Psychological Well-Being and Academic Stress of College Students of Cavite State University Imus Campus: Basis for Enhancement of Mental Health Program

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Abstract - The main purpose of the study was to determine the relationship of Psychological Well-being, Academic Stress, and demographic profile of College Students from Cavite State University. This descriptive-correlational study employed stratified random sampling through proportional allocation from 654 participants from the said university during the second semester A.Y. 2021- 2022. The level of psychological well-being and academic stress of the participants were measured using Ryff's Psychological Well-being Scale and Academic Stress Scale. Data analysis involved Mann-Whitney, Kruskal Wallis, and Spearman rank correlation coefficient. No significant relationship was reported between psychological well-being in the six dimensions and their demographic profile except for socio-economic status. Results also revealed that academic stress shows no significant relationship with the demographic profile. It was further found that the psychological well-being of college students was positively correlated with academic stress. The identified significant findings of the study were a useful basis in the establishment of the suggested mental health program. Improving the holistic well- being of the college students would eventually be significant not only to the individual himself/herself but for the entire institution as well. Understanding the sources of stress would facilitate the development of effective mental health programs by counselors in order to help students alleviate stress and lead to a positive development of well-being. Hence, through all of this, the study recommends the institution, the administrators, mental health practitioners and future researchers to utilize this study to help explore possibilities that will help participants with their well-being and academic success.

Keywords *- Psychological Well-Being; Academic Stress; Mental Health Program*

Introduction

Students in college frequently endure academic stress. Academic life has a variety of pressures, including parental expectations and achievements, personal motivations for academic self-actualization, workload, disagreements with classmates, and final writing projects such as theses, among others. A more stringent examination of students' performance in college comes as an unpleasant surprise to the academic pressures they already experience. Higher quality efforts are expected for college students (Insel, 2002). Additionally, the academic stressor for college students includes factors that contribute to higher standard grades, tough classes, scheduling conflicts, challenging exams, and other academic challenges with the more independent character of the college learning structure. Recently, researchers have suggested that the academic stressor of the college student such as higher standard grades, challenging classes, class schedule issues, difficult tests and other academic obstacles with the more independent nature of the college learning structure (Pinto, Parente, Palmer, 2001). Psychological well-being is a state of mind that is expected of everyone. Psychological well-being focuses on individuals' effective functioning. Psychological well-being encompasses many aspects of life, such as health, social, physical, mental, emotional, and spiritual well-being. Poor psychological well-being is a major source of concern among students because it has a significant impact on their daily lives and academic performance. (Clemente, Hezomi, Allahverdipour, Jafarabadi, Safaian 2016) Psychological well-being consists of six dimensions: autonomy, environmental mastery, personal growth, positive relationships with other people, purpose in life and self-acceptance. These six dimensions define Ryff's theoretical and operationalization of psychological well-being, and they identify what promotes effective life mastery as well as emotional and physical health. (Garcia and Nima, 2014). Psychological well-being has been proven in many researches to be significantly related to better coping, academic success and greater satisfaction in life. Therefore, it is important to understand factors that impact college students 'psychological wellbeing to ensure enhanced opportunities for productive and better life (Cabrera et al., 2019; Carnicer and Calderon, 2013).

According to the research so far, academic stress has a significant impact on psychological well-being among college students. Students face a variety of issues that create a negative impact on their psychological well-being. (Akram & Husain, 2020) Academic stress is caused by a combination of academic demands and personal adaptability (Wilks, 2008). Given that stress has been linked to a higher risk of health problems, it is crucial for educational institutions to be aware of the academic stress experienced by their students. Hence, all SUCs should adhere the mental health law

that required establishing a mental health office, guidance counselors to provide assistance, and create a mechanism for timely crisis intervention to the whole SUCs community, especially the students (PGCA, 2021) The study aimed to determine the relationship of demographic profile, psychological wellbeing and the academic stress of the college from Cavite State University Imus Campus. Moreover, results were used to provide evidence-based intervention programs and create an appropriate design for student services and basis for the enhancement of existing guidance service for mental health program

Materials and Methods

In this study, the correlation aimed to measure the significant relationship of the participants demographic profile to psychological well-being and academic stress and to determine the significant difference of their level of academic stress and psychological well-being. The descriptive part of the method identifies the demographic profile, the level of psychological well-being and academic stress of the college students. This study utilized the quantitative research design called descriptive - correlational research.

Participants

The participants of the study were male and female from first year to fourth year college students of Cavite State University, Imus Campus who were enrolled during the second semester of school year 2021 to 2022 and it covered all bachelors programs, and those who were 18 years old and above. The 654 sample participants were as follows: 38 AB Journalism, 46 BS Entrepreneurship, 173 BS Business Management, 61 BS Computer Science, 111 BS Education, 68 BS Hospitality Management, 69 BS Information Technology, 47 BS Office Administration and 46 BS Psychology.

Instruments of the Study

In this study, the adapted scales of Ryff‘s Psychological Well-Being Scale and Academic Stress Scale were used to measure the level of psychological well-being and academic stress of the participants. The researcher of this study secured the authorization from the author to use the said instruments in this study. Subsequent to online modality, the instruments were transferred to google forms. Meanwhile, to ensure the format and face validity of the instrument, the researcher carefully transferred the content of these two adapted instruments without adding any information aside from what the original copies contained and with the supervision of his adviser and statistician. The Psychological Well-Being scale developed by Carol D. Ryff is a 42-item scale. It measures six aspects of well-being and happiness: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. It is a simple paper and pen test, a 42-item questionnaire that focuses on measuring the psychological well-being of the participants. The participants answered the questionnaire and chose what best describes their present agreement or disagreement with the statement from Strongly Disagree to Strongly Agree. Kohn and Frazer developed the Academic Stress Scale (ASS) (1986). A total of 35 item questionnaires can be administered in individual or group settings, paper and pen or online settings that focus on understanding the causes and consequences of academic stress to help them identify and manage their own academic stress level. The participants answered the questionnaire and chose what best describes their present agreement or disagreement with the statement from Not at all Stressful to Extremely Stressful.

Procedure

In order to obtain the necessary data, the researcher conducted the following procedures to ensure a more systematic approach and that no data are overlooked. In this study, the first step was to ask for the permission from the University administration to approve the conduct of this study. Second was to ask for the population of students of Cavite State University - Imus to identify the numbers of participants needed in every year level. Third, using criteria of requirements, the researcher gathered the participants accordingly. Fourth, the proponent asked permission from the teacher of the respective class schedule and participants for online debriefing to discuss the study objective and purpose. Afterwards, the survey forms were disseminated through their emails. For the feedback of the participants, these were stored as google form responses. Fifth, the participants were asked to sign an informed consent to ensure their full participation in the study as well as Ethical Considerations.

