

# Exploring University Mental Health Initiatives and Their Perceived Effectiveness Towards an Intervention Program

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## Abstract

This study explore the Mental Health Initiatives of the University and their perceived effectiveness towards an intervention program. This study used a mixed method design by collecting and exploring the mental health programs implemented and participated by college students through semi-structured interview, and then conducted a survey to measure the effectives of each intervention and identify the significance towards the overall well-being of the students. It focused on the University students who participated from the interventions implemented by the Guidance and Counseling Office from the three (3) campuses. Data were analyzed using descriptive analysis, spearman Rho and colaizzi's method, while ethical standards and confidentiality were strictly followed. The result showed that students' general well-being did not significantly correlate with the university's mental health initiative's efficacy. This suggests that because each student's concerns are unique, some of their psychological needs are not specifically and directly addressed by the overall objective of each program, which leads to the ineffectiveness of interventions in the students' general well-being and the need for further improvement. Thus, the study proposed revitalize mental health programs to make it more effective, available, and responsive enable to guarantee that students are more engaged, empowered, and given assistance in preserving their mental health.

**Keywords:** *mental health initiatives, perceived effectiveness, overall well-being, revitalized mental health programs*



## I. Introduction

Mental health is a broad and crucial concept encompassing an individual's overall well-being. It affects how people think, feel, act, handle stress, relate to others, and make choices. Nevertheless, it is also a significant concern in many parts of the world. Even students can suffer from many mental health issues like anxiety, depression, and stress related to academic. Through with this, mental health initiatives are developed by different schools and universities to help aid students' concerns and achieve academic success. However, for the past years, many of these mental health initiatives are underdeveloped wherein some focuses only few areas resulting for incompetent way to address the full well-being of students. Furthermore, due from replicated concepts of initiatives from other universities or campuses and constant implementation in each academic year, programs become obsolete and outdated from the present concerns particularly regarding the need for broader, more integrated approaches and addressing contextual issues of the students.

As stated by Larrieta et. al. (2022), mental health initiatives are uniquely positioned to understand the mental health needs of the people and provide relevant, culturally appropriate and sustainable responses. Moreover, mental health initiatives motivate individuals to seek counseling services, and those who were encouraged to seek help observed more optimistic expectations for mental health outcome (Shim et al., 2022). Globally, mental health burden is a serious health issue. Therefore, investigating current cutting-edge mental health programs and incorporating workable interventions into basic healthcare institutions helps to improve the delivery of public mental healthcare (Pandya et al., 2020).

School-based mental health initiatives have expanded over the years. However, in today's current concerns, troubling increases in the prevalence of school violence and youth emotional distress have prompted a sense of urgency among institutions with the core responsibility in mental health to address untreated serious mental illnesses and serious emotional disturbances of students. Furthermore, to successfully fulfill the institutional goals to improve mental health and wellness of everyone students (Gorma, 2024).

Mental illness is highly prevalent and primary cause of disability worldwide. According to McGinty (2023), in recent years, educational stresses, requirements and standards in students have increased psychological distress, anxiety, and depression across the world. In the United States, teenagers and young adults have been most affected. Mental health issues are also a major concern in the Philippines, where prevalence rates range from 11.3% to 11.6%. This equates to millions of Filipinos afflicted including the youths, with depression and anxiety being the most common conditions. The problem is exacerbated by restricted access to mental healthcare and the persisting stigma around mental illness. Relative to this, although more educational institutions are offering mental health programs, few studies have involved the school community in research to improve the implementation of intervention in addressing needs of the youths (Langley et al., 2024). At Mindoro State University, the Guidance Office is responsible for implementing mental health initiatives in which expected to improve the psychological health of students, help them manage academic stress, and promote emotional stability.

According to Atkins et al. (2020), current models of school-based mental health are unduly focused on traditional notions of mental health practice and provide inadequate attention to



contextual concerns. Moreover, as stated by Heinrich et al. (2023), there is a lack of rigorous research that can inform efforts to improve the implementation and effectiveness of school-based mental health interventions. School mental health services should consider the school context as a means of promoting youth's mental health, and makes students' adaptation to school be a primary goal for services.

As higher education institutions are increasingly recognize the importance of mental health support, on the other hand, some initiatives are repetitive and replicated, which can lead to obsolesces. Some approaches may not be effective for all students, as they may come with different concerns that may require different and specific approaches for mental health intervention that could tailor the diverse needs of the students moreover, enhance the quality of mental health support in promoting the students' overall well-being and academic success (Sakiz & Jencius, 2024). Furthermore, recognizing a new set of strategies to implement and maintain effective supports for students' emotional and behavioral health should be recognize towards enhancing outcomes for all students, including those with serious emotional/behavioral needs (Seidman & Tseng, 2021). To fill the gap of the studies conducted emphasizing a lack of new conceptualize initiatives and limited focus on areas of concerned needs of the students, this present study focuses to explore the quality of mental health initiatives implemented and assess the perceived effectiveness and its impact on students' well-being as a basis in developing additional support mechanisms, which limitedly consider in a study.

This present study aimed to purposely explore the university mental health initiatives implemented by the Guidance Office of Mindoro State University and identify its impact on students' well-being. It is recommended to provide further study that could contribute to Mindoro State University and to the society as well in formulating and implementing initiatives in terms of mental health concerns that further designed according to the present needs of the students. Furthermore, there is a need to improve the programs and projects that the institution has started. Moreover, this provides future researchers with reliable and valid resources for conducting related studies.

## II. Methodology

This study aimed to explore the mental health initiatives implemented by the Guidance Office of Mindoro State University and assess their perceived effectiveness and its impact on students' well-being as a basis for the development of additional support mechanisms. To provide better insights and accurate information the following questions were formulated:

1. What mental health programs or interventions are currently offered in three (3) campuses of Mindoro State University?
2. What is the extent of effectiveness of the mental health initiatives in terms of:
  - a. Competence
  - b. Autonomy
  - c. Relatedness
3. What is the extent of students' overall well-being in terms of:
  - a. Autonomy
  - b. Environmental Mastery



- c. Personal Growth
  - d. Positive Relations with Others
  - e. Purpose in Life
  - f. Self-Acceptance
4. Is there a significant relationship between the extent of effectiveness of the mental health initiatives and extent of students' overall well-being?
  5. Based on the findings of the study, what intervention program through additional support mechanism may be developed to enhance mental health initiatives and provide more comprehensive support to students?

### **A. Research Design**

This study used the exploratory sequential research design, which starts with qualitative data collection and analysis, followed by quantitative data collection and analysis, leading to interpretation. This type of research method was used when the goal was to explore a topic before collecting any quantitative data (Damyanov, 2023). The purpose of this approach was to gain an in-depth understanding of the mental health initiatives at MinSU and its effectiveness towards students' overall well-being, and used the understanding to refine or develop a tool for the quantitative phase of the study.

