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THE DEPRESSION, ANXIETY AND STRESS LEVEL OF FRESHMEN STUDENTS: BASIS FOR GUIDANCE ACTIVITIES FOR COPING MECHANISMS

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Abstract:

This study aims to determine the depression, anxiety and stress level of freshmen students, and the factors contributing to the depression, anxiety and stress level as well as the coping mechanisms used. It determined the depression, anxiety and stress level of the freshmen students using DASS-21; the experiences of freshmen students that leads to depression, anxiety and stress; the coping mechanisms of freshmen students; and the different guidance activities provided for freshmen students to cope with depression, anxiety and stress. The study utilized an explanatory sequential design, 100 students from Sorsogon State University-Bulan Campus were the respondents. Thematic analysis of focus group discussion facilitated by an interview guide, provided the researcher's additional data. Ethical considerations, including informed consent and confidentiality, were upheld. The depression, anxiety and stress level of students falls under the normal level or very low level. Out of the seven (7) courses six (6) have higher stress level compared to their depression and anxiety level. These are the freshmen students of BSCS, BSIT, BSA, BPA, BSE and BSAIS. One (1) out of the seven (7) courses has higher anxiety level (BSIS) than their stress and depression level. The freshmen students enumerated the following experiences that led to depression, anxiety and stress. These situations and experiences are related to difficulties and adjustments when it comes to the drastic changes in the college life, packed schedules and activities and examinations, lack of support financially and emotionally, unhealthy relationship with peers, not

accepted by family members as part of the Igbtqia +, terror teachers, scholarship pressure and fear of disappointing parents. To cope with depression, anxiety and stress experienced by the freshmen students, enumerated the following mechanisms or coping strategies; listening to music, dancing, singing, exercise or being physically active, eating their comfort food, socialization with friends, drawing or sketching, writing poems and play their favorite sport. The different guidance activities were provided through its Guidance Office to assist the freshmen students in coping with depression, anxiety and stress. Keywords related to the study: Depression, Anxiety, Stress Level, Thematic Analysis, Guidance, Mechanisms, Explanatory Sequential

CHAPTER I

THE PROBLEM AND ITS SETTING

This chapter includes the introduction, statement of the problem, hypothesis, scope and limitation, the significance of the study and the definition of terms used.

Introduction


In everyday life there are lots of things that need to be done, sometimes people are so busy that they tend to forget to take care of themselves. One thing that is often neglected is the mental health which is important as physical health.

Mental health should also be prioritized to have a balanced life. Mental health involves emotional, psychological, and social well-being. How people feel, think and act are affected by it. How they handle stress, relate to others, and make choices are also a part of their mental health. Mental health is relevant at every stage of the lives of people, from childhood, adolescence through adulthood.

For its prevention, treatment, and overcoming of mental health disorders, the World Health Organization described mental health as fundamental to human health. Yet, mental health

problems are the first cause of disability and a major public health issue worldwide due to disease progression, difficulties in therapeutic management, and increasing prevalence. Specifically, depression, anxiety, and stress are considered important indicators for mental health which, if untreated, can have a negative effect on individuals.

Being mentally healthy is sometimes considered the absence of mental disorders, it is perhaps more beneficial and more accurate to see it as learning to flourish (Felman & Tee-Melegrito 2022; Seligman 2011). Martin Seligman who is often referred to as the father of positive psychology, he proposed that removing clients' sadness, anxiety, or anger does not make them mentally healthy (Seligman 2011). According to Seligman, positive mental health is the presence of positive emotions, engagement, good relationships, meaning, and accomplishment (Seligman 2011).



The World Health Organization (WHO), therefore, describes mental health as “a state of mental well being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community” (WHO 2022). According to the WHO, mental health is of positive value, integral to our wellness, and underpins our ability to shape our lives and our world. Mental health is such a fundamental human need that it is considered a basic human right. (WHO 2022).

After all, mental health is vital. It encourages us to flourish in the present while feeling good about the future, with the capacity to handle stressful times and events in all areas of our lives. (Seligman,2011) Mental Health is broad, thus to name a few and most common that each of one can experience in his daily lives are depression, anxiety and stress. It is also an issue that can become a factor when it comes to academic success. It is said that students mental health can be affected by the activities in school, subjects that they need to pass, projects etc.

In the modern society, depression, anxiety and stress are much common than before. There are studies that outlined the young adults or young generations today who are experiencing these that affect their emotional and mental well-being.

Thus to define them all, anxiety is a feeling of fear, nervousness or unease. It may bring on a particular response within the body such as a racing heartbeat, sweating, or feelings of breathlessness. Whereas, depression is more than just a low mood – it is a serious condition that has an impact on both physical and mental health. Depression can be low, moderate or severe. Depression involves intense feelings of sadness or low mood for long periods of time (weeks, months or years) (Howitz 2010).

Stress is the body's way of responding to any kind of demand or threat. When one senses danger whether it is real or imagined, the body's defenses kick into high gear in a rapid, automatic process known as the fight-or-flight reaction or the "stress response. The stress response is the body's way of protecting. Stress isn't always bad. In small doses, it can help perform under pressure and motivate. But when there is constantly emergency mode, mind and body pay the price (Lovibond and Lovibond 2010).

No one is exempted in dealing with things that can trigger mental health. Thus, the study aimed to help the school and it's students especially the freshmen who can be affected by the transition from Senior High School to College. Many changes can happen and a lot of adjustments will also be evident.

According to Unger K.Handbook on Supported Education: Mental Illness can affect students' motivation, concentration, and social interactions- crucial factors for students to succeed

in higher education. Psychological problems among student population varies from 2% to as high as 50%. At any given time if one randomly examines the student well being one can find that every 10 students, one will have emotional conflicts severe enough to merit professional help. (Farnsworth 2010). Anxiety and Depression are common mental health problems among student population. At any given time 25% of student population report symptoms of Depression. (Beck and Young 2010). Some of the common problems college students face are, time pressure, fear of failure, struggle to establish identity, pressure of academic excellence and tough competence. Emotional problems also arises, problems such as feeling inferior to others, not able to think properly, worrying too much, feel life is not worth living, feeling anxious without any apparent reason.

Fear of academic failure is a definite stressor (Spielberger CD 1983, Kendall et al. 2010). Anxieties also arise maybe because of studying including exams and presentations, depression, relationship difficulties, eating problems, bereavements and parental separations, loneliness and homesickness, lack of self-confidence or low self esteem, managing transitions, making difficult decisions, traumatic experiences, difficulties with alcohol or drugs, issues around sex and sexuality etc.

Student reacts to college life in a variety of ways. For some students college life is stressful because it is an abrupt change from high school. For others separation from home is a source of stress. Although some source of stress is necessary for personal growth to occur, the amount of stress can overwhelm a student and affect the ability to cope. Another source of stress is the difficulty of achieving social intimacy .

When faced with depression, anxiety and stress people uses coping mechanisms to help them overcome these emotions. Coping mechanisms help decrease the side effects of depression, anxiety and stress. Coping mechanisms are cognitive and behavioral approaches that is used to manage internal and external stressors (Algorani & Gupta, 2021). The mechanisms used to cope with may be called approaches or techniques of how people implement coping skills. Typically, it is utilized as cognitive and behavioral approaches to cope (Burns & Nolen-Hoeksema, 2010). In an open interview with the Guidance In-Charge of Sorsogon State-University- Bulan Campus, most common cases that the students experienced, specifically the freshmen are stress, depression and anxiety. Some of the students experienced social anxiety. Depression is also high and stress due to factors like, far away from home, projects that needs to be submitted on time, asynchronous set-up, peer pressure etc.

In order to somehow ease the student's problems, the study aimed to help the school, students and Guidance Counselors to identify Guidance activities that would be useful to a certain coping mechanism and make the start of their college years meaningful while keeping their mental health sane.

Proper support and mentoring are required so that stress can be identified early and dealt with appropriately. The psychological well-being of college students need to be addressed

carefully. Counseling can be one of the intervention that will be used, it enables students to perceive reality accurately and to accept this reality in order that he is able to maintain and enhance his personal and social functioning to achieve his academic goals and develop his personality.

If they focus on the mental health of the students they can somehow help them overcoming what they need to overcome for them to have a better education and environment. Mental Health is as important as Physical Health.

Statement of the Problem

This study aims to know the Depression, Anxiety and Stress level of freshmen students, the experiences that leads to the issues and coping mechanisms used to identify guidance activities for certain coping mechanisms. It answered the following:

1. What is the depression, anxiety and stress level of the freshmen students using DASS-21?
2. What are the experiences of freshmen students that lead to depression, anxiety and stress?
3. What are the coping mechanisms of freshmen students?
4. What are the different guidance activities provided to freshmen students to cope with stress, anxiety and depression?

Assumptions

The study focused on the level of depression, anxiety and stress of freshmen students, their experiences and coping mechanisms used as well as guidance activities to be provided. The following assumptions were made:

1. The researcher assumed that the respondents would be a reliable source of information that would make this study a success. The researcher also assumed that the depression, anxiety and stress level of freshmen students would be on the normal level.

2. The researcher assumed that the experiences of the freshmen students would include peer pressure, building relationships and other factor that affects their depression, anxiety and stress.

3. The researcher assumed that different coping mechanisms used by students would include dancing, singing and arts as it is the most common form of releasing of emotions.

4. The researcher assumed that the different guidance activities provided would include Counselling programs and Sports Activities which is commonly used by Guidance Counselors to help students in coping with mental health problems.

In addition, the research believed this research to be timely and relevant due to the rising mental health issues among college students.

Significance of the Study

The research and its results would be beneficial to the following:

Students. The students would understand best how to deal with the stress, anxiety, and depression that they are experiencing during this new curriculum and new learning system.

Teaching Personnel. The outcome of this research might primarily help educators adjust in their teaching approaches, methods and techniques in order to understand the needs of their students in achieving a sound mental health.

Parents. As the one who is always with their children at home, they should be able to understand the stress, anxiety, and depression that their children are experiencing and have the necessary action on how to help them.

Guidance Counselor. As part of the institution, the research will help the Counselor in addressing the problem and make use of the the activities proposed for certain coping mechanisms.

SORSU-BC Administration. The administration can also address and make use of the suggested activities for the welfare of it's students especially the freshmen and upcoming freshmen in the years to come.

SLMCS Guidance Program. It can be of help in the programs that they will be implementing in the future for their students as well and can serve as reference for the graduate school students in their research relating the topic.

Researchers. This study serves to contribute to the body of knowledge. The results might aid related studies by future researchers in obtaining sound and relevant resources.

Scope and Delimitation

This research mainly focused on knowing the depression, anxiety and stress level of the chosen freshmen students of Sorsogon State University- Bulan Campus and it suggested guidance activities/program for coping mechanism that will help the students and schools guidance office. The freshmen students are those enrolled in the different courses offered in the campus for the school year 2022-2023. Total number of respondents is one hundred (100). The study did not include the students from second to fourth year level of SSU-Bulan Campus. It did not include likewise the college students from private schools.

First, the study will assess participants' general stress, depression and anxiety level using The Depression, Anxiety and Stress Scale - 21 Items (DASS-21). It is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. Second, a focus group discussion will be conducted to know the factors that they experienced that affects their stress, depression and anxiety during their freshmen year and how they cope up with it. The researcher will also conduct an interview to the Guidance-in-charge to know the programs already offered by the school.

Definition of Terms

In order to understand this study better the variables and important terms are defined conceptually and or operationally.

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. It is your body's reaction to a challenge or demand. It is operationally defined as the feeling of emotional or physical tension experienced by the freshmen students of Sorsogon State University-Bulan Campus.

Depression is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Operationally defined as a common and serious medical illness that negatively affects the freshmen students of Sorsogon State University-Bulan Campus students feelings, thinking and action.

Anxiety is a feeling of fear, dread, and uneasiness. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress. It is operationally defined as the feeling, dread and uneasiness that the freshmen students of Sorsogon State University-Bulan Campus experience.

Mental Health Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Operationally defined as the freshmen students (SORSU-BC) mental health that include their emotional, psychological and social well-being.

Intervention action taken to improve a situation, especially a medical disorder: "two patients were referred for surgical intervention". Operationally defined as the action that the researcher need to do in order to improve a situation for the benefit of the freshmen students of SORSU-BC.

Coping Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations. It is a term used distinctively for conscious and voluntary mobilization of acts, different from 'defense mechanisms' that are subconscious or unconscious adaptive responses, both of which aim to reduce or tolerate stress. Operationally defined as the thoughts and behaviors mobilized internally and externally by the respondents in stressful situations.

Coping Mechanism Coping mechanisms are behaviors that aim to avoid stress or unpleasant emotions. These behaviors can be positive (adaptive) or negative (maladaptive). Operationally defined as behaviors that aim to avoid stress or unpleasant emotions.



CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This phase presents the relevant studies and literature from foreign and local resources. Books, online publication, social media literature studies uploaded in the internet are primary resources for the study. These provide reliable and progressive information important to the present investigation. Also included is the Theoretical Framework, Theoretical Paradigm, Conceptual Framework and Conceptual Paradigm.

Stress, Anxiety and Depression are the most common mental health issues that young people are facing today. The study aimed to know the level of it and the factors as well as coping mechanisms used so that the researcher will come up with an intervention program. By exploring the related literature and studies she can discover many factors that affects the stress, anxiety and depression of students.

Foreign Literature

Stress is a normal response to upsetting or threatening events and becomes pathological when chronic. Chronic stress can impede day-to-day functioning and emotional balance, and it is a risk factor for developing other psychiatric illnesses, such as anxiety and depression. (Seo J.S., Wei J., Qin L., Kim Y., Yan Z., Greengard P. 2017)

Ongoing stress also precipitates the development of more serious mental health issues such as anxiety and depression (Moynan, Maes, Wray, & Berk Citation 2013).

According to the research, good mental health (Centers for Disease Control and Prevention 2021; Seligman 2011; Snyder 2021): It is vital at every stage of life, helping us manage stress, relate to others, and make positive choices in line with ones values. Stress, depression and anxiety, often referred to as “negative emotions”, contribute to growing lack of student academic success

in institutions of higher education(M. Hegenauer 2018). Although the problems of facing college students are complex, they have increased societal pressure to achieve success while not being equipped with necessary life skills.Young adults are increasingly faced with negotiating "America's culture of hyperachievement" and "the pressure to be effortlessly perfect," according to Julie Scelfco, writing for The New York Times.

Erikson's theory of psychosocial development is made up of eight stages in which an individual is confronted with various challenges. Because most individuals entering college are young adults, many of them are in the fifth and sixth stages of psychosocial development. The fifth stage is labeled identity vs. role confusion and the sixth stage of psychosocial development is labeled intimacy vs. isolation. This means that college students are trying to figure out their identity as well as learning to interact and connect with others. Social interactions and experiences can also affect and reshape identity by shifting values, attitudes, and goals (Brook & Willoughby 2015).

Many individuals go to college or a university to pursue the career they would like, and for many, it is the logical next step. There are other benefits to higher education, such as lower crime rates, lower welfare rates, health, and happiness (McMahon and Oketch 2013).

