



Mental Health Check: Psychosocial Issues among PnC Students as Basis for Inclusion of Wellness Program

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Abstract

The study aims to answer and identify the following such as (1) demographic profile of the students according to their age and gender; the level of psychosocial functioning of the students in terms of (1) romantic relationship with spouse or a partner, (2) family, (3) friendships and socializing, (4) education, and (5) self-care; and to determine if there is significant relationship and difference between the students' demographic profile and their level of psychosocial functioning. Results from the data showed (1) most of the respondents were female, 18 to 20 years of age, (2) majority of the respondents expressed low manifestations of psychosocial functioning, (3) significant relationship exists only between gender and psychosocial functioning while age has no significant relationship with psychosocial functioning of students, (4) significant difference exist in between gender and in the low level of psychosocial functioning among the participants' profile, while no significant difference with age.

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Introduction

In the outcome of the pandemic, students after being isolated in their homes for more a long time. This isolation could be exacerbated by various responsibilities that the students need to juggle. Obligations can be very taxing and challenging for students who might possess low tolerance for familial issues, financial restrictions, peer relationship, academic requirements, and the like.

Based on the researchers' observations, certain students consistently abstained from attending regular synchronous classes, displayed a lack of attention and focus during class sessions, disregarded attempts at communication from professors through Facebook messages or audio/video calls, handed in long-term projects and assignments belatedly, accused teachers of insensitivity when unable to submit missed activities, tolerated widespread cheating, and manifested a deficit in self-regulation. Moreover, aligning with the light program, a survey conducted by the National Alliance on Mental Illness (NAMI) revealed that 73% of college students underwent mental health crises during their higher education. These crises could be associated with diverse factors, including academic pressure, financial stress, and uncertainty in selecting a major.

Our observations were also confirmed by published research done in the same school that has been studied. A study was launched and completed at the institution in May 2021, revealing that chosen engineering students experienced mild to moderate depression. (Armando, 2021) ^[2]. A quasi-experimental design was initiated and revealed that students had moderate to extremely severe symptoms of depression, anxiety, and stress, Paster (2022). A study on self-care also reveals a wide range of activities can be used to engaged individual to maintain wellbeing. Self-care is important not just to the individual's mental health but because it becomes a reflection of their physical health, Malabanan (2022).

This study aims to answer and identify the following such as (1) demographic profile of the students according to their age and gender; the level of psychosocial functioning of the students in terms of (1) romantic relationship with spouse or a partner, (2) family, (3) friendships and socializing, (4) education, and (5) self-care; and to determine if there is significant relationship and difference between the students' demographic profile and their level of psychosocial functioning.

The objective of this study is to identify the parameters that may influence the current state of psychosocial functioning among participants. Additionally, regardless of the findings, the researchers aim to develop a wellness program to enhance support for students dealing with psychological and social challenges.

Literature Review

This chapter presented conceptual and research literature which are relevant to the present investigation. It served as a guide for a better understanding of the development of this present study.

According to Tayfur et.al (2021) ^[18], adolescence is a critical period that sets the stage for later life and determine life-course outcomes. Studies have shown that mental disorders and other problems in adolescence are negatively associated with labor market participation later in life. Factors associated with being out of education and work include poor mental health, low educational attainment, lower socioeconomic status, young parenthood and disadvantaged family background and neighborhoods, etc.

As cited in the study of Bronfman *et al* (2021) ^[5] gender plays an important role and must be considered in the future design of risk communication plans, programs, and strategies if the objective is to yield more effective results in controlling a pandemic such as COVID-19.

As discussed in the study of Honghao (2021) ^[13], Romantic relationship provides an opportunity learning how to maintain intimacy relationship and build positive self-concept, and thus, it has a positive effect on growth of interpersonal ability. Due to differences in gender roles, the romantic relationship has stronger impact on female adolescents. In addition, in a high-pressure environment, individuals with romantic relationship bear greater psychological pressures. A more open, tolerant, and supportive environment toward adolescents' romantic relationship will promote their holistic development.

As pointed out in the study of Gaspar (2021) ^[11] that better family functioning, more social support, and more resilience skills were related to better child well-being. Implications to research and to prevention and psychological intervention in relation to parental skills and family functioning are presented in order to promote children well-being and healthy development.

Despite their lack of college experience, parents gave critical support to students, providing financial aid and educational opportunities. Setting a good example and motivating younger siblings also helped them succeed. (Capannola, 2022) ^[6]

Cohesion and expressiveness have a beneficial impact on mental well-being and life satisfaction, with mental well-being partially influencing cohesion and life satisfaction and fully influencing expressiveness. (Cleofas, 2023) ^[7]

Students in committed romantic relationships reported fewer health difficulties than lone students. Furthermore, people who were in committed relationships had less mental health problems and were less likely to be overweight or obese. (More, 2023) ^[17]

The study found a link between students' sense of belonging, personality traits, college adaptability, and friendship variables, especially among underrepresented groups.

