

MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE
AMONG STUDENT NURSES AT A PRIVATE UNIVERSITY

A Research Paper

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ABSTRACT

Menstrual disorders are significant health concerns among university students, severely impacting their overall performance. The menstrual cycle involves numerous psychological changes, including irritation, mood swings, despair, and anxiety, brought on by the menstrual cycle. The study aimed to determine the relationship between menstrual symptoms and clinical performance among levels 2, 3, and 4 selected female student nurses at a private university in Iloilo City, Philippines. Data were gathered from 249 student nurses from a private university in Iloilo City, Philippines, through stratified random sampling. Respondents were given a researcher-developed questionnaire consisting of three parts: respondents' college level and their clinical performance in related learning experience in terms of grade weighted average during the first semester of the academic year 2022 - 2023, symptoms experienced, and perceived severity of symptoms experienced during their menstrual period. This study utilized Cronbach's alpha to measure the internal consistency or reliability of the instrument and Spearman's rho coefficient to determine the relationship between menstrual symptoms and academic performance variables. The majority (47.5%) of the respondents have indicated that these menstrual symptoms averagely affect their clinical performance, and 32.1% of the respondents revealed an above-average severity during the S.Y. 2022-2023. Furthermore, there is a significant relationship between menstrual symptoms and the clinical performance of the levels two, three, and four student nurses ($p = .01$).

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CHAPTER 1

INTRODUCTION

Background and Rationale of the Study

Menstrual disorders are a significant health concern among university students that severely impact their overall performance (Shehata & Abdallah, 2020). The menstrual cycle involves numerous psychological changes, including irritation, mood swings, despair, and anxiety, brought on by the menstrual cycle. These menstrual symptoms significantly impact the student's academic performance. Women who have painful and heavy periods struggle more in their social and scholastic lives (Khamdan et al., 2014).

Menstrual symptoms pose a great burden on daily living, impaired health-related quality of life, and indirect expenditures owing to loss of work productivity (Tanaka, 2013). Dysmenorrhea is the most common, accounting for 60 to 90% of female adolescents' reasons for school absences or restrictions to daily activity (Symphorosa et al. 2019). Additionally, menstruation symptoms' effects on clinical performance have been researched for the past century. According to a recent review, female nursing students' education and clinical performance are influenced by menstrual discomfort during their menstrual period (Fu et al., 2021). These symptoms include anxiety, tension, depressed mood, mood swings, decreased motivation, lethargy, change in appetite, insomnia, breast tenderness, bloating, and concentration difficulties. The symptoms are sometimes severe and interfere with activities of daily living (ADL). Most students are unaware that these are treatable conditions and may not seek medical attention for these problems; rather become upset with themselves for not having stronger self-control over their moods (Omu, 2011).

According to a recent survey of 16 pupils in Ghana (Aziato, 2014), dysmenorrhea caused severe discomfort and activity intolerance resulting in absenteeism from school. That led to decreased productivity and inattentiveness in school. The patients developed mood swings and irritability and were not able to communicate with others successfully. Students also complained of sleep deprivation and restlessness caused by pain.

Primary dysmenorrhea, affecting between 60% and 90% of female university students worldwide, has been identified as the main menstrual symptom. Numerous studies have shown how people can be affected by pain. For instance, university students are known to perform worse when they have headaches (Silva, 2011). Specifically, menstrual pain decreases academic performance and increases absenteeism. However, the majority of previous research focused on dysmenorrhea. Moreover, there are few studies on other menstrual symptoms like breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, and mood swings (Martinez, 2019).

Student nurses loathe menstruation because of the severe discomfort, which causes them to miss classes and other social events during menstruation (Al-Shahrani, 2021). However, menstrual symptoms are generally ignored, and only a few seek medical advice. Student nurses must keep up with the demanding schedule and strict clinical policies. They must be able to provide quality patient care and precisely perform their nursing responsibilities even while they are on the verge of pain and discomfort during their menstrual period.

It is important to take menstrual symptoms seriously. Menstruation is stigmatized as being filthy and unhygienic by a societal taboo. The topic of menstruation is being suppressed in society and little is known about its impact on the clinical performance of

students. Nursing students must be able to determine the impacts of menstrual symptoms on their clinical performances. Able to know different coping mechanisms in dealing with their menstrual symptoms in order not to affect their clinical performances. Able to distinguish the alleviating factors and remedies to help manage menstrual pain.

Amid the numerous challenges encountered by student nurses in their demanding academic pursuits and clinical training, understanding the implications of menstrual symptoms on their clinical performance emerges as a pressing concern. With the rigorous demands of nursing education and the inherent responsibilities in clinical practice, it is essential to investigate how menstrual symptoms may impact the professional trajectory of student nurses.

Objectives of the Study

This study aimed to determine the relationship between the severity of menstrual symptoms and clinical performance among student nurses at a private university in Iloilo City, Philippines during the academic year 2022 - 2023.

Specifically, this study sought to:

1. Determine the symptoms student nurses experience during their menstrual period;
2. Determine the level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, and mood swing according to the frequency of symptoms experienced by student nurses;
3. Determine the perceived level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne,

fatigue, joint pain, concentration difficulties, and mood swing among student nurses when taken as a whole;

4. Determine the clinical performance of student nurses in terms of general weighted average (GWA) in Related Learning Experience (RLE); and, lastly,
5. Determine whether there is a significant relationship between the level of severity of menstrual symptoms in terms dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swing and the clinical performance of among student nurses at a private university.

Hypothesis of the Study

H01: There is no significant relationship between the perceived level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swings and the clinical performance among student nurses at a private university.

Theoretical and Conceptual Framework of the Study

Theoretical Framework

This study was anchored on the theory Roy Adaptation Model (RAM) of Callista Roy, which states that both the internal and external environments constantly affect the individual as a whole. The primary function of the human system is to preserve integrity in the face of external stimuli (Phillips, 2010). The model assumes the person is a bio-psycho-social being in constant interaction with a changing environment. This implies that the interaction requires using innate and adaptive strategies to maintain equilibrium.

As females reach the adolescent age, numerous changes in the body occur due to puberty. One of the most common problems they encounter is menstrual symptoms. Roy believes that to cope with a changing world, a person uses both innate and acquired mechanisms which are biological, psychological, and social in origin.

According to Roy and Andrews (1999), adaptation refers to the process of using conscious knowledge and initiative to thrive as individuals or in communities that can improve one's health and quality of life. Humans are integrated entities that constantly interact with their surroundings. As a system of acquired adaptation mechanisms, they created one that they employ in response to environmental cues.

Roy's adaptation model identifies three classes of environmental stimuli: focal, contextual, and residual. A focal stimulus refers to an internal or external stimulus that immediately catches the attention of the person or group. Contextual stimuli refer to all environmental factors that the human adaptive system encounters but are not focused on. In human systems, residual stimuli are environmental elements with unknown effects. If people are unaware that these stimuli can affect their bodies, they are unaware of the effects they have (Roy, 2009). Individuals' responses to stimuli are influenced by the combination of focal, contextual, and residual stimuli.

This research aimed to identify the symptoms student nurses experience during their menstrual period, as well as to determine the severity of menstrual symptoms; the physical, psychological, and emotional impact of menstrual symptoms; whether there is a relationship between the severity of menstrual symptoms and clinical performance; and whether there is a relationship between physical, psychological, and emotional impacts of menstrual symptoms and clinical performance of student nurses in a private university.

Furthermore, Roy described the basic physiological needs that female student nurses must satisfy to properly manage menstruation. A person's self-concept explains their physiological, interpersonal, and personal needs that must be met in order to maintain an adaptive state. For instance, a woman's ability to perform the duty of reproduction depends on her ability to tolerate her period and adapt to any activities that would help her accomplish this role. Female student nurses should be aware of when to seek medical attention for menstrual issues and maintain good health while having their period.

This study was also connected to the theory of Betty Neuman's Systems Model, which states that the client is an open system reacting to environmental disturbances. In the Neuman systems paradigm, the patient is seen as a system. A patient, in Neuman's view, is an open system that is dynamically changing and interacting with its environment. A Neuman client system member may be an individual, a family, a group, or a community. A fundamental structure shielded by lines of resistance is another feature of the client system. By defining the relationship between parts and whole, the effects of circumstances, and the client's contact with the environment, the Neuman systems model provides the basis for understanding the concept of adversity.

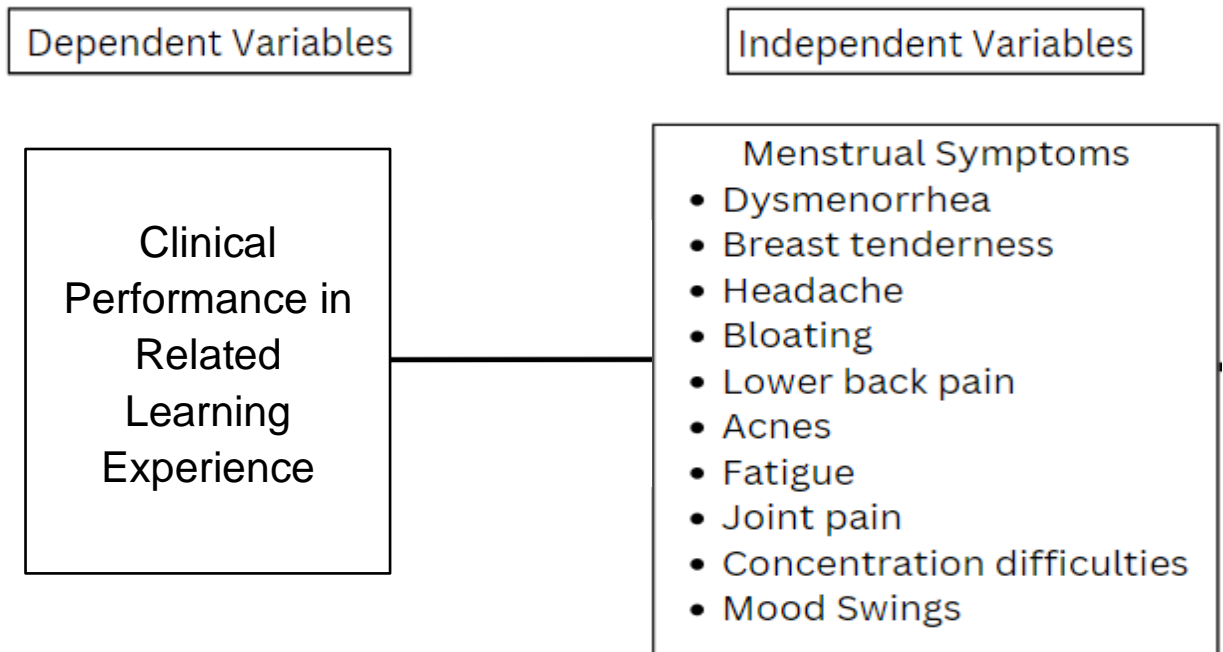
According to the theory, menstruation symptoms like dysmenorrhea are just one example of a stressor that could negatively impact student nurses' clinical performance on physical, mental, and emotional levels. Pities (Ferries-rowe et al., 2020). Primary dysmenorrhea is one of the most typical gynecologic problems affecting women, particularly adolescent females. Dysmenorrhea causes varying degrees of pain and discomfort in daily activities. Dysmenorrhea-related symptoms in adolescents negatively impact their overall health and quality of life, which results in missed school days and poor clinical performance (Nayak, S. et.al, 2022). Dysmenorrhea has negative physical

and psychological consequences at school, leading to absence, academic underachievement, and undermining the quality of life (Femi-Agboola, 2017).

A significant part of the learning process in nursing education is clinical practice (Liljedahl 2018). In clinical experience, nursing students' fosters professional attitudes and actions, such as caring, reverence, responsibility for taking care of patients, addressing patients' needs, integrity, and dependability (Hammer 2000). Given that studies have linked a sense of professional duty favorably to the quality of patient care delivered (Hassanian et. al, 2019). A sense of responsibility is crucial for nurses' professional attitudes. Student nurses can adapt to their future professional positions through clinical experience, which also allows them to use their knowledge and abilities in a real-world setting, observe and mimic senior nurses' methods, and build suitable communication skills (Gemuhay et.al, 2019). Students can assume a professional appearance and improve their communication abilities through clinical practice (Burford et.al, 2014). The level of patient care that nursing students deliver can be enhanced by clinical instruction. Thus, the practical component of nursing education is crucial. However, stress can affect menstrual distress symptoms significantly, making clinical learning and patient care challenging for student nurses (Nohara et. al, 2011).

Additionally, evaluation of the frequency of menstrual symptoms that will serve as a line of defense against stressors, reflects the system's current level of health and indicates a progressive improvement in well-being (Nayak et.al, 2022). Furthermore, studies also show a connection between dysmenorrhea and lower clinical performance, poor sleep, mood swings, and a higher risk of depression and anxiety (Dharmapuri, 2019; Mckenna et al., 2021).

Conceptual Framework



Definition of Terms

The following variables are defined conceptually and operationally to facilitate a clearer understanding of the study.

Independent Variables

Menstruation. Menstruation refers to the cyclic bleeding from the uterine corpus that takes place between menarche and menopause in nonpregnant women and females of other primate species. It may be defined in terms of four-domains: the frequency, regularity, length, and intensity of bleeding (Munro, et al, 2018; Sharp, et al, 2017 as cited in Tingen 2020). In relation to the menstrual cycle, menstrual health refers to the complete physical, mental, and social well-being and not merely the absence of disease or infirmity (Hennegan et al., 2021) In this study, menstruation, along with its symptoms, is a regular occurrence that student nurses experience. It is defined as the

primary factor that may affect activities of daily living, specifically the clinical performance of student nurses from levels 2, 3, and 4 given that they have related clinical experience (RLE) from both the hospital and the simulation laboratory.

Menstrual Symptoms. Menstrual symptoms are a diverse range of mental and physical conditions that surface during menstruation. (Negriff, et al., 2009). In this study, menstrual symptoms include dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint or muscle pain, concentration difficulties, and mood swings. Common menstrual symptoms as experienced by student nurses will be measured by severity: *Never (0), Seldom (1), Sometimes (2), Always (3)*. The mean score of their responses in every symptom will be determined and the severity of the symptoms will be categorized as follows: *Never (0), Mild (1.00 – 2.33), Moderate (2.34 – 3.66), Severe (3.67 – 5.00)*.