Many college students can get through this transition successfully, but others have difficulty adjusting academically and/or psychosocially (Brook & Willoughby 2015).

Many individuals that have symptoms of anxiety also have symptoms of depression. According to the American Psychiatric Association (2013), "Individuals whose presentation meets criteria for generalized anxiety disorder are likely to have met, or currently meet, criteria for other anxiety and depressive disorders" (p. 226). Many college students experience anxiety and

depression. Especially depression is serious problem given it has a higher prevalence among this population when compared to the general population.

Many people experience anxiety depression and stress at some stage during their life. They are also direct symptoms caused by the chemical changes in the brain. Depression, anxiety and stress can cause so many diseases that can be long-term or short-term sever or curable. Depression and anxiety are although related to the brain but these mental disorders can impact the emotions significantly. People with anxiety, depression, and stress would not be open to the society and would keep their pain to themselves. They would suffer from severe mood swings, difficult to handle, could over react to situations, have an introverted personality and would be socially isolated (Horwitz 2010).

According to the American Psychological Association, anxiety and depression are both emotional responses leading to a very similar set of symptoms, including difficulty sleeping, fatigue, muscle tension and irritability. Whereas stress is usually caused by an external factor and can be short-term, anxiety is persistent, even in the absence of a stressor.

Stress is most often thought of as something negative and harmful. In fact, stress causes adverse effects only when it is too strong or lasts too long and thus exceeds the adaptive capacity of the individual. Moderate stress facilitates adaptation to environmental demands, thereby stimulating intellectual growth. For many researchers, this kind of stress is a primary factor in mental development. However, prolonged stress increases risk of mental disorders, in particular anxiety (neurotic) disorders and depression. (Kay J, Tasman 2006)

The prevalence of depression, stress, and anxiety is a significant public health concern, impacting individuals' mental health and well-being, and necessitating comprehensive strategies

for prevention and treatment. According to the World Health Organization (WHO), depression is the leading cause of disability worldwide, affecting over 264 million people (WHO, 2020).

When faced with depression, anxiety and stress people uses coping mechanisms to help them overcome these emotions. Coping mechanisms help decrease the side effects of depression, anxiety and stress. Coping mechanisms are cognitive and behavioral approaches that is used to manage internal and external stressors (Algorani & Gupta, 2021). The mechanisms used to cope may be called approaches or techniques of how people implement coping skills.

Local Literature

Mental health among college students has increasingly become a subject of public concern in the past decade. Mental disorders hold major impacts on physical well being and compromise cognitive functioning, thus impairing college students' educational and career outcomes (Lin et.al 2022).

Students pursuing college degrees are undeniably confronted by many challenges and problems. Everyone can attest that college life is difficult. It presents the first real challenge to students' academic motivations and skills. Moreover, college is a stage where students face a myriad of pressures and challenges in the academic environment as they seek to maintain optimal performances or even to remain in the academic program. For some individuals, college is a high point in their lives where they look forward to it enjoy it and carry pleasant memories when they graduate. Along with these unforgettable memories are experiences filled with anxiety, doubt and struggle .

Finishing college education nowadays is very challenging. These challenges come in the forms of problems and difficulties that students need to overcome in order for them to finish college. Identifying these problems provides information on improving the student guidance and counseling services of the school. It helps students handle the challenges of academic life, thus giving them a better chance to survive and finish college. (Austrian-Cruz 2019)

Prevention of depression, particularly among university students in developing countries, is urgent. With their large student populations and the developmental propensity of students for depression, the burden of the mental disorder is heavy on this demographic sector. Preventive efforts in the developing world, however, are rare. Consistent with observations elsewhere, depression is widely perceived in this part of the world as innocuous and as part and parcel of normal adolescent development. Students with the mental disorder are not only suffering in silence, but are also placing their academic and future life goals in peril. Depression can be averted if students with depressive symptoms, comprising not only physical but also non-physical conditions (e.g., cognition-emotion and motivation), are promptly and properly identified and helped. (Lee, Rodriguez et.al. 2013)

Coping skills are the tactics that people use to deal with stressful situations. Managing your stress well can help you feel better physically and psychologically and impact your ability to perform your best. (Morin, 2023) But not all coping skills are created equal. Sometimes, it's tempting to engage in strategies that will give quick relief but might create bigger problems for you down the road. It's important to establish healthy coping skills that will help you reduce your emotional distress or rid yourself of the stressful situations you face.

The social and mental health aspects of student welfare in tertiary level institutions have gained more attention from stakeholders of education in the Philippines, wherein college students are still considered in the adolescent youth bracket. News reports have revealed college students are still involved in violent acts, such as murder transpiring within (GMA News, 2012) and outside university premises (Baclay, 2010; Pedrosa, 2013).

Also, there is an increase in incidence of suicide committed by college students through various forms such as jumping from a building (Manila Bulletin, 2013) and shooting oneself with a gun (PHnews, 2013). Experts have reported that there is one suicide referral made per day among the youth (Tomacruz, 2018). Commentaries from various journalistic publications in the Philippines argue that these destructive exhibitions of social and mental problems among the youth can be attributed to both social and academic factors, and that addressing these problems requires a holistic approach coming from various social institutions such as the family, the school and policy-making bodies (Cruz, Salaverria; Sauler, 2013; Tomacruz, 2018).

Foreign Studies

The prevalence of anxiety is as high as 35% in tertiary students (Bayram & Bilgel , Eisenberg Gollust, Golberstein, & Hefner, ; Ozen, Ercan, Irgil, & Sigirli, 2010) and the prevalence of depression is 30% (Ibrahim, Kelly, Adams, & Glazebrook , 2013).

In recent years, however, depression and anxiety have afflicted college students at alarming rates. As noted in the latest Center for Collegiate Mental Health report, anxiety and depression are the top reasons that college students seek counseling. Moreover, while going to

college can be exciting for many, to some the adjustment is hard with profound homesickness and separation anxiety. These students are at very high risk for depression and anxiety. Financial stresses brought about by the rising cost of college, including the dread of debt and fear of not getting a job after college and having to move back in with Mom and Dad after graduation, are associated with increased risk for depression and anxiety in college students (J. Roen Chiriboga 2020).

There are nationwide increases in college students stress. It is also a product of mental distress which produces frustration and associated with academic failure and academic anxiety.

Academic stress, anxiety and depression among college students are a cause of concern. Every nation invests lot of money on education. However research survey on college students reports at any given time there will be 10 to 20 % of student population suffering from psychological problems (Stress, Anxiety & Depression). Academic stress, anxiety and depression among college students are a cause of concern. Every nation invests lot of money on education. However research survey on college students reports at any given time there will be 10 to 20 % of student population suffering from psychological problems (Stress, Anxiety & Depression).

A longitudinal study of Hawaiian secondary school students showed that self-reported depressive symptoms resulted in subsequent poor academic achievement (Kessler, 2012; McArdle, Hamagami, Chang, & Hishinuma, 2014).

Self-reported depressive symptoms were associated with concentration difficulties and trouble with completing school tasks, in 83 students from the United States between the ages of 14–21, and at-risk for major depression (Humensky et al. 2010).

In a sample of Finnish students aged 13–17, self-reported depression severity was associated with concentration difficulties, and poorer social relationships, self-learning, poorer academic performance, and worse reading and writing outcomes. Therefore, it is not surprising that young people with depression, particularly males, are less likely to undertake higher education, as shown in a 15-year longitudinal study of Swedish adolescents (Jonsson et al. 2010).

Indeed, an Australian randomised control trial reported that a gamified online cognitive behaviour therapy intervention was effective in reducing depressive symptoms in 540 final year secondary students (Perry et al. 2017). This study demonstrates the potential of education settings in mediating the impacts of academic-related stress on young people's mental health.

Psychiatric disorders, such as depression and anxiety, can hinder academic performance among college-age individuals. Mental health among college students is a growing public health concern, with some scholars describing collegiate mental health as a crisis (Asher BlackDeer, et al., 2021; Chen et al., 2019). Overall, anxiety and depression were the most common conditions, at 9.2% and 8.7%, respectively. Of students reporting the focal symptom, 17.87% were treated for depression and 12.91% were treated for anxiety. Given the prevalence of depression and anxiety among college-aged students, continued research into help seeking behaviors and their effects on outcomes like grade average is an essential part of understanding the toll these disorders take.

Because of the challenges, college students are a population that are at a high risk for mental health issues (Khubchandani, Brey, Kotecki, Kleinfelder, & Anderson, 2015). Depression and anxiety are found to be the most common mental health issues that are reported by this population. Difficulties with mental health symptoms can become serious and even fatal if they go untreated.

Psychological distress, including depression and anxiety, has been associated with lower GPAs (Drybye, Thomas, & Shanafelt, 2006; Holliday et al. 2016). It is also important to note that sometimes academic pressures as well as adjusting to college can contribute to psychological disorders.

The American College Health Association (2013), has estimated that 14% of students on college campuses reported depression as affecting their functioning over the past year (Holliday et al. 2016). Seven percent of the United States population has experienced major depressive disorder that persists for twelve months or more (American Psychiatric Association 2013). This information indicates that depression occurs among college students at double the rate of the normal population. From age eighteen to twenty-nine, the prevalence of this disorder is three times higher than in those that are sixty years and older. Traditional college students would fall in the eighteen to twenty-nine age range, and therefore, are at a much higher risk of depression. Depression levels tend to increase in older students (Naushad, Farooqui, Sharma, Rani, Singh, & Verma, 2014).

Depression is more prevalent among females, and the risk for suicide attempts is higher; however, the completion of suicide is lower than the rate for males (American Psychiatric Association, 2013). There are no specific culture-related diagnostic issues in the Diagnostic and Statistical Manual of Mental Disorders currently. However, in a study done by Holliday et al. (2016), both depression and anxiety were found to be more prevalent among Hispanic female students when compared to non-Hispanic female college students.

Anxiety and depressive disorders are among the most common psychiatric illnesses; they are highly comorbid with each other, and together they are considered to belong to the broader category of internalizing disorders. Based on statistics from the Substance Abuse and Mental

Health Services Administration, the 12-month prevalence of major depressive disorder in 2017 was estimated to be 7.1% for adults and 13.3% for adolescents. Data for anxiety disorders are less current, but in 2001–2003, their 12-month prevalence was estimated to be 19.1% in adults, and 2001–2004 data estimated that the lifetime prevalence in adolescents was 31.9%. Both anxiety and depressive disorders are more prevalent in women, with an approximate 2:1 ratio in women compared with men during women's reproductive years (Substance Abuse and Mental Health Services Administration (SAMHSA)).

Local Studies

Several factors contribute to stress among university students, such as difficult assignments, unfavourable timing (for example, those experienced by both students and lecturers during the pandemic while taking online classes), lecturer bias and difficult course syllabuses (Serfraz et al. 2020). Furthermore, students are likely to face one or more stresses that will put their ability to adapt to the test, such as adjusting to a new environment or balancing a busy schedule, meeting new people, becoming more independent and managing various other issues (Aafreen et al. 2018). As a result, pressure builds, potentially harming the students' health.

Stress factors like family, finances, peers and campus life can affect students' academic performance. Moreover, excessive stress among students has been shown to diminish their study efficacy, leading to unhealthy habits and harmful long-term effects, such as absenteeism, poor academic performance and dropping out of school (Lin et al. 2019 ,Aafreen et al. 2018).

They also face the additional burden of managing these tasks, whether they be studying, assignments, tests, laboratory work or reading. Variety of factors contribute to stress among

university students, including difficult assignments, the need to understand the subject within a short time and finding time for extracurricular activities in addition to managing numerous other issues. Hence, students must be able to manage their time effectively in order to feel more comfortable and focused (Serfraz et al. 2020).

Aside from impairing overall health and well-being, depression and anxiety symptoms can further adversely affect academic achievement (Bernal-Morales, Rodríguez-Landa, & Pulido-Criollo 2015).

Extant studies suggested that students with higher levels of symptoms tend to be women, older and in their senior year, and Catholics and/or Jews. Moreover, research indicates that highly symptomatic students do not reside with their parents in one household, and are smoking and drinking alcohol, and belong to the low-income bracket. Furthermore, students with more severe levels of depressive symptoms have lower levels of closeness with their parents or with friends (Romeo Lee, Rodriguez Et.Al 2013).

From a bigger picture, depression among college freshmen (65.21 %) ranges from moderate, severe, to extremely severe levels. The prevalence of depression and suicidal ideation of the respondents in the current study is consistent with the pervasiveness found in a study with more than 100 institutions, results showed that 20% of college students had depression and suicidal thoughts (Liu et al., 2019).

Moreover, the higher levels of suicidal ideation are at 23%, an index of suicidal thoughts that is described in Columbia Suicide Severity Rating Scale C-SSRS (Naval Center for Combat & Operational Stress Control, 2015) as active suicidal ideation where respondents contemplate committing suicide; have had thoughts about the specific plan and intent to commit suicide, and

have done preparatory acts to commit suicide. All these are considered suicidal ideation based on C-SSRS.

When grouped according to psychosocial factors, the prevalence of depression among male students is 67.31%, with severity ranging from moderate, severe to extremely severe. In contrast, female students have a prevalence (50.96%) of depression with a severity range of moderate to extremely severe. However, in terms of severity, female students have a higher prevalence at 11.46% at an extremely severe level, compared to male students with an 8.17% prevalence. Based on this data, depression is more prevalent in male students but more intense among female students. In terms of family structure, college students living alone have a higher prevalence of depression (28.57%) at an extremely severe level. Students with parents or guardians who finished high school have the highest prevalence (50%) of depression at a moderate level. When grouped according to emotional intelligence, students with the highest prevalence of depression (40.82 %) at a severe level have markedly low emotional intelligence. (Alayon 2021).

Synthesis of the State-of-the-Art

Mental health is as important as physical health. Nowadays, people often neglect their mental health. In every stage of life there are experiences that people faced that affects or may affect their mental health. There is this common issues that everyone face; depression, anxiety and stress.

Foreign and local literature and studies presented is relevant to the study because it tackles how these mental issues affect one's life. Good mental health can help us think more clearly.

Students is in the phase of their life wherein they experienced negative emotions that may lead to having unhealthy mental issue. Commonly, they experienced stress in school projects etc., anxiety in the environment and even depression.

Lin et.al, stated that stress factors like family, finances, peers and campus life can affect students' academic performance. Also, excessive stress among students can diminish their study efficacy. It can lead to unhealthy habits and harmful effects that can be long term.

Several factors contribute to stress among university students, such as difficult assignments, unfavourable timing (for example, those experienced by both students and lecturers during the pandemic while taking online classes), lecturer bias and difficult course syllabuses (Serfraz et al. 2020). Furthermore, students are likely to face one or more stresses that will put their ability to adapt to the test, such as adjusting to a new environment or balancing a busy schedule, meeting new people, becoming more independent and managing various other issues (Aafreen et al. 2018). As a result, pressure builds, potentially harming the students' health.

