colleges all over the world. Students were affected by the changes in the educational system, especially those in the medical field, including nursing students as face-to-face classes have been replaced with online learning, making them very anxious about how and when their clinical placement hours will be made up (Cheung, Fong & Bressington, (2020). It cannot be denied that some nursing students experience diverse interpersonal and intrapersonal difficulties as different circumstances and expectations exist, placing them at risk for developing mental health problems (Cleary, Horsfall, Baines & Happell, 2012).

Recognizing the prevalence of mental health issues among nursing students is very important as it could affect their learning process. Effects of Mental Health on Student's Learning, although not a new concern, has become increasingly acceptable to discuss in recent years. A growing body of research about college students' mental health concerns underlines the need for educators to consider how mental health might affect students and what courses of action are available. This is imperative given how mental illness may hinder student success (Breslau, Lane, Sampson & Kessler, 2008; Cranford, Eisenberg & Serras, 2009; Elion, Wang, Slaney & French, 2012; Doyle-Baker, Verge, McClelland & Fung; VanderLind,

2017). Even though mental health supports exist on many campuses, research shows that these are often insufficient to meet the demands of the student population (VanderLind, 2017).

Several factors can be considered when looking into the mental health status of a person, and this includes the physical aspect, emotional aspect, and psychological aspect. It has been noted that the physical well-being of the person affects his mental well-being showing an established link between the two variables (Shaffer-Hudkins, Suldo, Loker & March 2010). The physical aspect of the person refers not only to his physical activities and well-being but also includes his body image. Body image is a very important factor, especially among the youth, where changes in their physical structure usually occur during this time. How a person walks, how a person talks, and how a person looks encompasses his body image, which has a great impact on the mental health status, especially among young adolescents. Youths who are highly satisfied with their body image develop higher self-esteem, which could affect their mental health status (Ramos, Moreno-Maldonado, Moreno, & Rivera, 2019).

METHODOLOGY

The study used *the quantitative, descriptive-correlational design utilizing a survey method in data gathering*. The respondents were the University of Bohol Nursing students from all year levels who were enrolled in the 2nd Semester of School Year 2021-2021. Out of the 395 enrollees in the College of Nursing, only two-hundred (200) randomly selected respondents were selected with a +/-5% margin of error at a 95% confidence interval. A modified questionnaire adapted from an article entitled "Here to Help, Body Image, Self-Esteem, and Mental Health" by the Canadian Mental Health Association, BC Division, was used to assess the mental health status of the respondents in terms of physical, emotional, and psychological aspects using a 4-point Likert-scale shown below.

Scale	Symbol	Descriptive Value	Meaning	Interpretation
4	A	Always	I mostly experienced this state	Very good mental status
3	S	Sometimes	I moderately experienced this state	Good mental status
2	R	Rarely	I seldom experienced this state	Fair mental status
1	N	Never	I never experienced this state	Poorly mental status

The questionnaire contains statements that are considered negatively stated in terms of mental health. These statements include the following: I wish I looked more like those other people; I'm not too fond of the way I look; I always feel insecure about my body; I am feeling depressed, sad, or anxious; I feel particularly low or down for more than two weeks in a row; I feel like my mental health affected my relationships with my family, classmates, and loved ones; I feel anxious and uncomfortable with the people I surround myself with; I procrastinate about the status of my personal goals in life, and I am easily discouraged by failure. The scoring of these negatively framed items was reversed in the interpretation of results. The modified instrument was pilot tested and subjected to a reliability test with an acceptable Cronbach's Alpha result as shown below.

Cronbach's Alpha Result

Variable	Reliability Result
Physical	.825
Emotional	.750
Psychological	.859

To ensure safety and "no-harm" will happen to the respondents, the Researchers subjected this study for review by the Research Ethics Committee of the University of Bohol. Informed consent was secured, and once the respondents consented to voluntarily participate in the study, the link of the google form containing the research questionnaire was sent to the FB messenger of the respondents. All data were gathered electronically and were coded to observed the respondents' confidentiality and privacy. The gathered data underwent a normality test to determine the appropriate

statistical tests to be used. Results revealed that the distribution of the data was skewed. Hence, nonparametric tests were employed in testing the hypotheses of the research.