Results and Discussions

Demographic profile of the participants

This section discusses the concepts of the participants' demographic profile. This includes sex, age and socio-economic status. Table 1 shows the distribution of the participants according to the abovementioned demographic status.

Table 1. Distributions of the participants according to sex

Sex	Frequency	Percent
Male	181	28
Female	473	72
Total	**654**	**100**

The result on Table 1 shows the distribution of the participants in terms of sex, out of 654 total numbers of participants, it shows that females had the most number of participants in the study. Considering this, it was very lucid that both sex had the same chance to become part of the study. The number of participants in terms of sex was affected due to the willingness of the participants to participate and most of the participants who would want to comply and answer the questionnaire were females. Another reason is that there is a higher number of female enrollees in the aforementioned academic year than male which was evident in the distribution of participants in terms of their sex.

Table 2. Distributions of the participants according to age

Age	Frequency	Percent
18 to 23	604	92
24 to 29	42	6
30 and above	8	1
Total	**654**	**100**

Table 2 shows that 92 percent of the participants belonged to the age bracket of 18 to 23 years old; 6 percent belonged to the 24 to 29 age bracket and 1 percent of the participants belonged to the age bracket of 30 and above. Thus, the results show that the majority of the participants were between 18 to 23 years old.

In line with this, a survey conducted in the Philippines stated that college students are usually from 17 to 20 years old. Similarly, in 2006, over 75 percent of college students were between 17 to 27 years of age (Dale, 2013). This implies that most of the participants are from 18 to 23 years old in line with the research that the average age of college students is from 17 to 20 years old. Age is the stage in a person's life when they face the challenge of becoming a part of the adult world.

Moreover, majority of the participants belonged to the third
year students with 38 percent, followed by first year students with 37 percent, and fourth year students with 14 percent. Only 11 percent of them were second year students. All of the first- and third-year students were from business management with 33 percent and teacher education department with 27 percent.

Table 3. Distributions of the participants according to socioeconomic status.

Socioeconomic Status	Frequency	Percent
Poor	214	33
Low income	212	32
Lower middle income	162	25
Middle and above	66	10
Total	**654**	**100**

Table 3 shows the distribution of the participants in terms of socio-economic status out of 654 total numbers of participants, 33 percent of them were in the poor social income status; 32 percent of the participants were in the low social income status; 25 percent of the participants were in the lower middle social income status; and 10 percent of the participants were in the middle social income status.

According to the findings, the majority of participants are poor or have a low income. Low income can lead to a lack of resources, which can have an impact on the participants' quality of life and way of life. According to the latest Social Weather Station (SWS) survey, an estimated 10.5 million Filipino families consider themselves poor. Similarly, a family with an income of less than php 7,890 to php 15,780 per month is classified as lower class. (Philippine Statistics Authority, 2016).

This only implies that the participants of the study were some of the members of the million families that consider themselves as low-income families. That is why they were enrolled in a government run university rather than in a private institution in order just to finish their degree and put their own family in a much better condition and situation. The results only indicate that there were still many Filipinos belonging to low income families including the participants of this study that could be one of the contributors for the students to have limited resources for the future.

Psychological Well-being

The dimensions of Psychological Well-being based on the work of Ryff are (1) autonomy refers to living in accordance to with own convictions; (2) environmental mastery or the person‘s management of life situations; (3) personal growth which refers to the use of talents and potentials; (4)positive relations with others which identifies the quality of relationship with significant others; (5) purpose in life or the person‘s meaning, purpose and direction; (6) self-acceptance or one‘s acceptance or awareness of limitations (Villarosa & Ganotice, 2018)

This section discusses the mean, and SE of the psychological well-being of the participants. As shown in the data, majority of the participants were high in four dimensions of the PWB scale; autonomy, positive relation with others, purpose in life and self-acceptance however, the remaining two dimension were low;

Table 4. Psychological Well-being

Psychological Well-being dimension	Mean	SD	Interpretation
Autonomy	25.21	0.190	High
Environmental Mastery	25.78	0.155	Low
Personal Growth	29.97	0.204	Low
Positive Relation with Others	29.20	0.214	High
Purpose in Life	28.03	0.204	High
Self-Acceptance	25.04	0.235	High

In terms of psychological well-being in the aspect of autonomy, the mean score of 25.2 and 0.190 of SE with interpretation of high. According to the RPWBS, low scorers on the aspect of autonomy are concerned about others' expectations and evaluations; they

also rely on others' judgments to make important decisions; and they have a tendency to conform to social pressures to think and act in certain ways, whereas high scorers on the aspect of autonomy are self-determining and independent; they are able to resist social pressures to think and act in certain ways; and they can also regulate behavior for themselves

Because of rapid physical and cognitive changes, expanding social relationships, and new rights and responsibilities, autonomy development typically accelerates during adolescence. Self-reliance and personal decision-making become more prevalent, the self and identity gradually solidify, and affect, behavior, and cognition become more self-regulated. (Zimmer-Gembeck & Collins, 2003). Autonomy is thought to be developed through relationships with family members, peers, and people outside the family. (Purdie, 2004).

Table 5: Environmental Mastery

Psychological Well-being dimension	Mean	SD	Interpretation
Environmental Mastery	25.78	0.155	Low

In terms of psychological well-being in the aspect of environmental mastery got the mean score of 25.78 and 0.155 of SE with an interpretation of low. According to RPWB, high scorers in the environmental mastery aspect has a sense of mastery and competence in managing the environment; they also control a complex array of eternal activities; they make effective use of surrounding opportunities; and they are able to choose or create contexts suitable to personal needs and values. Based on the results, the majority of the participants scored low on environmental mastery. Low scorers in this aspect have difficulty in managing everyday affairs; they also feel unable to change or improve surrounding contexts; they are unaware of surrounding opportunities and they lack a sense of control over the external world. Environmental mastery is strongly associated with an internal locus of control, according to Shoajee and French (2014). An internal locus of control person attributes their success to their own efforts and abilities. Although locus of control is thought to be an inborn personality trait. According to Joelson (2017), childhood experiences and interactions with their parents clearly shape it. He also stated that when a parent encourages a child's independence and assists them in learning the link between actions and consequences, the child has a well-developed locus of control

Table 6. Personal Growth

Psychological Well-being dimension	Mean	SD	Interpretation
Personal Growth	29.97	0.204	Low

In terms of psychological well-being in the aspect of personal growth, the mean score of 29.97 and 0.204 of SE with interpretation of low. Majority of the participants scored low in this aspect. According to the RPWBS, low scorers lack a sense of meaning in life; they have few goals or aims; they also lack a sense of direction; they do not see purpose of past life; and they also have no outlook or beliefs that give life meaning. Excessive punishments or discouragement might lead to feelings of guilt, resignation, and the belief that curiosity about the world is a bad thing. This resolves the duality in favor of guilt and it will fail to emerge as the virtue of purpose. Erikson believes that early events in a child‘s life, not only reflects the contribution to later development, but also directs their potential that manifests later (Engler, 2014). Lastly, participants have a low level of personal growth because they perceive a high level of stress. When an individual perceives a high level of stress he may isolate himself and develop self-doubt and my decrease his level of self- esteem because of this he may restrict himself from self-improvement that may result to the decrease of level of personal growth.