Another statement from Anderson et al., he said that college students are a population that is at high risk for mental health issues. Depression and anxiety are found to be the most common mental health issues according to some studies. Difficulties with mental health symptoms can become serious and even fatal if they go untreated. One study stated that university students suffer silently and do not seek guidance or treatment. Psychological distress, including depression and anxiety, has been associated with lower GPAs. It is also important to note that sometimes academic pressures as well as adjusting to college can contribute to psychological disorders

Gap Bridged of the Study

After a thorough review of related literature and studies, there were studies about depression, anxiety and stress of college students but year level were not specified. The researcher found out that there no studies specifically conducted in identifying the depression, anxiety and stress level of the freshmen students enrolled in the different courses of Sorsogon State University Bulan Campus for the school year 2022-2023. None so far focused on the suggested guidance activities for coping mechanisms that can help the students especially freshmen in dealing with these mental issues. However no research was available dealing with depression, anxiety and stress level of freshmen students which could be the basis for guidance activities as coping mechanisms. This is the gap that this study would bridge.

Theoretical Framework

The theoretical framework of this study is shown in Figure 1. This part contains information about the theories related to the current study. Similarly, this serves as the pillar of this study and the basis of the research in formulating her own theory. The study was anchored in Beck's Theory.

Cognitive Behavioural Theory or CBT. According to CBT, cognition refers to thinking and Cognitive Behavioural Theory talks about how cognition shapes behavior and vice versa.

There's a third component to the theory- feelings. CBT explains how thoughts, feelings, and behaviours interact. CBT focuses mainly on how certain thoughts lead to certain feelings which, in turn, lead to certain behavioural responses.

In addition the theory states that thoughts are changeable and by changing thoughts one can change his feelings and, ultimately, his behaviors. It also works in reverse. Changing our behaviors can also lead to changes in how one feels and ultimately how one thinks. Even though feelings cannot be directly manipulated, they can be indirectly changed by changing our thoughts and behaviors. The basic assumption of this theory is that cognitive distortions (inaccurate thinking) cause psychological distress. These cognitive distortions cause people to lose touch with reality, and they torture themselves psychologically with self-created falsehoods. Beck's theory says that one's ability to navigate life is derived from the cognitive triad; how one perceives oneself, the world, and the future. The cognitive triad is formed by cognitive processes, example is perception, attention and our reasoning; that are responsible for the interpretation and integration of psychological information that will create a coherent psychological image or schema. The development and function of the cognitive triad are highly influenced by the quality and environment during critical periods. The cognitive triad is sensitive to adopting cognitive distortions (i.e., cognitive errors, dysfunctional attitudes, and automatic negative thoughts; Possel & Smith, 2020). Cognitive distortions are those that arise from negative experiences that negatively affect the image of the patients towards themselves, the world and the future and has been known as the Negative Cognitive Triad.

The dysfunctional attitudes, cognitive errors, and the negative triad form the operational basis for the individual and leave us highly vulnerable to states of depression. In Connection with the study there are factors that can lead to stress, anxiety and depression of a student. It can be viewed as a negative experience for some because of the changes that is happening.

Psycho dynamic theory is founded on the idea that much, if not most, of human behavior is influenced by forces and experiences that lie outside of conscious awareness. It posits that despite what we may or may not recognize about our lived experience, an essential connection exists between unconscious processes and everyday psychological functioning. By extension, psychodynamic theory presumes that unconscious conflicts are pathogenic of anxiety disorders and anxiety symptoms more generally. At the same time, the term "psychodynamic" refers not only to that which occurs within one's mind but also what happens between people and within families, groups, and systems.

Social Learning Theory suggests that depression, anxiety and stress are caused by learned behavior. It states that people learn how to respond to stress and anxiety from the environment and from their social interactions with others.

By combining these three theories, the researcher believed that negative feelings, experiences, relationships and other factors may affect a person leading to depression, anxiety and stress. If a student have negative experience while adjusting as a freshman student, and forms negative feelings as well as negative attachments/relationship, therefore it is possible that the student may develop depression, anxiety and stress.

Depression, anxiety and stress is developed and triggered through experiences that one go through life. One can learn how to cope with it from their social interactions with others.

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Social Learning Theory

It states that people learn how to respond to stress and anxiety from the environment and from their social interactions with others.

Beck's Cognitive Behavioral Theory

People's emotions, thoughts, behavior and body sensations, are linked to each other and that whatever people do and whatever they think, affects how they feel.

Psychodynamic Theory

Most human behavior is influenced by forces and experiences that lie outside of conscious awareness, it posits that despite what we may or may not recognize about our lived experience, an essential connection exists between unconscious processes and everyday psychological functioning.

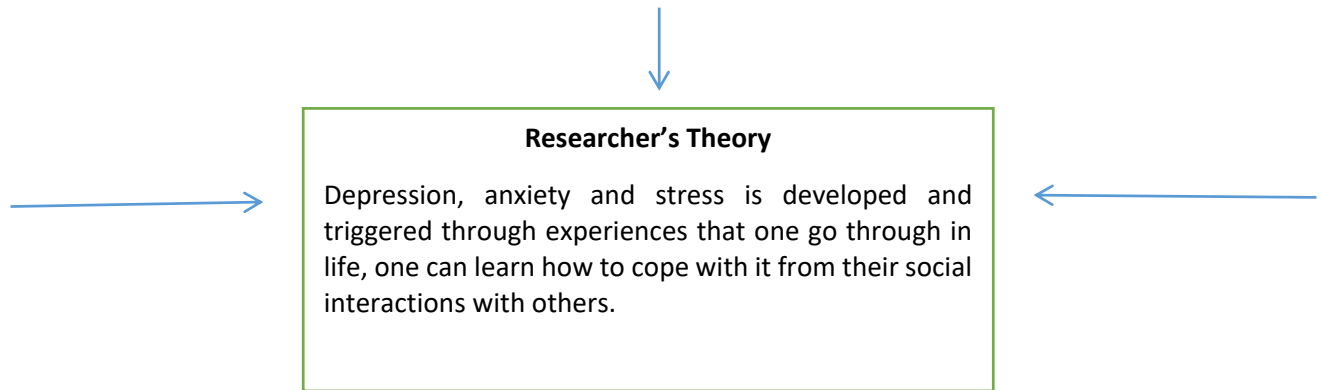


Figure 1 Theoretical Framework

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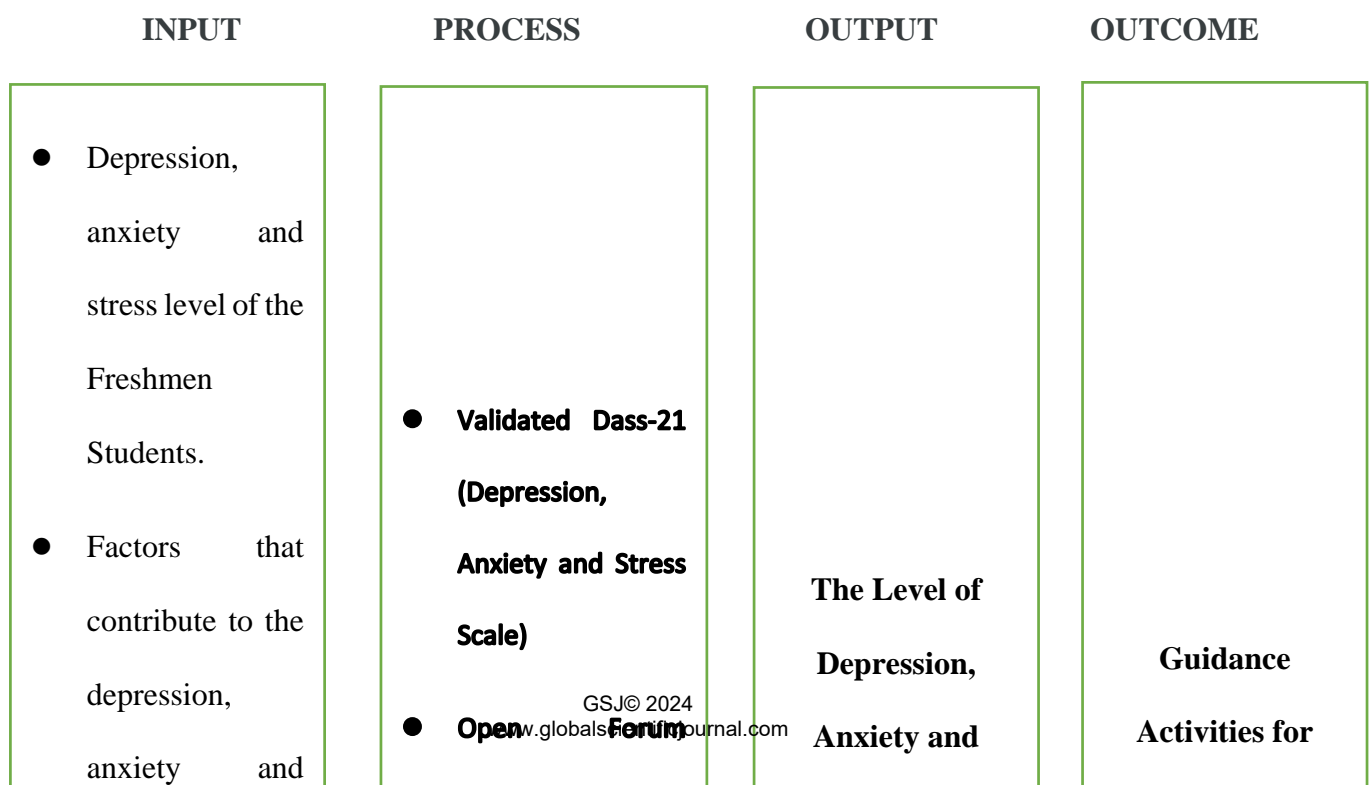
Conceptual Framework

Mental health is one of the problems that one often neglects to see, in order to understand this and help students take care of their mental health, the study aimed to know the level of Depression, Anxiety and Stress of the freshmen and made their experiences and suggest guidance activities as coping mechanisms.

A tool was used to know the level of depression, anxiety and stress and a forum group discussion are conducted to identify the factors affecting the depression, anxiety and stress of the

respondents, and how they cope with it. By knowing those factors one can come up with a program that can be implemented in the school.

A validated form (DASS-21) was used to gather the necessary data in finding the level of depression, anxiety and stress of the freshmen students. Once the researcher gathered all the data she will be able to know the depression, anxiety and stress level of the respondents, their experiences that lead to such mental problems and thus the researcher can propose guidance activities as coping mechanisms.



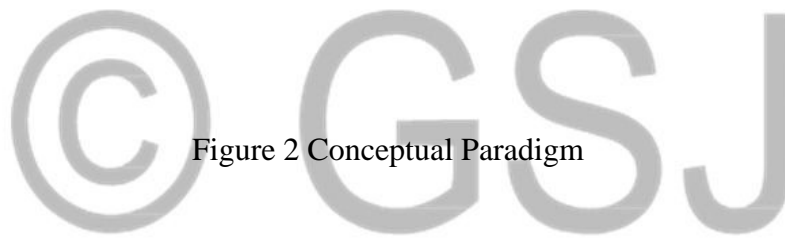


Figure 2 Conceptual Paradigm

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter describes how this research is undertaken. This presents the information regarding the design, tools, participants and the manner of analysis of the data gathered significant to the study.

Research Method

The study is a combination of quantitative and qualitative methods of investigation. Quantitative is expressed in numbers and paragraphs. It is used to test or confirm theories and assumptions. While, qualitative research is expressed in words. It is used to understand concepts, thoughts or experiences. This type of research enables you to gather in-depth insights on topics that are not well understood. (Ramio Streefkerk, 2019). This is used considering that mix method is the most appropriate for obtaining details of the study's outcome on the present status of the stress, anxiety and depression level of chosen college students of Sorsogon State University Bulan Campus.

The use of DASS 21 enumerating scales of depression, anxiety and stress level is applied in this study. Significantly, this study focused on the depression, anxiety and stress level of freshmen students and their coping mechanisms.



Research Design

The sequential design has two distinct strands that are implemented consecutively: a quantitative strand, in which numeric data are collected and analyzed, followed by a qualitative strand, in which textual data are collected and analyzed (Ivankova et al., 2014).

Explanatory sequential design was used in the study because the research started with quantitative data collection and analysis and then followed by qualitative data collection and

analysis, which led to interpretation. This helped determine what quantitative results need further explanation.

The Respondents

The the respondents of this study were from the first year level students from school year 2022-2023 and from different courses of Sorsogon State University- Bulan Campus. The total population is 801, the researcher derived 100 respondents through the use of purposive convenience sampling technique .

Table A. Number of Respondents

Course	No. Of Respondents
BSCS	12
BSIT	34
BSIS	14
BSA	6
BPA	14
BSE	13
BSAIS	7
TOTAL	100

Sampling Technique

Purposive Convenience Sampling was used to determine the respondents. Purposive and convenience sampling are both sampling methods that are typically used in qualitative data collection.

A convenience sample is drawn from a source that is conveniently accessible to the researcher. Convenience sampling did not distinguish characteristics among the participants. On the other hand, purposive sampling focused on selecting participants possessing characteristics associated with the research study.

The findings of studies based on either convenience or purposive sampling can only be generalized to the (sub)population from which the sample is drawn, and not to the entire population.

The researcher arrived at a total of 260 respondents, since the population is rather big the researcher requested a statistician to trim down the number of respondents using systematic sampling technique (computations) and use intervals. The total number of respondents is now at a 100.

Research Instrument

To facilitate gathering of data related to “ The Depression, Anxiety and Stress Level of Freshmen Students; A Basis for Guidance Activities for Coping Mechanisms”, the researcher utilized the designed questionnaire, and conducted a focus group discussion as data gathering tool. The questionnaire was designed to conduct survey to the students depression, anxiety and stress level of the students. A forum group discussion was done in order to identify the factors that causes the students stress, anxiety and depression levels and how they coped with the situation.

The study made use of a ready made questionnaire (DASS-21) to measure the level of depression anxiety and stress of freshmen students.

The Depression, Anxiety and Stress Scale - 21 Items (DASS-21) is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. Each of the three DASS-21 scales contained 7 items, divided into sub-scales with similar content. The depression scale assessed dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest / involvement, anhedonia and inertia. The anxiety scale assessed autonomic arousal, skeletal muscle effects, situational anxiety, and subjective experience of anxious affect. The stress scale is sensitive to levels of chronic nonspecific arousal. It assessed difficulty relaxing, nervous arousal, and being easily upset / agitated, irritable / over-reactive and impatient. Scores for depression, anxiety and stress were calculated by summing the scores for the relevant items.

Data Gathering Procedure

The researcher gathered information by using a questionnaire that was readily available to the public and is widely used by psychologist. Once determined the questionnaire used a set of interview questions, the researcher started the gathering of information by the use of google forms wherein the respondents answered the DASS-21. Since the gathering of data started after the 2nd semester of S.Y. 2022-2023 the researcher opted for google forms to make the data gathering more convenient. The consent from the students were already included in the google forms.

After gathering the data from the DASS-21, the next step of the researcher was to conduct a focus group discussion. The focus group discussion was done face to face using guide questions done by the researcher and approved by the adviser in connection with the questions about the factors affecting the stress, depression and anxiety of the respondents as well as the coping mechanisms used. In the Focus group discussion the researcher asked for the consent of the

respondents so that the researcher can record the conversation. Focus group discussions was administered by courses.