RESULTS AND DISCUSSION

Mental Health Status of the Respondents. Table 1 presents the Mental Health Status of the respondents. In terms of physical aspect, the data revealed that respondents have “very good mental health status”. Respondents “believe that looks have nothing to do with worth and abilities” (WM 3.39) “; and that “they are satisfied with themselves and their looks” (WM 3.30). This shows that respondents have a positive body image making them like and accept themselves the way they are. This makes them feel comfortable with the way they look, making them acknowledge their good physical qualities which contributed to their self-confidence. All these healthy attitudes allow the respondents to explore other aspects of growing up, such as developing good friendships, becoming more independent from their parents, and challenging themselves physically and mentally. However, one cannot deny that because of the challenges in the nursing students’ lives especially during this pandemic, student nurses may sometimes feel its negative impact physically making them “feel insecure about their body”. Body image and self-esteem directly influence each other and affecting one’s feelings, thoughts, and behaviors that could affect the mental health status of the students. It is believed that physical attractiveness is considered to be one of the major factors affecting a person’s self-esteem. People with higher self-esteem have been perceived to be more interesting, interact socially, and are more successful compared to people who appear to be physically unattractive. This predisposes the person to be rejected by others which affects their mental health (Park, 2007). People differ in their sensitivity to rejection based on appearance, however, those with higher rejection sensitivity about their appearance feel more alone and rejected (Park, 2007). Physical appearance is also associated with a person’s self-esteem and life satisfaction (Lu, Hong, Yu, Ling, Tian, Yu & Chang, 2015).

Table 1. Mental Health Status (Physical) N=200

Items	WM	Descriptor	Interpretation	Rank
PHYSICAL				
I believe that looks have nothing to do with worth and abilities.	3.39	Always	Very Good Mental Health Status	1
I am satisfied with myself and my look.	3.30	Always	Very Good Mental Health Status	2
I'm comfortable with the way I look.	3.15	Sometimes	Good Mental Health Status	3
I feel that I have several good qualities physically.	3.14	Sometimes	Good Mental Health Status	4
I believe that I am in tune with what my body needs.	3.07	Sometimes	Good Mental Health Status	5
I've been feeling confident with myself.	2.98	Sometimes	Good Mental Health Status	6
I'm not too fond of the way I look.	2.50	Sometimes	Good Mental Health Status	7
I wish I looked more like those other people.	2.40	Rarely	Fair Mental Health Status	8
I always feel insecure about my body.	2.34	Rarely	Fair Mental Health Status	9
Composite Mean	2.918	Sometimes	Good Mental Health Status	

Legend:

Scaling	Descriptor	Interpretation
1.00 – 1.74	Never	Poor Mental Health Status
1.75 – 2.49	Rarely	Fair Mental Health Status
2.50 – 3.24	Sometimes	Good Mental Health Status
3.25 – 4.00	Always	Very Good Mental Health Status

In terms of emotional status, data showed that respondents have good mental health status (See Table 2). The respondents “feel optimistic about their lives” (WM 3.07), as they “feel like their lives are under control” (WM 2.75). However, some of the respondents also “feel depressed, and anxious” (WM 2.16). People who are physically contented develop higher self-esteem making them have a positive outlook in life. Nursing students have been facing a lot of challenges especially with this pandemic, which could contribute to the development of anxiety and depressive behaviors.

However, individuals with good self-esteem, respond positively to challenges as they develop positive emotions which enhances their abilities to cope and enhances their resilience against stress (Gloria, & Steinhardt 2016). Individuals with a high level of emotional intelligence have a higher level of belongingness which is associated with the development of good mental health (Moeller, Seehuus, & Peisch, 2020).