Table 7. Positive Relation with Others

Psychological Well-being dimension	Mean	SD	Interpretation
Positive Relation with Others	29.20	0.214	High

In terms of psychological well-being in the aspect of Positive Relation with Others, the mean score of 29.20 and 0.214 of SE with interpretation of high. High scorers have warm, satisfying, trusting relationships with others; they are concerned about the welfare of others; they are also capable of strong empathy, affection, and intimacy; and they understand the give and take of human relationships. Low scorer in this aspect have few close, trusting relationships with others; they also find it difficult to be warm, open, and concerned about others; they tend to be isolated and frustrated in interpersonal relationships; and the tendency of

unwillingness in making compromises to sustain important ties with other people. This implies that the more of the participants have warm, satisfying, trusting relationships with others, is concerned about the welfare of others, capable of strong empathy, affection, and intimacy, understands, give and take of human relationships. According to Glass (2019), the foundation of any relationship is trust. Lack or absence of trust is the main reason why relationships become shaky and a failure. Erikson's stages of psychosocial development state how an individual develops trust. The first stage of psychosocial development, Basic Trust versus Basic Mistrust, determines whether or not a person can trust the world. If infants do not receive consistent, adequate, or appropriate care, they will perceive the world as indifferent, hostile, leading to a high level of mistrust. This crisis has laid a foundation that will influence the future course of development. (Engler, 2014)

Table 8. Purpose in Life

Psychological Well-being dimension	Mean	SD	Interpretation
Purpose in Life	28.03	0.204	High

In terms of psychological well-being, the aspect of Purpose in Life got the mean score of 28.03 and 0.204 of SE with an interpretation of high. According to the RPWBS, low scorers lack a sense of meaning in life; they have few goals or aims; they also lack a sense of direction; they do not see purpose of past life; and they also have no outlook or beliefs that give life meaning. Contrary to this, high scorers can set goals in life and have a sense of directedness; they also feel that there is meaning to present and past life; they hold beliefs that give life purpose; and they have aims and objectives for living. According to Engler (2014), Erikson's stages of psychosocial development states how purpose was developed from the earlier years of a person's life. During the stage of initiative versus guilt, responses from the parents to a child's self initiated activities determine the outcome of this stage. Purpose emerges from this stage, by which a child competes at games to win or to be on top. This implies that more of the participants have goals in life and a sense of directedness. Most of them feel that there is meaning to present and past life. They also hold beliefs that give life purpose. They also have aims and objectives for living.

Table 9. Self-Acceptance

Psychological Well-being dimension	Mean	SD	Interpretation
Self-Acceptance	25.04	0.235	High

In terms of psychological well-being (Table 9) in the aspect of selfAcceptance got the mean score of 25.04 and 0.235 of SE with an interpretation of high. Low scorers in this aspect have the tendency to feel dissatisfied with themselves; they tend to be disappointed with what has occurred in past life; they are troubled about certain personal qualities; and they tend to wish to be different than what they are. High scorers possess a positive attitude toward the self; they acknowledge and accept multiple aspects of self, both good and bad qualities; and they feel positive about their past life. Perhaps, since more participants have a high level of self-acceptance, they are less likely to feel dissatisfied with themselves and appreciate their characteristics and personalities. One of the reasons why more of the participants have a high level of self acceptance is because they are also having high level positive relations to others. In a research study it was found that lower symptoms of variables that are related to stress are found to be positively related to higher levels of self-acceptance (McCubbin, 2013). It was suggested that individuals actually take on the attitudes toward ourselves the way we perceive others hold toward us (Skogbrott, 2014). Having a positive relationship towards other people may help an individual to explore himself and recognize his own personality, capabilities and self-worth that may help them to enhance self-acceptance. According to Ryff, (2014) high scores on positive relations indicate an experience of satisfying and trusting relationships with others; whereas, high sense of personal growth implies a feeling of continued development that reflects more self knowledge and effectiveness. Also, a high score on purpose reflects one's sense of directedness and meaning to both past and present life. High scores on Self acceptance possess a positive attitude toward the self. High scores on autonomy are self-determining and independent.

Academic stress

Academic stress refers to a situation in which students believe that their academic work has become overburdened and they question their ability to cope with the pressures placed on them. (Gloza, 2013). This concept was measured using the Academic stress instrument.

Table 10. Academic stress of the participants

ITEMS	MEAN	STANDARD ERROR	VERBAL INTERPRETATION
1.Final grades	3.60	0.047	Fairly Stressful
2.Excessive homework	4.04	0.039	Fairly Stressful
3.Term papers	3.97	0.040	Fairly Stressful
4.Examinations	3.94	0.038	Fairly Stressful
5.Studying for examinations	3.76	0.042	Fairly Stressful
6.Class Speaking	3.65	0.052	Fairly Stressful
7.Waiting for graded test	3.68	0.045	Fairly Stressful
8.Fast-paced lectures	3.61	0.044	Fairly Stressful
9.Pop Quizzes	3.69	0.044	Fairly Stressful
10.Forgotten Assignments	4.02	0.047	Fairly Stressful
11.Incomplete Assignments	4.01	0.048	Fairly Stressful
12.Unclear Assignments	3.98	0.045	Fairly Stressful
13.Unprepared to respond to questions	4.02	0.043	Fairly Stressful
14.Announced quizzes	3.16	0.049	Sometimes Stressful
15.Studied wrong material	4.06	0.046	Fairly Stressful
16.Incorrect answers in class	3.78	0.047	Fairly Stressful
17.Missing class	3.75	0.049	Fairly Stressful
18.Buying textbooks	2.87	0.052	Sometimes Stressful
19.Learning new skills	2.59	0.052	Rarely Stressful
20.Unclear course objective	3.53	0.044	Fairly Stressful
21.Hot classroom	3.81	0.047	Fairly Stressful
22.Non native language lectures	3.25	0.047	Sometimes Stressful
23.Boring classes	3.34	0.051	Sometimes Stressful
24.Attending wrong class	3.50	0.054	Fairly Stressful
25.Late dismissal of class	3.41	0.048	Fairly Stressful
26.Cold Classrooms	2.21	0.048	Rarely Stressful
27.Arriving late for class	3.65	0.047	Fairly Stressful
28.Forgetting pencil/ pen	3.20	0.050	Sometimes Stressful
29.Note- taking In class	2.67	0.051	Sometimes Stressful
30.Noisy Classroom	3.49	0.049	Fairly Stressful