Then the researcher interviewed the guidance-in charge of Sorsogon State Bulan Campus by using a structured interview guide.

The researcher also requested a statistician to help in the data computation.

Participation in the study was voluntary and anonymous. All participants gave their informed consent.

Informed Consent

The researcher assured the respondents that the study will not cause them any harm or danger in any ways. The researcher asked permission of the respondents before conducting the focus group discussion and obtained the full consent of the participants. Upon the confirmation of the participant, the researcher ensured that they have read and understood the instructions and the questions to be asked. No respondent was forced, intimidated and/or harassed to participate in the focus group discussion. The participants were also informed that the whole duration of the focus group discussion is recorded. Furthermore, the researcher treated the respondent with utmost respect and importance. The researcher also ensured the respondents of the confidentiality.

Confidentiality

The researcher understands about the access of confidential information from the respondents thus the respondents agrees to the following:

1. That names and any other information about the respondents is confidential, only their year level and course will be known.
2. The research will be for the betterment of the school and guaranteed the participants that any pictures taken, their faces will not be revealed.
3. Utmost importance and confidentiality will be ensured.

Quantification of Variables

The variables in this study were used in order to obtain the quantitative descriptions of the level of depression, anxiety and stress of the freshmen students. The DASS-21 questionnaire was analyzed in a quantitative manner .

The level of depression, anxiety and stress was determined using the scale below:

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree or a good part of time
- 3 Applied to me very much or most of the time

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18

Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

Table B. Interpretation of DASS-21

Statistical Treatment of Data

After gathering the submitted documents and recording all the claims and opinions obtained from the students as participants, the data were handled and examined through the use of DASS-21. The Depression, Anxiety and Stress Scale - 21 Items (DASS-21) is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. Each of the three DASS-21 scales contains 7 items, divided into sub-scales with similar content. The depression scale assessed dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest / involvement, anhedonia and inertia. The anxiety scale assessed autonomic arousal, skeletal muscle effects, situational anxiety, and subjective experience of anxious affect. The stress scale is sensitive to levels of chronic nonspecific arousal. It assessed difficulty relaxing, nervous arousal, and being easily upset / agitated, irritable / over-reactive and impatient. Scores for depression, anxiety and stress were calculated by summing the scores for the relevant items. The treated data were be interpreted and analyzed as basis for the conclusion and recommendations of this study. To sort interpretations, the researcher created themes on the identified features based from her analysis.

To know the sample size the researcher used Slovin's Formula:

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

$$260 = \frac{801}{.05}$$

The researcher made use of stratified sampling to know the population per course in the data gathering.

The researcher also applied systematic sampling technique to in trimming down the population from 260 to 100 by means of intervals to identify the respondents needed.

The researcher also used weighted mean and overall mean to identify the levels of depression, anxiety and stress per course.

$$\bar{x} = \frac{\sum_{i=1}^n (x_i * w_i)}{\sum_{i=1}^n w_i}$$

The image above is the technical formula for the weighted mean. In simple terms, the formula can be written as:

Weighted mean = $\Sigma wx / \Sigma w$

- Σ = summation
- w = the weights.
- x = the value.

The use of verbal descriptions are as follows:

Table C: *Verbal Descriptions for the Interpretation of DASS 21*

Value	DASS-21 Scale	Interpretation
1.00 - 1.49	Normal	Very Low
1.50 - 2.49	Mild	Low

2.50 - 3.49	Moderate	Moderate
3.50 - 4.49	Severe	High
4.50 - 5.00	Extremely Severe	Very High

CHAPTER'S SUMMARY

The research methodology is detailed, focusing on the depression, anxiety and stress level of freshmen students and guidance activities for coping mechanisms. The study utilized an explanatory sequential design, 100 students from Sorsogon State University-Bulan Campus were the respondents. Thematic analysis of focus group discussion facilitated by an interview guide, provided the researcher's additional data. Ethical considerations, including informed consent and confidentiality, were upheld. The chapter concludes with a detailed explanation and summation of data for a better understanding of the said research. Strategies for validity included a literature, purposive sampling, and member checking, while reliability was maintained through standardized procedures using a ready-made questionnaire (DASS-21) and multiple researchers' involvement. Overall, Chapter III presents a concise and robust exploration of inclusion mechanisms and processes.

CHAPTER IV

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This chapter comprises the presentation, analysis and interpretation of the findings resulting from this study. The first part, based on the results of the questionnaire, deals with a

quantitative analysis of data. The second, is based on the results of the focus group discussions, is qualitative in manner.

I. The Depression, Anxiety and Stress Level of Freshmen Students

The data for this problem are presented by table that of depression, anxiety and stress level of the freshmen students.

The depression, anxiety and stress level of freshmen students are determined through the use of DASS-21. The table below shows the depression, anxiety and stress level of the freshmen students of Sorsogon State University Bulan Campus.

Respondents	Depression		Anxiety		Stress	
	WM	VI	WM	VI	WM	VI
BSCS	1.3	VL	1.28	VL	1.45	VL
BSIT	1.18	VL	1.19	VL	1.27	VL
BSIS	1.14	VL	1.37	VL	1.35	VL
BSA	1.19	VL	1.24	VL	1.31	VL
BPA	1.14	VL	1.24	VL	1.26	VL
BSE	1.35	VL	1.21	VL	1.26	VL
BSAIS	1.1	VL	1.35	VL	1.37	VL

Table D. *Summary of Depression, Anxiety and Stress of Students per course*

The depression, anxiety and stress level of students per course is summarized in table C, results show that all courses falls under the normal level or very low level of depression, anxiety and stress. Out of the 7 courses 6 has higher stress level compared to their depression and anxiety level (BSCS,BSIT, BSA, BPA, BSE and BSAIS) while 1 out of the 7 courses has higher anxiety level (BSIS) than their stress and depression level.

This implies that freshmen students experienced stress and anxiety more than depression, though not in a higher level which is too alarming but there is still evidence that it is experienced in the college years. As per Anderson et.al. It is also important to note that sometimes academic pressures as well as adjusting to college can contribute to psychological disorders.

The Depression Level of Freshmen Students

The depression level of freshmen students is shown by course per depression indicator (see appendix G). All indicators in all courses is under the Very Low Level or Normal interpretation in the DASS -21. Freshmen Students of Sorsogon State University Bulan Campus has very low level of depression, there are low chances of depression.

As shown on the results (see appendix G) the statistical data for depression in item no. 3 (I couldn't seem to experience any positive feeling at all) is 1.24 or very low interpretation, in item no. 5 (I found it difficult to work up the initiative to do things) an overall mean of 1.18 or very low interpretation is seen, in item no. 10 (I felt that I had nothing to look forward to) the mean is 1.21 or very low interpretation as well, in item no. 13 (I felt downhearted and blue) results also show a very low level of interpretation with a mean of 1.15, item no. 16 (I was unable to become enthusiastic about anything) has a mean of 1.3 with a low level of interpretation, item no. 17 (I felt I wasn't worth much as a person) a mean of 1.21 and very low level of interpretation is seen, and lastly item no. 21 (I felt that life was meaningless) shows a mean of 1.18 with very low level of interpretation.

Having low or very low interpretation does not necessarily mean that a person has no depression or never experienced depression. Students show minimal signs of depression that still need to be addressed. They felt loneliness at times and if not coped with immediately may lead to

serious depression. There are many factors that contributed to depression. The results show that freshmen students still experienced depression. Triggering factors may be negative like hardships that students faced during the start of their college years, it can be external or internal factor as well. People differ in their susceptibility thus apply coping mechanisms to get by.

Anxiety Level of Freshmen Students

Results show that (see appendix H) in item no. 2 (I was aware of dryness of my mouth) results show a 1.33 over all mean or very low interpretation and under the normal level in DASS-21, in item no. 4 (I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)) 1.2 over all mean or very low interpretation and under the normal level in DASS-21 is seen, in item no. 7 (I experienced trembling (e.g. in the hands)) the over all mean is 1.25 or very low interpretation and under the normal level in DASS-21 as well, in item no. 9 (I was worried about situations in which I might panic and make a fool of myself) results also show very low interpretation and under the normal level in DASS-21 with over all mean of 1.31, item no. 15 (I felt I was close to panic) has a 1.38 over all mean or very low interpretation and under the normal level in DASS-21, item no. 19 (I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)) an over all mean of 1.31 or very low interpretation and under the normal level in DASS-21 is seen, and lastly item no. 20 (I felt scared without any good reason) shows an over all mean of 1.21 with very low level of interpretation and normal under DASS-21.

The anxiety level of freshmen students somehow falls under normal range thus anxiety can be seen in them during the first year of college life. Anxiety is a normal part of life and can even be a helpful motivator. If the anxiety of a person isn't coped with properly according to

professionals it can develop into a disorder when the feeling doesn't go away, gets worse with time, or interferes with daily life.

Stress Level of Freshmen Students

As shown on the results (see appendix I), in item no. 1 (I found it hard to wind down) result shows a 1.23 over all mean or very low interpretation and under the normal level in DASS-21, in item no. 6 (I tended to over-react to situations) 1.32 over all mean or very low interpretation and under the normal level in DASS-21 is seen, in item no.8 (I felt that I was using a lot of nervous energy) the over all mean is 1.30 or very low interpretation and under the normal level in DASS-21 as well, in item no.11 (I found myself getting agitated) results also shows very low interpretation and under the normal level in DASS-21 with over all mean of 1.38, item no. 14 (I was intolerant of anything that kept me from getting on with what I was doing) has a 1.34 over all mean or very low interpretation and under the normal level in DASS-21, item no. 18 (I felt that I was rather touchy) an over all mean of 1.34 or very low interpretation and under the normal level in DASS-21 is seen.

Stress is very common especially to college students, freshmen year has a lot of pressure thus contribute to stress of every student.

Based on the results presented, the depression, anxiety and stress level of college students of Sorsogon State University Bulan Campus per course all falls on the very low and low level of depression, anxiety and stress.

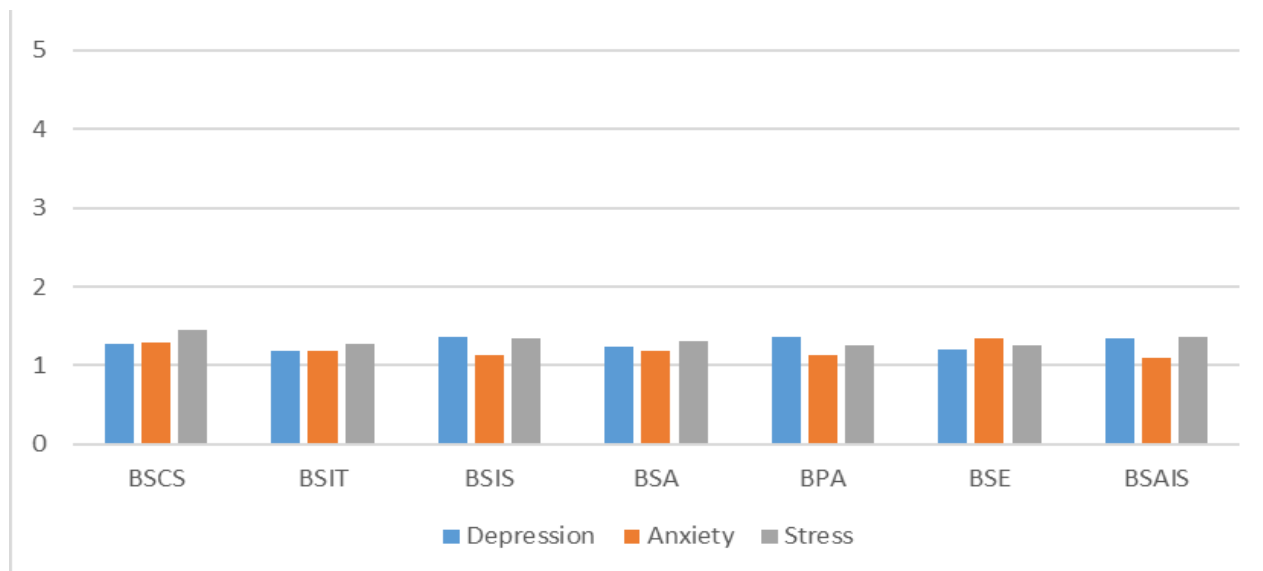


Table E. Summary of the statistical data of the students level of depression, anxiety and stress.

As shown on Table D, depression, anxiety and stress level of the freshmen student of Sorsogon State University all falls under the range of 1-1.49 or very low level. BSCS, BSIT, BSA and BSAIS students show higher stress level, while BSIS and BPA students shows higher depression level and BSE students show higher anxiety level.

The researcher also get the percentage to better breakdown the number of students who experienced depression, anxiety and stress.

Depression Level	F	P	Anxiety Level	F	P	Stress Level	F	P
	(n)	(%)		(n)	(%)		(n)	(%)
	Normal	15		44	Normal		34	100
Mild	17	50	Mild	0	0	Mild	1	3
Moderate	2	6	Moderate	0	0	Moderate	0	0
Severe	0	0	Severe	0	0	Severe	0	0
Extremely Severe	0	0	Extremely Severe	0	0	Extremely Severe	0	0
Total	34	100	Total	34	100	Total	34	100

Table 1. Summary of BSIT Respondents in terms of Depression, Anxiety and Stress Level

Out of 34 BSIT students 15 or 44% has normal level of depression while 17 or 50% has mild level of depression and 2 or 6% has moderate level of depression, on the anxiety level all 34 or 100% falls under the normal level, while for the stress level 33 or 97% is under the normal level and only 1 or 3% has a mild level of stress.

The prevalence of depression, stress, and anxiety is a significant public health concern, impacting individuals' mental health and well-being, and necessitating comprehensive strategies for prevention and treatment. According to the World Health Organization (WHO), depression is the leading cause of disability worldwide, affecting over 264 million people (WHO, 2020).

Depression Level	F	P	Anxiety Level	F	P	Stress Level	F	P
	(n)	(%)		(n)	(%)		(n)	(%)
	Normal	8		67	Normal		12	100
Mild	3	25	Mild	0	0	Mild	0	0
Moderate	1	8	Moderate	0	0	Moderate	0	0
Severe	0	0	Severe	0	0	Severe	0	0
Extremely Severe	0	0	Extremely Severe	0	0	Extremely Severe	0	0
Total	12	100	Total	12	100	Total	12	100

Table 2. Summary of BSCS Respondents in terms of Depression, Anxiety and Stress Level

BSCS students results shows 8 or 67 % has normal level of depression, 3 or 25% has mild depression level and 1 or 8% has moderate level of depression. Anxiety and Stress level all 12 Or 100% falls under the normal level.

Students of BSCS experienced over scheduling when the school year changed and affects their study system. CS students complain about peer pressure and the difficulty of the subjects in their course. Depression, anxiety and stress is not much of a concern to the BSCS students as shown on the results but there is still a little evidence to be concerned about.

