Resilience and Personality Traits as Factors Influencing the Subjective Well-Being of Sorsogon State University College Students

Gerry G. Elegado

Annunciation College of Bacon Sorsogon Unit, Inc.

Abstract— The transition to higher education presents significant challenges for college students, often leading to elevated stress levels and decreased subjective well-being. Understanding the psychological resources that promote resilience and support positive well-being outcomes during this critical period is crucial. Resilience, defined as the ability to adapt and bounce back from adversity, is a key factor influencing subjective well-being.

Highly resilient individuals exhibit adaptive coping strategies, maintain a positive outlook, and effectively mobilize social support, contributing to enhanced life satisfaction and overall psychological health. Personality traits such as extraversion, conscientiousness, and emotional stability are consistently linked to various indicators of subjective well-being. Extraverted individuals tend to experience greater positive affect and life satisfaction, while conscientious individuals often exhibit higher levels of academic and personal well-being.

Conversely, individuals high in neuroticism are more prone to lower levels of life satisfaction and psychological well-being. Studies have shown that resilience and certain personality traits contribute to the development of well-being among college students. Specific school activities, including skill-building workshops, mentorship programs, social skills training, inclusive activities, peer support groups, and mindfulness programs, significantly enhance students' overall well-being. A proposed school support framework focuses on resiliency, communication skills, a sense of belonging, and a supportive environment to enhance college students' subjective well-being.

This comprehensive approach includes regular workshops, mentorship programs, social skills training, inclusive activities, peer support groups, mindfulness and empathy training for faculty, regular check-ins with academic advisors, and anonymous feedback channels. By addressing these areas, the framework supports students' emotional and psychological well-being and promotes a thriving educational community.

Keywords— Psychological Well-Being, Socio- Demographic Factors, Mental Health, Coping Mechanisms, Emotional Resilience, Student Life, Academic Performance, Personal Development, Positive Psychology, Well-Being Framework.

I. INTRODUCTION

In this fast-changing world, young adults are exposed to multiple challenges surrounding their homes, communities, and educational centers. As a college instructor and an advocate for those in need of guidance or direction, the researcher has seen directly the harsh environment that many college students face.

The world of academia in higher education, in particular, can be highly rigorous, which contributes to increased stress and lower subjective well-being among students. Although many show incredible resilience

The transition to higher education marks a pivotal phase in the lives of young adults, characterized by a complex interplay of academic, social, and emotional challenges. As students navigate this new terrain, they often encounter stressors that can significantly impact their subjective well-being.

The pressures of academic performance, social integration, and personal identity development can create a challenging environment, leading to heightened anxiety and diminished mental health.

In this context, resilience emerges as a critical psychological resource, enabling students to adapt and thrive amidst adversity.

Resilience is not merely the ability to bounce back from setbacks; it embodies a proactive approach to life's challenges, fostering a positive outlook and effective coping strategies.

Highly resilient individuals are adept at mobilizing social support, which is essential for enhancing life satisfaction and overall psychological health.

Moreover, personality traits play a vital role in shaping students' experiences and responses to stress.

Traits such as extraversion, conscientiousness, and emotional stability have been consistently linked to various indicators of subjective well-being.

For instance, extraverted students often enjoy richer social interactions, contributing to their emotional resilience, while conscientious individuals tend to exhibit higher levels of academic achievement and personal satisfaction.

Conversely, those high in neuroticism may find themselves struggling with emotional instability, which can hinder their ability to cope effectively with the demands of college life.

This study aimed to delve into the intricate relationships between resilience, personality traits, and subjective well-being among college students at Sorsogon State University.

By exploring these dynamics, the research sought to illuminate the psychological resources that underpin student flourishing in the face of adversity.

The findings not only contributed to the existing body of knowledge but also informed the development of targeted interventions and support systems to enhance the well-being of students.

In examining these relationships, this research answered key questions about the socio-demographic profiles of students, the qualitative impacts of resilience on well-being, and the specific personality traits that influence students' experiences.

Additionally, it identified effective school activities that promote resilience and personality development, ultimately proposing a comprehensive support framework tailored to the unique needs of Sorsogon State University students.

By humanizing the academic experience and addressing the psychological factors that contribute to student well-being, this research aimed to foster a deeper understanding of the challenges faced by college students today.

In doing so, it aspires to empower students to harness their strengths, cultivate resilience, and thrive both academically and personally.

II. METHODOLOGY

This study utilized the system approach model of the Input-Process-Output- Outcome concept which is popularized by Philip Coomba.