31.Irrelevant classes toward major	3.62	0.046	Fairly Stressful
32.Crowded class	3.52	0.048	Fairly Stressful
33.Classes without open discussion	3.48	0.046	Fairly Stressful
34. Evaluating classmates' work	2.99	0.045	Sometimes Stressful
35.Poor classroom lightning	3.31	0.048	Sometimes Stressful
GRAND TOTAL	**3.52**	**0.027**	**GREATER STRESS**

Legend:

Extremely Stressful (ELS)	4.20 – 5.00	Always
Fairly Stressful (FLS)	3.40 – 4.19	Often
Sometimes Stressful (SS)	2.60 – 3.39	Sometimes
Rarely Stressful (RLS)	1.80 – 2.59	Seldom
Not at all Stressful (NAS)	1.00 – 1.79	Never

Table 10 shows the level of academic stress of the participants and indicates that the following items are fairly stressful true of the participants such as: "Excessive homework" (mean=4.04); "Forgotten Assignments" (mean= 4.02); "Incomplete Assignments" (mean= 4.01); and "Unprepared to respond to questions" (mean= 4.02);"Studied wrong material" (mean= 4.06) and with the grand total of (mean=3.52) greater stress. These items are statements that indicate fairly stressful in Excessive homework, Forgotten Assignments, Incomplete Assignments, Unprepared to respond to questions studied wrong material are academic stressors for the college students. Perhaps they were highly exerting their efforts in academics and caused higher stressors like assignments and homeworks, requirements and examinations. Academics and workload were discovered to be the top stressors among students. Their perceptions and experiences of their workload in a semester are influenced by the courses they take, the assignments, requirements, exams, other responsibilities, and the significance of the tasks. (Jonkman, Boer, and Jagielski, 2006; Student Workload Task Force Report, 2012). Academic stressors in college life, according to Weinstein et al. (2009), are more harmful, and it is a major issue of how students feel their lives are unpredictable, uncontrollable, and overloaded. Academic stressors, according to Chao (2010), can make students feel more unpredictable, unexpected, and overwhelming. Similarly, Insel et al., (2002) discussed how academic stressors faced by college students are unpleasantly surprised by a more rigorous evaluation of their work in college, such as exams, major subject selection, and term papers. College students are expected to put forth higher-quality efforts. In addition to Agolla and Ongori (2009), who stated that stress is a part of students' lives and can affect students' coping strategies in response to academic demands. This is due to the fact that academic work is always accompanied by stressful activities. According to Cruz (2019), subject-related academic stress can be a contributing factor to students' stress levels, leading to absenteeism or feelings of hopelessness, which interfere with effective study habits and further weaken academic achievement. Academic stress not only impedes academic performance but also, to a greater extent, adjustment. The educational system also plays an enabling role, which leads to increased stress levels among students. Some of the causes include overcrowded lecture halls, a semester grading system, and insufficient resources and facilities (Awing& Agolla, 2008; Reddy 2018) The overall result indicates that the participants have a high level of stress in their academic experiences in college. It might be implied that the learning structure such as examination, choosing a major subject and term papers in college may influence a higher academic stress. Moreover, maybe the college student's obstacles to their academic success are stress.

Difference on psychological well-being to demographic profile of the participants

This section discusses the concepts of the participant's psychological well-being to demographic profile. This includes sex, age and socioeconomic status. Table below shows the difference of the participants according to the abovementioned Psychological Well being and demographic status.

Table 11. Differences in psychological wellbeing when grouped according to sex.

LEVEL OF PSYCHOLOGICAL WELL BEING	SEX	MEAN	MEAN RANK	MANN-WHITNEY STATISTICS	P VALUE	REMARKS
Autonomy	Male	25.94	355.48	37743.000	0.019	Reject Ho
	Female	24.93	316.79			
Environmental Mastery	Male	25.77	318.94	41257.500	0.472	Accept Ho
	Female	25.78	330.77			
Personal Growth	Male	29.07	292.54	36478.000	0.003	Reject Ho
	Female	30.32	340.88			
Positive Relation with Others	Male	28.36	294.13	36766.000	0.005	Reject Ho
	Female	29.52	340.27			
Purpose in Life	Male	27.27	296.84	37257.500	0.010	Reject Ho
	Female	28.33	339.23			
Self-Acceptance	Male	25.23	337.37	41020.500	0.408	Accept Ho
	Female	24.97	323.72			
TOTAL	**MALE**	**161.64**	**311.51**	**39912.500**	**0.181**	**ACCEPT HO**
	FEMALE	**163.84**	**333.62**			

Table 11 shows bivariate correlations, in the sample of male and female scores of psychological well-being scales. In both sexes, environmental mastery and self-acceptance was associated with greater psychological well-being. Autonomy, personal growth, positive relation with others and purpose in life was also associated in both sex with higher scores in all well-being dimensions. in both sex, the magnitude of the mann-whitney statistics was lower than those for self-acceptance and environmental mastery, for the both male and female sample. Studies on the differences in well-being between men and women have not yielded consistent results. The findings revealed few sex differences in psychological well-being, though women reported experiencing positive and negative emotions with greater frequency and intensity than men. (Ferguson, Gunnel, 2016) Autonomy. Perhaps male and female young adult participants do differ in terms of their level of autonomy because both male and female participants even they are in the same range of age. Since male and female participants are adolescents they both have the growing ability to think, feel, make decisions and act on their own. Since most of the participants have the same monthly family income it is possible that most participants have different socio-environmental contexts. The findings indicate that there is a significant difference between sexes in terms of psychological well-being. This indicates that male and female students have different psychological well-being. Boys were found to have higher levels of well-being in the subscales of environmental mastery and self-acceptance than girls, and late adolescents had higher levels of well-being in the subscales of personal growth and life purpose than middle adolescents. (Sagoni & Caroli, 2014). Personal growth. Male and female young adult participants are found to have differences in terms of their personal development. Male and female young adults have different standards and evaluate them differently. Both sexes are also found to experience adolescence in different ways. They also have differences in terms of their internal motivations (Boys and Girls Clubs of America, 2014). Research shows that family's social networks are related to adolescent social skills with peers, school