F	P	F	P	F	P
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Depression Level			Anxiety Level			Stress Level		
	(n)	(%)		(n)	(%)		(n)	(%)
Normal	6	43	Normal	14	100	Normal	13	93
Mild	7	50	Mild	0	0	Mild	1	7
Moderate	1	7	Moderate	0	0	Moderate	0	0
Severe	0	0	Severe	0	0	Severe	0	0
Extremely Severe	0	0	Extremely Severe	0	0	Extremely Severe	0	0
Total	14	100	Total	14	100	Total	14	100

Table 3. Summary of BSIS Respondents in terms of Depression, Anxiety and Stress Level

Out of 14 BSIS students 6 or 43 % has normal depression level, 7 or 50 % has mild level of depression and 1 or 7 % has moderate level of depression. Anxiety level, all 14 students has normal level of anxiety while for stress level 13 or 93% has normal level and 1 or 7 % has mild stress level.

Depression, stress, and anxiety can lead to significant impairments in individuals' functioning and quality of life, including difficulties in relationships, work, and daily activities (Hammen, 2018).

F	P		F	P		F	P
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Depression Level			Anxiety Level			Stress Level		
	(n)	(%)		(n)	(%)		(n)	(%)
Normal	1	17	Normal	6	100	Normal	5	83
Mild	5	83	Mild	0	0	Mild	1	17
Moderate	0	0	Moderate	0	0	Moderate	0	0
Severe	0	0	Severe	0	0	Severe	0	0
Extremely Severe	0	0	Extremely Severe	0	0	Extremely Severe	0	0
Total	6	100	Total	6	100	Total	6	100

Table 4. Summary of BSA Respondents in terms of Depression, Anxiety and Stress Level

One (1) of six (6) or 17% of BSA student fall under the normal level of depression while 5 or 83% has mild level of depression. 6 or 100% has normal level of anxiety, 5 Or 83% has normal stress level and 1 or 17% has mild level of stress.

BSA students has many activities, full load, high demand in grades, peer and parental pressure may cause them depression, anxiety and stress.

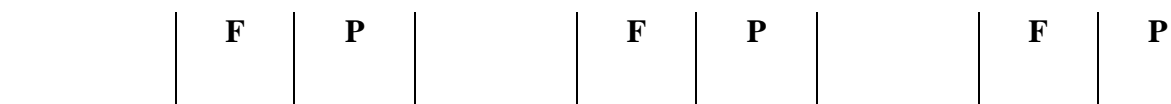
F	P	F	P	F	P
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Depression Level			Anxiety Level			Stress Level		
	(n)	(%)		(n)	(%)		(n)	(%)
Normal	9	64	Normal	14	100	Normal	14	100
Mild	5	36	Mild	0	0	Mild	0	0
Moderate	0	0	Moderate	0	0	Moderate	0	0
Severe	0	0	Severe	0	0	Severe	0	0
Extremely Severe	0	0	Extremely Severe	0	0	Extremely Severe	0	0
Total	14	100	Total	14	100	Total	14	100

Table 5. Summary of BPA Respondents in terms of Depression, Anxiety and Stress Level

Nine (9) of fourteen (14) or 64% of BPA students has normal level of depression, 5 or 36% has mild depression. Fourteen (14) or 100% of the students all falls under the normal level for anxiety and stress.

A study by the National Institute of Mental Health found that approximately 31% of adults in the United States experience an anxiety disorder at some point in their lives (NIMH, 2021). Students is also affected by mental health problems in their college life.



Depression Level	(n)	(%)	Anxiety Level	(n)	(%)	Stress Level	(n)	(%)
Normal	7	54	Normal	13	100	Normal	13	100
Mild	5	38	Mild	0	0	Mild	0	0
Moderate	0	0	Moderate	0	0	Moderate	0	0
Severe	0	0	Severe	0	0	Severe	0	0
Extremely Severe	0	0	Extremely Severe	0	0	Extremely Severe	0	0
Total	13	100	Total	13	100	Total	13	100

Table 6. Summary of BSE Respondents in terms of Depression, Anxiety and Stress Level

Out of 13 BSE students 7 or 54% has normal level of depression, 5 or 38% has mild depression level. Anxiety and Stress level all falls under the normal level.

Heavy workload, deadlines, and academic expectations of entrepreneurship students can lead to stress and anxiety. Balancing coursework, projects, and exams with other responsibilities can be challenging. Many entrepreneurship students may face financial pressures, such as student loans, tuition fees, and the costs associated with starting a business. Financial instability can contribute to stress and anxiety about the future.

Depression Level	F	P	Anxiety Level	F	P	Stress Level	F	P
	(n)	(%)		(n)	(%)		(n)	(%)
Normal	3	43	Normal	7	100	Normal	7	100
Mild	4	57	Mild	0	0	Mild	0	0
Moderate	0	0	Moderate	0	0	Moderate	0	0
Severe	0	0	Severe	0	0	Severe	0	0
Extremely Severe	0	0	Extremely Severe	0	0	Extremely Severe	0	0
Total	7	100	Total	13	100	Total	7	100

Table 7. Summary of BSAIS Respondents in terms of Depression, Anxiety and Stress Level

Lastly for BSAIS students, three (3) out of seven (7) or 43 % has normal depression level, four (4) or 57% has mild level of depression. Both anxiety and stress level all falls under the normal level.

The depression, anxiety and stress level are all in the normal range or very low in terms on the verbal description interpretation used. The depression, anxiety and stress level of the freshmen student of Sorsogon State University all falls under the range of 1-1.49 or very low level. BSCS, BSIT, BSA and BSAIS students show higher stress level, while BSIS and BPA students show higher depression level and BSE students show higher anxiety level.

College students are at risk of experiencing stress, anxiety and depression, which cause psychological distress and may impact on their academic performance. Based on the results gathered there is low level thus can be seen as positive. It is very important to monitor results regularly because it can vary as the years go by.

II. Experiences of Freshmen Student that leads to Stress, Anxiety and Depression

The researcher started the focus group discussion by asking the permission of the students to let the researcher record the discussion and their identity were kept confidential. Once the students agreed the researcher started asking the questions. The researcher categorize the answers by using themes.

Adapting to Change

The transition from high school to college comes in many challenges, as well as adjustments. As a freshmen student there are new things that they experience and they need to adjust with the changes around them. These are the responses of some of the students.

“Mahirap po kasi po, ang dami po naming adjustments nung nag enter po kame ng college, nag adjust po talaga kame.” (I find it hard and I had many adjustments when we enter into college, we really adjust a lot.) -Student 1, BSIT

“Ako po mahirap din po kasi kaipuhan prepared ka lagi sa recitation and sa quizzes, nagmamata po kame ng madaling araw para magreview po.” (I find it hard as well because I need

to be prepared at all times especially when it comes to recitation and quizzes, we need to wake up very early in the morning just to review.) - Student 2, BSCS

“As an only child po adjustments din po sa pagtravel and pagboard kasi di ako sanay na malayo po sa family, minsan naiyak ako kasi maka mama ako eh, namiss ko ang ako mama.” (As an only child, I need to adjust and deal with matters of travelling and boarding because I am not used to being away from my family. At times, I cry because I am such a mom’s boy and I really miss my mom) -Student 3, BPA

“Grabe po ang adjustment talaga Ma’am kasi di ko din po expect na mas madame palang ginagawa sa college at mahirap din makipagsabayan sa mga magagaling.” (I had a lot of adjustments, Ma’am. I didn’t expect that there are many things that we need to do in college and I also find it hard to keep up with great students.) - Student 4, BSIS

In the second question how are they feeling at the moment, some feel anxious, nervous, happy etc. There are lot of emotions that are in place. As the interview progresses the researcher continued on the third question. Have they ever experienced a terrible occurrence on their freshmen year that has impacted them significantly. One said that there is a time when they go back to their boarding house and there was a man who is out of his mind or not in a proper mental state approached them and touched one of them so they run as fast as they could because of fear, since that event they have already the fear to go out at night already.

There are events that we cannot predict may it be outside or inside the campus and these students with these experiences need attention as well.

Question number 4 is if they have experienced a week or longer of lower-than-usual interest in activities that they usually enjoy. And the responses of some of the students are:

“Yes po Ma’am, dati po gustong gusto ko sumayaw tapos nung nagcollege ako parang sabi ko wala na ako oras. Though may mga organization naman po kaso nawala na din ang gana ko sumali kasi ang dame din magaling, pero sa ngayon working ako na mabalik yung love ko sa dancing.” (Yes Ma’am, back then, I really loved to dance, but when I entered college it’s like I find it hard to have time for it. There are organizations (dance/performing arts) but I lose interest because there are also plenty of good dancers; but as of now, I am trying to bring back my love for dancing.) -Student 1, BSE

“Ako naman po mahilig ako magdrawing talaga tapos medyo di ko sya naenjoy ngayon kasi sa dame ng ginagawang activities po.” (For me, I am really fond of drawing but now I seem not to enjoy it due to many things that need to be done.) - Student 2, BSA

“Mahilig ako Ma’am sa sports po naglalaro ako basketball madalas tapos parang naubusan ako oras pagod na pag uwi bahay. Mahirap po pala mag college.” (I love sports Ma’am, I often played basketball before. Now, I feel like I have no time left and when I got home, I feel already tired. It’s hard to be in college.) - Student 3, BSIT

Next question is, have they experienced an ‘attack’ of fear, anxiety, or panic. The responses mostly are none so far, not that evident or severe that they experience panic attack or anxiety but just one student that was discussed in the first question that experienced a certain event that affects her.

The researcher asked them if they can give some experiences that they had which gave them stress. Here are the responses:

Packed Schedule

One cause for stressed out students is the heavy coursework they are taking. With the different schemes and schedules that are endless, participants' statements deems that they don't have time anymore.

“Sa tingin ko Ma'am kasi diba po nagkaroon tayo ng different schemes not like before na till 5pm lang ngayon may pang gabi na po tapos wala na kame oras sa ibang bagay.” (I think so Ma'am, now we have different schemes unlike before classes is up till 5 pm only. Now we have night scheme and we don't have time for other stuff.) - Student 1, BSIT

“Minsan ma'am sunod-sunod бага ang schedule tapos 1 hour lang pahinga.” (Sometimes Ma'am the schedule is subject after another and we just given an hour of vacant time.) - Student 2, BSE

“Ako naman po sa activities Ma'am, minsan sunod sunod din magbigay and iba na prof tapos minsan wala consideration, natatambakan kame ng task po madame pinapagawa.” (When it comes to activities, sometimes, there are professors who give a huge number of activities and at times, these professors do not consider our situation, as a result, school-tasks piles up.) - Student 3, BSAIS

Lacking Support (Financially,Emotionally,Physically)

Support is very important to students, support from parents or anyone that is taking care of them. Some of the students have said that they lack support from loved ones.

“Galing po kasi ako Ma’am sa broken family, and yung support po na needed ko sana wala po ako nakukuha kasi busy din po si Mama sa pagtrabaho though ok naman po financially, yung emotional support po minsan hinahanap ko, naiinggit po kasi ako sa iba kapag nagkkwento sila na irog sadi irog suon ang parents ninda, though di ko naman masyado dinadamdam pero longing pa din po.” (I came from a broken family, and I long for the missed (emotional) support that I am supposed to have because my mom is very busy working. Though we are financially stable, I lack emotional support that I needed. I envy others when they are sharing what their parents do for them, I really don’t make a big deal out of it but I am really longing for that support.)-Student 1, BSCS

“Ako po ma’am financially po ang problema ko kasi need ko po mag part time talaga para makaaral, minsan iniisip ko na lang po tumigil eh. Pero sabi ko kakayanin ko para sa pangarap.” (I have financial problems, that is why I need to work for a part time job to continue my studying. Sometimes, I had thoughts of discontinuing my studies. But I said to myself that I can achieve my dreams.) Student 2, BSA

“Si mama po kasi ofw at si papa parehas po sila wala kaya si Tita ko lang po nag aalaga sa kin, alam ko naman po na para sa akin ginagawa nila kaso minsan nakakastress kapag may mga gusto ako ikwento tapos wala ako mama at papa na mahug din po kapag gusto ko magrecharge ba ma’am, masarap po baga sa pamati na nandyan si mama at papa kahit matanda na ako gusto nandyan sila.” (My mom and dad are both working overseas, that is why my aunt is the one who’s taking care of me. I know that my parents are working abroad for my benefit but sometimes I feel so stressed. When I want to share something with them, they’re not physical around to talk and hug to. I want to hug them just to recharge(emotionally) myself. It feels good

when you have your parents around. Even I am this old, I still want them to be here.) -Student 3,
BSE

Having Unhealthy Relationship with Peers

In college, relationships is very important, may it be romantically or on a friendship level. They are each other's backbone when it comes to school works etc. Some of the responses that the researcher get was:

“May group of friends man po talaga ako, kaso minsan po baga nag kakalaglagan din tapos malalaman mo intitira ka na pala patalikod ng mga friends mo, nakakastress po sya kasi di ko alam kung magtrust pa ako o masama pa ako sa kanila.” (I have a circle of friends, but sometimes, suddenly they let me down and the next thing you'll know they are already spreading stories at my back. I find it stressing because I don't know if I can trust them again.) Student 1,
BSA

“Ako man pag nababasted Ma'am hehe, kasi po seryoso minsan nasstress din po ako kasi kapag nainlove ka baga mam ha tapos habo sa imo tapos lage mo nakikita hirap mag move on.” (There are times, I got rejected(courting). I feel really stressed when I fell in love and learned that the person I like, doesn't like me back. I feel that way knowing that you see them almost every day and it find it hard to move on.) - Student 2, BSIT

“I get easily attached po sa mga friends kaya when I entered college I make sure to have friends agad, kaso minsan hirap po isiksik sarili mo pag ayaw sayo nung group. Ang iba kasi magkakakilala na sila eh ako wala pa masyado kaya yun po siguro nakakalungkot lang.” (I get easily attached with people (who eventually become friends with), when I entered college I made

sure to look for circles, but sometimes it's hard to fit in especially if members of the group don't like you. Some of them knew each other and I have no one I know. That makes me really lonely.)

-Student 3, BSA

Not accepted by family members as part of the LGBTQIA +

In Sorsogon State University there are plenty of number of lgbtqia+ and some of the respondents share their stress of not being accepted by their family.