(Aninstranski, 2023). The frequency and quality of student-faculty interactions improve fourth- year well-being. Prioritizing teacher time is crucial for student well-being, Trolian (2022) ^[20].

Self-care is linked to student health and academic performance. (Erdley-Kass, 2023) ^[9] Improved sleep habits,

nutrition, and exercise were found to significantly improve participants' mental well-being, suggesting that sleep is the most effective self-care approach. (Branson, 2023) ^[4]. Significant predictors of academic stress were identified through bivariate correlations and multiple regression analyses, with life satisfaction, locus of control, and gender emerging as noteworthy factors (Karaman, 2019) ^[15].

A study that investigated the relationships between perceived stress, mindful self-care, and psychological well-being in people aged 18 and up. When gender, age, race, marital status, education level, annual household income, and chronic disease status were taken into account, the researchers discovered that better attentive self-care acted as a mediating factor in the association between perceived stress and psychological well-being. In other words, persons who practiced more effective mindful self-care routines demonstrated a reduction in the negative impact of perceived stress on their psychological well-being (Feng, 2019) ^[10].

Methodology

Research Design

To highlight the variables and their underlying correlations, the researchers used a quantitative approach known as a Descriptive Correlational Design. This design investigates the connections between variables and evaluates the strength of these correlations. Such research is useful for forecasting future behavior or gaining insights into the causes of specific behaviors. In contrast, a descriptive research design seeks information methodically to represent a phenomena, situation, or population. This research strategy was critical in supporting the study because it allowed for the investigation of the relevance of the variables' relationships, resulting in a well-rounded outcome for the current situation.

Respondents of the study

The researchers identified their respondents to be currently enrolled College students from Pamantasan ng Cabuyao (PnC). These students represented the six (6) different colleges namely, College of Arts and Sciences (CAS), College of Business, Accountancy and Administration (CBAA), College of Computing Studies (CCS), College of Education (CoEd), College of Engineering (CoE) and College of Health and Allied Sciences (CHAS).

A purposive sampling technique was used in the study. The study was conducted during the First Semester, Academic Year 2023-2024. The following representative sample were gathered from these six (6) Colleges: eight hundred eleven (811) for CAS, fifty (50) for CBAA, four hundred ninety eight (498) for CoEd, four hundred seventy four (474) for CoE, and one hundred seventy one (171) for CHAS.

Instruments

In this study to measure the level of Psychosocial Issues, the researchers utilized a standardized test, the Inventory of Psychosocial Functioning (IPF) which is an 80-item self-report instrument with seven functional domains evaluated: romantic relationships, family relationships, work, friendships and socializing, parenting, education, and self-care. The IPF was developed to have high content validity, to not confound PTSD symptoms and related impairment, and do not require respondent attributions regarding the cause of impairment. Items are scored on a scale from 0 (never) to 6 (always). The IPF provides both an overall score of impairment as well as domain scores across seven areas of psychosocial functioning: romantic relationship with a spouse or partner, family relationships, work, friendships and

socializing, parenting, education, and self-care. This standardized test was developed by was developed Marx *et al* (2009).

The IPF provides both an overall score of impairment as well as domain scores across seven areas of psychosocial functioning: romantic relationship with a spouse or partner, family relationships, work, friendships and socializing, parenting, education, and self-care. The IPF has demonstrated excellent psychometric properties (Bovin *et al*, 2018) [3]. Because of the design of the IPF, not all participants complete all domain scales; therefore, internal consistency of the instrument is best reflected by examining domain scales rather than the overall score (Bovin *et al*, 2018) [3]. In this study, the IPF demonstrated high levels of internal consistency; Cronbach's α s for the seven IPF the Brief Inventory of Psychosocial Functioning with seven (7) domain scales ranged from .74 (self-care) to .90 (education). The IPF was used to assess construct validity in the current study.

For the scoring and interpretation, the researchers referred to the scoring manual of the research instruments. The Inventory of Psychosocial Functioning (IPF) is an 80-item self-report instrument that measures PTSD-related psychosocial functional impairment in the past 30 days. Items are scored on a scale from 0 (never) to 6 (always). The IPF provides both an overall score of impairment as well as domain scores across seven areas of psychosocial functioning: romantic relationship with a spouse or partner, family relationships, work, friendships and socializing, parenting, education, and self-care. This standardized test was developed by was developed Marx *et al* (2009). This test yields a mean score for the total scale and mean scores for each of the 7 subscales. Items are scored on a 0 (never) to 6 (always) scale, with higher scores indicating greater functional impairment. For each subscale in which 80% or more of the items are answered, we compute a score by summing all scored items (correcting for reverse coded items), dividing by the highest possible score for the items answered (i.e., # of items answered multiplied by 6), and multiplying by 100. Each subscale yields a score on a 0-100 range. Subscales (underlined items are reversed in scoring) Romantic relationships: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Family: 12, 13, 14, 15, 16, 17, 18; Work: 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39; Friendships and socializing: 40, 41, 42, 43, 44, 45, 46, 47; Parenting: 48, 49, 50, 51, 52, 53, 54, 55, 56, 57; Education: 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72; Self Care: 73, 74, 75, 76, 77, 78, 79, 80. Grand mean score; The mean of all completed IPF scales. As participants may skip certain subscales that do not apply to them, the total sum of all completed IPF scale scores is divided by the actual number of subscales completed by the participant.