Dysmenorrhea. Menstrual cramps, also known as dysmenorrhea, are severe, stabbing sensations in the lower abdomen. Before and during their periods, many women experience menstrual cramps (Mayo Clinic, 2022). During the menstrual cycle, it can press against adjacent blood vessels if it contracts too aggressively. This momentarily deprives the uterus of oxygen (Web MD, 2021). In this study, dysmenorrhea is defined as abdominal pain measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Breast Tenderness. The most common type of symptom in the menstrual cycle is breast pain. It is typically hormonal. Some women begin to experience pain right before ovulation. The pain remained till the start of their menstrual cycle (Hopkins's Medicine, 2021). In this study, breast tenderness is defined as sore or tender breast experienced

during the menstrual cycle measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Headache. Women experience a menstrual migraine or hormone headache that begins before or during their period. A dull throbbing or intense pulsating headache, light sensitivity, nausea, exhaustion, dizziness, and other symptoms are typical (Cleveland Clinic, 2022). In this study, headache is defined as constant, throbbing, sharp, or dull pain associated with the drop of estrogen and progesterone levels during menstruation, measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Bloating. When the GI tract is overflowing with air or gas, abdominal bloating happens. Most persons who experience bloating say that they feel tight, bloated, or swollen in the abdomen. Additionally, the stomach may feel hard, uncomfortable, and distended (Donohue, 2021). In this study, bloating is defined as the perception of a full and tight abdomen felt during the menstrual period and is measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Lower back pain. Low back discomfort during menstruation usually has a musculoskeletal origin and is thought to be brought on by hormonal changes. The lower back muscles may be affected by prostaglandins, which are substances that are generated during the menstrual cycle to encourage uterine contraction and uterine lining shedding. (Hart, 2022). In this study, lower back pain is defined as the discomfort felt in the lower back during the menstrual period and is measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Acnes. The common skin condition known as acne is brought on by clogged hair follicles under the skin (NIAMS, 2016). In this study, acne is defined as the breakout of

pimples or blemishes during the menstrual period and is measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Fatigue. Fatigue is often the sense of extreme exhaustion, weariness, or sleepiness that can be brought on by a variety of factors, such as inadequate sleep, lengthy mental or physical work, or protracted periods of stress or anxiety (Canada, 2017). In this study, fatigue is defined as an overall feeling of tiredness or lack of energy during the menstrual period and measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Joint pain. Joint pain is a general term for discomfort, pain, and soreness in any joint of the body (O'Connell, 2019). In this study, joint pain is defined as the discomfort or pain felt on the joints during the menstrual period and measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Concentration difficulties. This term refers to a diminished capacity to concentrate. It may be connected to sleepiness, impulsivity, intrusive thoughts or worries, excessive activity, or lack of attention (Healthgrades Editorial Staff, 2021) In this study, concentration difficulties are defined as trouble concentrating or focusing on certain tasks and being easily distracted. It is measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Mood Swings. A mood swing is a large and abrupt change in mood. A "roller coaster" of feelings, ranging from joy and contentment to fury, impatience, and even melancholy, is how mood swings are usually described (Schimelpfening, 2022). In this study, mood swings is defined as the uncontrollable and unexplainable sudden change in mood during the menstrual period measured in intensity and whether or not the student nurses perceive its impact on their clinical performance.

Dependent Variable

Clinical Performance. Clinical experience is a crucial part of nursing education as it enables students to gain the fundamental knowledge and abilities they need to practice in a supervised clinical setting (Rojo et al., 2020). In this study, clinical performance is defined as the performance of female nursing students in actual settings applying the knowledge and abilities they learned. The student's general weighted average (GWA) based on their Related Learning Experience (RLE) workload will be gathered and examined to determine whether or not menstrual symptoms play a role in their performance.

Significance of the Study

The following can benefit from this study by enhancing their knowledge of menstrual symptoms:

Female Student Nurses. They can benefit from increased knowledge on how to cope with menstrual symptoms.

Clinical Instructors. This study will help the clinical instructors by providing evidence to support how menstruating female students perform during their clinical learning experiences.

Doctors and Nurses. This study will help enhance the knowledge of doctors and nurses in assessing female clients during their menstrual periods.

Parents. This study increases awareness and offers parents a guide for helping their child better understand menstruation and in providing support both at home and at school throughout their menstrual period.

Future Researchers. This will serve as a reference for future researchers and add further knowledge to the data that the researchers have about menstrual symptoms and clinical performance among student nurses.

Scope and Limitation of the Study

The scope of this study was to determine the relationship between menstrual symptoms and clinical performance among levels 2, 3, and 4 selected female student nurses at a private university in Iloilo City, Philippines during the First Semester of Academic Year 2022 - 2023. This study's time frame spanned from August 2022 to April 2024. Inclusion criteria were the female student nurses from levels 2, 3, and 4 at a private university between ages 18-23 that had their clinical exposure in the hospital or simulation laboratory, and should be available and willing to participate in the study during the data collection period. The study excluded male student nurses, female student nurses who were not capped as a symbol of earning the right to perform clinical duties, and student nurses who had not had clinical exposure in a hospital or simulation laboratory, and were not available and willing to participate during the data collection period.

This study employed a descriptive correlational design to determine whether there is a relationship between menstrual symptoms and clinical performance among student nurses at a private university. The stratified random sampling was used in selecting the respondents. The researchers stratified the respondents according to year level. The total number of respondents was 249. The probability sampling was used in selecting the respondents. A researcher-developed questionnaire was utilized to gather data. The questionnaire was validated by the experts and subjected to reliability testing.

Furthermore, this study focused only on the levels 2, 3 and 4 student nurses during the timeframe of their clinical exposure. Other factors may also affect female student nurses' performance in clinical settings. However, the study centered only on determining the significant relationship between severity of menstrual symptoms experienced by the student nurses and their academic performance in RLE.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Menstruation

The cyclical bleeding from the uterine corpus that takes place between menarche and menopause is referred to as normal menstruation. It can be stated in terms of four straightforward domains: how frequently the woman experiences bleeding episodes, how regularly or predictably these episodes occur, how long these episodes last, and how heavy the bleeding is (Matteson, 2020). The menstrual cycle is characterized by high levels of cycle variability (26–35 days), 5-day menses, a fertile period beginning 5 days before ovulation, and poor fertility that changes with cycle length and age (Mihm et al., 2011).

Menstruation regularly and frequently disrupts a woman's physical, mental, and social well-being. Enhancing our understanding of the underlying processes involved in menstruation, abnormal uterine bleeding, and other menstruation-related illnesses can help us provide effective individualized care (Critchley et al., 2020).

Menstrual Symptoms

Dysmenorrhea

Dysmenorrhea is one of the most frequent medical conditions and complaints made by women during their reproductive life. It is also a major factor in absence from work and school. Dysmenorrhea has been found to have an impact on women's daily lives and productivity. A woman's quality of life can be negatively impacted by severe pain, which is frequently accompanied by anxiety, depression, and irritability. Severe

pain may cause female students to perform worse academically and socially, and it can have a significant negative influence on their well-being (Vlachou et al., 2019).

Students who experience dysmenorrhea, in both primary and secondary schools, are affected. Many nursing students are affected by dysmenorrhea-related absences. Many times, getting medical help or taking analgesics won't help, so it's important to take a personalized strategy and weigh the possibilities in order to effectively treat the problem. (Abreu-Sánchez et al., 2020).

Breast tenderness

Women frequently are concerned about premenstrual breast tenderness and swelling, also known as cyclical mastalgia. The condition is a member of a class of signs and symptoms known as premenstrual syndrome (PMS). Fibrocystic breast disease might also be indicated by premenstrual breast tenderness and swelling. Before the menstrual cycle, lumpy, painful breasts are referred to as fibrocystic breast disease. Large, benign (noncancerous) lumps in the breast are a common symptom in women with this illness, especially before their monthly periods. When pressure is applied, these lumps may shift, and they usually recede when the period is over (Roth, 2019).

Headache

Headache is regarded as a common neurological disorder, and it is one of the leading causes of morbidity, resulting in absenteeism from work and school, psychological problems, behavioral disturbances, limitations in daily activities, and reduced quality of life. Headache disorders, particularly migraine, tension-type, and cluster headaches, contribute significantly to the disability burden among sufferers (Panigrahi et al., 2019).

Bloating

Bloating throughout the menstrual cycle can be painful and have a bad impact on confidence. When a woman feels her stomach is heavy and swollen right before and during the start of her period, this is known as period bloating. Another premenstrual syndrome (PMS) symptom that might appear one to two weeks prior to a woman's cycle is bloating. The American College of Obstetricians and Gynecologists estimates that up to 85% of women have PMS symptoms (Burgess, 2017).

Lower back pain

The physical, psychological, and ergonomic risk factors for low back pain are addressed by nursing interventions. Nurses are more likely to experience low back pain due to factors such as providing patient care by bending forward for long periods, over-forcing/over-loading some body parts while repositioning patients, and devoting more time to patient care (Ovayolu et al., 2014).

Acnes

Menstrual acne is a monthly outbreak of pimples that occurs at the same time as menstruation. Premenstrual flare-ups are reported by 63% of acne-prone women, according to research in the Archives of Dermatology. They often appear seven to ten days prior to the start of a woman's period and disappear as soon as bleeding starts (Browsers, 2011).

Fatigue

Some people claim to feel less energetic or more exhausted just before or during their period. Period fatigue, a sign of premenstrual syndrome (PMS), may be used to

describe such experiences. Some people suffer a combination of symptoms known as PMS just before and during their period. The hormonal changes that take place around menstruation are the cause of these symptoms. Serotonin levels frequently drop along with estrogen levels. This neurotransmitter can affect mood and energy levels when levels are low (Ames, 2020).

Joint pain

A normal reaction to the hormonal changes that take place at the time of the menstrual cycle is joint pain. By causing the uterus to contract and constricting blood vessels, prostaglandins help to lessen the amount of blood lost during the period. By inducing inflammation, they can, however, also make joints more sensitive and painful. Prostaglandins are secreted together with the shedding of the uterine lining. They diffuse into the surrounding tissue and circulation, contributing significantly to the inflammatory response (Weaver, 2020).

Concentration difficulties

Many people describe brain fog, difficulty concentrating, or trouble thinking as a symptom right before their period. Serotonin, a neurotransmitter that improves mood and keeps people alert, has been related to a decline in progesterone, which rises in a typical cycle in the two weeks before the period. Brain fog can occasionally be a sign of premenstrual dysphoric disorder (PMDD). As hormone levels start to drop after ovulation, PMDD usually appears one to two weeks before the start of menstruation (Raj, 2022).

Mood Swings

Some people may have mood swings in the weeks before their menstruation as a result of premenstrual syndrome (PMS). An abrupt, unexplained change in mood is referred to as a mood swings. About halfway through the cycle, ovulation takes place. The body releases an egg at this time, which lowers both estrogen and progesterone levels. Both physical and emotional problems may result from a change in these hormones. Serotonin levels are also impacted by variations in estrogen and progesterone levels. This neurotransmitter aids in controlling mood, sleep pattern, and hunger. All of the typical PMS symptoms, including moodiness and irritability as well as difficulty sleeping and odd food cravings, are associated with low serotonin levels (Watson, 2019).

Clinical Performance

Clinical exposures are a fundamental part of nursing education (Bisholt et al., 2014) as it molds the students to become competent nurses in the future. Student nurses strengthen their critical thinking skills and problem-solving abilities in the clinical setting, as they are exposed to real-life situations (Walker et al., 2013).

A significant part of the learning process in nursing education is clinical practice (Liljedahl, 2018). Nursing students' clinical performance is improved and professional attitudes and behaviors, such as caring, respect, accountability for patient care, prioritizing patients' interests, honesty, and dependability, are instilled through clinical experience (Hammer, 2017). A sense of responsibility is important for nurses' professional attitudes since research has shown a link between it and the quality of patient care provided. (Hassanian et. al, 2019).

Clinical practice gives nursing students the chance to put their knowledge and abilities to use in a practical setting, observe and model senior nurses' methods, and adjust to their future professional positions (Gemuhay et. al., 2019). Clinical experience also helps students establish a professional demeanor and improve their communication abilities (Burford et. al., 2014). The level of patient care that nursing students deliver can be enhanced by this clinical instruction (Al-Gamal et. al., 2018). The importance of clinical instruction for nursing students may therefore be seen. Nursing students, however, may experience stress when caring for patients and engaging in clinical learning; stress also significantly affects the symptoms of menstrual misery (Jamshidi et.al., 2016). As a result, the impact of menstrual distress on therapeutic practice is a subject that merits in-depth study (Nohara et.al., 2011).

There are few international studies describing and analyzing the perspectives and experiences of young female students suffering from dysmenorrhea and how it affects their daily life. According to Martinez (2020), studies conducted in various countries agree that a large number of women of various ages normalize their condition and do not seek health care. However, in contrast there are studies highlighting the negative effects of dysmenorrhea in women's quality of life. Additionally, in the case of university students, dysmenorrhea adversely affects clinical performance associated with absenteeism (Martinez, 2020).

Review of Related Studies

A woman's menstrual cycle is an important time in her life. It has an impact on many aspects of daily life, including sleep, exercise, eating, emotions, academic performance, and health. Only a few research studies have been conducted to examine how it impacts medical students (Y Khamdan, 2014).

In addition, menstrual symptoms are a diverse range of emotional and physical issues that surface during menstruation. (Omidvar, Bakouei, Amiri, & Begum, 2015). Menstrual disorders are assumed to be negligible concerns, particularly in industrialized countries where women experience serious issues (Esimai and Esan, 2010). Numerous studies show that the menstrual cycle has an impact on women's performance. In general, menstruation and the days leading up to it are when mental performance is poor (Bernstein, 2017) The most prevalent gynecologic disorders are menstrual irregularities (Elnagar et al, 2017). Additionally, the age range of 20 to 24 years old has the largest percentage, which thereafter gradually declines. They touch not only females; they also affect the public and general economy (Shiferaw et al., 2014).

Furthermore, menstruation may have a negative impact on the performance of female university students. It emphasizes the importance of university programs and policy responses to improve students' well-being and educational engagement. (Munro et al., 2021). Numerous psychological changes related to the menstrual cycle include irritability, moodiness, melancholy, and anxiety. Headaches, breast tenderness, swelling, abdominal bloating, heaviness, low energy, weakness, back pain, increased/decreased appetite, and a food craving are the most frequent physical symptoms. In addition, the most frequent emotional symptoms are depressed mood, sad, lonely, anxious, nervous, mood swings, trouble with relationships, irritable, angry, impatient, difficulty concentrating, feeling out of control, cannot cope, and being less productive at work or home. Many women may also experience various types of pain, such as shooting, throbbing, dull, nauseous, or dull discomfort. Dysmenorrhea can occur before or after menstruation by a few days, and it typically gets better as the period gets shorter. Premenstrual symptoms can be severe enough to interfere with everyday activities and

have been linked to decreased productivity at work, higher absenteeism rates, and a poor impact on relationships with family members (Bahuguna et al., 2021).

Students who experience primary or secondary dysmenorrhea find that it interferes with their daily life. Even when they are ill, students feel it is more responsible to show up for class and clinical placements than to skip them, which increases the likelihood of presenteeism and could have a negative impact on patient care during clinical practice. These results highlight the critical need for more knowledge and awareness within the educational community and society (Al-Zahrani et al., 2021).

Moreover, female nursing students who experience menstrual symptoms have an impact on their learning and performance in clinical settings. Women frequently experience menstrual distress, which manifests as pain, water retention, autonomic reactions, negative mood, attention deficit disorder, arousal, loss of physical and psychological control, and behavioral abnormalities (Fu et al., 2021).

Synthesis of Related Concepts and Related Studies

Students are a country's future leaders, therefore they need to be prepared to take on the responsibility of improving the country's health, social, and economic standing. Menstrual disorders can have serious physical and emotional consequences for students. Researchers investigated menstrual disorders in nursing students and discovered that they impacted students' concentration and understanding, as well as their clinical performance. Multiple studies on the prevalence of dysmenorrhea among female students have been published, particularly among female medical students, who are under a lot of academic pressure and must attend clinics during difficult times. The majority of these studies found a high prevalence of dysmenorrhea among this group,

with more than three-quarters of technical secondary school girls and medical college students experiencing it (Adam et al., 2020).

In nursing education, clinical performance is a crucial part of the learning process. Nursing students can apply their knowledge and skills in a real-world setting through clinical practice. Nursing students, however, may experience discomfort when caring for patients and engaging in clinical learning; discomfort also significantly affects the symptoms of menstrual periods. As a result, the impact of menstrual discomfort on therapeutic practice is a subject that requires in-depth study. Female nursing students who experience menstrual misery have an impact on their learning and performance in clinical settings. A loss of concentration in class, sleep issues, and course absenteeism are the most frequent symptoms (Fu et al., 2021).

CHAPTER 3

METHODOLOGY

Research Design

In this study, a descriptive correlational design was used to determine whether there is a relationship between menstrual symptoms and clinical performance among student nurses in a private university. Additionally, menstrual symptoms' effects on clinical performance have been researched for the past century. According to a recent review, female student nurses' education and clinical performance are influenced by menstrual discomfort during their period (Fu et al., 2021). Anticipatory anxiety is brought on by absence from lessons and other social events during irregular menstruation and nursing students loathe menstruation due to severe pain (Al-Shahrani, 2021).