The initial qualitative phase involved conducting semi-structured interviews with students to explore the mental health initiatives implemented at Mindoro State University and identified its effectiveness towards students' overall well-being. The qualitative data provided insights into students' personal experiences, perceptions, and suggestions for improving mental health support.

The subsequent quantitative phase involved surveying the same group of students using the new instrument developed in the qualitative phase. The survey assessed the perceived effectiveness of the mental health initiatives in supporting students' psychological needs in terms of competence, autonomy and relatedness, as well as their impact on students' well-being.

### **B. Research Locale**

This research took place at Mindoro State University in three (3) campuses; Main Campus, situated along the Strong Republic Nautical Highway in Barangay Alcate, Victoria, Oriental Mindoro; Calapan City campus located at Masipit, Calapan City, Oriental Mindoro; and Bongabong Campus located at Labasan, Bongabong, Oriental Mindoro. It is recognized as the only university in the province of Oriental Mindoro with high and excellent performance in yearly accreditation. Moreover, it is considered the most prominent university that comprised of three campuses with yearly accomplishments of mental health initiatives. This school was chosen to determine the efficacy.

### **C. Respondents of the Study**

The respondents of this study were College students enrolled at Mindoro State University who have availed mental health initiatives. According to Shim et al. (2022), there is an increasing emphasis towards mental health awareness as many college students suffer from mental health issues that affect their lives and academic performances.

**Table 1**

**Research Sample Population of College Students in Mindoro State University who avails Mental Health initiatives for Qualitative Data.**

<b>College Students</b>	<b>Population</b>	<b>Sample</b>
Main Campus	2,256	15
Calapan City Campus	4,592	15
Bongabong Campus	1,850	15
<b>TOTAL</b>	<b>8,698</b>	<b>45</b>

**Table 2**

**Research Sample Population of College Students in Mindoro State University who avails Mental Health initiatives for Quantitative Data.**

<b>College Students</b>	<b>Population</b>	<b>Sample</b>
Main Campus	2,256	329
Calapan City Campus	4,592	355
Bongabong Campus	1,850	319
<b>TOTAL</b>	<b>8,698</b>	<b>1,003</b>

#### **D. Research Instrument**

A researcher-made questionnaires were used to explore the mental health initiatives of Mindoro State University and determine the effectiveness and its impact towards students' overall well-being. To explore the different mental health initiatives, the researcher utilized semi-structured interview guide. A semi-structured interview is a mix of structured and unstructured interview wherein a data collection technique that involves asking questions within a predetermined theme framework. Whereas, the questions are not set in sequence or in phrasing which commonly used as an exploratory tool (George, 2023). The guide included open-ended questions designed to explore students' experiences with the mental health initiatives, including their perceptions of effectiveness and areas for improvement.

A new instrument, survey questionnaire, formulated based from the arrived qualitative findings. The survey questionnaire was utilized to measure and quantify the perceived



effectiveness of the mental health initiatives in supporting students' psychological needs in terms of competence, autonomy and relatedness and its impact towards students' overall well-being across multiple dimensions, including autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Moreover, survey questionnaire stand as a versatile and potent tool for data collection across diverse research domains which ability to reach a broad and diverse population, enabling efficient gathering of comprehensive insights (Kuphanga, 2024).

### E. Scaling and Quantification

The survey used a 4-point Likert scale to assess students' perceptions of the mental health initiatives. The scale ranged from "Very High Extent" to "Very Low Extent," with corresponding scores from 4 to 1. This allowed the measurement of the extent to which students agree or disagree with statements related to the effectiveness of the mental health initiatives.

**Table 3**  
**The following scale serves as the guide for interpreting the survey questionnaire**

Numerical Scale	Range	Verbal Description	Interpretation
4	3.50 – 4.00	Very High Extent	Strongly Agree
3	2.50 – 3.49	High Extent	Agree
2	1.50 – 2.49	Low Extent	Disagree
1	1.00 – 1.49	Very Low Extent	Strongly Disagree

### F. Result

**Table 6**  
**Emerging Theme of Mental Health Programs or Interventions Offered in Mindoro State University**

MAIN THEME	SUBTHEMES	NARRATIVE
Suicide Prevention Awareness	Knowledge Empowerment	<b>Participant 2:</b> Suicide Prevention Day as I gained many lesson especially I am a survivor of suicide
		<b>Participant 5:</b> It helps us to gain more knowledge on how to particularly address or prevent suicide and how to help people in needs
		<b>Participant 14:</b> Kapehan, kase po yun din yung



**Kapehan Program of  
Guidance Office**

**Collaborative Learning  
Environment**

advocacy ko, ang pagpapahalaga sa mental health and it makes me feel connected with others.

**Participant 8:** Yung Kapehan po kase hindi lang sya nakafocus dun sa libreng kape kundi inenhance yung knowledge and skills ng mga students about mental health”

**Participant 41:** I think the Kapehan is effective especially to those who can't open up to someone they know or someone in the family

**Participant 34:** Kapehan with kamustahan open conversation and coffee session where participants could freely share their thoughts, emotions, and personal experiences in a safe and supportive space”

**Participant 45:** Guidance Office gives time and effort to understand every students' concerns and carefully understand how to help with their problem

**Participant 16:** We had casual conversations where students and counselor shared experiences and talked about how they feel. This helped everyone to feel more comfortable and connected with one another

**Participant 23:** The



**Consultation and  
Counseling Services**

**Comprehensive Student  
Support**

Guidance Counselor  
openly welcomes every  
student and eagerly listen  
to their problems and helps  
in building solutions

**Mental Health Awareness  
Seminar**

**Empowered Mental  
Health Engagement**

**Participant 11:** Yung sa  
mental health awareness  
natutunan ko po na dapat  
nating pangalagaan yung  
atin mental health and how  
deeply important it is to  
consider in every situation

**Participant 28:** Yung  
mental health awareness is  
one of the program I  
participated and it is  
effective as it address  
immediate problems of  
each students po with their  
mental health

**Participant 18:** Activities  
that included talks from  
Guidance Counselor na  
may interactive  
diiscussions and  
mindfulness exercises po  
like the Mental health  
Seminar

**Participant 30:** The  
Seminar po about Mental  
Health which provides  
understanding and  
awareness about mental  
health concerns and  
understand that mental  
health is essential

**Participant 38:** The  
Guidance Office trained  
and educated selected  
students to help their  
fellow when they need




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<p><b>Peer Facilitators Program</b></p>	<p><b>Emotional and Practical Skills Enhancement</b></p>	<p>someone to listen, support and understand their emotions.</p> <p><b>Participant 33:</b> I joined peer facilitators program enable for me to help my fellow students in managing their emotions and be an ear from their problem as well as enhance my knowledge when it comes to mental health.</p>
<p><b>Psychoeducation Session</b></p>	<p><b>Awareness, Resilience, and Digital Literacy</b></p>	<p><b>Participant 10:</b> This seminar-workshop provided me an accurate and evidence-base information to deep my understanding of specific mental health aspects.</p> <p><b>Participant 13:</b> This seminar provided me strategies for bouncing back from adversity and developing a growth mindset.</p> <p><b>Participant 19:</b> Participating in this in mental health intervention provided me an understanding in navigating online pressures and how to set boundaries.</p>

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Referral Service

**Responsive Student  
Support**

**Participant 5:** The assistance I received from the guidance counselor helped me to thresh out for possible solution of my problem.