adjustment, cognitive, social and emotional competence (Moretti & Peled, 2004). On the other hand, adolescents with economic disadvantage displayed lower levels in some variables of developmental outcomes than those without economic disadvantages (Shek & Tsui, 2012). Parallel this study, there was no significant difference between males and females in terms of their level of autonomy, personal growth, and self-acceptance. While there was a significant difference between males and females in personal growth (Khanbani, 2014). The gender gap in environmental mastery, positive relationships, and life purpose is also found to be insignificant (Hamdan-Mansour & Marshmash, 2017). Positive Relation with others. Perhaps, male and female participants do differ in their level of positive relation to others because male and female participants are both young adulthood. Both sexes have a high level of positive relations because being adolescence both are more likely to explore socialization and seek relationships with other people.

Another reason why both male and female participants have the same level of positive relations is because they both belong in the same culture that may be one of the influences for the development of good interpersonal relationships among adolescents. According to Aruta (2016) postulated that Filipinos were an interdependent culture. Individuals with interdependent self-construals tend to be highly sensitive to the overall situation before endorsing an action or behaviour. They are more likely to screen the behaviours that they would display in order to maintain harmony and good social relations. Purpose in life. Another reason why both male and female participants have the same level of purpose in life is because they are in the same range of age. Since they are in the same range of age male and female participants may also have similarities to their goals in life. However, environmental mastery and self-acceptance were not significant. Since they experience different kinds of experiences, male and female participants are more able to control their situation and respond easily to the demands and situations that they encounter in their daily lives. Also, they are less likely to feel dissatisfied with themselves and appreciate their characteristics and personalities. Gender differences in psychological well-being of Filipino students were investigated in a local study. Gender differences were discovered in the subscales of autonomy, positive relationships with others, and life purpose. There were no gender differences in environmental mastery, personal growth, or self-acceptance (Perez 2012; Dacasin 2018). Males and females have different levels of environmental mastery and self-acceptance, according to Li and Kao (2015). A study aimed to investigate psychological well–being of different sex. The random sampling Method was used in this study. The result of girls and boys Adolescent was very far different in psychological well-being (Vataliya, 2014). Same results have been postulated by Akher (2015). One consistent difference between men and women is that women score higher in positive relationships with others.

Table 12. Differences in psychological wellbeing when grouped according to age.

LEVEL OF PSYCHOLOGICAL WELL BEING	AGE	MEAN	MEAN RANK	KRUSKAL-WALLIS STATISTICS	P VALUE	REMARKS
Autonomy	18 to 23	25.07	322.64	5.860	0.053	Accept Ho
	24 to 29	27.29	395.27			
	30 and above	25.00	338.75			
Environmental Mastery	18 to 23	25.72	325.04	1.450	0.484	Accept Ho
	24 to 29	26.48	353.49			
	30 and above	26.50	376.63			
Personal Growth	18 to 23	29.95	326.98	0.717	0.699	Accept Ho
	24 to 29	29.95	324.37			
	30 and above	31.63	383.31			
Positive Relation with Others	18 to 23	29.13	325.74	3.391	0.184	Accept Ho
	24 to 29	29.36	329.57			

	30 and above	33.63	449.25			
Purpose in Life	18 to 23	27.94	325.22	4.182	0.124	Accept Ho
	24 to 29	28.79	334.79			
	30 and above	31.00	461.38			
Self-Acceptance	18 to 23	24.93	324.33	3.204	0.201	Accept Ho
	24 to 29	25.83	354.36			
	30 and above	29.00	426.00			
TOTAL	**18- 23**	**162.74**	**324.35**	**3.429**	**0.180**	**ACCEPT HO**
	24- 29	**167.69**	**352.62**			
	30 AND ABOVE	**176.75**	**433.50**			

Table 12 shows the difference in psychological well-being when participants grouped according to age. Findings indicate that there is no significant difference in all six dimensions of the Psychological Wellbeing scale. No significant diffrences were found on the rest of the Psychological Wellbeing dimension at $p > 0.05$. Therefore, age is not a factor in comparing psychological well being. Many young adults will experience some instability during this "in-between" period of their lives. They frequently believe that they are not yet adults (many may still be in school instead of working full-time, others may be living at home while beginning their career path). They do, however, feel the pressure that comes with having to assume more responsibility and accountability than they did as adolescents. They may be concerned about their social and occupational standing as they make important decisions about their future. It's time to think about what they want from work, school, and love. Psychological well-being evolves in the transition to adulthood to the extent to which the individual is capable of successfully interacting with their environment and assuming the vital challenges inherent in the various stages of life (Vera-Villarroel et al., 2013; Bluth et al., 2017; Gómez-López et al., 2019). Mayordomo et al. (2016), on the other hand, discovered a positive correlation between age and level of psychological well-being, which could be attributed to successful adaptation to the social environment. Almost all of the dimensions on the Psychological Well-Being Scale correlate significantly and positively with the dimensions on the EDATVA scale, according to one study of PWB. On the EDATVA scale, moderate correlations were found between self-organization and purpose in life and environmental mastery on the Psychological Well-Being Scale. It was also discovered that the older 18–21 age group outperformed the younger 16–17 age group on all dimensions of the EDATVA and the Psychological Well-Being Scale. (De Juanas, Romero, Goig, 2020)

Table 13. Differences in psychological wellbeing when grouped according to socio-economic status.