Target Population and Sampling Technique

This study involved all female student nurses from levels 2, 3, and 4 in a private university in Iloilo, Philippines. The population of second-year female student nurses was 177, with a sample size of 123. For the 3rd year female student nurses, the total population was 250, with a sample size of 154. Lastly, for the fourth-year female student nurses, the total population was 231, and a sample size was 146. The total number of participants was provided by the level coordinators. Probability sampling was used in selecting the respondents to give every female student nurse an equal chance to participate.

Formula:

The total target population in the study is 658, composed of 177 second-year female student nurses, 250 third-year female student nurses, and 231 fourth-year female student nurses. From the total population, a sample size of 249 was computed using Slovin's formula for determining the appropriate sample size for a given population, considering an acceptable margin of error. (Writer, 2015). This formula is given as:

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

where: n = sample size

 N = population size

 e = margin of error ($\alpha = .05$)

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

$$n = \frac{658}{1 + 658 \times (.05)^2}$$

$$n = 248.77 \approx 249$$

Stratified sampling technique was utilized in determining the sample size per year level. Below is the table showing the sample size per year level.

Year Level	Population (N)		Sample Size (n)
Second Year	177	$= \frac{177}{658} \times 249 = 66.98$	67
Third Year	250	$= \frac{250}{658} \times 249 = 94.60$	95
Fourth Year	231	$= \frac{231}{658} \times 249 = 87.41$	87

Simple random sampling using the fishbowl method was utilized to determine the sample respondents for every level. For the second-year level, each name of the qualified student nurses was written on a small piece of paper, rolled, and placed inside a bowl. The paper was then placed inside the bowl. This was mixed to ensure that there are no biases in choosing the samples. After mixing, the researchers picked one paper at a time and the names picked were considered as sample respondents in the study. This process of picking was continuously done until the number of samples in each year level was met. The same processes or procedures were also conducted in the third year and fourth year levels included in the study.

Research Instrumentation

A researcher-developed questionnaire was used to determine the relationship between the severity of menstrual symptoms experienced by student nurses and clinical performance in RLE among student nurses in a private university in Iloilo City. The questionnaires prepared were based on the objectives of the study. Specifically, a survey and scaling technique based on the literature reviewed will be utilized.

The questionnaire consisted of three parts: Part 1 includes the respondents' college level and their clinical performance in RLE in terms of their GWA during the first semester of academic year 2022 - 2023.

Part 2 were questions related to the symptoms experienced by the respondents during their menstrual period. In this area, the symptoms of menstrual period possibly experienced by the respondents were identified and the respondents will be instructed to check all the symptoms they have experienced during their menstrual period. The total number of symptoms experienced by each respondent during menstrual period will be used to determine the severity of the symptoms according to the following number of

symptoms: *No Symptoms (0), Mild Symptoms (1 – 2), Moderate Symptoms (3 - 4), and Severe Symptoms (5 – 10).*

Part 3 of the questionnaire also determined the perceived severity of symptoms experienced by female student nurses' during their menstrual period. Each of the symptoms was given questions answerable by *Never (0), Seldom (1), Sometimes (2), Always (3)*. The mean score of their responses in every symptom will be determined and the severity of the symptoms will be categorized as follows: *Never (0), Mild (1.00 – 2.33), Moderate (2.34 – 3.66), Severe (3.67 – 5.00).*

Ethical Consideration

The researchers submitted the protocol to the university's Research Ethics Review Board for review and approval. An informed consent form was given, containing the participants' rights to accept or refuse to participate in the study. The proponents requested permission from the OIC Dean for the conduct of study. Additionally, it was stated that their identity be kept confidential. The responses were used for academic purposes only and treated with the utmost confidentiality. The results of the study will be shared with the participants if requested.

Seeking approval from the RERB office and other related offices/institution

The Research Ethics Review Board of Central Philippine University approved the study protocol.

Risk Assessment

There was negligible risk involved in this study. The researcher managed the risk by protecting the participants' well-being. The researcher informed the respondent the

right to withdraw from the study with no questions asked, if they were uncomfortable with the questions.

The researchers conducted the study with utmost confidentiality to protect the rights and decisions of the participants.

Benefits Assessment

This study might help female student nurses, as it will educate them on various menstrual symptoms they commonly experience and how to cope with them; clinical instructors, as it will provide them with evidence to support how menstruating female students perform during their clinical learning experiences; doctors and nurses, as it will further enhance their knowledge and skill in assessing menstruating patients; parents, as it will increase their awareness, which will allow them to support their female child or children experiencing menstrual symptoms both at home and at school; and future researchers, as it will serve as a reference in developing further knowledge about menstrual symptoms and clinical performance among student nurses.

Withdrawal criteria of participants

Respondents were informed that their participation is entirely voluntary and that, in accordance with research ethics, they have the ability to withdraw their consent or decline to participate at any time.

Anonymity and confidentiality of participants/respondents

The questionnaire provided did not give respondents the option of entering their name in order to protect anonymity and confidentiality.

Voluntary, non-coercive recruitment of participants/respondents

The respondents signed an informed consent form, confirming their willingness to participate voluntarily. The respondents' participation was entirely voluntary without any kind of coercion.

Disposal of research materials/data

The electronic copy of the data was kept in a computer that only the researchers have access to. Hard copies were stored in a locked drawer only that the researchers would have access to for 5 years and will be disposed of after it had been presented in a local or national research forum.

Contribution to local capacity building

Student nurses as researchers are vital as they offer many benefits to fellow students, instructors, parents, healthcare organizations, and communities. By improving attitudes toward research, increasing the incorporation of research evidence into practice, strengthening any clinical expertise that already exists with complementary research skills, cultivating critical thinking abilities, and fostering an environment where evidence-based practice is valued, it can contribute to the local capacity building of the community.

Benefits to local communities

Female student nurses experience a wide range of physical, mental, and emotional issues during their menstrual period. The collaboration of student nurses and the community in addressing menstrual symptoms, the clinical performance of student nurses, and determining their relationship benefits the local communities.

This study educated the community on various menstrual symptoms student nurses commonly experience as well as increase awareness of how these symptoms

may affect their clinical performance. The results of this study benefited the local community, as it would serve as a basis for developing coping and management strategies for addressing menstrual symptoms and the stigma associated with them.

Incentives or compensation for participants

A word of appreciation was given for lending their time, effort, and insights that played a pivotal role in advancing the understanding and knowledge of the researchers that could contribute to the betterment of society.

Disclosure or declaration of potential conflict of interest

The researchers declared no conflicts of interest to disclose. The proponents had no personal, financial, or other interests that could potentially influence the objectivity or impartiality of the study or any other factor that could bias the research process or its results.

Sharing of Results/Dissemination Plan

The results of this study were disseminated after the analysis, interpretation and revisions of the study. The data from the questionnaire were collected, coded and encoded for easy analysis. The data were encoded manually for input of the results. The anonymity and confidentiality of the respondents was protected by not disclosing any of their personal information when discussing the results of the study. Access to the results of the study was allowed to respondents at their own choice.

Validity and Reliability of Instruments

Three experts were requested to review the questionnaire for clarity and relevance to the study objectives using the university standard validity form. The experts

were an OB-Gyn MD, and two clinical instructors with master's degrees and teaching Maternal and Child Health. Their comments and suggestions were taken into consideration.

A pilot study was used to test for reliability (Benger et al., 2016). Connelly (2008) recommended using 10% of the study's sample size for pilot testing. The total sample size was 249 female student nurses, $n=24$. The research instrument was pilot tested on 24 student nurses from levels 2, 3, and 4 at a private university. These individuals were excluded from the selection of the final respondents. The instruments were examined for consistency and stability using Cronbach's alpha or the Coefficient alpha (α). Cronbach's alpha score of greater than .70 is indicative of acceptable reliability (Taber, 2017). The reliability testing showed a Cronbach's alpha coefficient value of .962, indicating acceptable reliability.

Data Collection and Processing

The researchers requested permission from the dean of the College of Nursing to conduct the study. After the Dean's approval of the request, the respondents were chosen randomly using the fishbowl method. The respondents who declined to participate on time were replaced using the same selection method. Then, the researchers sent the informed consent form (ICF) to the identified respondents using Google Forms. They were given time to read and ask questions. The researchers ensured the respondents had understood the ICF before giving their consent to participate. Their signature on the ICF confirmed their willingness to participate in the study. Then, the researchers sent a research-committee approved questionnaire to the selected respondents. The questionnaires were sent through Google Forms. The

researchers requested the respondents to complete and return the questionnaires within 72 hours.

To disseminate the questionnaire, the researchers created a Google form. The Google form consisted of the questionnaire. The researchers provided a group chat for all the participants included in the study so that they can approach them easily, and the link was sent to the group chat.

Data Processing and Statistical Analysis of the Data

The data from the questionnaire was collected, coded and encoded for easy analysis. The data was encoded manually for input of the results.

The Statistical Package for Social Sciences (SPSS) version 23 was used for the statistical processing.

Frequency and percentage was used to determine the number of symptoms each respondent experienced during their menstrual period.

Mean was used to determine the level of severity of each symptom experienced by respondents during menstrual period.

Spearman's rho was used to determine the significant relationship between and among variables.

Cronbach's alpha or Coefficient alpha (α) was used to examine the instruments for consistency and stability.

All tests were based on the .05 level of significance.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the statistical findings, analysis of results, and discussions supporting data. The findings are discussed in the following areas: distribution of respondents in items under the severity of symptoms, top ten highest symptoms and top five lowest symptoms that were experienced by the respondents, symptoms, performance, and relationship between the symptoms and performance.

Table 1a. *Distribution of Respondents on items under Severity of Menstrual Symptoms from Highest to Lowest*

This table represents the distribution of respondents on items under severity of symptoms from highest to lowest. Table 1a shows the top 10 severe symptoms experienced by the respondents. Among student nurses, the most prevalent symptom is “I become impatient during my period”, experienced by 158 respondents out of 249 respondents. The second symptom reported by student nurses is “I feel irritated for several days before my period” noted by 155 out of 249 respondents. Following this, the third symptom is “I become prone to anger during my period”, experienced by 143 out of 249 respondents. The fourth symptom is “I feel sad and down days before and during my period” indicated by 142 respondents. Fifthly, 132 respondents experience this symptom which is “During duty hours, I only think of going home and staying in bed during my period”. The sixth symptom experienced by 130 out of 249 respondents is “My belly feels full during my period”. The seventh symptom, noted by 123 respondents is “I feel like my abdomen is heavy during my period”. Moving on to the eighth symptom, 116 out of 249 respondents reported “I feel pain or discomfort in my lower back during my period”. Ninthly, 112 respondents experienced “I become easily fatigued during my

period". Lastly, for the tenth rank, 110 respondents reported "My performance is affected when I experience dysmenorrhea during my period".

The result of this study supported the findings of Fu et al., (2021) that female student nurses who experience menstrual symptoms have an impact on their learning and performance in clinical settings. Women frequently experience menstrual distress, which manifests as pain, water retention, autonomic reactions, negative mood, attention deficit disorder, arousal, loss of physical and psychological control, and behavioral abnormalities. Moreover, nursing students experience discomfort when caring for patients and engaging in clinical learning; discomfort also significantly affects the symptoms of menstrual periods. As a result, the impact of menstrual discomfort on therapeutic practice is a subject that requires in-depth study. Female student nurses who experience menstrual misery have an impact on their learning and performance in clinical settings. A loss of concentration in class, sleep issues, and course absenteeism are the most frequent symptoms.

This table presents the five least common symptoms reported by student nurses. The symptom ranked 31st, experienced by 41 out of 249 respondents, is "My performance is affected when I experience joint or muscle pain during my period." Following this, the 32nd ranked symptom is "My learning efficiency decreases," also reported by 41 respondents. The 33rd symptom, experienced by 38 respondents, is "I feel a severe pulsating headache during my period." Ranked 34th is "I do not want to socialize when my acne flares up," with 34 respondents reporting this symptom. Lastly, the 35th rank is "I feel pain or discomfort in my joints during my period," also reported by 34 respondents.

This conclusion was upheld by the findings of Bahuguna et al. (2021), as they indicated that many women may also experience various types of pain, such as shooting, throbbing, dull, nauseous, or dull discomfort. Some symptoms are depressed mood, sad, lonely, anxious, nervous, mood swings, trouble with relationships, irritable, angry, impatient, difficulty concentrating, feeling out of control, cannot cope, and being less productive at work or home.

Table 1.a *Distribution of Respondents on items under Severity of Menstrual Symptoms from Highest to Lowest*

Items	Always	%	Some times	%	Seldom	%	Never	%	Rank
MOOD SWINGS: I become impatient during my period.	158	63.5	69	27.7	19	7.6	3	1.2	1st
MOOD SWINGS: I feel irritated for several days before my period.	155	62.2	73	29.3	18	7.2	3	1.2	2nd
MOOD SWINGS: I become prone to anger during my period.	143	57.4	85	34.1	18	7.2	3	1.2	3rd
MOOD SWINGS: I feel sad and down days before and during my period.	142	57.0	61	24.5	41	16.5	5	2.0	4th
FATIGUE: During duty hours, I only think of going home and staying in bed during my period.	132	53.0	67	26.9	33	13.3	17	6.8	5th
BLOATING: My belly feels full during my period.	130	52.2	58	23.3	40	16.1	21	8.4	6th

BLOATING: I feel like my abdomen is heavy during my period.	123	49.4	66	26.5	37	14.9	23	9.2	7th
LOWER BACK PAIN: I feel pain or discomfort in my lower back during my period.	116	46.6	70	28.1	40	16.1	23	9.2	8th
FATIGUE: I become easily fatigued during my period.	112	45.0	98	39.4	27	10.8	12	4.8	9th
DYSMENORRHEA : My performance is affected when I experience dysmenorrhea during my period.	110	44.2	88	35.3	35	14.1	16	6.4	10th
DYSMENORRHEA : I experience dysmenorrhea during my period.	107	43.0	92	36.9	37	14.9	13	5.2	11th
BREAST TENDERNESS: My breasts feel sensitive during my period.	107	43.0	84	33.7	40	16.1	18	7.2	12th
ACNE: I tend to have acne breakouts the day/s before or during my period.	107	43.0	78	31.3	59	18.5	33	7.2	13th
DYSMENORRHEA : I experience cramps that begin days before my period.	104	41.8	74	29.7	46	18.5	25	10.0	14th
BREAST TENDERNESS: My breasts feel sore during my	104	41.8	83	33.3	38	15.3	24	9.6	15th

period.										
BREAST TENDERNESS: I feel my breasts get bigger during my period.	93	37.3	76	30.5	52	20.9	28	11.2	16th	
BLOATING: I feel like my abdomen is swollen during my period.	93	37.3	68	27.3	54	21.7	34	13.7	17th	
FATIGUE: I don't like to do my requirements because I feel tired during my period.	93	37.3	101	40.6	36	14.5	19	7.6	18th	
BREAST TENDERNESS: My breasts feel tender to touch during my period.	92	36.9	93	37.3	47	18.9	17	6.8	19th	
MOOD SWINGS: I tend to isolate myself days before and during my period.	87	34.9	70	28.1	65	26.1	27	10.8	20th	
HEADACHE: My performance is affected when I experience headaches during my period.	82	32.9	76	30.5	44	17.7	47	18.9	21st	
CONCENTRATION DIFFICULTIES: I find it difficult to focus during my period.	81	32.5	113	45.4	40	16.1	15	6.0	22nd	
LOWER BACK PAIN: My performance is affected when I experience lower back pain during	80	32.1	77	30.9	59	23.7	33	13.3	23rd	

my period.										
CONCENTRATION DIFFICULTIES: The stress of learning increases my discomfort.	79	31.7	98	39.4	49	19.7	23	9.2	24th	
ACNE: My acne affects my self-confidence and self-esteem.	73	29.3	69	27.7	66	26.5	41	16.5	25th	
CONCENTRATION DIFFICULTIES: I lack the motivation to think of solutions to problems.	64	25.7	93	37.3	56	22.5	36	14.5	26th	
CONCENTRATION DIFFICULTIES: I tend to overlook details.	64	25.7	89	35.7	66	26.5	30	12.0	27th	
LOWER BACK PAIN: I have difficulties sleeping because of my back pains when I'm on my period.	61	24.5	72	28.9	68	27.3	48	19.3	28th	
BREAST TENDERNESS: My breasts feel lumpy and dense, especially in the outer areas.	60	24.1	99	39.8	59	23.7	31	12.4	29th	
HEADACHE: I keep having migraines whenever I'm on my period.	55	22.1	52	20.9	81	32.5	61	24.5	30th	
JOINT PAIN: My performance is affected when I experience joint or muscle pain during my period.	41	16.5	61	24.5	63	25.3	84	33.7	31st	

CONCENTRATION DIFFICULTIES: My learning efficiency decreases.	41	16.5	110	44.2	71	28.5	27	10.8	32nd
HEADACHE: I feel a severe pulsating headache during my period.	38	15.3	79	31.7	70	28.1	62	24.9	33rd
ACNE: I do not want to socialize when my acne flares up.	34	13.7	58	23.3	80	32.1	77	30.9	34th
JOINT PAIN: I feel pain or discomfort in my joints during my period.	34	13.7	62	24.9	66	26.5	87	34.9	35th

Table 1b. *Distribution of Respondents in Terms of the Severity of Menstrual Symptoms*

Table 1b shows the severity of symptoms of student nurses from levels 2, 3, and 4 at a private university in Iloilo from the second semester of school year 2023-2024. Based on the data gathered, 71 student nurses had their symptoms below average severity and had ranges from 60 and below. While, 122 student nurses experienced average severity ranging from 61-80. Lastly, 56 student nurses also experienced above average severity of menstrual symptoms ranging from 81 and above. Among the 249 respondents, 22.5% had an above Average Performance, 49% had average, and 22.5% student nurses had a below average severity in menstrual symptoms.