**Participant 17:** The guidance counselor help me throughout my down moments and supported me until I feel myself again. They never get tire of listening and shoeing concerns regarding my problems.

Table 7

**Mean on the Extent of Effectiveness of Mental Health Initiatives in terms of Competence**

	Items	Mean	Description	Rank
1	The university provides helpful resources that help me improve my coping skills.	3.10	High	1.5
2	The university's mental health initiatives provides me the ability to effectively regulate my behavioral self-discipline.	3.07	High	3
3	The mental health programs and services make me feel more assured in handling emotional difficulties.	3.04	High	5
4	The university effectively addresses my mental health needs in maintaining social relationships.	3.10	High	1.5
5	After joining mental health programs, I learned useful strategies in performing effective decision-making.	3.03	High	6
6	With the mental health support provided by the university, I feel confident in recognizing and responding to my mental	3.06	High	4

health needs.

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<b>Overall Mean</b>	<b>3.07</b>	<b>High</b>
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**Table 8**

**Mean on the Extent of Effectiveness of Mental Health Initiatives in terms of Autonomy**

	Items	Mean	Description	Rank
1	The mental health programs offered by the university promote a culture of respect for personal values and beliefs.	3.09	High	2
2	I am free to choose whether to join or not the mental health programs initiated by the university	3.04	High	6
3	Through these mental health programs, I am able to express my thoughts and emotions.	3.06	High	3.5
4	The mental health initiatives gave me an overall sense of connection.	3.11	High	1
5	After joining mental health programs, I learned useful strategies in performing effective decision-making.	3.06	High	3.5
6	With the mental health support provided by the university, I feel confident in recognizing and responding to my mental health needs.	3.07	High	5
<b>Overall Mean</b>		<b>3.07</b>	<b>High</b>	

Table 9

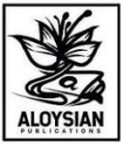
**Mean on the Extent of Effectiveness of Mental Health Initiatives in terms of Relatedness**

	<b>Items</b>	<b>Mean</b>	<b>Description</b>	<b>Rank</b>
1	These mental health initiatives have helped me form positive relationships with others who understand my experiences.	3.16	High	1
2	University promotes an inclusive environment where no one is left out	3.07	High	2
3	By joining the university's mental health programs, I feel safe sharing my mental health concerns.	3.06	High	3
4	I feel the warm support of everyone when I join mental health programs.	3.05	High	4.5
5	Through the university's mental health programs, I feel that there is someone I can trust to talk to about my mental health.	3.01	High	6
6	The university's mental health initiatives provided me a safe environment wherein respect are emphasized.	3.05	High	4.5
<b>Overall Mean</b>		<b>3.07</b>	<b>High</b>	

Table 10

**Mean on the Extent of Students' Overall Well-Being in terms of Autonomy**

	<b>Items</b>	<b>Mean</b>	<b>Description</b>	<b>Rank</b>
1	I am confident in setting my own goals and rarely need help from others.	3.02	High	2.5
2	I can make decisions on my own, without being influenced by other people.	3.01	High	4.5
3	I reflect on my personal goals to become who I truly am, rather than conforming to	3.02	High	2.5



	others expectations.			
4	I can express my own ideas and beliefs, even when others think differently.	3.01	High	4.5
5	I believe in my ability to cope in any situation that will come.	3.03	High	1
6	I feel capable to make choices that support my mental health.	3.00	High	6
<b>Overall Mean</b>		<b>3.02</b>	<b>High</b>	

**Table 11****Mean on the Extent of Students' Overall Well-Being in terms of Environmental Mastery**

	<b>Items</b>	<b>Mean</b>	<b>Description</b>	<b>Rank</b>
1	I am able to cope with my academic and personal responsibilities.	3.04	High	2
2	I know where to seek support within the university when I need help.	3.05	High	1
3	I recognize improvement in my ability to manage upcoming challenges.	3.02	High	4
4	I am confident that I have skills to improved myself.	3.01	High	5
5	I am able to create a supportive environment for myself whether at school, at home, or in social settings.	3.03	High	3
6	I believe that there is a safe space for me.	3.00	High	6
<b>Overall Mean</b>		<b>3.03</b>	<b>High</b>	

Table 12

**Mean on the Extent of Students' Overall Well-Being in terms of Personal Growth**

	Items	Mean	Description	Rank
1	I accept changes and constructive feedback for my personal development and growth.	3.05	High	1
2	I reflect on what I have done and take it as a learning experience.	3.02	High	5.5
3	I enjoy exploring new ideas, values, and perspectives that help me better understand life.	3.02	High	5.5
4	I recognize that my experiences are helping me grow as a person.	3.03	High	2.75
5	I try new things and experiences to help me improve in different areas of life.	3.03	High	2.75
6	I am open to learn new values for my personal growth.	3.03	High	2.75
<b>Overall Mean</b>		<b>3.03</b>	<b>High</b>	

Table 13

**Mean on the Extent of Students' Overall Well-Being in terms of Positive Relations with Others**

	Items	Mean	Description	Rank
1	I have strong connections with people who genuinely care about me.	3.04	High	6
2	I enjoy sharing my thoughts and experiences with others	3.10	High	2
3	I feel supported by my friends, family, and peers at all times.	3.05	High	4.5
4	I feel a sense of belonging in a group or community where I am accepted for who I am.	3.05	High	4.5

5	I make time and effort to nurture my relationships with others.	3.25	High	1
6	I am open to learning new values for my personal growth.	3.08	High	3
<b>Overall Mean</b>		<b>3.09</b>	<b>High</b>	

Table 14

**Mean on the Extent of Students' Overall Well-Being in terms of Purpose in Life**

	Items	Mean	Description	Rank
1	I feel that my efforts are contributing to my long-term life goals.	3.05	High	4
2	I believe I am on the right path toward achieving something meaningful in life.	3.20	High	1
3	My goals and personal mission inspire me to keep moving forward.	3.04	High	5
4	I stay focused on achieving who I want to become in the future.	3.03	High	6
5	I endure every challenge because I believe it contributes to my future.	3.09	High	3
6	I believe that I live with a purpose.	3.11	High	2
<b>Overall Mean</b>		<b>3.09</b>	<b>High</b>	