LEVEL OF PSYCHOLOGICAL WELL BEING	SOCIO-ECONOMIC STATUS	MEAN	MEAN RANK	KRUSKAL-WALLIS STATISTICS	P VALUE	REMARKS
Autonomy	Poor	24.82	314.33	2.972	0.396	Accept Ho
	Low	25.08	324.26			
	Lower	25.85	347.57			
	Middle and above	25.30	331.33			
Environmental Mastery	Poor	25.35	306.16 b	9.257	0.026	Reject Ho
	Low	25.62	324.29 ab			

	Lower	26.62	364.35 a			
	Middle and above	25.62	316.53 ab			
	Poor	29.28	298.85 b			
Personal Growth	Low	29.95	326.83 ab	10.496	0.015	Reject Ho
	Lower	30.84	361.70 a			
	Middle and above	30.15	338.61 ab			
	Poor	28.77	316.49 ab			
Positive Relation with Others	Low	28.54	307.22 b	8.751	0.033	Reject Ho
	Lower	30.29	359.33 a			
	Middle and above	30.03	350.22 ab			
	Poor	27.43	305.93 b			
Purpose in Life	Low	27.87	319.41 ab	8.140	0.043	Reject Ho
	Lower	28.82	354.80 a			
	Middle and above	28.58	356.45 a			
	Poor	24.85	319.35			
Self-Acceptance	Low	24.47	308.66	6.674	0.083	Accept Ho
	Lower	25.91	355.21			
	Middle and above	25.36	346.42			
TOTAL	**POOR**	**160.49**	**304.50 B**	**11.295**	**0.010**	**REJECT HO**
	LOW	**161.54**	**315.23 B**			
	LOWER	**168.33**	**364.67 A**			
	MIDDLE AND ABOVE	**165.05**	**350.25 AB**			

Table 13 presents the difference in the participants Psychological Wellbeing when grouped according to socioeconomic status. The data reveal a significant difference in PWB in terms of environmental mastery, personal growth, positive relation and purpose in life at $p < 0.05$. Overall, it implies the scores obtained in the four socioeconomic status categories are varied. It appears that there is no significant relationship between autonomy and self acceptance, but higher social income was associated with higher levels of autonomy and self acceptance. While the remaining four dimensions, Environmental Mastery, personal growth, positive relationships, and life purpose have significant relationships, a lower SES was associated with daily hassles, lower life satisfaction, and a higher risk of distress. This relates the findings of other studies on the relationship between socioeconomic status and psychological well-being. This suggests that socioeconomic status has a long-term impact on psychological well-being. The findings in terms of participant well-being and socioeconomic status of young adulthood students suggest that it affects the psychological well-being positive development. Changes in financial status have a very small and statistically insignificant effect on students' educational attainment, according to the summary of a study conducted by Mayer (1997) (as cited in Lacour & Tissington, 2014). The source of income may account for the occasional lack of correlation between incomes observed in some studies. Instructional techniques and strategies used in the classroom, school, district, and government levels can help close the achievement gap by providing students with the support they need to excel academically. A growing number of studies have found

that subjective SES assessments have strong associations with well-being and health scores that go beyond objective SES (e.g., Adler et al., 2000; Kraus et al., 2013; Garza et al., 2017; Navarro-Carrillo et al., 2019). However, cumulative empirical evidence shows that long-established objective metrics of SES, such as income, educational level, and occupation, only have weak to moderate correlations with indicators of personal well-being (Diener and Oishi, 2000; Howell and Howell, 2018) Despite that the college students involved in this study, although belonging to poor and low income may not be financially challenged while pursuing their studies since the university is run and owned by the government. In the implementation of free tuition fee for tertiary education in state operated universities. Public policies and programs like this may prevent the students from experiencing the financial consequences of college education. However, when a pandemic begins, students are required to stay at home due to the need for social distancing to combat the virus's spread, and campuses in many countries have been closed. The delivery mode of education was changed into online learning or virtual learning. It demands gadgets and internet connection for the students to attend several academic activities. According to some researchers, the internet gained an even greater role in supporting remote working, e-learning, and online research collaborations as a result of the social-distancing and lockdown regulations. (Favale et al. 2020). Similarly, I like to draw parallels between the findings of this study and those of other studies conducted around the world. In Nigeria, for example, a link was discovered between the digital divide in the student population and socioeconomic status when accessing remote learning. (Azubuike et al. 2021). Changes in financial status have a very small and statistically insignificant effect on students' educational attainment, according to the summary of a study conducted by Mayer (1997) (as cited in Lacour & Tissington, 2014). The source of income may account for the occasional lack of correlation between incomes observed in some studies. Instructional techniques and strategies used in the classroom, school, district, and government levels can help close the achievement gap by providing students with the support they need to excel academically. In contrast, Considine and Zappala (2002) found that children from low-income families are more likely to exhibit the following patterns in terms of educational outcomes: lower levels of literacy, innumeracy, and comprehension, lower retention rates, higher levels of problematic school behavior, difficulties with their studies, and negative attitudes toward school. Indeed, when all SES indicators were considered simultaneously, only differences in positive relationships and autonomy with others were significantly explained by an objective SES index among the various components of psychological well-being (i.e., self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth). Higher educational level, in particular, predicted higher scores on positive relationships, and higher income predicted increased autonomy. However, it is worth noting that the education ladder, when compared to income, demonstrated a higher predictive utility in terms of autonomy (Navarro, 2019) This study was carried out in the midst of a pandemic. The overall socioeconomic reality has remained unfavorable during the economic crisis period. Thus, in this context of economic hardship and high unemployment, the perceived value of having a healthier psychological well-being is a major issue. In this study it revealed that the psychological well-being and socioeconomic status are unique predictors and may suggest a big factor to the participants psychological well being. This implies that those in the high socioeconomic status reported less well being problems than those in the low socioeconomic status.

Difference on academic stress to demographic profile of the participants

This section discusses the concepts of the participant's academic stress to demographic profile. This includes sex, age and socioeconomic status. Table below shows the diffrence of the participants according to the abovementioned academic stress and demographic status.

Table 14. Difference on academic stress when grouped according to sex

SEX	MEAN	MEAN RANK	MANN-WHITNEY STATISTICS	P VALUE	REMARKS
Male	3.47	311.67	39941.000	0.185	Accept Ho
Female	3.54	333.56			

Table 14 shows the test of difference on academic stress and age of the participants Kruskal-Wallis Statistics was used and the obtained correlation coefficient was 39941.000 with its associated probability value of 0.185. This implies that there is no significant relationship between the two variables. Therefore, the sex of the participants is not related to their level of academic stress. Kania (2014) investigated the performance of university students on spelling and mathematics tasks with time limits or unlimited time to complete the task in relation to stress and gender. The results showed that the order of the two tasks had no significant effect. There is also no significant interaction between the order in which the participants completed the two tasks and the stress reported after the two tasks. It was also discovered that there is no significant main effect of gender and no significant main effect of tasks. Furthermore, no significant interaction was discovered between the tasks and gender. Gender, in reality, is a continuum defined by our culture, religion, geographic location, sexual orientation, and ethnicity. (Mammoth Magazine, 2009). Despite the differences on how male and females react to stressful situations, data gathered shows that sex does not affect the level of academic stress. Additionally, it contradicts most presented research that females experience more stress than males. However, the uneven distribution of participants in terms of gender might be a factor. Moreover, even though male and females have different reactions to stress, both physically and mentally, both have the ability to manage stress in different ways and have different

perception on how to do so which could be a reason that in the current study, it rejected the common idea of female having higher stress than male.