This result supported the findings of Mitsuhashi, R. et al. (2022) which states that during the menstrual cycle, from the first day of menstruation to the day preceding the next menstrual period, various changes occur in a woman's body caused by major hormonal fluctuations. Menstrual-related symptoms are therefore among the most

prevalent issues that women deal with. In particular, primary dysmenorrhea (PD) and premenstrual syndrome (PMS) are reported to cause symptoms in many women with considerable impact on their daily life. Furthermore, menstruation may have a negative impact on the performance of female university students. It emphasizes the importance of university programs and policy responses to improve student's well-being and educational engagement. (Munro et al., 2021). Numerous psychological changes related to the menstrual cycle include irritability, moodiness, and anxiety. Headaches, breast tenderness, swelling, abdominal bloating, heaviness, low energy, weakness, back pain, increased/decreased appetite, and a food craving are the most frequent physical symptoms. Menstrual symptoms can occur before or after menstruation by a few days, and it typically gets better as the period gets shorter. Premenstrual symptoms can be severe enough to interfere with everyday activities and have been linked to decreased productivity at work, higher absenteeism rates, and a poor impact on relationships with family members (Bahuguna et al., 2021).

Table 1b. *Distribution of Respondents in Terms of the Severity of Menstrual Symptoms*

	Range	Frequency	%
Below Average Severity	60 or Below	71	28.5
Average Severity	61 - 80	122	49.0
Above Average Severity	81 or Above	56	22.5
Total		249	

Minimum = 12 Maximum = 105 Mean = 67.5341 Standard Deviation = 17.24865

Table 2. *Distribution of Respondents in Terms of Clinical Performance*

The data in table 2 displays the clinical performance of student nurses from levels 2, 3, and 4 at a private university in Iloilo from the second semester of school year

2023-2024. Based on the data gathered, 55 student nurses had their clinical performance below average severity and had a grade ranging from 1.76 - 2.25. While, 97 of the student nurses experienced average severity with their grades ranging from 1.51-1.75. At the same time, 97 students also experienced above average severity of menstrual symptoms with grades ranging from 1.25-1.5. Among the 249 respondents, 39% had an above Average Performance, 39% had average, and 22.1% of the student nurses had a below average performance in the clinical area.

The result can be correlated with the study of PloS One (2023), showing that the Menstrual period has a notable effect on the academic performance of female students. It influences social life, diet, exercise, amount of sleep, sleep quality, study time, concentration, group activities, preparation and performance on exams and attendance. Various studies have shown that women's academic performance fluctuates during their menstrual cycle, resulting in a deterioration in mental health both during and several days before the period. In addition, another study conducted in Saudi Arabia revealed that there was an increased rate of absenteeism and loss of concentration in academic work which might have an impact on school performances as well as the achievement of their life goals.

Table 2. *Distribution of Respondents in Terms of Clinical Performance*

	Range	F	%
Below Average	1.76 - 2.25	97	39.0
Average	1.51- 1.75	97	39.0
Above Average	1.25 - 1.5	55	22.1
Total		249	

Minimum = 1.25 Maximum = 2.25 Mean = 1.6928 Standard Deviation = 0.22560

Table 3. *Relationship between Menstrual Symptoms and Clinical Performance*

Table 3 outlines the impact of menstrual symptoms on the clinical performance of the respondents. In terms of clinical performance, a majority (60.6%) of those achieving above-average performance experiences minor symptoms. Conversely, 33.6% of respondents with above-average performance report average symptoms, while only 23.2% of the respondents who have severe symptoms can perform at an above average level.

On the other hand, the trend is reversed among those with below-average performance. It shows that the majority (44.6%) of the respondents with below average performance are experiencing severe menstrual symptoms. Furthermore, 18.9% of individuals with below-average performance report average symptoms, whereas only 9.9% of those experiencing minor symptoms report similar performance levels. With this data, it can be inferred that as the severity of menstrual symptoms worsen, the clinical performance of most respondents decreases.

This observation was further analyzed through the spearman's rho with a coefficient value of -0.392 indicating a moderate relationship between variables and negative coefficient value describes an inverse relationship as more severe menstrual symptoms means poorer clinical performance. Additionally, this data revealed that there is a significant relationship between the perceived level of severity of menstrual symptoms: dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swings and the clinical performance among student nurses at a private university. Therefore, the hypothesis stating there is no significant relationship between the perceived level of severity of

menstrual symptoms and the clinical performance of among student nurses at a private university was rejected ($p=.000$).

This result corroborated the findings of Adam et al. (2020), who asserted that students are the country's future leaders, therefore they need to be prepared to take on the responsibility of improving the country's health, social, and economic standing. Menstrual disorders can have serious physical and emotional consequences for students. Researchers investigated menstrual disorders in student nurses and discovered that they impacted student's concentration and understanding, as well as their clinical performance. Multiple studies on the prevalence of dysmenorrhea among female students have been published, particularly among female medical students, who are under a lot of academic pressure and must attend clinics during difficult times. The majority of these studies found a high prevalence of dysmenorrhea among this group, with more than three-quarters of technical secondary school girls and medical college students experiencing it. Kural et al. (2015).

Moreover, Fu et al., (2021) stated that in nursing education, clinical performance is a crucial part of the learning process. Student nurses can apply their knowledge and skills in a real-world setting through clinical practice. Student nurses, however, may experience discomfort when caring for patients and engaging in clinical learning; discomfort also significantly affects the symptoms of menstrual periods. As a result, the impact of menstrual discomfort on therapeutic practice is a subject that requires in-depth study. Student nurses who experience menstrual misery have an impact on their learning and performance in clinical settings. A loss of concentration in class, sleep issues, and course absenteeism are the most frequent symptoms.

Relationship between Symptoms and Performance									
Variables		Performance							
		Above Average		Average		Below Average		Total	
		f	%	f	%	f	%	f	%
Severity of Symptoms	Below Average Severity	43	60.6%	21	29.6%	7	9.9%	71	100%
	Average Severity	41	33.6%	58	47.5%	23	18.9%	122	100%
	Above Average Severity	13	23.2%	18	32.1%	25	44.6%	56	100%
	Total	97	39.0%	97	39.0%	55	22.1%	249	100%

Spearman's rho = $-.392$ (Moderate Relationship) P = $.000$ (Significant)

The results of this study and Roy's Adaptation Model share several commonalities. It both focuses on adaptation, with Roy's model emphasizing how individuals adapt to environmental stimuli and this study exploring how student nurses adapt to the challenges of menstrual symptoms while maintaining clinical performance.

In Roy's model, stimuli can be external or internal factors that trigger a response, similar to how menstrual symptoms act as stimuli in this study, impacting how student nurses respond and adapt in their clinical roles. Adaptive responses, as described in Roy's model, are actions individuals take to cope with stimuli. In this study, adaptive responses refer to how student nurses cope with menstrual symptoms to ensure effective clinical performance. Both Roy's model and the study conducted recognize the importance of coping mechanisms. Roy's model highlights coping strategies as essential

for adaptation, while the researchers investigate the coping mechanisms student nurses employ to manage menstrual symptoms while fulfilling clinical responsibilities.

Roy's model integrates the nursing process, including assessment, diagnosis, planning, implementation, and evaluation, similar to the approach used in the study in assessing the impact of menstrual symptoms on clinical performance, diagnosing challenges faced by student nurses, planning interventions, implementing strategies to support adaptation, and evaluating outcomes.

The researchers took a holistic approach, considering biological, psychological, and social factors in adaptation, in relation to Roy's model. The study examines how menstrual symptoms, with physical, emotional, and social dimensions, influence student nurses' overall clinical performance.

In summary, Roy's Adaptation Model and this study both emphasize adaptation, stimuli (menstrual symptoms), adaptive responses, coping mechanisms, the nursing process, and a holistic approach to understanding how student nurses manage menstrual symptoms while navigating clinical responsibilities at a private university.

The study also employs Betty Neuman's Systems Model, a comprehensive framework that sees individuals as complex systems interacting with their surroundings. This model highlights stress as a dynamic force encountered, with coping mechanisms as strategies used to maintain stability and well-being. In this research, Neuman's model is applied to understand how student nurses experience and handle menstrual symptoms, which act as stressors in the environment. Regarding stressors, Neuman's model categorizes them into internal and external factors. External stressors like menstrual symptoms involve physical discomfort, emotional changes, and cognitive

challenges faced during clinical responsibilities. These symptoms can disrupt human balance and affect efficiency.

Neuman's model recognizes that individuals respond differently to stressors based on their perceptions, experiences, and coping resources. Similarly, the study result revealed how different student nurses may use various coping methods for menstrual symptoms, from self-care and social support to workload adjustments or medical interventions. The model emphasizes maintaining wellness and stability through preventive measures and support structures, paralleling the study's goal of understanding how effectively managing menstrual symptoms contributes to the overall well-being and clinical performance as student nurses. Taking a holistic approach, Neuman's model considers physical, psychological, sociocultural, and spiritual dimensions. Likewise, the study acknowledges the diverse impacts of menstrual symptoms on the lives of student nurses, including emotional well-being, social interactions, and professional functioning.

By integrating Neuman's Systems Model into this study, the researchers aimed to deepen the understanding of how menstrual symptoms influence equilibrium and adaptation. This model helps examine coping responses, identify factors contributing to wellness, and develop targeted interventions to manage menstrual symptoms while maintaining optimal clinical performance.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study aimed to determine the relationship between the severity of menstrual symptoms and clinical performance among student nurses at a private university in Iloilo City, Philippines during the academic year 2022 - 2023.

This study determined the symptoms student nurses experience during their menstrual period. Moreover, it aimed to determine the clinical performance of student nurses in terms of general weighted average (GWA) in Related Learning Experience (RLE). Furthermore, it aimed to determine the level of severity of menstrual symptoms, perceived level of severity of menstrual symptoms, and significant relationship between the level of severity of menstrual symptoms in terms dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swings and the clinical performance of among student nurses at a private university.

The respondents were selected levels 2, 3, and 4 student nurses at a private university in Iloilo City. Quantitative descriptive-correlational design was used to determine whether there was a relationship between menstrual symptoms and clinical performance among student nurses in a private university.

A researcher-developed questionnaire was used to determine the relationship between the severity of menstrual symptoms experienced by student nurses and clinical

performance in RLE among student nurses in a private university in Iloilo City. The questionnaire was reviewed for validity by an ob-gyn MD, and two clinical instructors with a master's degree and teaching Maternal and Child Health. Their comments and suggestions were taken into consideration. The respondents were selected using a stratified random sampling. Proportional allocation was used for each section, and respondents per year level were selected through simple random sampling utilizing the fishbowl method. Researchers collected the informed consent and surveys online from the respondents.

The Statistical Package for Social Sciences (SPSS) version 23 was used for the statistical processing. Frequency and percentage were used to determine the number of symptoms each respondent experienced during their menstrual period. Mean was used to determine the level of severity of each symptom experienced by respondents during menstrual period. Spearman's rho was used to determine the significant relationship between and among variables.

Major Findings

The symptoms student nurses experienced during their menstrual period were mood swings, fatigue, bloating, lower back pain, dysmenorrhea, breast tenderness, acne, headache, joint pain, and concentration difficulties.

A group of student nurses (n=97) experienced average severity with their grades ranging from 1.51-1.75 and another group (n=97) also experienced above average severity of menstrual symptoms with grades ranging from 1.25-1.5. Moreover, 55 student nurses had their clinical performance below average severity and had a grade ranging from 1.76 - 2.25. Among the 249 respondents, 39% had an above Average

Performance, 39% had average, and 22.1% of the student nurses had a below average performance in the clinical area.

The symptoms according to the level of severity were mood swings : I become impatient during my period (f=158, percentage=63.5%, R=1st), mood swings: I feel irritated for several days before my period (f=155, percentage=62.2%, R=2nd), mood swings: I become prone to anger during my period (f=143, percentage=57.4%, R=3rd), mood swings: I feel sad and down days before and during my period (f=142, percentage=57%, R=4th), fatigue: During duty hours, I only think of going home and staying in bed during my period (f=132, percentage=53%, R=5th), bloating: my belly feels full during my period (f=130, percentage=52.2%, R=6th), bloating: I feel like my abdomen is heavy during my period (f=123, percentage=49.4%, R=7th), lower back pain: I feel pain or discomfort in my lower back during my period (f=116, percentage=46.6%, R=8th), fatigue: I become easily fatigued during my period (f=112, percentage=45%, R=9th), dysmenorrhea: My performance is affected when I experience dysmenorrhea during my period (f=110, percentage=44.2%, R=10th).

The distribution of respondents regarding severity of menstrual symptoms based on the data gathered, there were 71 student nurses who had their symptoms below average severity and had ranges from 60 and below. While, 122 student nurses experienced average severity ranging from 61-80. Lastly, 56 student nurses also experienced above average severity of menstrual symptoms ranging from 81 and above. Among the 249 respondents, 22.5% had an above Average Performance, 49% had average, and 22.5% student nurses had a below average severity in menstrual symptoms. Furthermore, this were supported by Mitsuhashi, R. et al. (2022) which states that during the menstrual cycle, from the first day of menstruation to the day preceding the next menstrual period, various changes occur in a woman's body caused by major

hormonal fluctuations. Therefore, menstrual-related symptoms are one of the most common problems faced by women and have a considerable impact on their daily life.

There is a moderate relationship (-.392) between the menstrual symptoms and clinical performance among levels 2, 3, and 4 student nurses at a private university in Iloilo from the second semester of school year 2023-2024. Moreover, the data indicate an indirect correlation between symptoms and the clinical performance of student nurses. Thus, the findings showed that individuals with fewer symptoms exhibit the highest clinical performance, whereas those with more severe symptoms demonstrate the lowest clinical performance. Specifically, the clinical performance scores for individuals experiencing below-average, average, and above-average severity of symptoms are 60.6%, 47.5%, and 44.6%, respectively.

There is a significant relationship ($p=.000$) between the perceived level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swing and the clinical performance of among student nurses at a private university. Therefore, the hypothesis was rejected.