Table 15

**Mean on the Extent of Students' Overall Well-Being in terms of Self-Acceptance**

	Items	Mean	Description	Rank
1	I know who I am and accept the person I am today.	3.22	High	1
2	I acknowledge my mistakes and take time to reflect on them.	3.21	High	2
3	I accept my limitations without feeling ashamed of them.	3.10	High	3

4	I cannot be the person everyone wants me to be.	3.04	High	4.5
5	I give myself the same compassion I would offer to a friend.	3.04	High	4.5
6	I see a greater appreciation for my intrinsic value as a person.	3.05	High	6
<b>Overall Mean</b>		<b>3.11</b>	<b>High</b>	

Table 16

**Correlational Analysis of the Effectiveness of the Mental Health Initiatives and Students' Overall Well-being**

Effectiveness of Mental Health Initiatives	Students' Overall Well-Being	rho ( $\rho$ )	p-value	Results
Competence	Autonomy	0.015	0.626	Not Significant
	Environmental Mastery	-81.27	0.981	
	Personal Growth	-0.027	0.389	
	Positive Relations with Others	0.029	0.353	
	Purpose in Life	-0.61	0.056	
	Self-Acceptance	0.041	0.199	
Autonomy	Autonomy	0.042	0.181	Not Significant
	Environmental Mastery	-19.88	0.996	
	Personal Growth	0.039	0.216	
	Positive Relations with Others	0.07	0.027	Significant
	Purpose in Life	0.018	0.572	Not Significant
	Self-Acceptance	0.003	0.926	
Relatedness	Autonomy	0.007	0.815	Not Significant
	Environmental Mastery	-0.01	0.751	

	Personal Growth	0.034	0.285	
	Positive Relations with Others	-0.048	0.127	
	Purpose in Life	-0.087	0.006	Significant
	Self-Acceptance	-0.094	0.003	

## G. Discussion

### 1. Mental health programs or interventions currently offered in three (3) campuses of Mindoro State University.

The findings highlighted that university mental health initiatives serve as platforms for learning and emotional support. In Suicide Prevention Awareness the subtheme arrived was knowledge empowerment as participant 2 and participant 5 responded they gained many lesson and knowledge. On the other hand, mental health awareness seminar arrived with the subtheme of empowered mental health engagement wherein participant 11, 28, 18 and 30 stated that they gained fundamental knowledge about mental health aspects. Furthermore, students indicated that these interventions enhance their understanding of mental health concerns and provide practical knowledge for coping and seeking help. Moreover, emphasizing that psychoeducational and awareness-based programs in university improve students' mental health literacy and readiness to respond to emotional difficulties (Kutcher et al., 2022).

Moreover, programs like the Kapehan initiative derive subtheme of collaborative learning environment as participant 14, 8, 41 and 34 responded that they have feel the social connectedness and supportive space. Furthermore, Peer Facilitators Program proceeded with the subtheme of emotional and practical skills enhancement wherein participant 38 and 33 emphasized the importance of peer support in mental health promotion. Students highlighted the feeling of connected and collaboration through informal conversations and peer-led support in which aligns with the study showing that relational and community-based interventions foster openness and psychological safety among college students (Liu et al., 2024). These initiatives appear significant in normalizing help-seeking and allowing the students to share experiences without fear of judgment, strengthening trust and mutual understanding.

Lastly, the consultation and counseling services derived subtheme of comprehensive student support as participant 45, 16, and 23 stated that the value of professional support in emotional management and connectedness of counselors' empathy, availability and guidance. Furthermore, Psychoeducation Session with subtheme of awareness, resilience and digital literacy raised from the responses of participant 10, 13 and 19. Based from the recent studies indicating that accessible and student-centered counseling services contribute to better emotional regulation and perceived support among university populations (Osborn et al., 2025). Overall, the result suggests that the effectiveness of these mental health initiatives lies in the combined focus on educational discussion, relational support, and accessible guidance, which together address students' diverse psychological and emotional needs.

## 2. *Extent of Effectiveness of the Mental Health Initiatives.*

### 2.1. Competence

Table 7 represents the effectiveness of the Mental Health Initiatives in terms of competence; the highest mean of 3.10 was obtained from item 1 and 4, which interpreted as high level of effectiveness. This indicated the overall perception of students regarding how competent the university is in supporting their mental health. Moreover, the mean suggested that the students perceived the university's initiatives as effective in enhancing their coping abilities and supporting their social and interpersonal well-being. This finding showed emphasizing the critical role of institutional mental-health support in improving student well-being. As stated by García-Caro et al. (2024), psychological resources including coping skills and adaptive strategies significantly contribute to the students' overall psychological well-being, and universities play a central role in providing these supports.

On the other hand, the lowest mean of 3.04 was obtained from item number 3 and interpreted also as high. This means that students perceive the university's mental-health initiatives as strongly effective in enhancing their emotional coping and confidence during periods of distress. According to Abulfaraj et al. (2024), resilience-building interventions in higher education environments substantially improve students' emotional regulation and reduce distress. In addition, according from the study of Lüthi et al. (2024) stated that institutional mental-health services highlighted the support in self-efficacy and guidance contribute to greater confidence in navigating emotional difficulties. Altogether, the high mean score suggested that the university's programs and services are perceived as competent, reassuring, and effective in promoting the students' emotional stability and overall mental well-being.

The findings revealed that all items referring to the effectiveness of mental health initiatives to the students obtained high level of 3.07 overall mean. This implies that students perceived the university's programs as highly responsive, supportive, and beneficial to their psychological well-being. This suggested that the institution is successfully delivering services that enhance emotional resilience and help-seeking behaviors. Based from World Health Organization (WHO, 2022) highlighted that accessible and well-structured support systems significantly improve students' perceived ability to manage stress and emotional challenges. Furthermore, student well-being surveys have shown that when universities implement comprehensive mental health strategies including counseling access, psychoeducation, and peer support students report higher confidence and reduced psychological distress (Worsley et al., 2023). Additionally, Zhao et. al. (2025) review campus mental-health frameworks emphasized that institutional mental-health competence leads to stronger emotional regulation, higher academic functioning, and more positive overall well-being. Taken together, the consistently high mean scores in this study imply that the university's initiatives align with evidence-based practices known to promote mental health in higher-education settings.

### 2.2. Autonomy

The highest mean score of 3.11 from the table 8 with an interpretation of high level of effectiveness indicates that students perceive the university's programs as effective in fostering



belongingness, interpersonal support, and community connection that are key components of psychological autonomy. Furthermore, Arslan (2022) stated that higher levels of social connectedness significantly predict lower psychological distress and greater emotional well-being among young adults. Similarly, Leung et al. (2023) reported that campus mental-health programs that integrate peer support and group-based activities enhance students' sense of belonging and reduce feelings of isolation. In addition, a systematic review by Salicru et al. (2024) demonstrated that university mental-health initiatives that cultivate community engagement and relational support lead to improved autonomy, stronger coping, and better overall mental health outcomes.