Data Gathering

After the approval of the proposal of this study, the researchers secured a coded letter to conduct their study in their target locale.

Further, this study utilized the use of standardized test, Inventory of Psychosocial Functioning (IPF) is an 80-item self-report instrument that measures PTSD-related psychosocial functional impairment in the past 30 days. There are seven functional domains evaluated: romantic relationships, family relationships, work, friendships and socializing, parenting, education, and self-care. The IPF was

Developed to have high content validity, to not confound PTSD symptoms and related impairment, and do not require respondent attributions regarding the cause of impairment. However, the scale for work and parenting was not included since the research targeted the college students, hence generally students may not relate to work and parenting scale. The researchers seek approval from the data Privacy Department for the dissemination of the survey-questionnaire in the form of Google form, for easy access and gathering of data. Letter of conduct addressed to the University President was also processed for approval of data gathering. Following this, the approved and duly signed letter of conduct was forwarded to each college to officially endorsed the Google form to their respective programs. One-week duration period was provided to collect sufficient responses from the students. The data collected were then submitted to the Statistician for statistical treatment and analysis.

Data Analysis

After administering the research instrument to the respondents, the data collected was endorsed to the Research Statistician to analyze the data. To answer the demographic profile and level of psychosocial issues of the students, percentage and frequency distribution was utilized. To test the significant relationship between the demographic profile of the respondents, Pearson and Chi square were used. And to test the significant difference between the demographic profile of the respondents, Kruskal-Wallis was applied.

Pearson product moment coefficient correlation (Pearson r)

It is a widely used statistical tool designed to measure the degree of the relationship between linear-related variables.

The formula can be written as:
$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Chi-Square Test

A chi-square test is a statistical tool used to check the relationship or independence between two categorical variables, which can be calculated by using the given observed frequency and expected frequencies.

The formula can be written as:
$$\chi_c^2 = \frac{\sum (O_i - E_i)^2}{E_i}$$

Kruskal-Wallis H test

Kruskal-Wallis H test was used to ascertain whether there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable; this is used to compare two or more independent samples of equal or different sample sizes.

The formula can be written as:
$$H = \frac{12}{n(n+1)} \sum \frac{R_i^2}{n_i} - 3(n+1)$$

Results and Discussion

After analyzing the data through statistics, the results and discussion is presented in the succeeding tables and narrative discussions.

Demographic profile of the students

Table 1.1: Demographic profile of the students in terms of Age

Age	Frequency	Percent
Below 18 years old	13	0.6
18 - 20 years old	1, 299	58.4
21 - 23 years old	858	38.6
24 - 26 years old	48	2.2
27 and above	7	0.3
Total	2, 225	100

Table 1.1 shows the demographic profile of the students as respondents in terms of age, 13 or 0.60% belongs to the age ranging 18 years old and below, 1, 299 or 58.40% belongs to 18-20 years old, 858 or 38.60% from 21-23 years old, 48 or 2.20% from 24-26 years old and 7 or 0.30% from 27 years old and above.

The above finding implies that the respondents belong to Adolescent period. According to Tayfur et. Al (2021) [18], adolescence is a critical period that sets the stage for later life and determine life-course outcomes. Studies have shown that mental disorders and other problems in adolescence are negatively associated with labor market participation later in life. Factors associated with being out of education and work include poor mental health, low educational attainment, lower socioeconomic status, young parenthood and disadvantaged family background and neighborhoods, etc.

Table 1.2: Demographic profile of the students in terms of Gender

Gender	Frequency	Percent
Prefer not to say	40	1.8
Male	719	32.3
Female	1, 466	65.8
Total	2, 225	100

Table 1.2 shows the demographic profile of the students as respondents in terms of gender, 719 or 32.30% are Male, while majority or 1, 466 or 65.80% are Female and 40 or 1.80% prefer not to say their gender.

As cited in the study of Bronfman *et al* (2021) gender plays an important role and must be considered in the future design of risk communication plans, programs, and strategies if the objective is to yield more effective results in controlling a pandemic such as COVID-19.

Level of psychosocial functioning of the students

The following discussions are related to the level of psychosocial functions of the students.