Figure 1 which is the conceptual paradigm describes the input, process, and output and outcome components as a pattern to illustrate the flow of this study.

The initial frame is the INPUT which presented the socio-demographic profile of the participants grouped according to gender, year level and college affiliation.

The resiliency that influences the subjective well-being of college students.

The personality traits influencing the subjective well-being of students. The specific school activities that addressed the development of resiliency and personality traits among Sorsogon State University students thereby improving their subjective well being.

The PROCESS transforms the input into output encompasses surveys and unstructured interviews.

The OUTPUT is the proposed school support framework on resiliency and personality traits developed to influence the subjective well being of college students.

The OUTCOME is the enhanced student well- being through targeted interventions and support systems.

The FEEDBACK takes place in the accomplishment of the process component that shows the relatedness between the input and output.
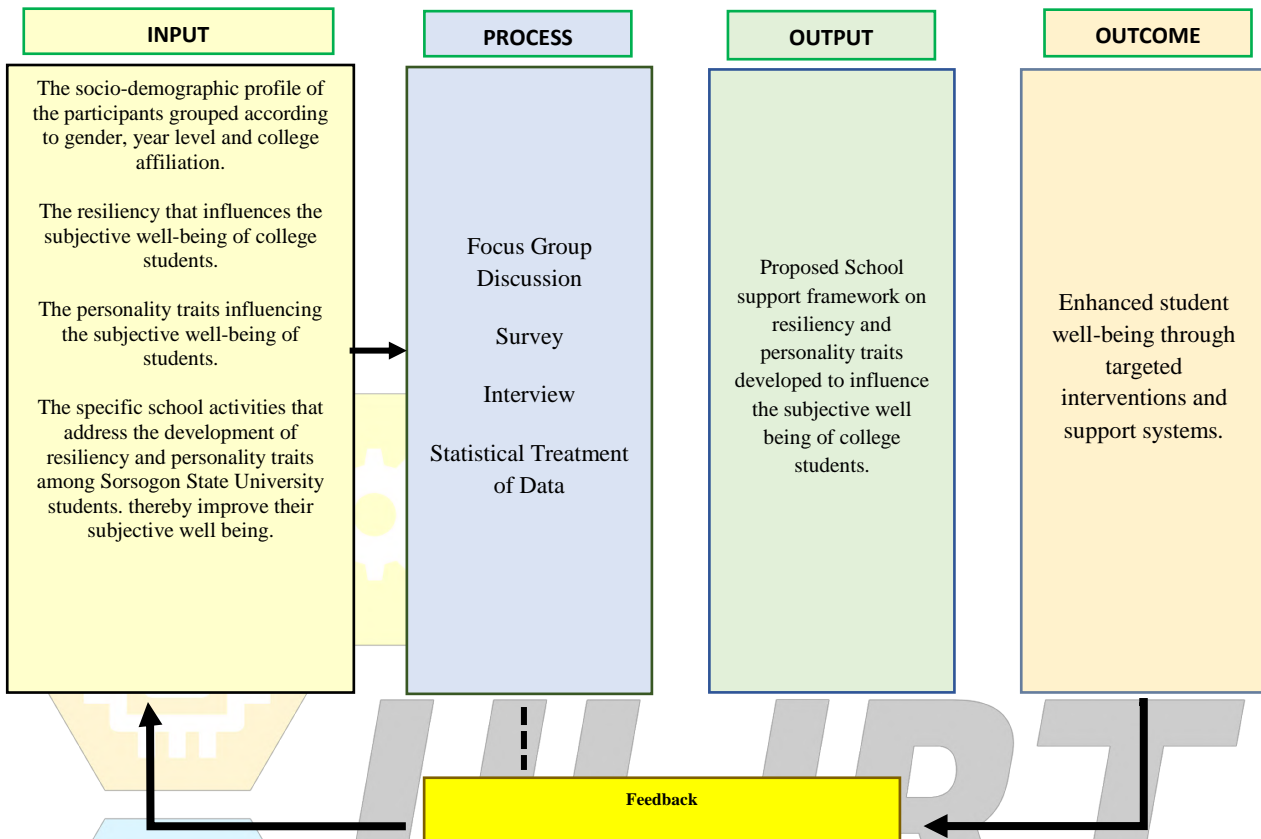