The lowest mean score obtained from item number 2 with interpretation of high level, indicates that students perceive a strong sense of autonomy in deciding whether to participate in the institution's mental-health initiatives. This suggests that the university upholds students' ability to make voluntary, self-directed choices an essential component of autonomy-supportive environments that promote intrinsic motivation and psychological well-being. As stated, Ryan and Deci (2023) emphasized that autonomy-supportive practices increase internal motivation and emotional well-being among university students. Furthermore, Moeller et al. (2024) found that students who perceive mental-health services as voluntary rather than obligatory experience higher satisfaction, lower resistance, and greater psychological openness. Additionally, a study by Bartholomew et al. (2023) demonstrated that autonomy in help-seeking contexts enhances well-being, reduces emotional strain, and encourages continued engagement with support resources. Taken together, the high level of perceived freedom in participating university mental health programs implies that the institution successfully creates an autonomy and supportive environment that encourages students to participate out of choice, comfort, and personal readiness.

The findings revealed that all items referring to the effectiveness of mental health initiatives in terms of autonomy suggests that students feel genuinely empowered to make their own choices regarding participation in mental-health programs, reflecting a university climate that respects independence, voluntary engagement, and personal agency. For instance, Vansteenkiste et al. (2022) emphasized that autonomy-supportive environments in educational settings enhance psychological well-being and reduce stress by allowing students to self-direct their actions. Similarly, Filippello et al. (2022) reported that perceived autonomy significantly predicts lower academic stress and higher emotional adjustment among university students. In addition, a longitudinal study by Inguglia et al. (2023) found that students experiencing higher autonomy support from their institutions demonstrated stronger coping abilities and greater mental-health stability throughout the academic year. These findings align with the high overall mean in the present study, indicating that the university's mental health initiatives are not only accessible but also structured in ways that uphold students' freedom of choice in which an essential factor in effective mental-health engagement.

### **2.3.Relatedness**

Table 9 represents the effectiveness of mental health initiatives of the University in terms of relatedness; the highest mean of 3.16 was obtained from item 1, which interpreted as high level



of relatedness. This indicates that students perceive the university's programs as effective in fostering social connectedness, empathy, and a sense of belonging. This suggested that the initiatives successfully support relatedness by enabling students to connect with peers who share similar experiences. According from the study of Khalid et al. (2023), the result shown that peer support interventions in higher education significantly enhance social connectedness and reduce feelings of isolation among students. Similarly, Nguyen et al. (2024) reported that structured group-based mental-health programs improve relational support, empathy, and overall psychological adjustment. Additionally, Brown et al. (2022) emphasized that fostering peer relationships through campus mental-health initiatives strengthens students' sense of belonging and contributes to resilience, engagement, and well-being. Furthermore, these findings suggest that the university's mental-health initiatives are highly effective in promoting relatedness, enabling students to form meaningful, supportive relationships that enhance both social and emotional health.

Moreover, the lowest mean of 3.1 was obtained from the item 5 in which also interpreted as high level of relatedness. This means that students perceived the university's initiatives as effective in fostering trust, emotional safety, and supportive relationships. Moreover, students who have access to supportive mental-health personnel report significantly higher trust and willingness to disclose personal struggle (Hayes-Smith et al., 2022). Moreover, according to Beaussart et al. (2023) emphasized that the presence of empathetic and trained mental-health providers enhances students' feelings of connectedness and emotional security, which strengthens their overall mental-health engagement. Additionally, study by Kotsou & Mikolajczak (2024) demonstrated that trust-based relationships in counseling contexts significantly improve help-seeking behavior and psychological outcomes among young adults. These findings support the implication that the university's mental health programs effectively cultivate trustworthy and supportive interpersonal connections, enabling students to feel safe, understood, and comfortable discussing their mental-health concerns.

As a result, the overall mean is 3.07, meaning a high effectiveness of mental health initiatives in terms of relatedness. This signified that students feel a strong sense of belonging and interpersonal support through participation in university mental health programs. This indicated that the initiatives are effective in addressing students' relational needs by fostering environments where they can connect with peers and professionals who empathize with their experiences. According to Lee et al. (2022), social support networks within campus mental health programs significantly reduce perceived loneliness and improve psychological well-being among students. Moreover, reported that engagement in peer-support groups strengthens relational bonds and enhances resilience in managing academic and personal stress (Martin et al., 2023). Furthermore, the study of Singh et al. (2024) emphasized that student who experience meaningful connections through university-supported mental-health initiatives report higher trust, greater satisfaction with services, and improved overall mental health outcomes. These findings collectively suggested that the university's mental-health initiatives are highly effective in promoting relatedness in helping students feel understood, supported, and socially connected.

### 3. *Extent of Students' Overall Well-Being*

#### 3.1. **Autonomy**

Table 10 represents the extent of students' overall well-being in terms of autonomy; the highest mean of 3.03 was obtained from item 5, which interpreted as high extent. This reflected that students possess a strong sense of psychological resilience and confidence in managing challenges, an important indicator of positive overall well-being. This suggested that students feel emotionally capable and prepared to handle academic, social, and personal stressors. Research study of Feng et al. (2022) found that higher self-efficacy significantly enhances university students' emotional stability and coping capacity. Similarly, Stewart-Brown et al. (2023) reported that students with strong perceived coping abilities demonstrate better mental-health outcomes, improved stress management, and greater overall life satisfaction. In addition, Amenta et al. (2024) emphasized that coping belief is a central predictor of student well-being and academic adjustment in higher education settings. Generally, these findings indicated that students' strong belief in their coping abilities reflects a healthy level of psychological well-being and suggests that they possess adaptive skills necessary for navigating future challenges.

On the other hand, although item number 6 obtained the lowest mean of 3.00 among the other items, the score still reflects a high extent of students' perceived well-being, suggesting that most students feel confident in making decisions that positively support their mental health. This implied that students possess a sense of autonomy, self-awareness and responsibility in caring for their psychological well-being even if this area is comparatively lower than other items. For instance, Schnettler et al. (2022) found that decision-making autonomy strongly predicts emotional well-being and life satisfaction among university students. Similarly, Macaskill (2023) reported that students who feel capable of making mental-health-supportive choices demonstrate higher resilience and lower psychological distress. In addition, Aiena et al. (2024) emphasized that perceived control and self-directed coping strategies significantly contribute to students' overall mental health and adaptive functioning. Therefore, despite being the lowest-rated item, the high mean indicates that students largely feel empowered and competent in managing their mental health, reinforcing their strong overall well-being.