Table 2.1: Level of Psychosocial Functioning of the Students in terms of Romantic Relationship

Score Range	f	%	Description
1 to 11	1, 821	81.8	Extremely Low Manifestation
12 to 22	198	8.9	Very Low Manifestation
23 to 33	181	8.1	Low
34 to 44	27	1.2	Moderate
45 to 55	0	0.0	High
56 to 66	0	0.0	Very High
67 to 77	0	0.0	Extremely High Manifestation
TOTAL	2227	100	
Mean	4.48		Extremely Low Manifestation
SD	9.35		

Table 2.1 shows the level of psychosocial functioning of the students in terms of romantic relationship, 1, 821 or 81.80%

falls in extremely low manifestation of psychosocial issues. The above finding implies that the students with romantic partner has extremely low manifestation of psychosocial issues. College students regard their romantic relationships with spouses or partners to be psychologically healthy. It is probable that students experience contentment in their romantic relationships, finding comfort, satisfaction, and emotional stability. This could be attributed to effective communication, which reduces the likelihood of misunderstandings and conflicts.

As discussed in the study of Honghao (2021) [13], romantic relationship provides an opportunity learning how to maintain intimacy relationship and build positive self-concept, and thus, it has a positive effect on growth of interpersonal ability. Due to differences in gender roles, the romantic relationship has stronger impact on female adolescents. In addition, in a high-pressure environment, individuals with romantic relationship bear greater psychological pressures. A more open, tolerant, and supportive environment toward adolescents' romantic relationship will promote their holistic development.

Students in committed romantic relationships reported fewer health difficulties than lone students. Furthermore, people who were in committed relationships had less mental health problems and were less likely to be overweight or obese More (2023) [17].

Table 2.2: Level of Psychosocial Functioning of the Students In terms of Family

Score Range	f	%	Description
1 to 7	329	14.8	Extremely Low Manifestation
8 to 14	385	17.3	Very Low Manifestation
15 to 21	711	31.9	Low
22 to 28	577	25.9	Moderate
29 to 35	190	8.5	High
36 to 42	35	1.6	Very High Manifestation
43 to 49	0	0.0	Extremely High Manifestation
TOTAL	2227	100	
Mean	17.77		Low Manifestation
SD	8.94		

Table 2.2 shows the level of psychosocial functioning of the students in terms of Family, 711 or 31.90% have low manifestation of psychosocial issues.

The above finding implies that the students have low manifestation of psychosocial issues in terms of family. A positive home environment characterized by transparent communication, emotional warmth, and supportive encouragement can aid college students in managing stress and minimizing psychiatric challenges. Furthermore, cultivating optimistic perspectives on life can be facilitated through the cultivation of healthy communication patterns and emotional support.

As pointed out in the study of Gaspar (2021) [11] that better family functioning, more social support, and more resilience skills were related to better child well-being. Implications to research and to prevention and psychological intervention in relation to parental skills and family functioning are presented in order to promote children well-being and healthy development. Despite their lack of college experience, parents gave critical support to students, providing financial aid and educational opportunities. Setting a good example and motivating younger siblings also helped them succeed, Capannola (2022) [6].

Cohesion and expressiveness have a beneficial impact on mental well-being and life satisfaction, with mental well-being partially influencing cohesion and life satisfaction and

fully influencing expressiveness, Cleofas (2023) [7].

Table 2.3: Level of Psychosocial Functioning of the Students in terms of Friendships and Socializing

Score Range	f	%	Description
1 to 8	603	27.1	Extremely Low Manifestation
9 to 16	703	31.6	Very Low Manifestation
17 to 24	626	28.1	Low
25 to 32	275	12.3	Moderate
33 to 40	18	0.8	High
41 to 48	2	0.1	Very High Manifestation
49 to 56	0	0.0	Extremely High Manifestation
TOTAL	2227	100	
Mean		13.9	Very Low Manifestation
SD		8.27	

Table 2.3 shows the level of psychosocial functioning of the students in terms of friendships and socializing, 626 or 28.1% have low manifestation of psychosocial issues.

The above finding implies that the students have low manifestation of psychosocial issues in terms of friendships and socializing. Students are pleased with their connections, social contacts, and low stress levels, citing emotional support, belonging, and practical assistance from supportive peers as stress-reduction measures.

Promoting a positive social environment on college campuses is crucial for students' overall well-being because it fosters relationships, understanding, and resilience among peers, resulting in fewer psychological problems.

The study found a link between students' sense of belonging, personality traits, college adaptability, and friendship variables, especially among underrepresented groups, Aninstranski (2023).

Table 2.4: Level of Psychosocial Functioning of the Students in terms of Education

Score Range	f	%	Description
1 to 15	766	34.4	Extremely Low Manifestation
16 to 30	1151	51.7	Very Low Manifestation
31 to 45	291	13.1	Low
46 to 60	19	0.9	Moderate
61 to 75	0	0.0	High
76 to 100	0	0.0	Very High Manifestation
101 to 155	0	0.0	Extremely High Manifestation
TOTAL	2227	100	
Mean		19.12	Very Low Manifestation
SD		11.11	

Table 2.4 shows the level of psychosocial functioning of the students in terms of education, 1151 or 51.7% have very low manifestation of psychosocial issues.