Conclusions

The following conclusions were derived from the study:

There is a significant and moderate relationship between menstrual symptoms and clinical performances among levels 2, 3, and 4 student nurses at a private university in Iloilo during the second semester of school year 2023-2024, supported by Spearman's rho score of -.392 and p-value of .000, therefore the hypothesis stating that there is no significant relationship between the perceived level of severity of menstrual symptoms in

terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swing and the clinical performance of among student nurses at a private university was rejected.

The correlation between these variables indicates that menstruation symptoms could have a moderate impact on student nurses' clinical performance.

These findings highlighted the significance of addressing menstrual health issues among student nurses and putting supportive measures in place to lessen the possibility that their menstrual symptoms would negatively affect their clinical performance. Educational institutions can create an environment that supports the success and well-being of student nurses by acknowledging and addressing the particular obstacles presented by menstrual symptoms. This will ultimately improve the student nurses' capacity to perform well in their clinical duties.

Additionally, exploring interventions aimed at alleviating menstrual discomfort and enhancing coping strategies could contribute valuable insights to optimize the clinical experiences and professional development of future nursing professionals.

Recommendations

To support female student nurses regarding menstrual symptoms and clinical performance, it's crucial to create an inclusive environment. This involves educating students about menstrual symptoms and their impact on clinical work, offering flexible scheduling, providing easy access to menstrual hygiene products and resources, fostering open communication between students and instructors, and promoting health and wellness programs. Advocating for gender-sensitive approaches and conducting research on this topic are also essential for the well-being and success of female nursing

students. It is important for female nursing students experiencing clinical symptoms to advocate for themselves within their academic and clinical environments. This may involve discussing accommodations with professors or clinical instructors, such as modified schedules, ergonomic adjustments, or alternative assignments. Prioritize activities that promote physical and mental well-being, such as regular exercise, mindfulness practices, and maintaining a healthy work-life balance. Consider joining support groups or online communities where they can connect with others facing similar challenges and share coping strategies.

Clinical educators must give importance to establishing a supportive and inclusive atmosphere for female student nurses who experience menstrual symptoms during their clinical rotations. This entails educating and increasing awareness among students regarding managing these symptoms, promoting open communication to tackle challenges, providing flexible scheduling options where feasible, ensuring accessibility to resources like menstrual hygiene products and dedicated rest areas, demonstrating empathy and understanding, conducting frequent check-ins to gauge well-being and provide assistance, and advocating for policies that enhance the well-being and achievements of female nursing students in managing menstrual symptoms throughout their clinical duties.

Future researchers are encouraged to conduct longitudinal studies involving a diverse population to understand how menstrual symptoms impact clinical performance over time. They should utilize both quantitative and qualitative research designs to gain comprehensive insights into students' experiences and coping strategies. Intervention studies should also be considered to assess the effectiveness of different strategies for managing menstrual symptoms and enhancing clinical performance. Collaboration with healthcare providers and maintaining ethical standards throughout the research process

are essential. Finally, researchers should aim to disseminate their findings widely to contribute to the advancement of knowledge and improve support for female student nurses managing menstrual symptoms in clinical settings.

Healthcare providers, including doctors and nurses, should prioritize supporting female student nurses who experience menstrual symptoms during their clinical rotations. This involves educating students about managing symptoms effectively, ensuring access to healthcare services for addressing severe symptoms or underlying conditions, creating personalized care plans, offering flexible accommodations, providing emotional support, advocating for policies that support menstrual health, and consistently monitoring students' well-being and clinical performance. By implementing these strategies, healthcare professionals can create a supportive environment that enhances the success and well-being of female nursing students managing menstrual symptoms during their academic and clinical duties.

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APPENDICES

Appendix A. Certificate of Validation for Research Instrument



Central Philippine University
College of Nursing
Jaro, Iloilo city

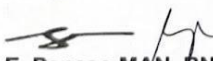
CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION (QUANTITATIVE RESEARCH)

This is to certify that the study entitled: MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY, has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Sophia Angel Grace H. Narido, Kaizel P. Obenieta, Jeremiah B. Naciongayo, Emigrace N. Nadua, Kate Liozel V. Naranja, and Trini Franz M. Nieva. As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this ___ day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,


Rita E. Penaso MAN, RN
Validator
(Printed Name and Signature)



Central Philippine University
College of Nursing
Jaro, Iloilo city

CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION
(QUANTITATIVE RESEARCH)

This is to certify that the study entitled: MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY, has undergone instrument validation. Necessary changes have been checked and approved.

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Issued this ___ day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

A handwritten signature in black ink, appearing to read 'Novie Joy C. Soledad'.

Novie Joy C. Soledad, MN

Validator

(Printed Name and Signature)



Central Philippine University
College of Nursing
Jaro, Iloilo city


CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION
(QUANTITATIVE RESEARCH)

This is to certify that the study entitled: MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY, has undergone instrument validation. Necessary changes have been checked and approved.

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Issued this 13th day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,



Emigrace N. Nadua
Validator
(Printed Name and Signature)

Appendix B. Informed Consent Form



RESEARCH ETHICS REVIEW BOARD
CENTRAL PHILIPPINE UNIVERSITY
 Lopez Jaena St., Jaro, Iloilo City, Philippines
 329-1971 to 79 local 3336



INFORMED CONSENT FORM (ICF) TEMPLATE (VERSION No. 02-2023)

1. KEY INFORMATION ABOUT THE RESEARCHERS

Title of the Study: Menstrual Symptoms and Clinical Performance among Student Nurses at a Private University

Name of Researcher/s: Sophia Angel Grace Narido, Jeremiah Naciongayo, Emigrace Nadua, Kate Liozel Naranja, Trini Franz Nieva, and Kaizel Obenieta

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP

Department/College: College of Nursing

Institution: Central Philippine University

2. INTRODUCTION/BACKGROUND OF THE STUDY

You are invited to take part in this research study. This form contains information that will help you in deciding whether to participate or not in this study/research. Before you decide to participate in this study, you will be given enough time to read and understand the contents of the informed consent. If there are words or concepts that you do not understand feel free to ask questions at any time, the researchers are willing to explain it to you and your questions will be answered to your satisfaction. The study will begin once you have signed the informed consent form.

This study of Menstrual symptoms are a diverse range of emotional and physical issues that surface during menstruation. The purpose of this study is to determine the relationship between menstrual symptoms and clinical performance among

student nurses. The results of this study will benefit the female student nurses, clinical instructors, doctors and nurses, and future researchers.

3. PURPOSE OF THE RESEARCH

The purpose of this research study is to determine the relationship between the severity of menstrual symptoms and clinical performance among student nurses at a private university in Iloilo City, Philippines during the academic year 2022 - 2023.

4. TYPE OF RESEARCH INTERVENTION/DATA GATHERING INSTRUMENT

The researchers will collect the data required to correlate the relationship between the dependent and independent variables using a questionnaire in the form of a survey and consist of three parts: Part 1 includes the respondents' college level and their clinical performance in RLE in terms of their GWA during the first semester of academic year 2022 - 2023. Part 2 will be questions related to the symptoms experienced by the respondents during their menstrual period. Lastly, part 3 of the questionnaire will also determine the perceived severity of symptoms experienced by female student nurses' during their menstrual period.

5. PARTICIPANT SELECTION (INCLUSION & EXCLUSION CRITERIA)

You are chosen as a participant based on the following criteria: should be a female student nurse from level 2, 3, or 4 at a private university between ages 18-23 that have clinical exposure in the hospital or simulation laboratory, and should be available and willing to participate in the study during the data collection period. The following are excluded: male student nurses, female student nurses who are not capped as a symbol of earning the right to perform clinical duties, student nurses who have not had clinical exposure in a hospital or simulation laboratory, and are not available and willing to participate during the data collection period.

6. VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason.

7. PROCEDURE

You will be given the informed consent form (ICF) using Google Forms. Participants will be given time to read and ask questions. The researchers will ensure the respondents have understood the ICF before giving their consent to participate and all the information will be confidential. Then, the questionnaires will be sent through Google Forms. The researchers will request the respondents to complete and return the questionnaires within 72 hours. The data from the questionnaire will be collected, coded and encoded for easy analysis. The data will be encoded manually for input of the results.

8. DURATION OF THE STUDY

This study will be conducted August 2022 to May 2024. You will be given 15 minutes to answer the questionnaire. The interview will take the respondents to complete and return the questionnaire within 72 hours.

9. RISKS AND INCONVENIENCES

There is negligible risk involved in this study. If you are uncomfortable with the *questions* you do not have to answer them. The researcher will manage the risk by protecting the participants' well-being. The researcher will advise the respondent to withdraw from the study. The researchers will conduct the study with utmost confidentiality to protect the rights and decisions of the participants.

10. BENEFITS

This study might help female student nurses, as it will educate them on various menstrual symptoms they commonly experience and how to cope with them; clinical instructors, as it will provide them with evidence to support how menstruating female students perform during their clinical learning experiences; doctors and nurses, as it will further enhance their knowledge and skill in assessing menstruating patients; parents, as it will increase their awareness, which will allow them to support their female child or children experiencing menstrual symptoms both at home and at school; and future researchers, as it will serve as a reference in developing further knowledge about menstrual symptoms and clinical performance among student nurses.

11. REIMBURSEMENTS

You will be given a certificate of appreciation for your contribution to this study. This certificate will serve as a token of appreciation for lending your time, effort, and insights that will play a pivotal role in advancing the understanding and knowledge of the researchers that will contribute to the betterment of society.

12. CONFIDENTIALITY

The information you have provided is solely for the purpose of this study. Your identity will be kept private and confidential to the extent provided by law. You will be assigned an ID number and your data will be stored with utmost respect to your privacy.

13. RIGHT TO REFUSE OR WITHDRAW

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give

any reason. If at any time you withdraw from the study, your data will be discarded properly.

14. DECLARATION OF CONFLICT INTEREST

The researchers declare no conflicts of interest to disclose. The proponents have no personal, financial, or other interests that could potentially influence the objectivity or impartiality of the study or any other factor that could bias the research process or its results.

15. STORAGE AND DISPOSAL OF RESEARCH DATA/MATERIALS

The electronic copy of the data will be kept in a computer that only the researcher(s) has/have access to. Hard copies will be stored in a locked drawer that only the researcher(s) will have access to for 5 years and will be disposed after it has been presented in a local or national research forum through shredding and erasing data from storage devices.

16. SHARING OF RESULTS/DISSEMINATION PLAN

The results of this study will be disseminated and distributed after the analysis, interpretation and revisions of the study. The data from the questionnaire will be collected, coded and encoded for easy analysis. The data will be encoded manually for input of the results. Your anonymity and confidentiality will be protected by not disclosing any of your personal information when discussing the results of the study. Access to the results of the study is allowed at your own choice. You will be provided with all the results pertaining to the study in which you are involved. Furthermore, you will be informed in a timely manner once the results have been released through email.

17. WHO TO CONTACT

If you have any questions or clarifications regarding your participation in the study, you may contact:

Lead Researcher: SOPHIA ANGEL GRACE H. NARIDO
 Address: Central Philippine University College of Nursing
 Contact Number: 09957481829
 Email address: sophiaangelgrace.narido-20@cpu.edu.ph

If you have questions pertaining to your rights as a participant, you may contact:

Joy G. Raso, PhD.
 Chair, CPU Research Ethics Review Board
 Email: researchethics@cpu.edu.ph
 Phone: 329-1971 (local 3336)

18. CERTIFICATE OF CONSENT

I have read the foregoing information, or it has been read and explained to me in a language/dialect I know and understand. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print name of participant _____

Signature of participant _____

Date _____

MM/DD/YYYY

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done.

1. **Purpose of the Study:** The participant understands the overall purpose and objectives of the research study, including the specific research questions being addressed.
2. **Study Procedures:** The participant is aware of the procedures involved in the study, including any interventions, data collection methods (such as surveys, interviews, or focus groups), and the expected time commitment for participation.
3. **Risks and Inconveniences:** The participant has been informed about any potential risks, discomforts, or inconveniences associated with their involvement in the study. These may include psychological discomfort, loss of confidentiality, or any physical risks associated with the study procedures.
4. **Benefits:** The participant understands the potential benefits that may arise from their participation in the study. These benefits could include contributing to the advancement of knowledge in the field, personal satisfaction in contributing to research, or potential benefits to society or specific communities.
5. **Confidentiality and Data Protection:** The participant has been informed about the measures taken to protect their confidentiality and privacy. They understand that their personal information and research data will be handled confidentially and in accordance with applicable data protection laws.
6. **Voluntary Participation:** The participant understands that their participation in the study is entirely voluntary. They are aware that they have the right to refuse participation, withdraw from the study at any time, and that their decision will not result in any negative consequences or affect their relationship with the researchers or institution.
7. **Contact Information:** The participant has been provided with appropriate contact information, including the researcher's name, email address, and telephone number. They understand that they can reach out to the

researcher if they have any questions, concerns, or require further information at any point during the study.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of Researcher/person taking the consent _____

Signature of Researcher/ person taking the consent _____

Date: _____

MM/DD/YYYY

Appendix C. Certificate of Technical Review



Central Philippine University
Jaro, Iloilo City
College of Nursing
The First Nursing School in the Philippines, 1906
Bachelor of Science in Nursing







ENDORSEMENT SHEET FOR ETHICS REVIEW

(Technical Panel Approval Sheet)

This undergraduate thesis proposal entitled **MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY**, prepared and submitted by **Sophia Angel Grace H. Narido, Kaizel P. Obenieta, Jeremiah B. Naciongayo, Emigrace N. Nadua, Kate Liozel V. Naranja, and Trini Franz M. Nieva** in partial fulfillment of the requirements for the degree of BACHELOR OF SCIENCE IN NURSING, has been presented in a Proposal Review on **March 23, 2023**.

Further, the suggestions and recommendations of the technical panel have been complied with.

This proposal is now recommended for ethical review.

	 Dr. Betty T. Polido Panelist	
	 Prof. Alvin/John H. Gustilo, MAN, RN Panelist	
	 Prof. Orlan Defensor Balano Panelist	
	Approved by:	
	 Prof. MELBA C. SALE, MAN RN Dean, College of Nursing	

Appendix D. Turnitin Similarity Certificate (Chapter 1-3)



REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER
Central Philippine University
Jaro, Iloilo City
Tel. No. 329-1971 local 1008 email: rceccsec@cpu.edu.ph
Website: rcecc.cpu.edu.ph



February 15, 2023

CERTIFICATION

This is to certify that the research proposal entitled “**MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY**” by **Sophia Angel Grace Narido, Kaizel Obenieta, Jeremiah Naciongayo, Emigrace Nadua, Kate Liozel Naranja and Trini Franz Nieva** has undergone Turnitin Similarity Checking with a passing percentage of 16% and have passed the requirements (Chapter 1-3).

Prepared by:

PINKY E. LUTERO-TONGOL
Staff -in-charged

Approved by:

LENNY ROSE P. MUCHO, EdD.
Director, RCECC

Appendix E. Turnitin Similarity Certificate (Chapter 1-5)**REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER**

Central Philippine University

Jaro, Iloilo City


Tel. No. 329-1971 local 1008 email: rceccsec@cpu.edu.phWebsite: rcecc.cpu.edu.ph

May 2, 2024


CERTIFICATION

This is to certify that the paper entitled “Menstrual Symptoms and Clinical Performance among Student Nurses at a Private University” by **Sophia Angel Grace H. Narido, Jeremiah B. Naciongayo, Emigrace N. Nadua, Kate Liozel V. Naranja, Trini Franz M. Nieva, and Kaizel P. Obenieta** has undergone Turnitin Similarity Checking with a passing percentage of 14% and has passed the requirements (Chapter 1-5).