Generally, the overall mean of 3.02 with high extent of interpretation suggests that students feel confident in their ability to make independent decisions that support their mental health, reflecting a strong sense of personal agency. This level of perceived autonomy is associated with greater self-regulation, intrinsic motivation, and healthier coping behaviors, all of which contribute to improved well-being. Moreover, it was highlighted that when students believe they have control over their choices, they demonstrate higher resilience and more adaptive mental health behaviors (Ryan & Deci, 2023). Likewise, autonomy and supportive environments have been shown to enhance emotional stability and psychological functioning among university students (Zhang & Li, 2024). Additionally, research indicates that students who perceive greater autonomy in managing their mental health are more likely to engage consistently in self-care practices and maintain long-term well-being (García & Santos, 2022). Overall, the high level of autonomy recorded in the findings reflects a psychologically empowered student population capable of managing their mental health proactively.



### 3.2.Environmental Mastery

Table 11 presents the mean of environmental mastery on the extent of students' overall well-being. It is significant to note that the highest mean score of 3.05 was interpreted as high level from item no. 5. This means that college students are effectively handle their surroundings and utilize available institutional resources to support their mental health. Furthermore, students who clearly understand where and how to access institutional mental health support experience reduced stress and greater coping capacity (Walton & Cohen, 2022). Similarly, universities that provide visible, accessible, and well-communicated support pathways enhance students' perceived ability to manage challenges within their environment (Houghton & Sheeran, 2023). Moreover, the sense of knowing where to seek help contributes to higher emotional security, stronger help-seeking behaviors, and greater resilience among students (Peterson & Chung, 2024). Thus, the high rating suggested that the university environment effectively empowers students to navigate support systems, strengthening their overall well-being.

Furthermore, though item no. 6 was recorded as the lowest mean score of 3.00, it still falls within the high level of interpretation, suggesting that most students perceive the university as a generally secure and safe space This illustrates how students feel emotionally safe and welcomed in academic settings, which benefits their mental health. The lowest mean, however, showed that even if students had a favorable perception of safety, some still want greater certainty, more visible safe-space activities, or more consistency in support systems. When students feel safe in academic settings, their help-seeking behavior and emotional openness increase significantly (Lopez & Kim, 2022). According to Martinez and Rivera (2023), promoting schools with judgment-free environments helps students feel more trusted and fosters a stronger sense of belonging. Furthermore, raising awareness of safe spaces and improving their accessibility can enhance students' comfort and psychological security, with research linking well-established safe spaces to greater overall well-being (Harris & Doyle, 2024). Thus, despite being the lowest mean, the item still demonstrates strong student confidence in the university's ability to provide a safe and supportive environment.

The findings revealed that all items referring to environmental mastery regarding students' overall well-being obtained an overall mean of 3.03, classified as high level. This suggested that students usually believe they can manage the demands of their environment, use available services, and effectively navigate the university setting to maintain their psychological health. A high level of environmental mastery indicates that students can control their surroundings, make educated decisions, and adjust to obstacles in ways that improve overall functioning. This is consistent with studies that showed improved adjustment, resilience, and problem-solving skills in students who perceive strong environmental mastery (Baker & Santos, 2022). According to Cheng and Morales (2023), university settings that are encouraging and well-organized also help students feel more in control and confident when managing both personal and academic issues. Additionally, research shows that students' general well-being and capacity to handle everyday pressures much improve when they can easily recognize and access institutional support systems (Wilkins & Perez, 2024). Consequently, the high overall mean suggests that students feel competent, resourceful, and in control of their academic environment.



### 3.3. Personal Growth

Table 12 presents the extent of students' overall well-being in terms of personal growth with the highest mean of 3.05, interpreted as high level from item no. 1. This suggests that students have a great willingness to learn, develop themselves, and adjust to new situations. Furthermore, this implies students are ready for feedback and consider it as a chance for improvement rather than condemnation, which helps them grow in self-awareness and resilience. Accepting constructive feedback is strongly associated with a growth mindset, which supports academic success and emotional adaptability (Mendez & Clark, 2022). Similarly, psychological flexibility is fostered by openness to change, which enables learners to overcome obstacles and preserve wellbeing (Hirano & Velasco, 2023). Additionally, studies show that students who use personal development strategies are more likely to maintain positive functioning and long-term mental health (Owens & Patel, 2024). Overall, the outcome shows a student body that actively participates in behaviors that support their personal development and general well-being and values ongoing self-improvement.

On the other hand, the lowest mean score of 3.02 obtained from item no. 2 and 3 was interpreted as high level of personal growth. This indicates that students generally maintain a strong orientation toward self-improvement and life exploration. This shows that students actively reflect on themselves and are willing to learn more about the world and themselves. The lower mean, however, suggested that although students value introspection and inquiry, these activities could need more support in the academic setting. According to research, learners' deeper learning and emotional regulation are improved by reflective thinking (Santos & Ibrahim, 2022). Similarly, increased cognitive flexibility and personal maturity are associated with being receptive to new i

deas (Ramirez & Wong, 2023). Furthermore, interacting with a variety of viewpoints improves students' long-term wellbeing and meaning-making processes (Keller & Brooks, 2024). Therefore, though having the lowest mean both measures show that students are actively gaining understanding and lifetime learning skills and that they reflect strong indications of personal progress.

Based from the findings, it reveals that all items referring to personal growth of students regarding overall well-being with overall mean score of 3.03, interpreted as high level. This implies that students are typically open to introspection, responsive to criticism, and prepared to adjust to novel situations. Students' growing capacity for self-awareness, resilience, and meaning-making—all of which promote better long-term functioning—is also reflected in their high personal growth. According to research, students who actively participate in personal development activities have better academic motivation and emotional control (Hughes & Serrano, 2022). In the same way, students' capacity to handle difficulties and preserve wellbeing is improved when they are receptive to new ideas and learning chances (Morales & Chen, 2023). Additionally, long-term participation in self-development activities has a major favorable impact on both overall life satisfaction and mental health outcomes (Patel & Donovan, 2024). Therefore, the high overall mean indicates that students are effectively cultivating the personal traits required to succeed in both their academic and personal development.

### 3.4. Positive Relations with Others

Table 13 presented the highest mean score of 3.25 in item no. 5, classified as high level of positive relations with others. This indicated that students of Mindoro State University place a strong value on maintaining meaningful and supportive social connections in which a key dimension of overall well-being. This implied that students definitely understand the value of maintaining emotional ties, cultivating empathy, and investing in relationships all of which support mental health and life pleasure. According to the findings of the study of Carter et al. (2022), students who actively participate in nurturing the relationships report feeling less stressed and have higher psychological well-being. In similar terms, the meaningful social connections boost resilience and improve students' general emotional well-being (Martinez & Robinson, 2023). Additionally, Zhao et al. (2024) highlighted that a greater feeling of community within the university setting, improved academic engagement, and higher life satisfaction are all linked to students' involvement in interpersonal relationships. The findings suggested that the students' commitment in nurturing positive relationships are both a reflection and contributor to high overall well-being.