The above finding implies that the students have low manifestation of psychosocial issues in terms of education. Students may not have significant psychological issues that impair their school experiences. Students can efficiently manage stress and challenges in their educational environment, possibly due to the provision of adequate support networks.

The frequency and quality of student-faculty interactions Improve fourth-year well-being. Prioritizing teacher time is

crucial for student well-being, Trolian (2022) [20]. Around one-fifth of university students' subjective well-being is attributed to the quality of student life and satisfaction with higher education services, Teeroovengadam (2023) [19].

Table 2.5: Level of Psychosocial Functioning of the Students in terms of Self-Care

RANGE	f	%	Description
1 to 8	172	7.7	Extremely Low Manifestation
9 to 16	507	22.8	Very Low Manifestation
17 to 24	841	37.8	Low
25 to 32	639	28.7	Moderate
33 to 40	63	2.8	High
41 to 48	5	0.2	Very High Manifestation
49 to 56	0	0.0	Extremely High Manifestation
TOTAL	2227	100	
Mean		19.68	Low Manifestation
SD		7.23	

Table 2.5 shows the level of psychosocial functioning of the students in terms of self-care, 841 or 37.8% have low manifestation of psychosocial issues. The above finding implies that the students have low manifestation of psychosocial issues in terms of self-care. This finding can be explained by the fact that the vast majority of students use effective self-care practices to preserve their psychological well-being.

The pandemic has increased awareness of mental health issues and encouraged college students to undertake self-care. As students' reliance on remote learning increases, they may prioritize self-care measures such as exercise and a healthy diet. This global issue has fueled personal growth and increased understanding of the impact of self-care on overall health.

Self-care is linked to student health and academic performance, Erdley-Kass (2023) [9]. Further, it also improved sleep habits, nutrition, and exercise were found to significantly improve participants' mental well-being, suggesting that sleep is the most effective self-care approach, Branson (2023) [4].

Table 2.6: Summary Table in the Level of Psychosocial Functioning

Subscales	Weighted Mean	Description
Romantic Relationship	4.48	Extremely Low Manifestation
Family	17.77	Low Manifestation
Friendships and Socializing	13.9	Very Low Manifestation
Education	19.12	Very Low Manifestation
Self-Care	19.68	Low Manifestation

Table 2.6 presents the summary of the level of Psychosocial Functioning of the students. Romantic relationship has weighted mean of 4.48 which is interpreted as Extremely Low Manifestation, Family with 17.77 interpreted as Low, Friendships and Socializing with 13.9 and Education with 19.12 both interpreted as Very Low Manifestation. And for Self-Care 19.68 with Low Manifestation.

Significant relationship between the students’ demographic profile and their level of psychosocial functioning

Table 3.1: Significant Relationship between the Students’ Age and their Level of Psychosocial Functioning

Level of Psychosocial Functioning	Chi- square Value	p-value	Decision	Interpretation
Romantic relationship	245.905	0.027	Reject Ho	Significant
Family	185.072	0.838	Failed to Reject Ho	Not Significant
Friendship and Socializing	184.341	0.602	Failed to Reject Ho	Not Significant
Education	241.173	0.972	Failed to Reject Ho	Not Significant
Self-Care	185.517	0.887	Failed to Reject Ho	Not Significant

Decision Rule: If the p-value is less than the significance level.05, reject Ho
 If the p-value is greater than the significance level.05, accept Ho

Table 3.1 shows the significant relationship between the students’ age and their level of psychosocial functioning. Among the family, friendship and socializing, education and self-care results yields p value which is lesser than the significance level.05 which means there is no significant relationship. However, romantic relationship yields greater p value in age which means there is significant relationship existing between the two variables.

An article by Kansky (2018) ^[14] stated that adolescents may benefit from high quality romantic relationships because these provide a sense of identity and autonomy to the developing teen. Alternatively, adolescents in unhealthy,

conflict-ridden relationships may develop problematic relationship schema or engage in unhealthy romantic patterns that worsen psychosocial functioning over time. However, without the skills, strategies, or points of comparison useful in managing romantic experiences, teens may suffer increased mental distress due to these deficits when faced with challenging dating situations. The consequences of this lack of romantic knowledge or these negative experiences may be especially compounded by the increased impact of romantic relationships on well-being throughout late adolescence and early adulthood.