Prepared by:


PINKY E. LUTERO-TONGOL
Staff -in-charged

Approved by:


LENNY ROSE P. MUCHO, EdD
Director, RCECC

Appendix F. REC Application for Protocol Review (Form 07-1)

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
APPLICATION FOR ETHICS REVIEW OF A NEW PROTOCOL		RERB Form No. 07-1 Version No. 02 Date of Effectivity: 17 May 2023

Instructions to the Researcher: Please accomplish this form and ensure that you have included in your submission the documents that you checked below (in Section 3. Checklist of Documents).

1. General Information			
Title of the Study	MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY		
RERB Code (To be provided by RERB)	2023-227-UG-NARIDO et al.	Study Site	Central Philippine University
Name of Researcher	Narido, Sophia Angel Grace H. Naciongayo, Jeremiah B. Nadua, Emigrace N. Naranja, Kate Liozel V. Nieva, Trini Franz M. Obenieta, Kaizel P.	Contact Number	Tel No. No. 09957481829 landline Email: sophiaangelgrace.narido-20@cpu.edu.ph
Co-researcher (if any)	N/A		Mobile No. 09957481829 Fax No. Email: sophiaangelgrace.narido-20@cpu.edu.ph
Institution	Central Philippine University		
Address of Institution	Lopez Jaena Street, Iloilo City, Iloilo 5000		

*Type of Study	Health Operations Research (Health Programs and Policies) Social or Behavioral Research Public Health or Epidemiologic Research	<input type="checkbox"/> Biomedical research (Retrospective, Prospective and diagnostic studies) <input type="checkbox"/> Genetic Research <input type="checkbox"/> Others <hr/>	
*Source of Funding	Self-funded Government-Funded Scholarship/Research Grant	<input type="checkbox"/> Sponsored by a Pharmaceutical Company Specify: _____ N/A _____ <input type="checkbox"/> Institution-Funded	
	<input type="checkbox"/> Others <hr/>		
*Duration of the Study	Start date: August 2022 End date: April 2024	No. of study participants	249
*Has the Research undergone Technical Review?	Yes (please attach technical review results) No		
*Has the Research been submitted to another REC?	Yes No		
2. Brief Description of the study			
<p>This study aims to determine the relationship between the severity of menstrual symptoms and clinical performance among student nurses at a private university in Iloilo City, Philippines during the academic year 2022 - 2023.</p> <p>Specifically, this study aims to:</p> <ol style="list-style-type: none"> 1. Determine the symptoms student nurses experience during their menstrual period. 2. Determine the clinical performance of student nurses in terms of general weighted average (GWA) in Related Learning Experience (RLE). 3. Determine the level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, and mood swing according to the frequency of symptoms experienced by student nurses. 4. Determine the perceived level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, and mood swing among student nurses when taken as a whole. 			

5. Determine whether there is a significant relationship between the level of severity of menstrual symptoms in terms dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swing and the clinical performance of among student nurses at a private university.

The probability sampling will be used in selecting the respondents. A researcher-developed questionnaire will be utilized to gather data.

3. Checklist of Documents

Letter of application for research ethics review addressed to CPU- REC Chair
 Accomplished REC application form (Form 07-1)
 Full protocol/Research proposal (Chapters 1, 2 and 3) with references
 Certificate of Validation for the researcher-made instrument from at least 3 validators
 Validated Research Instrument/Questionnaire
 Informed Consent Form English version Filipino version
 Assent Form if applicable. English version Filipino version
 Budget (if applicable)
 Curriculum Vitae of Researchers with 2x2 photograph
 GANTT Chart/Timelines/Table of schedule
 Certificate of Technical Review signed by at least 3 members of the Technical panel and the Dean
 Turnitin Similarity Certificate from CPU-RCECC
 Official Receipt of Review Fee paid to Account No. A098
 Questionnaire (if applicable)
 (2) hard copies (Soft Bound the above documents placed inside a long clear plastic envelope
 Soft Copy of the above documents emailed to researchethics@cpu.edu.ph

Accomplished by:





 SOPHIA ANGEL GRACE H. NARIDO
 Researcher's Signature Over Printed Name

Date submitted:

----- **To be filled by the REC Secretariat** -----

Completeness of Document	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	(place stamp here)
Remarks		
Date Received		
Received by		

Appendix G. REC Form 08-1 Resubmission Form

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
RESUBMISSION FORM	RERB Form No. 08-1	
	Version No. 03	
	Date of Effectivity: 17 May 2023	

INSTRUCTION TO THE RESEARCHER/s: This form shall be filled-out by the researcher upon receipt of the Decision form. Obtain an electronic copy of this form and provide the information required in the space provided. This form shall be signed by the researcher and adviser before submission to rec-resubmission@cpu.edu.ph

GENERAL INFORMATION			
Title of the Study	MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY		
Version number/Date			
RERB Code	2023-227-UG-NARIDO et al.	Study Site:	Central Philippine University
Name of Researcher	Narido, Sophia Angel Grace H. Naciongayo, Jeremiah B. Nadua, Emigrace N. Naranja, Kate Liozel V. Nieva, Trini Franz M. Obenieta, Kaizel P.	Contact Information	Tel No. -----
			Mobile No. 09957481829
			Fax No. -----
Co-researcher (if any)			Email: sophiaangelgrace.narido-20@cpu.edu.ph
Institution of researcher/s	Central Philippine University		
Address of Institution	Lopez Jaena Street, Iloilo City, Iloilo 5000		

RERB Recommendations	Response of Researcher	Section and page number of revisions
1. Rename Operational Definition of Variables and Other Key Terms to Definition of terms	Definition of Terms	Chapter 1. Definition of Terms (p.6)
2. Be consistent with the scope of your respondents under the section Scope & Limitation. In paragraph 2 you write levels 2, 3 & 4 then on the third paragraph levels 1,2 & 3, please clarify	Furthermore, this study will focus only on the levels 2, 3 and 4 student nurses during the timeframe of their clinical exposure.	Chapter 1. Scope and Limitation of the Study (p.10)
3. This statements is confusing suggest to "The total target population is 658 female student nurses, with a sample size of 122 from level 2, 154 from level 3, and 146 from level 4". You may Just write the total number of respondents is 249	The total number of respondents is 249.	Chapter 1. Scope and Limitation of the Study (p.10)
4. In your inclusion criteria be specific, what level? Include the sex and provide your exclusion criteria	Inclusion criteria are the female student nurses from levels 2, 3, and 4 between ages 18-23 that have their clinical exposure in the hospital or simulation laboratory. The study excludes male student nurses, female student nurses who are not capped as a symbol of earning the right to perform clinical duties, and student nurses who have not had clinical exposure in a hospital or simulation laboratory.	Chapter 1. Scope and Limitation of the Study (p.9 & 10)
5. Please revise Ethical considerations. It should be written after Research Instrument. The following is the content of Ethical Consideration,	Ethical Consideration The researchers will ask the university's Research Ethics Review Board to review and approve the research protocol to protect the rights and dignity of the respondents. Informed consent will be given, containing the rights of the participants to accept or refuse to	Chapter 3. Ethical Consideration (p. 19-22)

<p>discuss as a sub-paragraph. Seeking approval from the RERB office and other related offices/institution, Risk Assessment, Benefits assessment, Withdrawal criteria of participants, Voluntary, non-coercive recruitment of participants/respondents, Disposal of research materials/data, Contribution to local capacity building and benefits to local communities, Incentives or compensation for participants, Disclosure or declaration of potential conflict of interest</p>	<p>participate in the study. The proponents will request permission from the OIC Dean for the conduct of study. Additionally, it will be stated that their identity will be kept private. The responses will be used for academic purposes only and will be treated with the utmost confidentiality. The results of the study will be shared with the participants in their preferred mode of communication, either by mail or hard copy.</p> <p>Seeking approval from the RERB office and other related offices/institution The ethics committee of Central Philippine University will conduct an ethical review of this study. Risk Assessment There is negligible risk involved in this study. If the participants are uncomfortable with the questions, they do not have to answer. The researcher will manage the risk by protecting the participants' well-being. The researcher will advise the respondent to withdraw from the study. The researchers will conduct the study with utmost confidentiality to protect the rights and decisions of the participants.</p> <p>Benefits Assessment This study might help female student nurses, as it will educate them on various menstrual symptoms they commonly experience and how to cope with them; clinical instructors, as it will provide them with evidence to support how menstruating female students perform during their clinical learning experiences; doctors and nurses, as it will further enhance their knowledge and skill in assessing menstruating patients; parents, as it will increase their awareness, which will allow them to support their female child or children experiencing menstrual symptoms both at home and at school; and future researchers, as it will serve as a reference in developing further knowledge about menstrual symptoms and clinical performance among student nurses.</p> <p>Withdrawal criteria of participants Respondents will be informed that their participation is entirely voluntary and that,</p>	
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	<p>in accordance with research ethics, they have the ability to withdraw their consent or decline to participate at any time.</p> <p>Anonymity and confidentiality of participants/respondents The questionnaire provided will not give respondents the option of entering their name in order to protect anonymity and confidentiality.</p> <p>Voluntary, non-coercive recruitment of participants/respondents The respondents signed an informed consent form, confirming their willingness to participate voluntarily. The respondents' participation was entirely voluntary without any kind of coercion.</p> <p>Disposal of research materials/data The electronic copy of the data will be kept in a computer that only the researcher(s) has/have access to. Hard copies will be stored in a locked drawer only that the researcher(s) will have access to for 5 years and will be disposed after it has been presented in a local or national research forum.</p> <p>Contribution to local capacity building Student nurses as researchers are vital as they offer many benefits to fellow students, instructors, parents, healthcare organizations, and communities. By improving attitudes toward research, increasing the incorporation of research evidence into practice, strengthening any clinical expertise that already exists with complementary research skills, cultivating critical thinking abilities, and fostering an environment where evidence-based practice is valued, it can contribute to the local capacity building of the community.</p> <p>Benefits to local communities Female student nurses experience a wide range of physical, mental, and emotional issues during their menstrual period. With the collaboration of student nurses and the community in addressing the topic of menstrual symptoms and the clinical</p>	
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	<p>performance of student nurses and determining their relationship, it poses benefits to the local communities. This study will educate the community on various menstrual symptoms student nurses commonly experience as well as increase awareness of how these symptoms may affect their clinical performance. The results of this study will benefit the local community, as it will serve as a basis for developing coping and management strategies for addressing menstrual symptoms and the stigma associated with them.</p> <p>Incentives or compensation for participants The participants will be given a certificate of appreciation for their contribution to this study. This certificate will serve as a token of appreciation for lending their time, effort, and insights that will play a pivotal role in advancing the understanding and knowledge of the researchers that will contribute to the betterment of society.</p> <p>Disclosure or declaration of potential conflict of interest The researchers declare no conflicts of interest to disclose. The proponents have no personal, financial, or other interests that could potentially influence the objectivity or impartiality of the study or any other factor that could bias the research process or its results.</p> <p>Sharing of Results/Dissemination Plan The results of this study will be disseminated and distributed after the analysis, interpretation and revisions of the study. The data from the questionnaire will be collected, coded and encoded for easy analysis. The data will be encoded manually for input of the results. The anonymity and confidentiality of the respondents will be protected by not disclosing any of their personal information when discussing the results of the study. Access to the results of the study is allowed to respondents at their own choice. They will be provided with all the results</p>	
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	<p>pertaining to the study in which they are involved. Furthermore, respondents of the study will be informed in a timely manner once the results have been released through email.</p>	
<p>6. Please provide separate section for Dissemination Plan</p>	<p>To disseminate the questionnaire, the researchers will create a Google form. The Google form will consist of the questionnaire. The researchers will provide a group chat for all the participants included in the study so that they can approach them easily, and the link will be sent to the group chat.</p>	<p>Chapter 3. Data Collection and Processing (p. 23)</p>
<p>7. Revise your Informed Consent Form follow the latest version</p>	<p>1. KEY INFORMATION ABOUT THE RESEARCHERS Title of the Study: Menstrual Symptoms and Clinical Performance among Student Nurses at a Private University</p> <p>Name of Researcher/s: Sophia Angel Grace Narido, Jeremiah Naciongayo, Emigrace Nadua, Kate Liozel Naranja, Trini Franz Nieva, and Kaizel Obenieta Research Adviser: Sarla F. Duller, PhD, MN, RN, NP Department/College: College of Nursing Institution: Central Philippine University</p> <p>2. INTRODUCTION/BACKGROUND OF THE STUDY You are invited to take part in this research study. This form contains information that will help you in deciding whether to participate or not in this study/research. Before you decide to participate in this study, you will be given enough time to read and understand the contents of the informed consent. If there are words or concepts that you do not understand feel free to ask questions at any time, the researchers are willing to explain it to you and your questions will be answered to your satisfaction. The study will begin once you have signed the informed consent form.</p> <p>This study of Menstrual symptoms are a diverse range of emotional and physical issues that surface during menstruation. The purpose of this study is to determine the relationship between menstrual symptoms and clinical performance among</p>	<p>Informed Consent Form (ICF) Template (p. 37-42)</p>