On the other hand, the lowest mean score of 3.04 from item no. 1, which interpreted as high level. This means that students who personally participated in mental health initiatives of the university generally perceived the meaningful and caring relationships in their lives. This suggested that while the depth of the genuine connections may vary among students, most still feel supported by peers and guidance counselor who understand and care for them in which is crucial for emotional well-being and resilience. Furthermore, students' psychological well-being greatly improved by even a small number of intimate and encouraging interactions, which also offer emotional stability as a stress reduction measure (Nguyen & Lee, 2022). In academic settings, genuine relationships can help people feel like they belong and are satisfied with their lives (Martinez & Robinson, 2023). Furthermore, developing real interpersonal relationships has been associated with better mental health outcomes and increased general wellbeing among college students (Harris & Patel, 2024). Consequently, the results indicated that students maintain significant relationships that are essential to maintaining their general well-being, even if it was the item with the lowest rating.

The results revealed that all items under Positive Relations with Others obtained an overall mean score of 3.09, which interpreted as a high level, indicating that students generally maintain meaningful, supportive, and caring relationships that contribute to their overall well-being. This suggests that students value social connections and invest effort in sustaining relationships with peers, mentors, and others who provide emotional support and understanding. As stated by Nguyen & Lee (2022) that the perceived social support enhances resilience and buffers stress among university students. Likewise, Martinez & Robinson (2023) emphasized that meaningful peer and mentor connections are strongly associated with life satisfaction and adaptive coping. Additionally, Harris & Patel (2024) reported that students who cultivate supportive interpersonal relationships experience higher psychological well-being, improved self-esteem, and a greater sense of belonging within the university community. These findings collectively indicate that

positive social connections are a significant contributor to students' overall mental health and well-being.

### **3.5.Purpose in Life**

Table 14 present the extent of students' overall well-being in terms of purpose in life with obtained highest mean score of 3.20 in item no. 2 and classified as high level. This indicates that students have a strong sense of purpose, direction, and meaning. This means that most students feel guided by personal goals and values, which enhances motivation, resilience, and psychological stability. Research supports that having a clear sense of purpose is associated with greater life satisfaction, positive mental health, and adaptive coping strategies among university students (Steger & Dik, 2022). Furthermore, individuals who perceive their life as meaningful are more likely to experience emotional balance, reduced stress, and increased engagement in personal and academic pursuits (Park & Lee, 2023). Additionally, studies show that students with a strong purpose in life demonstrate higher goal-setting behaviors, persistence, and overall well-being outcomes (Hernandez & Kim, 2024). Collectively, these findings suggest that the high rating reflects students' confidence in pursuing meaningful life objectives, which is a vital contributor to their overall well-being.

Significantly, the lowest mean score of 3.03 was obtained from item no. 4 and interpreted as high. This implies that students retain a meaningful sense of future orientation, aspiration, and life direction. In other words, even if some struggle with consistent focus, many students still maintain clarity about their long-term goals and derive a sense of purpose from their future plans. Researches underscores that future orientation and goal clarity are strongly linked to student well-being. According to Liu et al. (2023), a clear self-concept and future orientation positively influence students' learning engagement and meaning in life. Similarly, a 2025 study by Feng et al. showed that meaning in life and psychological capital significantly mediate the relationship between life purpose and self-regulated learning among college students, suggesting that students who believe in their life's meaning are more likely to regulate their behaviors toward future goals. Furthermore, the dual-motivation framework of Wei et al. (2025) study on vocational education students revealed that intrinsic goals pursued with autonomous motivation robustly predict well-being, highlighting that having personally meaningful goals, supports psychological health even under challenging conditions. Together, these studies support the interpretation that despite lower relative scores on focused goal-pursuit, students' enduring future-orientation and sense of purpose contribute positively to their overall well-being.

Generally, the results have shown an overall mean of 3.09, interpreted as high level, which describe the students' overall well-being and indication of purpose in life. This indicating that students generally experience a clear sense of direction and meaningful engagement in their lives, which contributes positively to their overall well-being. A strong sense of purpose has been linked with higher psychological well-being among university students, as individuals who perceive meaning in life tend to report greater life satisfaction and positive affect (Victoriana et al., 2023). A research study also demonstrates that the presence of meaning in life significantly predicts psychological well-being and happiness, suggesting that students who believe they are on a meaningful life path are more resilient and emotionally balanced (Demir et al., 2023).

Furthermore, studies show that a clear sense of life purpose enhances adaptation, positive emotions, and life satisfaction, strengthening students' overall mental health and helping them navigate challenges more effectively (Zang & Zhang, 2024). Moreover, these findings indicate that the high level of Purpose in Life observed in this study reflects students' strong psychological resources and contributes to their overall well-being.

### 3.6. Self-Acceptance

Table 15 presented the highest mean score of 3.22 in item no. 1, classified as high level of self-acceptance. This indicates that students generally possess a strong sense of self-acceptance, which is a central component of overall well-being. This suggests that most students are able to recognize and embrace their strengths and weaknesses, maintain a realistic and positive self-view, and experience emotional steadiness in the face of life's challenges. High levels of self-acceptance have been linked to enhanced psychological well-being, as individuals who accept themselves tend to show greater life satisfaction, emotional resilience, and adaptive coping (Abo Shereda, 2025). Empirical research also highlights that self-acceptance is positively associated with students' ability to regulate emotions and engage in healthier relationships, which collectively support mental health outcomes (Halim & Setiasih, 2025). Moreover, research indicates that self-acceptance is linked with increased meaning in life and positive affect, as it enables individuals to navigate challenges without excessive self-criticism (Guo et al., 2025). Overall, the high mean reflects that students' self-acceptance contributes significantly to their robust sense of well-being, enabling them to navigate academic and personal development with confidence and resilience regarding their own self.

Significantly, the lowest mean score of 3.05 was obtained from item no. 6 and interpreted as high. This indicates that students generally hold a positive sense of their inherent worth. This suggests that while some students may still be developing deeper self-worth and confidence, the majority maintain a healthy recognition of their intrinsic value, which supports emotional resilience and overall well-being. Recent evidence shows that acknowledging one's intrinsic value significantly enhances psychological adjustment and self-confidence among university students (Wang & Chen, 2023). Similarly, appreciation of personal worth has been associated with reduced emotional distress and improved mental health outcomes in young adults (Lopez & Kim, 2024). Furthermore, intrinsic self-value is known to strengthen self-acceptance and life satisfaction, contributing to more stable and positive psychological functioning (Martinez & Rivera, 2022). Thus, even as the lowest mean, this item still reflects a strong level of self-acceptance among students, affirming its positive role in their overall well-being.