Table 3.2: Significant Relationship between the Students’ Gender and their Level of Psychosocial Functioning

Level of Psychosocial Functioning	Chi- square Value	p- value	Decision	Interpretation
Romantic relationship	123.006	0.483	Failed to Reject Ho	Not Significant
Family	129.487	0.327	Failed to Reject Ho	Not Significant
Friendship and Socializing	149.901	0.044	Reject Ho	Significant
Education	285.162	0.000	Reject Ho	Significant
Self-Care	205.915	0.000	Reject Ho	Significant

Decision Rule: If the p-value is less than the significance level.05, reject Ho
 If the p-value is greater than the significance level.05, accept Ho

Table 3.2 presents the significant relationship between the students’ gender and their level of psychosocial functioning. Among the friendship and socializing, education and self-care results yield p value which is greater value than the significance level.05 which means significant relationship exists within the variable. However, romantic relationship and family yields lesser p value in gender which means there is no significant relationship existing between these variables.

In the article published by Elkin et.al (2021) ^[8] shows results

that have broad implications for public health, highlighting the importance of promoting people’s active role in their own care and health behaviour to improve psychological well-being if stress management and social determinants of health are jointly addressed first. The present study provides the first transnational evidence from the earlier stages of the COVID-19 lockdown, showing that the higher perception of stress, the less self-care activities are adopted, and in turn the lower the beneficial effects on well-being.

Table 3.3: Significant Relationship between the Students’ Demographic Profile and their Level of Psychosocial Functioning

Profile	Computed f- values	p-value	Decision	Interpretation
Age	1367.588	0.513	Failed to Reject Ho	Not Significant
Gender	939.246	0.003	Reject Ho	Significant

Decision Rule: If the p-value is less than the significance level.05, reject Ho
 If the p-value is greater than the significance level.05, accept Ho

Table 3.3 illustrates the significant relationship between the students’ demographic profile and their level of psychosocial functioning. Age yields p value which is greater value at .05 level of significance which means there is no significant relationship with the students psychosocial functioning. However, gender yields lesser p value at 0.05 level of

significance which means there is a significant relationship existing with psychosocial functioning. A better understanding of gender differences in the impacts of COVID-19 on adolescent’s schooling, physical, and mental health can inform policies and guide the improvement of adolescent protection interventions, Wang et.al. (2021) ^[22].

Significant difference between the students' demographic profile and their level of psychosocial functioning

Table 4.1: Significant difference between the Students' Gender and their Level of Psychosocial Functioning

Level of Psychosocial Functioning	Computed f-values	p- value	Decision	Interpretation
Romantic relationship	1.770	0.413	Failed to Reject Ho	Not Significant
Family	6.184	0.045	Reject Ho	Significant
Friendship and Socializing	7.934	0.019	Reject Ho	Significant
Education	12.229	0.002	Reject Ho	Significant
Self-Care	31.025	0.000	Reject Ho	Significant

Decision Rule: If the p-value is less than the significance level.05, reject Ho
If the p-value is greater than the significance level.05, accept Ho

The data shows a significant difference in psychosocial functioning levels between genders. The findings indicate that individuals' psychosocial functioning in terms of family, friendship and socializing, educational pursuits, and self-care differs significantly depending on their gender.

Distinct coping mechanisms and social dynamics based on gender could impact the expression of psychological issues. Women may exhibit a greater tendency to seek social support, potentially leading to fewer issues, as enjoyable social connections and friendships serve as protective factors against psychological difficulties. The educational environment, encompassing academic support services and positive learning experiences, plays a vital role in enhancing

overall well-being. Education equips students with skills and resilience, contributing to a reduction in reported psychological disorders.

In contrast, male college students often turn to physical activities for stress relief, skill development, independence, and personal accomplishments. On the other hand, female college students tend to adopt gender-specific self-care behaviors, including fostering social relationships and expressing emotions.

Significant predictors of academic stress were identified through bivariate correlations and multiple regression analyses, with life satisfaction, locus of control, and gender emerging as noteworthy factors (Karaman, 2019) ^[15].

Table 4.2: Significant difference between the Students' Age and their Level of Psychosocial Functioning

Level of Psychosocial Functioning	Computed f-values	p- value	Decision	Interpretation
Romantic relationship	13.383	0.010	Reject Ho	Significant
Family	18.271	0.001	Reject Ho	Significant
Friendship and Socializing	7.121	0.130	Failed to Reject Ho	Not Significant
Education	1.826	0.768	Failed to Reject Ho	Not Significant
Self-Care	9.869	0.043	Reject Ho	Significant

Decision Rule: If the p-value is ≤ 0.05 , reject the null hypothesis (Ho).

The data shows a significant difference in psychosocial functioning levels in terms of age. The findings indicate that individuals' psychosocial functioning in terms of family, romantic relationship, and self-care differs significantly depending on their age.

A study that looked into the relationships between perceived stress, mindful self-care, and psychological well-being in people aged 18 and up. When gender, age, race, marital status, education level, annual household income, and chronic disease status were taken into account, the researchers discovered that better attentive self-care acted as a mediating factor in the association between perceived stress and psychological well-being.