“Naiinggit po ako sa mga kapwa ko bading na tanggap ng family nila, sa amin po kasi kailangan ko itago ang totoo sa sarili ko kaya nasstress ako kahit dito pag may nakakita sa akin tapos kakilala nila Mama. Ayaw po kasi nila maging bading ako.” (I envy other gay people who are accepted by their family. In my case, I need to hide my real identity. I feel really stressed at times when somebody(family acquaintances) saw me (being out as gay), I am afraid that they might tell my family and know that I am really gay. My family doesn't want me to be gay.) -

Student 1, BPA

“My family is against me being gay as well kasi wala daw po yun sa bibliya kaso ano magagawa ko mam kung ganito talaga ako? yan po nagbibigay sakin stress ngayon.” (My family is against me being gay. They said it's not in the bible, but what can I do Ma'am if I'm really like this(gay)? That is why I am stressed right now.) -Student 2, BSIT

“Stressful talaga kapag di ka tanggap ng magulang mo minsan pati barkada ang hirap maghanap. Si Papa sabi only girl tapos tomboy, magboyfriend daw ako try ko daw kaso mam babae talaga gusto ko.” (It is really stressful when you are not accepted by your family. Sometimes it's also hard to find friends. My dad said I'm the only girl but I turned out to be a lesbian, he said that I should try to find a boyfriend but I'm really into girls.) -Student 3, BSAIS

Fearing Instructors

“May teacher po kame na talagang nasstress kami pag sya na yung sunod, kasi sobra na stricto po tapos kapag papasok sya puro paquiz wala naman intuturo kaya nakakstress po sya sa totoo lang.” (We have this teacher that really stresses us out when it is his time for his subject to our class. He is extremely strict. When he enters the classroom all he does is give us quizzes. He barely teaches, that is why we are so stressed of him.) -Student 1, BSA

“Sa amin din po may teacher din kame na kapag papasok sya tahimik talaga lahat tapos madalas sya galit, hindi kame makapag isip ng maayos kasi takot nga kame sa kanya.” (In our case, there is a teacher that whenever he enters the classroom, everybody becomes silent. He is often angry, we cannot think properly since we fear him when he is teaching) -Student 2, BSIT

In the question that gives them anxiety here are some of the responses that the researcher gathered:

“May nangyari po kasi sa amin nung pauwi na kame Mam yun nga po na hinabol kame ng buang at nanghawak po kasi kaya sobra takot namin, simula po nun takot kame lumabas sa dorm, nandun po yung fear na lumabas at maglakad pag gabi. Pauwi po kasi kame nun madame naman nun kaya lang nangyari nga inpablotter na nga din po namin sya kasi sabi buang sabi naman ng iba di naman kaya in pablotter talaga namin. Nagkanxiety po kame magkakadorm nun.” -Student 1, BSIT (Something happened to us while going home. A crazy person run after us and grabbed us. that is the reason why we are in fear. Since that incident, we are afraid to go out of the dorm and we also fear going out at night. That time we were going home and that happened, we already reported it to the authority. Ever since that, we developed anxiety.)

Some say that they haven't experienced any anxiety so far.

When asked if they have any experience that gave them depression here are their responses:

Scholarship Pressure

Most college students grab the opportunity to get scholarships that is a big help for them especially to those struggling financially. But sometimes having such scholarships also gave them pressure that leads to stress and depression. Here are the responses that the researcher get:

“Kapag po insasabihan ako ng iba na teacher na scholar pa naman bakit irog suon parang nakakadepress po tapos kapag may hinahabol na quota sa grades feeling ko po nadepress ako kakaisip.” (Some teachers would comment on why do I perform that way, it’s disappointing to see a scholar like you, plus my grades I need to maintain. I am really depressed.) -Student 1, BSA

“Ever since po nasa top naman ako kaya di ako nagdalawang isip na mag kuha scholarship kaso nabigla ako iba pala labanan dito tapos nakakapressure kapag scholar mataas talaga expectation kaya nakakadepress minsan mam na ang dame dame din umaasa.” (I am a consistent honor student, that is why I applied for a scholarship but I guess the pressure is really there once one is a scholar, the expectation is high and that gives anybody depression.) -Student 2, BSIS

Fearing Disappointment from parents

One factor that the students think which causes them depression is the fear of disappointing their parents.

“As an only child, ayoko po na madisappoint ang parents ko kaya nadedepress ako pag mababa nakukuha ko sa quiz or even sa exam po natatakot ako mapagalitan na naman kasi mataas din expectation nila sa akin eh.” (As an only child, I don’t want to disappoint my parents, that is why whenever I received a low grade, I feel depressed. If my scores in my quizzes and exams got

low, I am afraid my parents might get mad at me because they also expect high from me.) -Student 1, BSE

“Ako po natatakot din po na ma disappoint magulang ko kasi panganay po ako tapos hindi din nakapagcollege pareho magulang ko kaya nandun din o yung pressure talaga, nakakalungkot kasi di naman kame lumaking mayaman so mataas talaga expectation sa amin ng mga magulang namin.” (I am also afraid that I might disappoint my parents because I am the eldest and both of them didn't have the chance to go to college. So the pressure is really there, it saddens me because we're not born rich so my parents' expectation(on education) is high.) -Student 2, BSAIS

III.Coping Mechanisms of Freshmen Students

The researcher also asked if they experienced stress, anxiety or depression what do they usually do to help ease those feelings. How do they cope with everything that they have experienced.

Dancing/Listening to Music

“I dance mam kapag nasstress ako o nalulungkot ako, dun ko po binubuhos lahat. Sa Tiktok din po .” (I dance Ma'am, whenever I am stressed or sad, that is where I divert my energy into. I also do TikTok.) -Student 1, BPA

“Nakikinig po ako music mam, usually christian songs it gives me strength po to continue kahit madame problema.” (I listen to music Ma'am, usually Christian songs, it gives me strength to continue even though there are many problems.)-Student 2, BSE

“Mahilig din po ako kumanta mam, karaoke ako pag nalulungkot ako birit kung birit kahit umiiyak hehe, nailalabas ko po kasi dun.” (I also love to sing Ma’am, I sing in the karaoke whenever I am sad, I sang my heart out even when I’m crying hehe, that is where I let it all out.) -

Student 3, BSCS

Exercising

“Ako mam naglalakad lakad po ako muni muni exercise na diretso, o kaya running po kapag stress din ako malaking tulong po sa akin yun para malabas ko po ang nararamdaman ko.”

(For me Ma’am, I combine walking around and contemplating as a way of exercise. I run when I feel stressed, it helps me a lot to let all my emotions out.) -Student 1, BSIT

“Running di ako mam, tapos minsan po nag ggym pag may time papawis nakakalimot sa mga problema.” (I also run, Ma’am, sometimes when I find time going to the gym, I lift and sweat out to somehow forget all my problems.) -Student 2, BPA

“Para po sa akin, pinakamayad na paraan na ginagamit para makacope ay ang pag exercise po talaga ng regular, nagbibigay po sya sa akin ng energy at nakakatulong sa pag-alis ng stress.” (For me as well, one good way I use to cope up is exercising regularly. It gives me energy and helps to release my stress.) -Student 3, BSE

Eating favorite food

“Mahilig po ako sa ice cream kapag stress po ako pero di naman sobra kay masama ang sobra,basta kumakain lang po ako ng favorite food ko po tapos ok na ako.” (My favorite food is ice cream. Whenever I am stressed, I eat ice cream but not too much because too much is not good. I just eat my favorite then I feel better.) -Student 1, BSAIS

“Favorite ko an spaghetti at mahilig din ako magluto mam, yun naman po ang way ko para makacope din sa stress at problema ng buhay.” (I really love spaghetti and I also love to cook. That is my way of coping with stress and my problems in life.) -Student 2, BPA

Socialize with Friends

“Malaking tulong po sa akin ang pakikipag-usap sa mga kaibigan at pamilya kapag ako po ay may problema. Nalilimutan ko mga problema ko kapag nasa barkada nag sasaya tapos kwentuhan gayan tambay .” (It is a really big help for me to talk to friends and family whenever I have problems. I forgot my problems when I hang out with my friends.) -Student 1, BSIS

“Madalas din po ako sa mga friends ko kasi parang nakakawala ng iniisip kapag sa masaya lang, tapos sharing kayo ng probema ng gagawin sa buhay ganun po.” (Often, my go-to people are my friends. I just feel relieved whenever I am hanging around with my friends. We just share problems and solutions to those problems in life.) -Student 2, BSAIS

“Nakakatulong po sa akin ang makipag usap sa mga kaibigan kasi po sila yung nagbiigay din sa akin ng mga payo eh tapos minsan same pa kayo ng problema nagkakadamayan kayo ganyan.” (It helps me whenever I talk to my friends because they give me pieces of advice and sometimes, we share the same problem.) -Student 3, BSCS

Engaging into Arts

As far as we all know, arts is a coping mechanism that most people turn to, it helps them release their emotions and here are some of the responses of the students who use this as their coping strategy:

“Nakakatulong po sa akin ang pagddrawing talaga, sa pagddrawing ko po nalilibang ako at nakakalimot po baga sa mga problema sa balay, sa buhay.” (Drawing really helped me, in drawing I am having fun and tend to forget problems in my life.) -Student 1, BSIS

“Pareho sa kanila M’am ako din po mahilig naman ako magpaint, sketch ganyan, lage po ako nag gagawa ng mga arts ko lalo na kapag malungkot ako may iniisip ganun po, nakakawala po sya ng stress ng lungkot.” (Just like the others Ma’am, I love to paint and sketch. I always do arts whenever I am sad or overthinking. It relieves me from stress and sadness.) -Student 2, BPA

“Ako po mahilig po mag crochet sa mga pag gawa ko po ng mga project napagkikitaan ko sya at the same time nakakarela din po kasi gusto ko din yung ginagawa ko.” (I myself loves to crochet. In doing these projects it gives me income and at the same time I feel relaxed because I like what I’m doing.) -Student 3, BSE

Writing

“Kapag malungkot po ako insusulat ko po lahat ng gusto ko para pong diary ganyan dun ko binubuhos lahat ng gusto ko po sabihin na di ko man po masabi, nakakagaan sya sa pakiramdam.” (Whenever I feel sad, I write all the things that I want in my diary. That is where I let it all out. I write everything I want to say that I cannot say out loud. It gives me peace.)-Student 1, BSIT

“Ako po mahilig magsulat ng poem po, minsan po kapag nadedepress ako nahimo ako mga poems tapos inopost ko tapos kapag naaappreciate ng mga friends ko gumagaan po pakiramdam ko.Pakiramdam ko may mga tao na tanggap ako.” (I love writing poems. Sometimes when I feel depressed, I wrote down poems then I post it online. When my friends see and appreciate work, I feel really good. It feels like there are people who accepts me.) -Student 2, BSA

Playing Sport

“Kapag nasstress ako mam, nag aaya ako lage magbasketball papawis hehe, kasi po yun talaga yung way ko para sumaya po eh, para bang nakakalimot nga sa mga problema syempre kasama din barkada.” (When I am stressed, I play basketball just to sweat out. That is actually my way to feel happy. It feels like I tend to forget my problems whenever I play it and of course, when I play it with my friends as well.) -Student 1, BSIT

“Same po sa mga sagot nila, ako naman po mahilig maglaro ng badminton, inaaya ko talaga kung sino pde maaya para lang makalaro, aside sa ok sya sa health nacclear ang utak ko kapag naglalaro po ako.” (I love playing badminton, I always ask someone who is wants to play with. Aside from it is good for our health, It helps to clear my mind(from problems) whenever I play it.)-Student 2, BSAIS

IV. GUIDANCE ACTIVITIES FOR COPING MECHANISM

The last and final question was, if the school provide any activity with regards to stress, anxiety and depression. The researcher conducted a structured interview to the guidance in charge and asked questions regarding the school guidance program. The guidance in charge talked about the services provided to them and presented in Table E is the guidance program of SorSu-Bulan Campus.

Table E. Guidance Activities for Coping Mechanisms

Guidance Activity	Coping Mechanism	Persons Involved
Welcome Day/ Orientation Day	Socialization	Students, Instructors, Staff
Organization Day	Socialization, Dancing	Students, Instructors, Staff
Sports Day	Sports/Games/Exercise	Students, Instructors, Staff
Book Fair/ Book Day	Reading, Writing	Students, Instructors, Staff
Seminars about Mental Health	Socialization	Students, Instructors, Staff
Arts Day	Arts and Crafts	Students, Instructors, Staff
Counseling	Socialization	Students, Instructors, Staff

A) Welcome Day/Orientation Day - this is usually done for freshmen students and this is a good way to help students adjust and get to know other students, it will help them in their socialization skills.

B) Organization Day - choosing organizations where they are interested in this can help in their coping mechanism. There are students who resort to different ways especially in singing, dancing, drawing etc. There are organizations that can help them focus their attention to something else.

C) Sports Day - sports is one coping mechanism that most students do, by having sports day they can do things that they love to do.

D) Book Fair/Book Day - Students who loves to read or write can benefit from book fairs/book day wherein their attention will be redirected to the books they will read and they can also display their own work.

E) Seminars about Mental Health - this can be done as part of any universities activity, awareness to different mental health issues as well as teaching them proper coping skills.

F) Counseling - will help students to talk about their inner fears etc and ask guidance and counsel to professionals.

The respondents have experienced that surely affects them and give them stress, anxiety and depression. Most common factors experienced and discussed were the students difficulty adjusting with the drastic changes from high school to college, the activities that is endless, quizzes especially surprise one, adjustment with peer relationship, packed schedules, change in scheme, unhealthy relationships with peers, fear of disappointing their parents, terror teacher, lack of support from their family and financial problem and not accepted as part of the lgbtqia+. These factors are somehow coped by our respondents through, writing, singing, dancing, drawing, making arts and crafts, exercise regularly, eating their favorite food, listening to music etc. It is important that if a person experience stress, anxiety and depression, the person should find a way on how to cope with those feelings so that they can still achieve a healthy mental state.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary, findings, conclusions, and recommendations of the study. The data were summarized to give an overview of the findings. Conclusions were derived from findings. Additionally, recommendations were made based on the conclusions and purpose of the study.

Summary

The study investigated on the depression, anxiety and stress level of freshmen students, the factors behind and their coping mechanisms to be able to propose a peer counselling program, in order to answer the following problems:

1. What is the depression, anxiety and stress level of the freshmen students using DASS 21?
2. What are the experiences of freshmen students that lead to stress, anxiety and depression?
3. What are the coping mechanisms of freshmen students?
4. What are the different guidance activities provided to freshmen students to cope with stress, anxiety and depression?

The answers were gathered through the use of a survey questionnaire, the DASS-21 which is widely used by many psychologists and researchers to know the level of depression, anxiety and stress in general. The DASS-21 is the short form and findings from studies support its validity as an approved instrument for measuring adverse mental states and depression, anxiety, and stress. It is used in this research to know the level of the freshmen students level of depression, anxiety and stress. Furthermore, the study utilized a quantitative and qualitative narrative approach anchored

on the theories of Bandura's Social Learning Theory, Beck's Cognitive Behavioral Theory and Freud's Psychodynamic Theory.

To identify the factors and coping mechanism of the 100 freshmen student, the researcher conducted a focus group discussion. Their responses were then transcribed into individual narratives and were analyzed using thematic analysis. The study's findings became the basis of suggested measures proposed by the researcher.

Findings

The findings showed the students who experienced depression stress and anxiety based on the result of the DASS-21.

1. Based on the three tables presented, depression, anxiety and stress level of college students of Sorsogon State University Bulan Campus, are all in the normal range or very low in interpretation.

As shown on Table D, depression, anxiety and stress level of the freshmen student of Sorsogon State University all falls under the range of 1-1.49 or very low level. BSCS, BSIT, BSA and BSAIS students showed higher stress level, while BSIS and BPA students showed higher depression level and BSE students showed higher anxiety level.

Out of 34 BSIT students 15 or 44% had normal level of depression while 17 or 50% had mild level of depression and 2 or 6% had moderate level of depression, on the anxiety level all 34 or 100% falls under the normal level, while for the stress level 33 or 97% were under the normal level and only 1 or 3% had a mild level of stress.