	<p>student nurses. The results of this study will benefit the female student nurses, clinical instructors, doctors and nurses, and future researchers.</p> <p>3. PURPOSE OF THE RESEARCH The purpose of this research study is to determine the relationship between the severity of menstrual symptoms and clinical performance among student nurses at a private university in Iloilo City, Philippines during the academic year 2022 - 2023.</p> <p>4. TYPE OF RESEARCH INTERVENTION/DATA GATHERING INSTRUMENT The researchers will collect the data required to correlate the relationship between the dependent and independent variables using a questionnaire in the form of a survey and consist of three parts: Part 1 includes the respondents' college level and their clinical performance in RLE in terms of their GWA during the first semester of academic year 2022 - 2023. Part 2 will be questions related to the symptoms experienced by the respondents during their menstrual period. Lastly, part 3 of the questionnaire will also determine the perceived severity of symptoms experienced by female student nurses' during their menstrual period.</p> <p>5. PARTICIPANT SELECTION (INCLUSION & EXCLUSION CRITERIA) You are chosen as a participant based on the following criteria: should be a female student nurse from level 2, 3, or 4 at a private university between ages 18-23 that have clinical exposure in the hospital or simulation laboratory, and should be available and willing to participate in the study during the data collection period. The following are excluded: male student nurses, female student nurses who are not capped as a symbol of earning the right to perform clinical duties, student nurses who have not had clinical exposure in a hospital or simulation laboratory, and are not available and willing to participate during the data collection period.</p>	
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	<p>6. VOLUNTARY PARTICIPATION Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason.</p> <p>7. PROCEDURE You will be given the informed consent form (ICF) using Google Forms. Participants will be given time to read and ask questions. The researchers will ensure the respondents have understood the ICF before giving their consent to participate and all the information will be confidential. Then, the questionnaires will be sent through Google Forms. The researchers will request the respondents to complete and return the questionnaires within 72 hours. The data from the questionnaire will be collected, coded and encoded for easy analysis. The data will be encoded manually for input of the results.</p> <p>8. DURATION OF THE STUDY This study will be conducted August 2022 to May 2024. You will be given 15 minutes to answer the questionnaire. The interview will take the respondents to complete and return the questionnaire within 72 hours.</p> <p>9. RISKS AND INCONVENIENCES There is negligible risk involved in this study. If you are uncomfortable with the questions you do not have to answer them. The researcher will manage the risk by protecting the participants' well-being. The researcher will advise the respondent to withdraw from the study. The researchers will conduct the study with utmost confidentiality to protect the rights and decisions of the participants.</p> <p>10. BENEFITS This study might help female student nurses, as it will educate them on various menstrual symptoms they commonly experience and how to cope with them;</p>	
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	<p>clinical instructors, as it will provide them with evidence to support how menstruating female students perform during their clinical learning experiences; doctors and nurses, as it will further enhance their knowledge and skill in assessing menstruating patients; parents, as it will increase their awareness, which will allow them to support their female child or children experiencing menstrual symptoms both at home and at school; and future researchers, as it will serve as a reference in developing further knowledge about menstrual symptoms and clinical performance among student nurses.</p> <p>11. REIMBURSEMENTS You will be given a certificate of appreciation for your contribution to this study. This certificate will serve as a token of appreciation for lending your time, effort, and insights that will play a pivotal role in advancing the understanding and knowledge of the researchers that will contribute to the betterment of society.</p> <p>12. CONFIDENTIALITY The information you have provided is solely for the purpose of this study. Your identity will be kept private and confidential to the extent provided by law. You will be assigned an ID number and your data will be stored with utmost respect to your privacy.</p> <p>13. RIGHT TO REFUSE OR WITHDRAW Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences and without need to give any reason. If at any time you withdraw from the study, your data will be discarded properly.</p> <p>14. DECLARATION OF CONFLICT INTEREST The researchers declare no conflicts of interest to disclose. The proponents have no personal, financial, or other interests that could potentially influence the</p>	
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	<p>objectivity or impartiality of the study or any other factor that could bias the research process or its results.</p> <p>15. STORAGE AND DISPOSAL OF RESEARCH DATA/MATERIALS The electronic copy of the data will be kept in a computer that only the researcher(s) has/have access to. Hard copies will be stored in a locked drawer that only the researcher(s) will have access to for 5 years and will be disposed after it has been presented in a local or national research forum through shredding and erasing data from storage devices.</p> <p>16. SHARING OF RESULTS/DISSEMINATION PLAN The results of this study will be disseminated and distributed after the analysis, interpretation and revisions of the study. The data from the questionnaire will be collected, coded and encoded for easy analysis. The data will be encoded manually for input of the results. Your anonymity and confidentiality will be protected by not disclosing any of your personal information when discussing the results of the study. Access to the results of the study is allowed at your own choice. You will be provided with all the results pertaining to the study in which you are involved. Furthermore, you will be informed in a timely manner once the results have been released through email.</p> <p>17. WHO TO CONTACT If you have any questions or clarifications regarding your participation in the study, you may contact:</p> <p>Lead Researcher: SOPHIA ANGEL GRACE H. NARIDO Address: Central Philippine University College of Nursing Contact Number: 09957481829 Email address: sophiaangelgrace.narido-20@cpu.edu.ph</p> <p>If you have questions pertaining to your rights as a participant, you may contact:</p>	
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	<p style="text-align: center;">Joy G. Raso, PhD. Chair, CPU Research Ethics Review Board Email: researchethics@cpu.edu.ph Phone: 329-1971 (local 3336)</p> <p>18. CERTIFICATE OF CONSENT</p> <p>I have read the foregoing information, or it has been read and explained to me in a language/dialect I know and understand. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.</p> <p>Print name of participant _____</p> <p>Signature of participant _____</p> <p>Date _____ MM/DD/YYYY</p> <p>Statement by the researcher/person taking consent</p> <p>I have accurately read out the information sheet to the potential participant, and to the best on my ability made sure that the participant understands that the following will be done.</p> <ol style="list-style-type: none"> 1. Purpose of the Study: The participant understands the overall purpose and objectives of the research study, including the specific research questions being addressed. 2. Study Procedures: The participant is aware of the procedures involved in the study, including any interventions, data collection methods (such as surveys, interviews, or focus groups), and the expected time commitment for participation. 	
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	<ol style="list-style-type: none">3. Risks and Inconveniences: The participant has been informed about any potential risks, discomforts, or inconveniences associated with their involvement in the study. These may include psychological discomfort, loss of confidentiality, or any physical risks associated with the study procedures.4. Benefits: The participant understands the potential benefits that may arise from their participation in the study. These benefits could include contributing to the advancement of knowledge in the field, personal satisfaction in contributing to research, or potential benefits to society or specific communities.5. Confidentiality and Data Protection: The participant has been informed about the measures taken to protect their confidentiality and privacy. They understand that their personal information and research data will be handled confidentially and in accordance with applicable data protection laws.6. Voluntary Participation: The participant understands that their participation in the study is entirely voluntary. They are aware that they have the right to refuse participation, withdraw from the study at any time, and that their decision will not result in any negative consequences or affect their relationship with the researchers or institution.7. Contact Information: The participant has been provided with appropriate contact information, including the researcher's name, email address, and telephone number. They understand that they can reach out to the researcher if they have any questions, concerns, or require further information at any point during the study.	
--	---	--

	<p>I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.</p> <p>Print Name of Researcher/person taking the consent _____ Signature of Researcher/ person taking the consent _____ Date: _____ MM/DD/YYYY</p>	
--	--	--

Researcher:

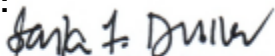


SOPHIA ANGEL GRACE H. NARIDO

Signature over Printed Name

Date:

Adviser:





SARLA F. DULLER, PhD, MN, RN, NP

Signature over Printed Name

Date:

Appendix H. REC Form 09-1 Resubmission Form

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
PROTOCOL REVIEW OF PROGRESS REPORT	RERB Form No. 09-1	
	Version No. 01	
	Date of Effectivity: 17 May 2023	

INSTRUCTIONS TO THE RESEARCHER/s:

This form is required thirty (30) days after your Data Collection. Obtain an electronic copy of this form and supply.

All information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

Title of Study	MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY		
RERB Protocol No.	2023-227-UG-NARIDO et al.	Study Site	Central Philippine University
Name of Researcher	Narido, Sophia Angel Grace H., Naciongayo, Jeremiah B, Nadua, Emigrace N., Naranja, Kate Liozel V., Nieva, Trini Franz M., Obenieta, Kaizel P.		
Contact No.	09957481829	Email Address	sophiaangelgrace.narido-20@cpu.edu.ph
Co-researcher (if any)	N/A		
Institution	Central Philippine University		
Address of Institution	Lopez Jaena Street, Iloilo City, Iloilo 5000		
Ethical clearance effectivity period:	August 8, 2023 to August 8, 2024		

PROGRESS REPORT

1. Start of study: August 2022
2. Expected end of study: April 2024
3. Number of enrolled participants: 249
4. Number of required participants: 249
5. Number of participants who withdrew: NONE
6. Deviations from the approved protocol: NONE
7. New information (literature or in the conduct of the study) that may significantly change the risk-benefit ratio: NONE
8. Issues/problems encountered: Availability of respondents

Recommendations (For RERB use only)	
DECISION: (For RERB use only)	<input type="checkbox"/> Ask for further information <input type="checkbox"/> Noted and Accept report
Comments of Primary Reviewer (For RERB use only)	

RERB Primary Reviewer: (For RERB use only)

Signature over Printed Name

Date:

Researcher/s:

SOPHIA ANGEL GRACE H. NARIDO

Signature Over Printed Name

Date: June 04, 2024



: EMIGRACE N. NADUA

Signature Over Printed Name

Date: June 04, 2024

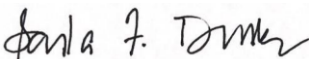


TRINI FRANZ M. NIEVA

Signature Over Printed Name

Date: June 04, 2024

Adviser:



SARLA F. DULLER, PHD, MN, RN, NP

Signature Over Printed Name

Date: June 05, 2024

JEREMIAH B. NACIONGAYO

Signature Over Printed Name

Date: June 04, 2024



KATE LIOZEL V. NARANJA

Signature Over Printed Name



Date: June 04, 2024

KAIZEL P. OBENIETA

Signature Over Printed Name

Date: June 04, 2024

Appendix I. REC Final Report Form (Form 13-1)

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
FINAL REPORT FORM		RERB Form No. 13-1
		Version No. 01
		Date of Effectivity: 17 May 2023

INSTRUCTIONS TO THE RESEARCHER/s:

This form is required upon completion of the study. Obtain an electronic copy of this form and supply

all information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION			
RERB Protocol Number	2023-227-UG-NARIDO et al.	Date (DD/MM/YYYY)	
Protocol Title	MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY		
Principal Investigator/s	Narido, Sophia Angel Grace H. Obenieta, Kaizel P. Naciongayo, Jeremiah B.Nadua, Emigrace N. Naranja, Kate Liozel V. Nieva, Trini Franz M.		
Department/College	College of Nursing		
Contact No.	09957481829	*Email Address	sophiaangelgrace.narido-20@cpu.edu.ph
Co-investigator/s (if any)			
Contact No.		Email Address	
Institution of Researcher/s	Central Philippine University		
Address of Institution	Jaro, Iloilo City 5000		
Effective period of Ethical Clearance	From: <u>August 8, 2023</u> To: <u>August 8, 2024</u>		
(*for RERB) Primary Reviewer/s			

INSTRUCTIONS TO THE RESEARCHER/s:

This form is required upon completion of the study. Obtain an electronic copy of this form and supply

all information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

Type of Study	<input type="checkbox"/> Clinical <input type="checkbox"/> Epidemiology <input type="checkbox"/> Observational study
	<input type="checkbox"/> Document Review <input type="checkbox"/> Individual based <input type="checkbox"/> Genetic
	<input checked="" type="checkbox"/> Social Survey <input type="checkbox"/> Others, specify _____
Review Status	<input type="checkbox"/> Full Board <input checked="" type="checkbox"/> Expedited

FINAL REPORT

1. Start/end of the Study: August 2022 - April 2024
2. Number of enrolled participants: 249
3. Number of required participants: 249
4. Number of participants who withdraw: NONE
5. Deviations from the approved protocol: NONE
6. Issues/problems encountered: NONE
7. Summary of findings: Menstrual-related symptoms are among the most common problems women face and have a considerable impact on their daily lives. The symptoms student nurses experienced during their menstrual period were mood swings, fatigue, bloating, lower back pain, dysmenorrhea, breast tenderness, acne, headache, joint pain, and concentration difficulties. Thus, the findings showed that individuals with fewer symptoms exhibit the highest clinical performance, whereas those with more severe symptoms demonstrate the lowest clinical performance.

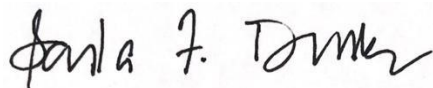
8. Conclusions/Recommendations:

There is a significant and moderate relationship between menstrual symptoms and clinical performances among levels 2, 3, and 4 student nurses at a private university in Iloilo during the second semester of school year 2023-2024. The findings highlighted the significance of addressing menstrual health issues among student nurses and putting supportive measures in place to lessen the possibility that their menstrual symptoms would negatively affect their clinical performance.

9. Actions for dissemination of study results: Access to the results of the study was allowed to respondents at their own choice.**Researcher/s:**



SOPHIA ANGEL GRACE H. NARIDO
Signature Over Printed Name

Date:

Adviser:

SARLA F. DULLER, PHD, MN, RN, NP
Signature Over Printed Name
Date: 5 June 2024

Appendix J. REC Decision Letter (Form 21-1)

 RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336			
DECISION FORM		RERB Form No. 22-1	
		Version No. 04	
		Date of Effectivity: 17 May 2023	

Date: July 14, 2023

NAME OF PROPONENT: **NARIDO, SOPHIA ANGEL GRACE H.**
OBENIETA, KAIZEL P.
NACIONGAYO, JEREMIAH B.
NADUA, EMIGRACE N.
NARANJA, KATE LIOZEL V.
NIEVA, TRINI FRANZ M.

Institution: CENTRAL PHILIPPINE UNIVERSITY

Re: **"MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY"**

RERB code: 2023-227-UG-NARIDO et al.


Dear Mr/Ms. Narido,

This is to acknowledge receipt of your request and the following supporting documents dated **June 20, 2023**:


1. Letter of application for research ethics review addressed to CPU- RERB Chair
2. Accomplished RERB Application (Form 07-1)
3. Full protocol/Research proposal (Chapters 1, 2 and 3) with references.
4. Validated Research Instrument/Questionnaire for Quantitative Research
5. Certificate of Validation for researcher-made questionnaire preferably from (3) three experts in the field, not by the adviser and panel members
6. Informed Consent Form (CPU-RERB template)
7. Assent Form for minor respondents/participants (CPU-RERB template)
8. Certificate of Technical Review/Approval sheet of proposal signed by (3) three members of the technical panel and the Dean
9. Turnitin Similarity Certificate from CPU-RCECC
10. Budget (if applicable)
11. Curriculum Vitae/Resume of the Researcher/Investigator and Co-Researchers with 2x2 photograph
12. GANTT Chart/Timelines/Table of schedule
13. Official Receipt of Ethics Review paid to Account No. A098
14. Two (2) Hard Copies (*Soft Bound in Blue or Black cover*) of the above documents placed inside a long clear plastic envelope
15. Soft Copy of the above documents emailed to researchethics@cpu.edu.ph

• *This form contains the CPU-REC recommendations. Please comply within (15) days and wait for the Ethical Clearance before the conduct of the study.*

Appendix K. REC Ethical Clearance (Form 21-2)



RESEARCH ETHICS REVIEW BOARD
 CENTRAL PHILIPPINE UNIVERSITY
 Lopez Jaena St., Jaro, Iloilo City, Philippines
 329-1971 to 79 local 3336



ETHICAL CLEARANCE

RERB Form No.22-2
 Version No.: 04
 Date of Effectivity: 17 May 2023

Date of Approval: August 8, 2023.

RERB Code: 2023-227-UG-NARIDO et al.

Protocol Title: **“MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY”**

Version No. 02

Researcher/s: Narido, Sophia Angel Grace H.
 Obenieta, Kaizel P.
 Naciongayo, Jeremiah B.
 Nadua, Emigrace N.
 Naranja, Kate Liozel V.
 Nieva, Trini Franz M


Upon resubmission of the following documents, Research Proposal Chapters 1, 2, and 3 with references and Informed Consent Form, the above protocol is hereby **APPROVED** by the CPU-RERB. This ethical clearance is valid from **August 8, 2023 to August 8, 2024.**

The researcher/s are hereby required to submit the following:

- √ Progress Report on or before **September 8, 2023** to researchethics@cpu.edu.ph
- √ Final Report Form and one (1) copy of the completed protocol within one (1) month after completion of the study.

For any amendment or alteration in the protocol that will change the nature, or the level of risk involved after approval, the Research Ethics Review Board must be notified through writing and accomplishing the following forms as needed: Protocol Deviation Form, Serious Adverse Events, Amendment Form, and/or Early Termination Report.

Very truly yours,



JOY G. RASO, PhD.
 Chair, CPU-RERB

Date: 8/8/23

Appendix L. Letter to the Research Ethics Committee Chair



CENTRAL PHILIPPINE UNIVERSITY
COLLEGE OF NURSING
The First School of Nursing in the Philippines, 1906
 Jaro, Iloilo City 5000
 Philippines



June 18, 2023

JOY G. RASO, PhD.

Chair, Research Ethics Review Board
 Central Philippine University
 Jaro, Iloilo City 5000

Dear Dr. Raso,

Greetings!

The BSN - 3F Group 2 students at Central Philippine University College of Nursing, are currently conducting a research entitled , "MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY" as part of our requirements in NCM 3216 (Research Practicum II).

This study aims to determine the relationship between the severity of menstrual symptoms and clinical performance among student nurses at a private university in Iloilo City, Philippines during the academic year 2022 - 2023.

Specifically, this study aims to:

1. Determine the symptoms student nurses experience during their menstrual period.
2. Determine the clinical performance of student nurses in terms of general weighted average (GWA) in Related Learning Experience (RLE).
3. Determine the level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, and mood swing according to the frequency of symptoms experienced by student nurses.
4. Determine the perceived level of severity of menstrual symptoms in terms of dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, and mood swing among student nurses when taken as a whole.
5. Determine whether there is a significant relationship between the level of severity of menstrual symptoms in terms dysmenorrhea, breast tenderness, headache, bloating, lower back pain, acne, fatigue, joint pain, concentration difficulties, mood swing and the clinical performance of among student nurses at a private university.

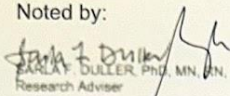
In line with this, we would like to ask permission from your good office to conduct our study. We can be contacted at +639957481829 or through the email address sophiaangelgrace.narido 20@cpu.edu.ph.