In other words, persons who practiced more effective mindful self-care routines demonstrated a reduction in the negative impact of perceived stress on their psychological well-being (Feng, 2019) ^[10].

difference on the level of their psychosocial functioning in terms of romantic relationship with spouse or a partner, family, friendships and socializing, education, and self-care.

Declarations

Conflict of Interest. All authors declared that they have no conflicts of interest.

Informed Consent. All participants were appropriately informed and voluntarily agreed to the terms with full consent before taking part in the conduct of the experiment.

(See Appendix D)

Data Privacy Approval. All data and information of the participants including the use of research instrument via Google Form (GForm) were appropriately endorsed by the data Privacy Officer of PnC.

(See Appendix D)

Ethics Approval. Exempted

Conclusions

Based on the presented data, the following conclusions are drawn:

1. That, most of the respondents were female, 18 to 20 years of age.
2. That, majority of the respondents expressed low manifestations of psychosocial functioning. Their level of psychosocial functioning in terms of romantic relationship is extremely low manifestation, low manifestation in family, very low manifestation in friendships and socializing, very low manifestation in terms of education, and low manifestation in self-care. Hence, it can be explained that the vast majority of

Table 4.3: Significant Difference between the Students' Demographic Profile and their Level of Psychosocial Functioning

Profile	Computed f-values	p-value	Decision	Interpretation
Age	4.455	0.348	Failed to Reject Ho	Not Significant
Gender	7.480	0.024	Reject Ho	Significant

Decision Rule: If the p-value is ≤ 0.05 , reject the null hypothesis (Ho). If not, fail to reject the null hypothesis (Ho).

Table 4.3 demonstrates the significant difference in the level of psychosocial functioning of the respondents when grouped according to demographic profile. The results suggest that the demographic profile, gender, has significant

- students use effective self-care practices to preserve their psychological well-being, they can efficiently manage educational environment challenges/stress, pleased with their social connections and receives supportive assistance from their social network, enjoys a positive home environment, and have healthy romantic connections.
3. That, the significant relationship exists only between gender and psychosocial functioning therefore, different gender handles their psychosocial functioning differently. On the other hand, age has no significant relationship with psychosocial functioning of students.
 4. that, there is significant difference exist in between gender and in the low level of psychosocial functioning among the participants' profile, while no significant difference with age. Gender-specific coping mechanisms and social dynamics can influence psychological issues expression. Women seek social support, while male college students use physical activities for stress relief. Education enhances well-being and reduces psychological disorders. Female college students adopt gender-specific self-care behaviors, fostering social relationships and expressing emotions.
 5. that, a wellness program was devised to help respondents maintain their low level of psychosocial functioning while also assisting them in better understanding themselves.

Recommendations

Based on the above-cited conclusions the following

recommendations drawn:

1. Understanding the age and stage of the respondents is important thereby, they must sustain a healthful lifestyle through the adoption of a nutritious and well-balanced diet, consistent engagement in physical activity, effective time management, and incorporating breaks from stressful tasks.
2. University officials and teachers should conduct regular and thorough monitoring, including psychological evaluations, for all students across programs. This proactive approach aims to identify those requiring immediate assistance and compile a list of individuals recommended for relevant programs. By doing so, it can address the symptoms they exhibit, ultimately mitigating potential adverse effects on academic performance, social interactions, and family relationships.
3. Parents are urged to keep a positive and supportive home environment that promotes open communication, aiming to prevent the development of toxic relationships and contribute to a peaceful state of mind.
4. Future researchers could explore and investigate the fundamental factors considered crucial that contribute to the level of psychosocial functioning. For instance, qualitative research might be used to unravel the underlying factors contributing to a person's psychosocial functioning.
5. The implementation of a wellness program is hereby recommended to the Student Affairs Department and Colleges to promote mental health and sustain their psychological well-being.

Table 5: Proposed wellness program

Proposed Intervention for students					
Interventions	Goal/s	Person Responsible	Resources	Time Frame	Success Indicators
Sessions of Psychological Acupuncture for Comfort with selected/volunteered students	<ul style="list-style-type: none"> * To assist students and achieve liberation from damaging negative emotions. *. To improve their physiological state by feeling calm and relaxed *The session/s will help them to acknowledge the issues caused by anxious and debilitating feeling. * To give them comfort in recognizing and addressing the negative emotions. * To improve their physiological state since anxiety symptoms might cause headache, tachycardia, rapid breathing, lightheadedness, nauseous, etc. 	Students, Psychologists, Guidance Counselor, EFT Practitioner, Guidance Counselor (to offer counseling), Psychologist (to help process)		Year round	<ul style="list-style-type: none"> *Peaceful thoughts, calmed, and comfortable feeling. *Improved capability to control emotions * Improved physiological state like improved breathing, normalized heart rate, *Improved their feelings they would become happier, relaxed, and calm. *Reduction of the feeling “crippled inside” and negative thoughts. *Satisfaction about the things he can control and do
Sessions of Different Online Meditations /Mindfulness Program Breath Awareness Meditation; Mindful Eating; Understanding Your Thoughts, Quick Body Scan; Letting Go Meditation; Loving Kindness Meditation; Outdoor Meditation;	<ul style="list-style-type: none"> *To teach about being totally present in the moment in a manner that is non-judgmental, open, and accepting *To help them achieve a sense of inner harmony and calmness 	Students, Psychologists, Facilitator of Online Meditation, Guidance Counselor		Year round	<ul style="list-style-type: none"> *Understand the importance of focusing on the present *Achieved inner harmony, calmness, peace, and awareness.