Table 15. Difference on academic stress when grouped according to age

AGE	MEAN	MEAN RANK	KRUSKAL-WALLIS STATISTICS	P VALUE	REMARKS
18 to 23	3.54	332.14			
24 to 29	3.26	258.93	5.919	0.052	Accept Ho
30 and above	3.55	337.31			

Table 15 shows the difference in academic stress and age of the participants. Kruskal-Wallis Statistics was used and the obtained correlation coefficient was 5.919 with its associated probability value of 0.052. This implies that there is no significant relationship between the two variables. Therefore, the age of the participants is not related to their level of academic stress. According to Woolston (2016), stress is a normal part of life at any age. While young adults struggle to find a career, achieve financial security, or balance work and family obligations, older people may face failing health or dwindling finances – or simply the challenges of maintaining their independence. Stressors are common, if unpleasant, occurrences in life for people of all ages, but it is unclear whether these events affect older and younger people equally. Strength and Vulnerability Integration Theory (SAVI; Charles, 2010) builds on existing research on age-based strengths in avoiding and diffusing stressful experiences. It also includes age-related vulnerabilities in physiological flexibility, which may cause older adults to report similar or worse levels of well-being than younger adults. Thus, SAVI acknowledges that older adults can have more emotional experiences than younger people, but it proposes boundary conditions for this age advantage, emphasizing that "only by understanding the context of daily life can we predict when and how age is related to affective well-being" (Charles & Piazza, 2009). According to the data gathered, it shows that age does not directly affect the level of stress, contradicting previous research that proposed that college students or young adults perceive high levels of stress. Another factor is that the participants belong to the same developmental stage, also they belong to the same university that may affect their way of thinking, beliefs and norms they comply with, noticeable to the similarities of their answers. Moreover, more research suggest that rather than age, another major factor that would affect the respondent's level of stress is academic stress.

Table 16. Difference on academic stress when grouped according to socioeconomic status

SOCIO-ECONOMIC STATUS	MEAN	MEAN RANK	KRUSKAL-WALLIS STATISTICS	P VALUE	REMARKS
Poor	3.54	336.06			
Low	3.47	313.52	2.671	0.445	Accept Ho
Lower	3.52	324.84			
Middle and above	3.60	351.19			

Table 16 shows the test of relationship between academic stress and age of the participants Kruskal-Wallis Statistics was used and the obtained correlation coefficient was 2.671 with its associated probability value of 0.445. This implies that there is no significant relationship between the two variables. Therefore, the sex of the participants is not related to their level of academic stress. According to Oni (2007) and Omoegun (2017), there is a significant difference in the behavior of students from high and low socioeconomic statuses, which influences their learning process. In contrast, Considine and Zappala (2002) found that children from low-income families are more likely to exhibit the following patterns in terms of educational outcomes: lower levels of literacy, innumeracy, and comprehension, lower retention rates, higher levels of problematic school behavior, difficulties with their studies, and negative attitudes toward school.Despite that the college students involved in this study although belonged to poor and low income may not be financially challenged while pursuing their studies since the university is run and owned by the government. In the implementation of free tuition fee for tertiary education in state operated universities. Public policies and programs like this may prevent the students from experiencing the financial consequences of college education. It implies that even if you are in the family with a high or low income; your school performance will be based on how you handle your academic achievement and thecapacity for you to do it well in the future.

Relationship on Psychological Well Being and Academic Stress

Academic stress has become a widespread issue in many countries, cultures, and ethnic groups (Wong, Wong & Scott, 2006). According to the findings of the study, academic stress is still a devastating problem affecting a student's mental health and well-being. Similarly, according to Argyle (2001), happiness can reduce stress and increase wellbeing, health, work performance, warmth, altruism, creative thinking, and problem solving.

Table 17. Relationship between psychological wellbeing and academic stress.

LEVEL OF PSYCHOLOGICAL WELL BEING	SPEARMAN RANKED CORRELATION COEFFICIENT	P-VALUE	REMARKS
Autonomy	-0.228	0.000	**Reject Ho**
Environmental Mastery	-0.121	0.002	**Reject Ho**
Personal Growth	-0.184	0.000	**Reject Ho**
Positive Relation with Others	-0.189	0.000	**Reject Ho**
Purpose in Life	-0.18	0.000	**Reject Ho**
Self-Acceptance	-0.241	0.000	**Reject Ho**
OVERALL	**-0.262**	**0.000**	**REJECT HO**

Table 17 shows the test of relationship between different Psychological Wellbeing domains and academic stress across the participants. The computed probability value equals 0.00 across six dimensions on Psychological Well Being. It suggests that there is a significant relationship between the two variables. A significant interaction effect was discovered, indicating that academic stress has an impact on psychological well-being. It was found that stress and psychological well-being are correlated with each other (Suquira, 2005). Cultures differ according to what their members perceive as stressful (Chun & Moos, 2006). Also, the majority of the participants have high levels in all of the dimensions in psychological well-being that may be the reasons why participants do not differ in their level of stress. Participants also have the same school environment they may experience the same academic stress level which is said to be one of the sources of stress of adolescents. Perhaps participants do not differ in their level of stress, maybe because they have the same cultural context they are affected by the same range of stressor that may be the reason why males and females participants do not differ in terms of their level of stress. According to Leibow, (2010) college students may experience academic floundering or a struggle, difficulty and great confusion, a number one cause of being unhappy especially in college. The higher stressor, including problems with finances, academics and intimate relationships affects college students being unhappy in their college life. Furthermore, college students must recognize that college can be demanding due to the amount of homework that is due in a short period of time, making it easy to become overwhelmed. Quizzes, tests, papers, exams, and projects are common in college. Many students will experience stress if time is not properly managed to ensure that all of these tasks are completed. According to Macmillan Social Sciences library research, 70% of college students say their grades have a direct impact on their level of stress. Similarly, college students face significant stressors as a result of their academic subjects, requirements and projects, oral and written examinations, unannounced quizzes and graded recitations, finances, and various issues with their parents or guardians, friends, professors, and peers. (Mazo,2015). Students who experience more academic stress have lower levels of depression and anxiety, as well as lower levels of psychological well-being. The significant negative impact of academic stress on students' psychological well-being may be due to the fact that stress suppresses students' immune systems, making them more susceptible to bugs and viruses, as well as chronic health problems like headaches. Immune suppression results in poor health and psychological well-being. Stress can also cause disease and interfere with students' academic progress, making it difficult for them to function psychologically. (Clemente et al. 2016) The finding could also imply that students who reported high academic stress may have developed low self-esteem and self-confidence, which are crucial in an individual's sense of psychological well-being. According to Thoits (1986); Glozah (2013), "coping and social support eliminate or alter problematic demands, or they control the feelings of anxiety or depression that are usually engendered by those demands." The central tenet of the buffering hypothesis is that the presence of social support reduces the likelihood of the development of psychological symptoms in the presence of stress. A growing body of evidence suggests that academic-related stress is important in college (Pascoe et al