Table 2. Mental Health Status (Emotional) N=200

Items	WM	Descriptor	Interpretation	Rank
Emotional				
I feel optimistic about my life.	3.07	Sometimes	Good Mental Health Status	1
I feel like my life is under my control.	2.75	Sometimes	Good Mental Health Status	2
I feel anxious and uncomfortable with the people I surround with.	2.55	Sometimes	Good Mental Health Status	3
I feel particularly low or down for more than two weeks in a row.	2.53	Sometimes	Good Mental Health Status	4
I feel like my mental health affected my relationships with my family, classmates, and loved ones.	2.34	Rarely	Fair Mental Health Status	5
I am feeling depressed, sad, or anxious.	2.16	Rarely	Fair Mental Health Status	6
Composite Mean	2.568	Sometimes	Good Mental Health Status	

Legend:

Scaling	Descriptor	Interpretation
1.00 – 1.74	Never	Poor Mental Health Status
1.75 – 2.49	Rarely	Fair Mental Health Status
2.50 – 3.24	Sometimes	Good Mental Health Status
3.25 – 4.00	Always	Very Good Mental Health Status

Table 3 depicts that in terms of psychological aspect, the data revealed that respondents “always “see that most things happen for a reason even if it is good or bad” (WM=3.69). Because of this outlook in life, respondents tend to “strive to see the bright side of things when faced with problems” (WM= 3.56). Respondents are seen to be optimistic as their “past successes give them confidence in dealing with new challenges and difficulties” (WM= 3.54) in life. The self-confidence gives them self-control giving them the power to “take the lead in solving problems rather

than letting others make all the decisions” (WM=3.28). However, with the many challenges faced by the younger generation, especially the nursing students, brought about by the effects of the pandemic crisis, some cannot prevent to “procrastinate about the status of their personal goals in life” and even becomes “easily discouraged by failure”. Being optimistic would mean having a higher inclination to hope, and believing that one has to live the best that life could bring. Being optimistic significantly affects the mental health of the individual thereby promoting adaptive behaviors and cognitive responses that enables the person to face all challenges in life (Conversano, Alessandro, Lensi, Della Vista, Arpone & Reda, 2010). Optimism leads someone to believe that he has control over one’s life which affects his self-worth and mental health (Kurtović, Vuković & Gajić, 2018).

Table 3. Mental Health Status (Psychological) N=200

Items	WM	Descriptor	Interpretation	Rank
PSYCHOLOGICAL				
I see that most things happen for a reason even if it is good or bad.	3.69	Always	Very Good Mental Health Status	1
I strive to see the bright side of things when I am faced with problems.	3.56	Always	Very Good Mental Health Status	2
Past successes give me confidence in dealing with new challenges and difficulties.	3.54	Always	Very Good Mental Health Status	3
I prefer to take the lead in solving problems rather than letting others make all the decisions.	3.28	Always	Very Good Mental Health Status	4
I stay focused and think clearly even under pressure.	3.25	Always	Very Good Mental Health Status	5
I can deal with whatever problems that come my way.	3.24	Sometimes	Good Mental Health Status	6
I am easily discouraged by failure.	2.17	Rarely	Fair Mental Health Status	7
I procrastinate about the status of my personal goals in life.	2.10	Rarely	Fair Mental Health Status	8
Composite Mean	3.104	Sometimes	Good Mental Health Status	

Legend:

Scaling	Descriptor	Interpretation
1.00 – 1.74	Never	Poor Mental Health Status
1.75 – 2.49	Rarely	Fair Mental Health Status
2.50 – 3.24	Sometimes	Good Mental Health Status
3.25 – 4.00	Always	Very Good Mental Health Status