Proposed Intervention for students					
Interventions	Goal/s	Person Responsible	Resources	Time Frame	Success Indicators
Your Special Place Meditation, Journal Entry Awareness; Journal Entry Irrational vs. Rational; Journal Entry Taking Control of your Worries; Journal Entry Thought Preoccupation; Journal Entry Working With Uncertainties; Inviting Your Difficult Emotions; Journal Entry Acceptance; Journal Entry Mind Body Connection;	*To help them attain inner peace and awareness				
Online Kamustahan/ Conference with students Virtual Yakap Programs	*To talk to students and make brief counseling sessions. *To assess potential students for sessions of online meditation, emotional freedom technique, and mindfulness program *To learn about the current psychological issues faced by students.	Students, Teachers, Psychologist and Guidance Counselor		Year round	*Monitoring and screening of students will be the initial step to assist students. *The guidance office will not wait for referrals but can take quick and immediate action. *Students will achieve optimal learning experience since possible psychological issues have been addressed. *A virtual “kamustahan” can provide a platform that students will be screened and assisted. *The school would know the number and identify students who

Proposed Intervention for students					
Interventions	Goal/s	Person Responsible	Resources	Time Frame	Success Indicators
					needs immediate attention.
Seminar for teachers (serving as partner in dealing with students)	*To educate teachers on how to acknowledge the red flags like when students seem sad, frequently irritable, seems tired, lack of vigor, little effort in schoolwork, <ul style="list-style-type: none"> cannot concentrate in online/face to face class, fail to turn in online activities/work, lower grades, frequently miss synchronous classes, and etc. *To teach about how they can offer support, encouragement, practice leniency in giving activities,	Guidance Counselor, Psychologists, and other mental health professionals		Year round	* Better at handling students’ issues. *Early intervention on how to assists students. * They will have a broader understanding of students' possible mental health problems.
Online Conference and Seminar with parents (family-school linkage)	*To give information on the alarming effects on the mental health brought by problems such as remote learning. *To educate parents on the statistics/common reasons of referrals of students in the office. *To give them coaching on how they can connect well with their sons/daughters.	Students, Parents, Guidance Counselor, Psychologists, and other mental health professionals		Year round	*Empowered the support system of students *Enhanced and healthy relationships *Expanded perspective and better communication with students

Proposed Intervention for students					
Interventions	Goal/s	Person Responsible	Resources	Time Frame	Success Indicators
Lecture involving partners in the school (e.g. teacher, other staff)	<p>*The activity will educate other school personnel specifically teachers to acknowledge the possible signs and symptoms of mental health issues.</p> <p>*To teach about useful initial response and management of students with symptoms.</p> <p>*To practice more compassion and caring reaction on students' difficulties.</p>	Industry Partners, Psychologist, Guidance Counselor, Other mental health practitioners		Year round	*Equipped people can extend help for recognizing the mental health needs of students.
Online Seminar-Workshop on Stress Management, Time Management)	<p>*This strategy will teach the students on feasible ways how to handle chronic stress, episodic acute, and acute stress</p> <p>*Stress management techniques like changing their perspective towards stress, exercise, eat food in the right time/kind/proportion, number of hours to sleep, time management will be imparted to students</p>	Students, Teachers, Psychologist, Guidance Counselor,		Year round	<p>*Students will understand the useful ways to manage stress.</p> <p>*Renewed mindset about stress. Educate them how they can use stress to their advantage.</p> <p>*Better management of academic stressors.</p> <p>*Achieved optimum learning experience The teachers will a better relationship and connection with students</p> <p>*Increased consideration, support for students to lower the probability of</p>

Proposed Intervention for students					
Interventions	Goal/s	Person Responsible	Resources	Time Frame	Success Indicators
					academic stress
Seminar and teach them how to rest (paano ba magpahinga?)	<p>*This intervention will teach them how to slow down and recognize the signs when their body needs rest.</p> <p>Furthermore, different types of rests like physical rest, mental rest, sensory rest, social rest, creative rest, emotional rest, and spiritual rest will be discussed.</p>	Students Psychologist Guidance Counselor		Year round	*Application of practical tips on how to do physical, mental, sensory, social, creative, emotional and spiritual rest will make them feel relaxed, calm, and increased productivity.

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