BSCS students results showed 8 or 67 % has normal level of depression, 3 or 25% had mild depression level and 1 or 8% had moderate level of depression. Anxiety and Stress level all 12 or 100% fell under the normal level.

Out of 14 BSIS students 6 or 43 % had normal depression level, 7 or 50 % had mild level of depression and 1 or 7 % had moderate level of depression. Anxiety level, all 14 students has normal level of anxiety while for stress level 13 or 93% had normal level and 1 or 7 % had mild stress level.

One (1) out of six (6) or 17% of BSA student were under the normal level of depression while five (5) or 83% had mild level of depression. Six (6) or 100% had normal level of anxiety, five (5) or 83% had normal stress level and 1 or 17% had mild level of stress.

Nine (9) out of fourteen (14) or 64% of BPA students had normal level of depression, five (5) or 36% had mild depression. Fourteen (14) or 100% of the students all were under the normal level for anxiety and stress.

Out of thirteen (13) BSE students seven (7) or 54% had normal level of depression, five (5) or 38% has mild depression level. Anxiety and Stress level all were under the normal level.

Lastly for BSAIS students, three (3) out of seven (7) or 43 % has normal depression level, four (4) or 57% had mild level of depression. Both anxiety and stress level all were under the normal level.

The depression, anxiety and stress level were all in the normal range or very low in terms on the verbal description interpretation used. The depression, anxiety and stress level of the freshmen student of Sorsogon State University all were under the range of 1-1.49 or very low level.

BSCS, BSIT, BSA and BSAIS students showed higher stress level, while BSIS and BPA students showed higher depression level and BSE students showed higher anxiety level.

2. In the forum group discussion these were the findings of the researcher:

A focus group discussion was conducted to know factors that lead to depression, anxiety and stress of the freshmen students. Based on the interview conducted students enumerated the following factors like difficulties and adjustments when it comes to the drastic changes in the college life, packed schedules and activities and examinations, lack of support financially and emotionally, unhealthy relationship with peers, not accepted by family members as part of the lgbtqia +, terror teachers, scholarship pressure and fear of disappointing parents.

Themes:

1. Adapting to Change

The students find it hard to adjust in the changes in schedules as well as the start of their college life. There are struggles shown. Adjustments in the environment, peer etc. They didn't expect the drastic change that they went through college life. It is evident to experience changes in mood and increased anxiety while adjusting to a major life change, such as starting college. They experienced balancing work, family and school, and not having much time to relax and take time off. Some also experienced homesickness. They also worry about connecting socially and romantically with others.

2. Packed Schedule

The students had problem when in comes to the activities, quizzes, exams. They found it a burden that almost everyday and week they had activities that they need to pass before deadlines. For them having many activities and surprise quiz gave them stress.

3. Lacking Support (Financially,Emotionally,Physically)

According to the students they lack support financially and emotionally from the people closest to them. Not many had the opportunity to get a scholarship, though the school is a public school with no tuition fees, there are miscellaneous fees that they need to pay for, also their allowances and transportation. Many students suffer financially. They also experienced emotional support from parents. It is important that your loved ones is there for you.

4. Having Unhealthy Relationship with Peers

In college, relationships is very important for them, may it be romantically or on a friendship level. They are each other's backbone when it comes to school works etc. Some developed unhealthy relationships with peers. They somehow found it hard to connect immediately that sometimes causes them loneliness.

5. Not accepted by family members as part of the LGBTQIA +

Some were not accepted by family members as part of the lgbtqia community and it is one of the reasons that gave them stress. Coming out is easy to some because they feel accepted but for some it's hard because they fear rejection and discrimination among peers and family.

6. Fearing Instructors

Student's fear their teachers reactions over mistakes made and questions asked, students said that it caused them stress and anxiety every time the teacher will start the class.

7. Scholarship Pressure

Most college students grab the opportunity to get scholarships that is a big help for them especially to those struggling financially. But sometimes having such scholarships also gave them pressure that led to stress and depression. The pressure of always being on top of the class and make their parents proud and keep the scholarship as well gave them stress, anxiety and even depression to some.

8. Fearing Disappointment from parents

One factor that the students think which caused them depression is the fear of disappointing their parents.

The factors that cause the students depression, anxiety and stress needs coping mechanisms to help them manage and navigate through the stressors and challenges of the higher education. Some of the coping mechanisms used by the students are listening to music, dancing, singing, exercise or be physically active, eat their comfort food, socialize with friends, drawing or sketching, writing poems and play their favorite sport.

When it comes to coping mechanisms used by students, some of them resort to dancing, listening to music, exercise, eat their favorite food/comfort food, socialize with friends, drawing, use arts and crafts, writing and playing a sport/game.

3. In order for the students to cope with the factors that leads them in experiencing depression, anxiety and stress, the students used coping mechanisms as a way of having a healthy mental state like listening to music, dancing, singing, exercise or being physically active, eating their comfort food, socialization with friends, drawing or sketching, writing poems and play their favorite sport.

4. As per interview done by the researcher the Guidance in Charge of Sorsogon State University Bulan Campus said that there are limited activities provided to the first year students and some of them are Counseling Services wherein the students can schedule or walk-in or either referred, to be able to talk to the Guidance in charge for counseling. There are also seminars and every month of October a mental health awareness program.

Conclusions

In the research done about depression, stress and anxiety of freshmen students there were concerns that arose that needs to be addressed. The following conclusions were drawn based on the results of the study:

1. **Continuous rise of mental health issues.** The depression, stress and anxiety among freshmen students is evident.
2. **Importance of Prevention and Intervention.** The school is the second home of students, thus the school needs to provide the students proper awareness about these issues. reactions over mistakes made and questions asked is also one of the problem.
3. **Stressors and Coping Mechanisms.** The stressors that is experienced by the student needs coping mechanisms that can help them manage their mental well being.
4. Continuous study on the needs of the students to better implement and improve activities/programs that will help the students mental health.

Recommendations

The depression, stress and anxiety of the students needs to be addressed to help the students overcome struggles and challenges of college life. This are some of the recommendations drawn based on the study:

1. The awareness campaigns within the school premises should be implemented and observed to educate the general population about current issues about mental health.
2. Continuous monitoring and evaluation of programs offered to students be instituted to assess their effectiveness. Factors leading to depression, anxiety and stress in inevitable thus, proper guidance and supervision and monitoring in school premises should be observed.
3. Involvement of students to different activities in the community may help and be used as coping strategies.
4. Guidance Counselors as well as teachersn be given proper training and and professional development to keep up with the latest and best practices that will be helpful to the students mental well being.

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APPENDICES

Google Form Sample Questionnaire DASS-21

Appendix A

0 of 21 points

Score released Jul 26 1:24 PM

Release score

DASS-21

Hi! I am Eula Ceelin V. Barcarse an Instructor at Sorsogon State University-Bulan Campus and currently pursuing my Masters Degree at St.Louise De Marillac Sorsogon Majoring in Guidance and Counselling. I am hoping that you could help me with the data that I needed to gather by answering these questionnaire. It would be a big help in my study "Depression, Anxiety and Stress Levels of Freshmen Students : A Basis for Peer Counseling Program".

Thank you!

Please read each statement and tick the box with a number 0, 1, 2 or 3 which indicates how much the statement applied to you **over the past week**. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree or a good part of time
- 3 Applied to me very much or most of the time

Privacy Act*

By answering these questions, I give authorization to the researcher to the data that I will answer here today. I understand that these data is needed to help in the research and I am aware that our identity will be kept confidential.

YES

NO

Add individual feedback

What is your course? *

BS Entrepreneurship

BS Accountancy

What is your course? *

_____ / 0

- BS Entrepreneurship
- BS Accountancy
- BS Accounting Information System
- BS Public Administration
- BS Information Technology
- BS Information System
- BS Computer Science

Add individual feedback

DASS21

Name: _____

Date: _____

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you **over the past week**. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree or a good part of time
- 3 Applied to me very much or most of the time

1 (s)	I found it hard to wind down	0	1	2	3
2 (a)	I was aware of dryness of my mouth	0	1	2	3
3 (d)	I couldn't seem to experience any positive feeling at all	0	1	2	3
4 (a)	I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5 (d)	I found it difficult to work up the initiative to do things	0	1	2	3
6 (s)	I tended to over-react to situations	0	1	2	3
7 (a)	I experienced trembling (e.g. in the hands)	0	1	2	3
8 (s)	I felt that I was using a lot of nervous energy	0	1	2	3
9 (a)	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
10 (d)	I felt that I had nothing to look forward to	0	1	2	3
11 (s)	I found myself getting agitated	0	1	2	3
12 (s)	I found it difficult to relax	0	1	2	3
13 (d)	I felt down-hearted and blue	0	1	2	3
14 (s)	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
15 (a)	I felt I was close to panic	0	1	2	3
16 (d)	I was unable to become enthusiastic about anything	0	1	2	3
17 (d)	I felt I wasn't worth much as a person	0	1	2	3
18 (s)	I felt that I was rather touchy	0	1	2	3
19 (a)	I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	0	1	2	3
20 (a)	I felt scared without any good reason	0	1	2	3
21 (d)	I felt that life was meaningless	0	1	2	3

Appendix B

Focus Group Discussion Guide Questions

1. How has your first year been so far?
2. How are you feeling right now?
3. Have you ever experienced a terrible occurrence on your freshmen year that has impacted you significantly?
4. Have you experienced a week or longer of lower-than-usual interest in activities that you usually enjoy?
5. Have you ever experienced an 'attack' of fear, anxiety, or panic?
6. Can you give me any experience that you had that you think gives you stress?
7. How about experiences that gives you anxiety?
8. Any experience that gives you depression?
9. If you experience stress, anxiety or depression what do you usually do to help ease those feelings?
10. Does the school provide any activity with regards to stress, anxiety and depression?

Appendix C

Structured Interview

1. What are the programs that the school guidance offers the freshmen students?
2. Who are the persons involved?
3. Is there any specific program for depression, anxiety and stress?

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Appendix D



ST. LOUISE DE MARILLAC COLLEGE OF SORSOGON INC.
Sorsogon City

CONSENT TO PARTICIPATE IN A FOCUS GROUP DISCUSSION

Title: THE DEPRESSION, ANXIETY AND STRESS LEVEL OF FRESHMEN STUDENTS: BASIS FOR GUIDANCE ACTIVITIES FOR COPING MECHANISMS

I volunteer to participate in this study and understand that:

1. I will be interviewed by using a guided interview format consisting of ten questions.
2. The questions I will be answering address my experiences and coping mechanisms that will be of big help in the said study.
3. The interview will be tape recorded to facilitate analysis of the data.
4. All information about me except my course and year level will not be divulge and will be with utmost confidentiality.
5. I may withdraw from part of this study.
6. I understand that results from this study may be included in the researchers name masteral requirements and may also be submitted for professional journal or publication.

EULA CEELIN V. BARCARSE,LPT

Researcher

Participant's Signature

Appendix E

Depression Level of BSCS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
3 I couldn't seem to experience any positive feeling at all	8	4	0	0	0	1.33	Very Low
5 I found it difficult to work up the initiative to do things	10	2	0	0	0	1.16	Very Low
10 I felt that I had nothing to look forward to	12	0	0	0	0	1	Very Low
13 I felt down-hearted and blue	8	4	0	0	0	1.33	Very Low
16 I was unable to become enthusiastic about anything	6	3	3	0	0	1.75	Low
17 I felt I wasn't worth much as a person	7	5	0	0	0	1.42	Very Low
21 I felt that life was meaningless	11	1	0	0	0	1.08	Very Low
					Overall Mean	1.3	Very Low

Appendix E.1

Depression Level of BSIT Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
3 I couldn't seem to experience any positive feeling at all	27	7	0	0	0	1.21	Very Low
5 I found it difficult to work up the initiative to do things	30	2	2	0	0	1.18	Very Low
10 I felt that I had nothing to look forward to	29	4	1	0	0	1.18	Very Low
13 I felt down-hearted and blue	32	2	0	0	0	1.06	Very Low
16 I was unable to become enthusiastic about anything	30	4	0	0	0	1.12	Very Low
17 I felt I wasn't worth much as a person	27	7	0	0	0	1.21	Very Low
21 I felt that life was meaningless	28	2	4	0	0	1.29	Very Low
					Overall Mean	1.18	Very Low

Appendix E.2

Depression Level of BSIS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
3 I couldn't seem to experience any positive feeling at all	10	4	0	0	0	1.29	Very Low
5 I found it difficult to work up the initiative to do things	14	0	0	0	0	1	Very Low
10 I felt that I had nothing to look forward to	12	2	0	0	0	1.14	Very Low
13 I felt down-hearted and blue	14	0	0	0	0	1	Very Low
16 I was unable to become enthusiastic about anything	11	3	0	0	0	1.21	Very Low
17 I felt I wasn't worth much as a person	12	2	0	0	0	1.14	Very Low
21 I felt that life was meaningless	12	1	1	0	0	1.21	Very Low
					Overall Mean	1.14	Very Low

Appendix E.3

Depression Level of BSA Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
3 I couldn't seem to experience any positive feeling at all	5	1	0	0	0	1.17	Very Low
5 I found it difficult to work up the initiative to do things	6	0	0	0	0	1	Very Low
10 I felt that I had nothing to look forward to	4	2	0	0	0	1.33	Very Low
13 I felt down-hearted and blue	5	1	0	0	0	1.17	Very Low
16 I was unable to become enthusiastic about anything	4	1	1	0	0	1.5	Low
17 I felt I wasn't worth much as a person	5	1	0	0	0	1.17	Very Low
21 I felt that life was meaningless	6	0	0	0	0	1	Very Low
					Overall Mean	1.19	Very Low

Appendix E.4

Depression Level of BPA Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
3 I couldn't seem to experience any positive feeling at all	14	0	0	0	0	1	Very Low
5 I found it difficult to work up the initiative to do things	12	2	0	0	0	1.14	Very Low
10 I felt that I had nothing to look forward to	11	3	0	0	0	1.21	Very Low
13 I felt down-hearted and blue	12	1	1	0	0	1.21	Very Low
16 I was unable to become enthusiastic about anything	14	0	0	0	0	1	Very Low
17 I felt I wasn't worth much as a person	10	4	0	0	0	1.29	Very Low
21 I felt that life was meaningless	12	2	0	0	0	1.14	Very Low
					Overall Mean	1.14	Very Low

Appendix E.5

Depression Level of BSE Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
3 I couldn't seem to experience any positive feeling at all	7	5	1	0	0	1.54	Low
5 I found it difficult to work up the initiative to do things	10	2	1	0	0	1.31	Very Low
10 I felt that I had nothing to look forward to	11	3	0	0	0	1.31	Very Low
13 I felt down-hearted and blue	10	2	1	0	0	1.31	Very Low
16 I was unable to become enthusiastic about anything	11	2	0	0	0	1.38	Very Low
17 I felt I wasn't worth much as a person	10	3	0	0	0	1.23	Very Low
21 I felt that life was meaningless	8	5	0	0	0	1.38	Very Low
					Overall Mean	1.35	Very Low