The findings revealed that all items referring to the extent of students' overall well-being in terms of self-acceptance obtained an overall mean score of 3.11, interpreted as high level. This indicates that students generally demonstrate strong self-acceptance as part of their overall well-being. This suggests that most students hold a positive view of themselves, are able to acknowledge their imperfections without excessive self-criticism, and maintain confidence in their identity which are key indicators of psychological health. Furthermore, it was emphasized that higher levels of self-acceptance are associated with improved emotional regulation, reduced stress, and stronger adaptive functioning among university students (Keyes, 2022). Moreover,



studies highlight that self-acceptance fosters positive identity development and supports students' ability to navigate academic and personal challenges (Steger & Kashdan, 2023). Additionally, evidence shows that individuals with strong self-acceptance experience greater life satisfaction and resilience, contributing significantly to their overall well-being (Ryff, 2024). These findings reinforce that the high mean score reflects students' healthy self-perception and psychological stability about self-acceptance.

#### **4. Correlational analysis of the Effectiveness of Mental Health Initiatives and Students' Overall Well-being.**

Table 16 shown the correlational analysis of mental health initiatives' effectiveness and overall well-being of the students in which assessed using spearman's rho test. As demonstrated, the relationship in terms of competence among autonomy ( $\rho=0.015$ ,  $p=0.626$ ), environmental mastery ( $\rho=-0.8127$ ,  $p=0.981$ ), personal growth ( $\rho=-0.027$ ,  $p=0.389$ ), positive relations with others ( $\rho=0.029$ ,  $p=0.353$ ), purpose in life ( $\rho=-0.61$ ,  $p=0.056$ ) and self-acceptance ( $\rho=0.041$ ,  $p=0.199$ ) was not significant. This means that variations in students' perceived competence related to mental health initiatives did not statistically correspond with changes in their overall well-being scores across these dimensions. The result suggests that while both constructs were rated highly, improvements in well-being may be influenced by factors other than competence-building interventions. As supported by Suldo & Hearon (2022), well-being is often shaped more by internal psychological resources than by external programs alone. Similarly, studies emphasize that mental health initiatives may have indirect or delayed effects on psychological well-being, meaning that competence focused interventions do not always produce immediate or measurable correlations with all well-being dimensions (Fiorilli et al., 2023).

Significantly, the findings noted no significant correlation between autonomy of the effectiveness of mental health initiatives among the autonomy ( $\rho= 0.042$ ,  $p=0.181$ ), environmental mastery ( $\rho= -19.88$ ,  $p=0.996$ ), personal growth ( $\rho= 0.039$ ,  $p=0.216$ ), purpose in life ( $\rho=0.018$ ,  $p=0.572$ ) and self-acceptance ( $\rho=0.003$ ,  $p=0.926$ ) of students' overall well-being. This indicates that the lack of correlation suggests that while mental health initiatives may be valuable, students' well-being in these areas is driven more by individual agency and personal development factors than by program effectiveness in autonomy alone. Moreover, autonomy and related well-being outcomes are largely shaped by internal psychological processes rather than external interventions alone (Ryan & Deci, 2023). On the other hand, autonomy and positive relations ( $\rho=0.07$ ,  $p=0.027$ ) with others shown a significant relationship. This implies that students who report higher levels of autonomy also tend to experience healthier and more satisfying interpersonal relationships. This connection is consistent with psychological research suggesting that when individuals feel free to make their own choices and act in accordance with their values, they are more capable of forming authentic, supportive, and mutually respectful social connections (Ryan & Deci, 2023). Thus, the significant relationship found in the study reinforces the idea that autonomy contributes meaningfully to students' interpersonal well-being.

Furthermore, the level of effectiveness of mental health initiatives in terms of relatedness shown no significance among the indicators of overall well-being namely; autonomy ( $\rho=0.007$ ,  $p=0.815$ ), environmental mastery ( $\rho=-0.01$ ,  $p=0.751$ ), personal growth ( $\rho=0.034$ ,  $p=0.285$ ) and



positive relations with others ( $\rho=-0.48$ ,  $p=0.127$ ). This signifies that even though relatedness such as feeling supported, connected, or understood, is an essential psychological need, it did not directly influence these specific well-being dimensions within the context of the mental health initiatives implemented. According from the study of Nguyen & Deci (2022), relatedness does not consistently predict all facets of psychological well-being, as factors like autonomy and personal growth are often shaped more by internal motivation and self-regulation than by social connectedness alone. However, the effectiveness of mental health initiatives in terms of relatedness among purpose in life ( $\rho=-0.087$ ,  $p=0.006$ ) and self-acceptance ( $\rho=-0.094$ ,  $p=0.003$ ) was significant. This suggests that when students feel emotionally supported, connected, and valued within their university environment, they are more likely to develop a clearer sense of direction and meaning in life, as well as a healthier acceptance of themselves. Consistent to the study of Martinez & Deci (2022) in which emphasize that relatedness strengthens one's sense of identity and purpose, as supportive relationships provide validation and motivation for personal aspirations. Moreover, strong relational support has been shown to enhance self-acceptance by fostering emotional security and encouraging individuals to view themselves with greater compassion and confidence (Lopez & Kim, 2024).

## 6. Conclusion

Based on the findings derived from this study, the following conclusions were drawn:

1. The university's guidance and counseling office are actively implementing different programs for the students however, there are students who are not fully engaged, and committed in interventions unlisted under mental health initiatives. This implied the presence of limited awareness, and mismatch between students' needs, highlighting the need for more inclusive, engaging, and responsive mental health initiatives to increase overall participation. However, despite the minimal number of respondents, it still clearly indicated the mental health initiative programs of guidance office such as Suicide Prevention Awareness, Kapehan, Mental Health Seminars, Psychoeducation Session, Referral Service and Peer Facilitator activities that provide students with essential knowledge, coping strategies, and opportunities to learn about managing emotions, thereby enhancing their understanding and awareness of mental health.
2. The college students across the three campuses indicated that the mental health programs they have participated distinctly addressed their mental health needs. Considering this, the initiatives helps in enhancing competence, supporting autonomy, and fostering relatedness in able to equip students with essential knowledge on obtaining their needs, furthermore, emphasizing the significance of well-structured mental health programs in promoting student engagement, participation, and a supportive campus environment.
3. The overall well-being of the students indicates that they are functioning positively across multiple dimensions of psychological health. Understanding the psychological well-being helps students effectively manage stress, make better decisions, and maintain positive relationships, while also supporting personal growth, resilience, and a sense of purpose in their academic and daily lives.
4. The indication of the effectiveness of university's mental health initiative revealed predominantly no significant correlation towards students' overall well-being. This implies that due from the uniqueness of the individual concerns, some mental health



needs of the students are not directly and particularly addressed by the general goal of each programs resulting from the ineffectiveness of interventions in the overall well-being of the students.

5. The proposed intervention of the seminar aims to strengthen students' engagement with university mental health initiatives by providing interactive and student-centered activities that increase awareness, develop coping skills, and promote emotional regulation. It also seeks to foster peer support, encourage personal growth, and empower students, resulting to a more improved participation and awareness of the students regarding the available programs implemented by the university.

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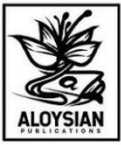
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