2020). College students are exposed to novel academic stressors such as a heavy academic course load, extensive studying, time management, classroom competition, financial concerns, familial pressures, and adjusting to a new environment. It is critical to continue investigating the relationship between academic stress and mental well-being because poor mental well-being has been shown to affect academic performance in college (Freire et al 2020) Academic stress has also been linked to poor mental health in students. Happiness, life satisfaction, stress management, and psychological functioning are all components of positive mental health. (Green et al 2021). According to the findings of this study conducted by Barbayannis (2022), there is a positive correlation between perceived academic stress and mental well-being in United States college students, implying that academic stressors, such as academic expectations, workload and grading, and students' academic self-perceptions, are equally important as psychological well-being.

Areas of development can be proposed to enhance the guidance program

The results of the study serve as a framework for the areas of development proposed to enhance the guidance program for the students which may suggest in the school administrators and guidance and counseling unit to create a more specific to a particular course and year level. The rationale of this program is to enhance students' socioeconomic well being in the different aspects of life such as physical, emotional, social, and spiritual and lastly academic or intellectual. Moreover, this aims to provide assistance to the students to: have deeper understanding of themselves; improve their knowledge, skills, abilities and interests; set clear career and vocational goals and enhance their life management and coping skills so that they may achieve holistic development and eventually become well-functioning individuals

Table 18. Areas of development can be proposed to enhance the guidance program

AREAS OF DEVELOPMENT	ENHANCEMENT PROGRAM
Majority of the college students are from poor and low socioeconomic status	Financial management Financial Freedom Budgeting
College students are low in environmental mastery and personal growth as compared with other dimensions	Self Awareness Self Care Self Control Coping Mechanism
Majority of the college students was experiencing greater academic stress	Practice good study habits both offline and online mode Self Efficacy & Self Regulation Mental health and well being Academic Motivation Test Taking Skills
Majority of the college students has experience problem with their psychological well being towards academic stress	Mental health and well being Positive psychology Mental health Literacy Psychosocial support

Table 18 presents the areas of development that can be proposed to enhance the guidance program along with the suggested enhancement program. This will be beneficial and helpful to address the current situation of the participants. Factors affecting college students include psychological well-being, age, sex, socioeconomic status and academic stress. Improving a college student's holistic well-being would eventually be productive not only for the individual, but also for the overall productivity of the institutions, resulting in a healthy school-based community that produced more competent and competitive college students. Understanding the sources of stress would aid in the development of effective mental health programs and intervention strategies by counselors to assist students in relieving stress and leading to positive development and well-being. In line with the significant findings of this study, one may consider to develop an enhancement program that will focus on the following areas of development: socioeconomic status, psychological well being, academic stress of the participants. Socieo-economic status plays a big factor in the social status of one individual. That is why the study suggests conducting an intervention on financial management, financial freedom where students may be able to develop financial literacy. Another option is to provide assistance in career placement to help student choosing and matching seeking part time and fulltime employment. Other individual-specific factors include financial

management issues, changes in living environment, difficulties managing personal and academic life, and so on (Byron, Brun, & Ivers, 2008; Chernomas and Shapiro, 2013)

Psychological well being is a health matter that must pay attention if not respond properly individuals may develop maladaptation and cause long lasting effects the objective of this is to provide professional support to students who need help students to other Mental Health professional and putting mental health in proper perspective. Thus it suggests having psychosocial support and taking care of oneself. Psychological well-being is an individual's concept in order for him to feel happy. An individual's psychological health is determined by how well he functions in certain aspects of his life. Psychological well-being is a state of mind that is desired by all. Psychological well-being focuses on individuals' effective functioning. Psychological well-being encompasses many aspects of life, including health, social, physical, mental, emotional, and spiritual well-being. Students are concerned about their psychological well-being because it has a significant impact on their daily lives and academic performance. (Clemente et. al, 2016). Academic stress has been identified as the primary cause of some of the most commonly reported stressors in an academic setting. The main purpose of this is to assist students in coping with academic demands to better develop one's Self Efficacy & Self Regulation in order to fulfill school demands. Academic stress is still a devastating problem that affects participants' psychological well-being. Academic stress has become a widespread issue in many countries, cultures, and ethnic groups. (Wong, Wong & Scott, 2006; Reddy, 2018) . Many challenges and problems confront college students. Academic stress refers to a situation in which students believe that their academic work has become overburdened and they question their ability to cope with the pressures placed on them. (Gloza, 2013). Burris et al (2009); Cabrera (2019) stressed that psychology related factors are needed to identify and warrant an effective intervention for college population. Understanding the characteristics and needs of students who are more likely to experience psychological distress is an essential first step in developing such an intervention. Also, Datu and Lizada (2018) suggested that psychologists, counselors and other mental health practitioners should conceptualize and design intervention that may cultivate student's happiness and harmonious interpersonal relationships in the Philippine context. School administrator and Student welfare unit were also to pay attention and as well invest in non academic programs that are strategically developing the life skills and well being of college students. Given this recommendation and based from the result identified and recommended some themes that would help to address the problem. Hence, through all of this, the study recommends that the institution, the administrators, with the help of mental health practitioners and with collaboration to the student leader and stakeholders to develop a mental health program for the students that will help participants with their well-being and academic success.

Conclusion

Based on the findings of this study, the following conclusions were drawn. Most of the participants are 18 to 23 years old, majority of them are females and in terms of sex. Moreover, among the participants were classified under poor and low social income. The level of psychological well-being of participants in all dimensions is at a high level. Except in environmental mastery and personal growth get low level. Most of the participants have a greater level of academic stress. There is no significant relationship between psychological well-being and demographic profile of participants except for socioeconomic status. There is no significant relationship between academic stress and demographic profile of participants. There is a high significant relationship between psychological well-being and academic stress of participants. The areas of development can be proposed to enhance the guidance program which focuses on demographic profile, psychological well-being and academic stress.

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