Appendix E.6

Depression Level of BSAIS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
3 I couldn't seem to experience any positive feeling at all	6	1	0	0	0	1.14	Very Low
5 I found it difficult to work up the initiative to do things	7	0	0	0	0	1	Very Low
10 I felt that I had nothing to look forward to	5	2	0	0	0	1.29	Very Low
13 I felt down-hearted and blue	7	0	0	0	0	1	Very Low
16 I was unable to become enthusiastic about anything	6	1	0	0	0	1.14	Very Low
17 I felt I wasn't worth much as a person	7	0	0	0	0	1	Very Low
21 I felt that life was meaningless	6	1	0	0	0	1.14	Very Low
					Overall Mean	1.1	Very Low

Appendix F

Anxiety Level of BSCS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremel y Severe	Weighte d Mean	Interpretation
2 I was aware of dryness of my mouth	8	4	0	0	0	1.33	Very Low
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	10	2	0	0	0	1.16	Very Low
7 I experienced trembling (e.g. in the hands)	12	0	0	0	0	1	Very Low
9 I was worried about situations in which I might panic and make a fool of myself	10	2	0	0	0	1.16	Very Low
15 I felt I was close to panic	8	2	2	0	0	1.5	Low
19 I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	9	3	0	0	0	1.25	Very Low
20 I felt scared without any good reason	7	3	2	0	0	1.58	Low
					Overall Mean	1.28	Very Low

Appendix F.1

Anxiety Level of BSIT Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremel y Severe	Weighte d Mean	Interpretation
2 I was aware of dryness of my mouth	25	5	4	0	0	1.38	Very Low
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	28	4	2	0	0	1.24	Very Low
7 I experienced trembling (e.g. in the hands)	30	2	2	0	0	1.18	Very Low
9 I was worried about situations in which I might panic and make a fool of myself	32	1	1	0	0	1.08	Very Low
15 I felt I was close to panic	27	7	0	0	0	1.21	Very Low
19 I was aware of the action of my heart in the absenet of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	30	3	1	0	0	1.08	Very Low
20 I felt scared without any good reason	29	4	1	0	0	1.18	Very Low
					Overall Mean	1.19	Very Low

Appendix F.2

Anxiety Level of BSIS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
2 I was aware of dryness of my mouth	10	4	0	0	0	1.29	Very Low
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	12	2	0	0	0	1.14	Very Low
7 I experienced trembling (e.g. in the hands)	8	4	2	0	0	1.57	Low
9 I was worried about situations in which I might panic and make a fool of myself	10	2	2	0	0	1.43	Very Low
15 I felt I was close to panic	10	4	0	0	0	1.29	Very Low
19 I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	9	3	2	0	0	1.5	Low
20 I felt scared without any good reason	10	3	1	0	0	1.36	Very Low
					Overall Mean	1.37	Very Low

Appendix F.3

Anxiety Level of BSA Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
2 I was aware of dryness of my mouth	5	1	0	0	0	1.16	Very Low
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	6	0	0	0	0	1	Very Low
7 I experienced trembling (e.g. in the hands)	3	3	0	0	0	1.5	Low
9 I was worried about situations in which I might panic and make a fool of myself	4	2	0	0	0	1.33	Very Low
15 I felt I was close to panic	4	1	1	0	0	1.5	Low
19 I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	5	1	0	0	0	1.16	Very Low
20 I felt scared without any good reason	6	0	0	0	0	1	Very Low
					Overall Mean	1.24	Very Low

Appendix F.4

Anxiety Level of BPA Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
2 I was aware of dryness of my mouth	5	1	0	0	0	1.16	Very Low
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	6	0	0	0	0	1	Very Low
7 I experienced trembling (e.g. in the hands)	3	3	0	0	0	1.5	Low
9 I was worried about situations in which I might panic and make a fool of myself	4	2	0	0	0	1.33	Very Low
15 I felt I was close to panic	4	1	1	0	0	1.5	Low
19 I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	5	1	0	0	0	1.16	Very Low
20 I felt scared without any good reason	6	0	0	0	0	1	Very Low
					Overall Mean	1.24	Very Low

Appendix F.5

Anxiety Level of BSE Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
2 I was aware of dryness of my mouth	10	2	1	0	0	1.31	Very Low
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	13	0	0	0	0	1	Very Low
7 I experienced trembling (e.g. in the hands)	11	2	0	0	0	1.15	Very Low
9 I was worried about situations in which I might panic and make a fool of myself	8	5	0	0	0	1.38	Very Low
15 I felt I was close to panic	9	3	1	0	0	1.38	Very Low
19 I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	12	1	0	0	0	1.08	VeryLow
20 I felt scared without any good reason	10	3	0	0	0	1.14	Very Low
					Overall Mean	1.21	Very Low

Appendix F.6

Anxiety Level of BSAIS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
2 I was aware of dryness of my mouth	5	2	0	0	0	1.29	Very Low
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	5	1	1	0	0	1.43	Very Low
7 I experienced trembling (e.g. in the hands)	6	1	0	0	0	1.14	Very Low
9 I was worried about situations in which I might panic and make a fool of myself	4	2	1	0	0	1.57	Low
15 I felt I was close to panic	4	3	0	0	0	1.43	Very Low
19 I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	5	1	1	0	0	1.43	VeryLow
20 I felt scared without any good reason	6	1	0	0	0	1.14	Very Low
					Overall Mean	1.35	Very Low

Appendix G

Stress Level of BSCS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
1 I found it hard to wind down	10	0	4	0	0	1.57	Low
6 I tended to over-react to situations	8	6	0	0	0	1.43	Very Low
8 I felt that I was using a lot of nervous energy	11	0	3	0	0	1.43	Very Low
11 I found myself getting agitated	11	2	1	0	0	1.29	Very Low
12 I found it difficult to relax	7	4	2	0	0	1.5	Low
14 I was intolerant of anything that kept me from getting on with what I was doing	10	3	1	0	0	1.36	VeryLow
18 I felt that I was rather touchy	9	2	3	0	0	1.57	Low
					Overall Mean	1.45	Very Low

Appendix G.1

Stress Level of BSIT Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremel y Severe	Weighte d Mean	Interpretation
1 I found it hard to wind down	29	4	1	0	0	1.18	Very Low
6 I tended to over-react to situations	25	5	4	0	0	1.68	Low
8 I felt that I was using a lot of nervous energy	30	2	2	0	0	1.18	Very Low
11 I found myself getting agitated	28	3	4	0	0	1.35	Very Low
12 I found it difficult to relax	32	2	0	0	0	1.06	Very Low
14 I was intolerant of anything that kept me from getting on with what I was doing	27	5	2	0	0	1.26	VeryLow
18 I felt that I was rather touchy	30	2	2	0	0	1.18	Very Low
					Overall Mean	1.27	Very Low

Appendix G.2

Stress Level of BSIS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremel y Severe	Weighte d Mean	Interpretation
1 I found it hard to wind down	8	6	0	0	0	1.43	Very Low
6 I tended to over-react to situations	11	3	0	0	0	1.21	Very Low
8 I felt that I was using a lot of nervous energy	11	2	1	0	0	1.14	Very Low
11 I found myself getting agitated	7	4	2	0	0	1.5	Low
12 I found it difficult to relax	10	3	1	0	0	1.36	Very Low
14 I was intolerant of anything that kept me from getting on with what I was doing	9	3	2	0	0	1.5	Low
18 I felt that I was rather touchy	10	4	0	0	0	1.29	Very Low
					Overall Mean	1.35	Very Low

Appendix G.3

Stress Level of BSA Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremel y Severe	Weighte d Mean	Interpretation
1 I found it hard to wind down	5	1	0	0	0	1.17	Very Low
6 I tended to over-react to situations	6	0	0	0	0	1	Very Low
8 I felt that I was using a lot of nervous energy	4	2	0	0	0	1.33	Very Low
11 I found myself getting agitated	4	0	2	0	0	1.67	Low
12 I found it difficult to relax	3	3	0	0	0	1.5	Low
14 I was intolerant of anything that kept me from getting on with what I was doing	4	1	1	0	0	1.5	Low
18 I felt that I was rather touchy	6	0	0	0	0	1	Very Low
					Overall Mean	1.31	Very Low

Appendix G.4

Stress Level of BPA Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
1 I found it hard to wind down	10	3	1	0	0	1.14	Very Low
6 I tended to over-react to situations	9	5	0	0	0	1.36	Very Low
8 I felt that I was using a lot of nervous energy	7	6	0	0	0	1.36	Very Low
11 I found myself getting agitated	11	3	0	0	0	1.21	Low
12 I found it difficult to relax	10	4	0	0	0	1.14	Low
14 I was intolerant of anything that kept me from getting on with what I was doing	11	2	1	0	0	1.07	Very Low
18 I felt that I was rather touchy	8	4	2	0	0	1.57	Low
					Overall Mean	1.26	Very Low

Appendix G.5

Stress Level of BSE Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
1 I found it hard to wind down	10	3	0	0	0	1.23	Very Low
6 I tended to over-react to situations	11	2	0	0	0	1.15	Very Low
8 I felt that I was using a lot of nervous energy	8	5	0	0	0	1.38	Very Low
11 I found myself getting agitated	10	2	1	0	0	1.08	Low
12 I found it difficult to relax	9	2	2	0	0	1.46	Low
14 I was intolerant of anything that kept me from getting on with what I was doing	11	1	1	0	0	1.23	Very Low
18 I felt that I was rather touchy	10	2	1	0	0	1.31	Very Low
					Overall Mean	1.26	Very Low

Appendix G.6

Stress Level of BSAIS Students per Indicator

Indicator	Normal	Mild	Moderate	Severe	Extremely Severe	Weighted Mean	Interpretation
1 I found it hard to wind down	5	2	0	0	0	1.29	Very Low
6 I tended to over-react to situations	6	1	0	0	0	1.29	Very Low
8 I felt that I was using a lot of nervous energy	4	3	0	0	0	1.43	Very Low
11 I found myself getting agitated	4	2	1	0	0	1.57	Low
12 I found it difficult to relax	6	1	0	0	0	1.14	Low
14 I was intolerant of anything that kept me from getting on with what I was doing	5	1	1	0	0	1.43	Very Low
18 I felt that I was rather touchy	4	3	0	0	0	1.43	Very Low
					Overall Mean	1.37	Very Low

Appendix H. Depression Level of Freshmen Students (per indicator/per course)

Indicators	BSCS (n=12)		BSIT (n=34)		BSIS (n=14)		BSA (n=6)		BPA (n=14)		BSE (n=13)		BSAIS (n=7)		WM		
	AW M	AI	AW M	AI	AW M	A I	AW M	A I	AWM	AI	AW M	A I	AW M	A I	OM	AI	DI
3 I couldn't seem to experience any positive feeling at all	1.33	V L	1.21	V L	1.29	V L	1.17	V L	1	V L	1.54	L	1.14	V L	1.24	VL	N
5 I found it difficult to work up the initiative to do things	1.6	L	1.18	V L	1	V L	1	V L	1.14	V L	1.31	V L	1	V L	1.18	VL	N
10 I felt that I had nothing to look forward to	1	V L	1.18	V L	1.14	V L	1.33	V L	1.21	V L	1.31	V L	1.29	V L	1.21	VL	N
13 I felt down-hearted and blue	1.33	V L	1.06	V L	1	V L	1.17	V L	1.21	V L	1.31	V L	1	V L	1.15	VL	N
16 I was unable to become enthusiastic about anything	1.75	L	1.12	V L	1.21	V L	1.5	L	1	V L	1.38	V L	1.14	V L	1.3	VL	N
17 I felt I wasn't worth much as a person	1.42	V L	1.21	V L	1.14	V L	1.17	V L	1.20	V L	1.23	V L	1	V L	1.21	VL	N

Appendix I. Anxiety Level of Freshmen Students (per indicator/per course)

21 I felt that life was meaningless Indicators	BSCS (n=12) V L		BSIT (n=34) V L		BSIS (n=14) V L		BSA (n=6) V L		BPA (n=14) V L		BSE (n=13) V L		BSAIS (n=7) V L		1.18 WM	VL	N
	AW M	AI	AW M	AI	AW M	A I	AW M	A I	AW M	AI	AW M	A I	AW M	A I	OM	AI	DI
2 I was aware of dryness of my mouth	1.33	V L	1.38	V L	1.29	V L	1.16	V L	1.57	L	1.31	V L	1.29	V L	1.33	VL	N
4 I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	1.16	V L	1.24	V L	1.14	V L	1	V L	1.43	V L	1	V L	1.43	V L	1.2	VL	N
7 I experienced trembling (e.g. in the hands)	1	V L	1.18	V L	1.57	L	1.5	L	1.21	V L	1.15	V L	1.14	V L	1.25	VL	N
9 I was worried about situations in which I might panic and make a fool of myself	1.16	V L	1.08	V L	1.43	V L	1.33	V L	1.21	V L	1.38	V L	1.57	L	1.31	VL	N
15 I felt I was close to panic	1.5	V L	1.21	V L	1.29	V L	1.5	L	1.36	V L	1.38	V L	1.43	V L	1.38	VL	N
19 I was aware of the action of my heart in the absence of physical exertion (e.g.	1.25	V L	1.08	V L	1.5	L	1.16	V L	1.64	L	1.08	V L	1.43	V L	1.31	VL	N

sense of heart rate increase, heart missing a beat)																	
20 I felt scared without any good reason	1.58	V L	1.18	V L	1.36	V L	1	V L	1.07	V L	1.14	V L	1.14	V L	1.21	VL	N



Appendix J. Stress Level of Freshmen Students (per indicator/per course)

Indicators	BSCS (n=12)		BSIT (n=34)		BSIS (n=14)		BSA (n=6)		BPA (n=14)		BSE (n=13)		BSAIS (n=7)		WM		
	AW M	AI	AW M	AI	AW M	A I	AW M	A I	AWM	AI	AW M	A I	AW M	A I	OM	AI	DI
1 I found it hard to wind down	1.57	L	1.18	V L	1.43	V L	1.17	V L	1.14	V L	1.23	V L	1.29	V L	1.23	VL	N
6 I tended to over-react to situations	1.43	V L	1.68	V L	1.21	V L	1	V L	1.36	V L	1.15	V L	1.29	V L	1.30	VL	N
8 I felt that I was using a lot of nervous energy	1.43	V L	1.18	V L	1.14	V L	1.33	V L	1.36	V L	1.38	V L	1.43	V L	1.32	VL	N
11 I found myself getting agitated	1.29	V L	1.35	V L	1.5	V L	1.67	V L	1.21	V L	1.08	V L	1.57	V L	1.38	VL	N

12 I found it difficult to relax	1.5	L	1.06	V L	1.36	V L	1.5	L	1.14	L	1.46	V L	1.14	V L	1.31	VL	N
14 I was intolerant of anything that kept me from getting on with what I was doing	1.36	V L	1.26	V L	1.5	V L	1.5	L	1.07	V L	1.23	V L	1.43	V L	1.34	VL	N
18 I felt that I was rather touchy	1.57	L	1.18	V L	1.29	V L	1	V L	1.57	L	1.31	V L	1.43	V L	1.34	VL	N

Appendix K

Pictures of Focus Group Discussions