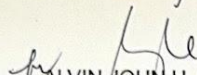
We are hoping for your kind approval. Thank you very much.

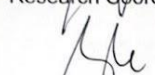
Respectfully yours,

SOPHIA ANGEL GRACE H. NARIDO
 Research Group Leader

Noted by:


SARAH J. DULLER, PhD, MN, RN, NP
Research Adviser


ALVIN JOHN H. GUSTILO, RN, MAN
Research Coordinator


MELBA C. SALE, RN, MAN
OIC/Deap, College of Nursing

Approved: _____

Date: _____

Signed: _____


Appendix M. Approval Sheet


APPROVAL SHEET


The research entitled "MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENT NURSES AT A PRIVATE UNIVERSITY", prepared and submitted by Sophia Angel Grace H. Narido, Jeremiah B. Naciongayo, Emigrace N. Nadua, Kate Liozel V. Naranja, Trini Franz M. Nieva, Kaizel P. Obenieta, in partial fulfillment for the degree, Bachelor of Science In Nursing, has been examined and recommended for acceptance and approval.

PANEL OF EXAMINERS


MELBA C. SALE, MAN
 Chairperson


ALVIN JOHN H. GUSTILO, MAN
 Member


BETTY T. POLIDO, EdD
 Member



TONY RAY A. CANAMAN, MAEd
 Member


SARLA FERRER-DULLER, PhD
 Adviser


Accepted and approved in partial fulfillment of the requirements for the degree in Bachelor of Science In Nursing.


MELBA C. SALE, MAN
 Acting Dean, College of Nursing

Appendix N. Approval Letter to the Dean



CENTRAL PHILIPPINE UNIVERSITY
COLLEGE OF NURSING
The First School of Nursing in the Philippines, 1906
 Jaro, Iloilo City 5000
 Philippines



May 14, 2023

Professor Melba C. Sale, MAN. RN
 Officer-in-Charge, Office of the Dean
 Central Philippine University

Dear Professor Sale,


Christian Greetings!

In partial fulfillment of a course requirement in Research II, we, the researchers from Section F, Group 2, will be conducting a research study entitled: **MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENTS NURSES AT A PRIVATE UNIVERSITY**. We have chosen our university particularly, the College of Nursing to conduct this study.

In this connection, we humbly request your good office to allow us to conduct our research study among Levels 2, 3, and 4 female student nurses at the College of Nursing. We guarantee that confidentiality and anonymity will be maintained throughout the study.


Your favorable action and support are highly appreciated. Thank you and God bless.

Respectfully yours,




SOPHIA ANGEL GRACE H. NARIDO
 Research Group Leader

Noted by:



PARLA F. DULLER, PhD, MN, RN, NP
 Research Adviser

Approved by:



Prof. MELBA C. SALE, MAN RN

Appendix O. Letter to the Respondents



CENTRAL PHILIPPINE UNIVERSITY
COLLEGE OF NURSING
The First School of Nursing in the Philippines, 1906
 Jaro, Iloilo City 5000
 Philippines



September 28, 2023

Dear Fellow Student Nurse,

Congratulations! You were selected as a participant in our study's pilot testing. We, the research Group 2 of BSN-4F will be conducting a research study entitled: "MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENT NURSES AT A PRIVATE UNIVERSITY" in partial fulfilment of our requirements in NCM 3113 - Nursing Research II.

May we invite you to participate in the pilot testing of our questionnaire? It will take about 10-15 minutes to complete. Kindly answer the google form and return the completed questionnaire within **72 hours** of receipt of this invitation.

We highly appreciate your participation in the pilot testing of our instrument.

Thank you and God bless!

Respectfully yours,

A handwritten signature in black ink, appearing to read 'SOPHIA ANGEL GRACE H. NARIDO'.

SOPHIA ANGEL GRACE H. NARIDO
 Research Group Leader

Noted by:

 A handwritten signature in black ink, appearing to read 'Barla F. Duller'.

BARLA F. DULLER, PhD, MN, RN, NP
 Research Adviser

Appendix P. Survey Questionnaire



CENTRAL PHILIPPINE UNIVERSITY
College of Nursing
Jaro, Iloilo City 5000

Research Questionnaire

TITLE: MENSTRUAL SYMPTOMS AND CLINICAL PERFORMANCE AMONG STUDENT NURSES AT A PRIVATE UNIVERSITY

PART 1. College Level and Clinical Performance

College Level: Please (“√”) your college Level

- 2nd Year
 3rd Year
 4th Year

Clinical performance: Please attach a screenshot of your Related Learning Experience (RLE) grades for the 1st semester School Year 2022-2023.

Subject	1st Semester Grade
Related Learning Experience (Skills Lab and Clinical)	

PART 2. Please check (“✓”) all the symptoms that you experience during your menstrual period.

Symptoms
<input type="checkbox"/> Dysmenorrhea
<input type="checkbox"/> Breast Tenderness
<input type="checkbox"/> Headache
<input type="checkbox"/> Bloating
<input type="checkbox"/> Lower back pain
<input type="checkbox"/> Acne
<input type="checkbox"/> Fatigue
<input type="checkbox"/> Joint Pain
<input type="checkbox"/> Concentration Difficulties
<input type="checkbox"/> Mood Swings

PART 3. Please rate the severity of the following symptoms you experience during your menstrual period. Never experienced (0), Mild (1), Moderate (2), Severe (3). Thank you for your time.

Menstrual Symptoms	Question Items	Never Experienced (0)	Mild (1)	Moderate (2)	Severe (3)
Dysmenorrhea	I experience dysmenorrhea during my period.				
	I experience cramps that begin days before my period.				
	My performance is affected when I experience dysmenorrhea during my period.				
Breast Tenderness	My breasts feel lumpy and dense, especially in the outer areas.				
	My breasts feel sore during my period.				
	My breasts feel sensitive during my period.				
	My breasts feel tender to touch during my period.				
	I feel my breasts get bigger during my period.				
Headache	I feel a severe pulsating headache during my period.				
	I keep having migraines whenever I'm on my period.				
	My performance is affected when I experience headaches during my period.				
Bloating	I feel like my abdomen is heavy during my period.				
	I feel like my abdomen is swollen during my period.				

	My belly feels full during my period.				
Lower back pain	I feel pain or discomfort in my lower back during my period.				
	I have difficulties sleeping because of my back pains when I'm on my period.				
	My performance is affected when I experience lower back pain during my period.				
Acnes	I tend to have acne breakouts the day/s before or during my period.				
	My acne affects my self-confidence and self-esteem.				
	I do not want to socialize when my acne flares up.				
Fatigue	I become easily fatigued during my period.				
	I don't like to do my requirements because I feel tired during my period.				
	During duty hours, I only think of going home and staying in bed during my period.				
Joint pain	I feel pain or discomfort in my joints during my period.				
	My performance is affected when I experience joint or muscle pain during my period.				
Concentration difficulties	I find it difficult to focus during my period.				
	My learning efficiency decreases.				

	I lack the motivation to think of solutions to problems.				
	I tend to overlook details.				
	The stress of learning increases my discomfort.				
Mood Swings	I feel irritated for several days before my period.				
	I become impatient during my period.				
	I become prone to anger during my period.				
	I feel sad and down days before and during my period.				
	I tend to isolate myself days before and during my period.				

Appendix Q. Statistician's Certificate




Central Philippine University
Jaro, Iloilo city

STATISTICIAN'S CERTIFICATION

This is to certify that this research study entitled, Menstrual Symptoms and Clinical Performance among Student Nurses at a Private University and submitted by Narido, Sophia Angel Grace H., Naciongayo, Jeremiah B., Nadua, Emigrace N., Naranja, Kate Liozel V., Nieva, Trini Franz M., Obenieta, Kaizel P.

For the degree of Bachelor of Science in Nursing is certified to have undergone statistical analysis and reviewed by the undersigned.

Issued this 16th day of April, 2024, Central Philippine University, Jaro, Iloilo City, Philippines.


Prof. Tony Ray Canaman
Statistician

Appendix R. Dummy Table

1. Descriptive Analysis:

Objective	Variable	Statistical Tool
<p>Identify the symptoms student nurses experience during their menstrual period.</p>	<p>Menstrual symptoms</p> <ul style="list-style-type: none"> ● Dysmenorrhea ● Breast tenderness ● Headache ● Bloating ● Lower back pain ● Acnes ● Fatigue ● Joint pain ● Concentration difficulties ● Mood Swings 	<p>Frequency</p> <p>Percentage</p>
<p>Determine the severity of menstrual symptoms among student nurses at a private university.</p>	<p>Menstrual symptoms</p> <ul style="list-style-type: none"> ● Dysmenorrhea ● Breast tenderness ● Headache ● Bloating ● Lower back pain ● Acnes ● Fatigue ● Joint pain ● Concentration difficulties ● Mood Swings 	<p>Mean</p>

2. Inferential Analysis

Objective	Variable 1	Variable 2	Statistical Tool
Determine whether there is a relationship between the severity of menstrual symptoms and clinical performance among student nurses at a private university.	Menstrual symptoms <ul style="list-style-type: none"> • Dysmenorrhea • Breast tenderness • Headache • Bloating • Lower back pain • Acnes • Fatigue • Joint pain • Concentration difficulties • Mood Swings 	Clinical Performance	Spearman's rho

Appendix S. Budget

Item (peso)	Amount
1. Professional fees:	
a. Token of gratitude for validators	900.00
b. Plagiarism Scan (2)	1,200.00
	1,200.00
c. Official Receipt of Ethics Review	1,500.00
d. Pilot Study fee	500.00
e. Study proper fee	2,500.00
2. Personal fees:	
a. Transportation	500.00
3. Printing	
a. 2 Rims bond paper	500.00
b. Ink	580.00
c. Soft bound print	1200.00
Grand Total	10,580

Appendix U. Curriculum Vitae of the Researchers

CURRICULUM VITAE



Overview

Name: Sophia Angel Grace H. Narido

Age: 21

Date of Birth: October 3, 2001

Gender: Female

Mobile Number: 09957481829

Nationality: Filipino

Marital Status: Single

Email Address: sophiaangelgrace.narido-20@cpu.edu.ph

Education

Primary Education:

West Visayas State University

Secondary Education:

Junior High School: West Visayas State University

Senior High School: West Visayas State University

Tertiary Education:

Central Philippine University- College of Nursing

Relevant Experience

Perceived Impact of Sex, Strand, And Relative Degree Of Religiosity In The Approach Toward Non-Heterosexuals Among Shs Students In West Visayas State University

Research Adviser: Arlene Tesoro- Novilla

The Potential of An Electrostatic Air Cleaner Using Polypropylene Fiber And Cabin Filter To Reduce Particle Pollutants

Research Adviser: Cheryl Lyn C. Delgado, Ph.D.

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP

Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)

Relevant Experience: Published author, researcher, educator, clinician

CURRICULUM VITAE

**Overview****Name:** Jeremiah B. Naciongayo**Age:** 22**Date of Birth:** August 22, 2001**Gender:** Female**Mobile Number:** 09355594951**Nationality:** Filipino**Marital Status:** Single**Email Address:** jeremiah.naciongayo-20@cpu.edu.ph**Education****Primary Education:**

Emma Learning Center

Secondary Education:

Junior High School: Libertad National High School

Senior High School: Notre Dame of Marbel University

Tertiary Education:

Central Philippine University- College of Nursing

Relevant Experience

Academic Stress Experienced by Grade 11 STEM Students Regarding Their Specialized Subjects

Research Adviser: Mrs. Victoria P. Janeo

Level of Physics Anxieties of Grade 12 STEM Senior High School Students in Notre Dame of Marbel University

Research Adviser: Mrs. Victoria P. Janeo

Research Adviser: Sarla F. Duller, PhD, MN, RN, NPEducation: CPU (BSN); UP Diliman (MN); UP Manila (PhD)Relevant Experience: Published author, researcher, educator, clinician

CURRICULUM VITAE

**Overview****Name:** Emigrace Nadua**Age:** 21**Date of Birth:** January 23, 2002**Gender:** Female**Mobile Number:** 09072233218**Nationality:** Filipino**Marital Status:** Single**Email Address:** emigrace.nadua-20@cpu.edu.ph**Education****Primary Education:**

Kalibo Elementary School

Secondary Education:

Junior High School: Regional Science High School for Region VI

Senior High School: Regional Science High School for Region VI

Tertiary Education:

Central Philippine University- College of Nursing

Relevant Experience

Level of Mental Health Awareness among Students of Regional Science High School for Region VI

Research Adviser: Mikko Jan D. Lopez

Effectiveness of Bioplastic made from *Musa Acuminata* (banana) peel and *Solanum Tuberosum* (potato) starch through Fruit Preservation Method

Research Adviser: Mikko Jan D. Lopez

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP

Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)

Relevant Experience: Published author, researcher, educator, clinician

CURRICULUM VITAE

**Overview****Name:** Kate Liozel V. Naranja**Age:** 21**Date of Birth:** December 22, 2001**Gender:** Female**Mobile Number:** 09287643771**Nationality:** Filipino**Marital Status:** Single**Email Address:** kateliozel.naranja-20@cpu.edu.ph

Education**Primary Education:**

Iloilo Central Elementary School

Secondary Education:

Junior High School: Colegio de las Hijas de Jesus

Senior High School: Colegio de las Hijas de Jesus

Tertiary Education:

Central Philippine University- College of Nursing

Relevant Experience

Effect of Sleep Deprivation to the Academic Performance of Selected Senior High School Students of Colegio De Las Hijas De Jesus, Inc.
 Research adviser: Mary Hail Gobuyan

The Cytotoxic and Anticoagulant Activity of Ginger (Zingiber Officinale) against Normal Human Plasma
 Research Adviser: Christian T. Tabaosares

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP**Education:** CPU (BSN); UP Diliman (MN); UP Manila (PhD)**Relevant Experience:** Published author, researcher, educator, clinician

CURRICULUM VITAE



Overview

Name: Trini Franz M. Nieva

Age: 23

Date of Birth: March 28, 2001

Gender: Female

Mobile Number: 09070175266

Nationality: Filipino

Marital Status: Single

Email Address: trinifranz.nieva-20@cpu.edu.ph

Education

Primary Education:

Santa Barbara Central Comprehensive Elementary School

Secondary Education:

Junior High School: Santa Barbara National Comprehensive High School

Senior High School: Santa Barbara National Comprehensive High School

Tertiary Education:

Central Philippine University- College of Nursing

Relevant Experience

Improvised Solar-Wind Hybrid Operated Charger for Public Utility Transport
Research

Research Adviser: Eufemia Y. Sonza

Bio-insecticide from Sansevieria trifasciata (Snake plant) Extract as an Isoptera
(Termite) Killer Research Research Adviser: Lynbelle Rose Nepomuceno

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP

Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)

Relevant Experience: Published author, researcher, educator, clinician

CURRICULUM VITAE

**Overview****Name:** Kaizel P. Obenieta**Age:** 22**Date of Birth:** March 08, 2001**Gender:** Female**Mobile Number:** 09278938659**Nationality:** Filipino**Marital Status:** Single**Email Address:** kaizel.obenieta-20@cpu.edu.ph**Education****Primary Education:**

Colegio de las Hijas de Jesus

Secondary Education:

Junior High School: Colegio de las Hijas de Jesus

Senior High School: Colegio de las Hijas de Jesus

Tertiary Education:

Central Philippine University- College of Nursing

Relevant ExperienceRose Petal Extract as an Antibacterial Agent for E.coli
Research adviser: Mary Hail GobuyanAntiparasitic Effect of Lemon (Citrus Limon Obseck) and Pyrethrin against Head
Louse (Pediculus Humanus Capitis)
Research Adviser: Christian T. TabaosaresResearch Adviser: Sarla F. Duller, PhD, MN, RN, NPEducation: CPU (BSN); UP Diliman (MN); UP Manila (PhD)Relevant Experience: Published author, researcher, educator, clinician