Table 4 summarizes the Respondent's Mental health Status. Data revealed that respondents have "Good Mental Health Status" with the psychological aspect getting the highest rank (WM= 3.104); followed by physical aspect (WM=2.918); while the emotional aspect got the lowest rank with a weighted mean of 2.568. Life's challenges can affect the psychological and physical aspects of an individual (Jackson, & Finney, (2002). However, the results of this study revealed that respondents have high mental health in these aspects. The emotional aspect is low. This is related to the fact that the majority of the respondents are young adults who still needs to develop emotional maturity, which is still found to be unstable among nursing students (Subbarayan & Visvanathan, 2011). Emotional maturity refers to a process in which a person continually strives for a greater sense of emotional health.

Table 4. Summary of Respondents Mental Health Status (N=200)

Category	Weighted Mean	Descriptor	Interpretation	Rank
Psychological	3.104	Sometimes	Good	1
Physical	2.918	Sometimes	Good	2
Emotional	2.568	Sometimes	Good	3
Overall Mean	2.891	Sometimes	Good	

Legend:

Scaling	Descriptor	Interpretation
1.00 – 1.74	Never	Poor Mental Health Status
1.75 – 2.49	Rarely	Fair Mental Health Status
2.50 – 3.24	Sometimes	Good Mental Health Status
3.25 – 4.00	Always	Very Good Mental Health Status

Relationship between the Profile of the Respondents and Mental Health Status. The gathered data underwent a normality test to determine the appropriate statistical treatment to be used. Results revealed that the

distribution of the data was skewed. Hence, nonparametric tests were employed in testing the hypotheses. The spearman rank's test was used to test the correlation between the respondent's profile on age and their mental health status (See Table 5); while the Chi-square test of association was used to determine the relationship between the respondent's profile on gender and year level and their mental health status. Results revealed that age was significantly correlated with mental health status while no significant association was found on the sex and year level to the mental health status of the respondents. This further implies that age has something to do with the mental health status of the respondents (See Table 6).

Table 5. Spearman Rank Correlation between Respondent's Age and mental Health Status

Variables	Test Value	p-value	Decision	Interpretation
Age and Mental Health Status	0.149	0.035	Reject null hypothesis	A significant correlation exists between the variables

Table 6. Chi-square test of association between Respondent's gender and year level to their mental Health Status (N=200)

Variables	Test Value	p-value	Decision	Interpretation
Gender and Mental Health Status	.072a	.965	Failed to reject the null hypothesis	No significant association exist between the variables
Year level and Mental Health Status	6.345a	.386	Failed to reject the null hypothesis	No significant association exist between the variables

CONCLUSIONS

Despite the challenges in life brought by the COVID -19 pandemic, there is generally a good mental health status among the BSN students of the University of Bohol when it comes to their emotional, physical, and psychological aspects. Furthermore, age was significantly correlated to mental health status.

RECOMMENDATIONS

1. The guidance counselor of the College of Nursing should continually enhance its activities of conducting counseling at least twice per semester to student nurses to continually monitor and assess the student's mental health status.
2. The Department of Nursing in coordination with the Student Services Office and the Student's Community Organization should continue to formulate webinars to raise student's awareness about mental health so that the students would be fully aware of the mental health issues.
3. To overcome body insecurity and wanting to look like other people, the recommendation that the researchers would give is to engage in any physical activity for it can help boost one's confidence and always practice positive self-talk for it can also help to curb negative feelings, thoughts and emotions.
4. Always communicate with friends and loved ones for they can also help to get through difficult moments in one's life. Be more open with others about problems to prevent feeling depressed, sad, and anxious, and also because the deeper you are connected with people in life, the stronger the bonds it'll create.
5. To help overcome discouragement from failure, write down the difficulties that were encountered so that they can be addressed appropriately, seek company, and share those feelings with others so that they can offer or give some encouragement and advice on how to overcome discouragement from failure. Also, to avoid procrastination. Do the task right away, make a plan to complete the work, and concentrate on completing the task.

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