Figure 1. Conceptual Paradigm

This study employed a qualitative, descriptive-correlational phenomenological research design aimed at exploring the interplay between resilience, personality traits, and subjective well-being among college students at Sorsogon State University. Grounded in principles of integrity, excellence, and openness, the research sought to uncover the nuanced experiences of students navigating the complexities of higher education. By utilizing a combination of focused group discussions, questionnaires, interviews, and observations, the study aimed to provide a comprehensive understanding of how these factors influence students' overall well-being

The study targeted college students from the Colleges of Business and Management and College of Technology at Sorsogon State University. A representative sample was drawn from first to fourth-year students, with a focus on individuals aged 17 to 24. This demographic was chosen to capture a diverse range of experiences and perspectives across different academic levels. The sample size included 270 students for the online survey and 28 students for focused group discussions, allowing

for qualitative insights into student resilience, personality traits, and subjective well-being.

Data collection for this study was conducted using instruments to measure subjective well-being (SWB), resilience, and personality traits. Focused group discussions involved a structured set of questions guiding conversations with 28 participants to gather qualitative insights into their experiences. An online survey was administered to 270 students via Google Forms, allowing for efficient data collection across the student body. A structured interview guide, created with the research adviser, was rigorously validated to capture nuanced participant experiences.

The data gathering process included obtaining permissions from university authorities, prioritizing ethical considerations by informing participants of the study's purpose, their rights, and confidentiality. Validity checks were performed on the instruments to enhance reliability, and participants were oriented to foster an open dialogue environment. Data collection

took place in comfortable settings, and the researcher engaged an expert adviser to ensure the accuracy of the gathered information.

Data analysis utilized qualitative approach. The online survey responses were analyzed using descriptive statistics to summarize trends, while focused group discussion data were transcribed and thematically analyzed to identify key patterns. The analyses provided a holistic understanding of the relationships between resilience, personality traits, and subjective well-being. This comprehensive methodology aimed to uncover meaningful insights that could inform future interventions and support frameworks, ultimately enhancing the academic and personal lives of college students.

III. RESULTS

This study used the descriptive survey method since a questionnaire through an online survey utilized in gathering the primary data from the respondents. Likewise, focused group discussion, and structured interviews with the student respondents were used in the validation of their responses.

Based on the data collected, the following are the findings of the study:

1. The profile of the referred participants revealed a predominance of fourth-year students (65%) and a slight male majority (54%), indicating that the insights gathered primarily reflect the experiences of older, more advanced students, while maintaining a balanced gender representation.

2. College students used a combination of planning, organization, seeking support, maintaining a positive mindset, and self-care to enhance their resilience and subjective well-being. Participants highlighted the importance of planning and organization to manage stress, and many emphasized the value of social support systems, including family, friends, and mentors.

Positive thinking and resilience were key in overcoming challenges, while mindfulness, meditation, and physical activities played essential roles in stress reduction. Faith and spirituality also emerged as vital coping mechanisms for emotional well-being. Collectively, these strategies underscored the multifaceted approaches students employed to navigate stress and maintain well-being.

3. Specific personality traits significantly influenced the subjective well-being of college students through their impact on social support networks and personal coping mechanisms. Traits such as extraversion, conscientiousness, and emotional stability played crucial roles. Extraverted students, with their sociable and energetic nature, often experienced greater positive affect and life satisfaction. Their ability to form and maintain positive relationships provided emotional support, safe spaces for emotional expression, and practical assistance, which collectively enhanced resilience, self-esteem, and confidence.

These positive relationships also facilitated peer knowledge-sharing, boosting understanding and motivation. Conscientious students, characterized by their organization and discipline, achieved higher levels of academic and personal well-being. Their structured approach to tasks and challenges helped them manage stress effectively, leading to better overall psychological health.

Conversely, students high in neuroticism, who exhibited emotional instability, were more prone to lower levels of life satisfaction and psychological well-being. Their tendency to experience negative emotions hindered their ability to form supportive social connections, making it harder for them to cope with academic and personal challenges.

Overall, the interplay between personality traits and social support networks underscored the importance of fostering positive relationships and adaptive coping strategies to enhance the subjective well-being of college students.

4. Specific school activities that address the development of resiliency and personality traits among SSU students, thereby improving their subjective well-being, include a variety of initiatives. These activities focus on academic challenges, personal growth, and emotional well-being management, which significantly enhance students' overall well-being.

Skill-building workshops are designed to help students manage stress, improve time management, and develop adaptive coping strategies. These workshops provide practical tools and techniques that students can apply in their daily lives to handle academic pressure more effectively.

Mentorship programs paired students with mentors who offer guidance, support, and role modeling. These relationships helped students navigate their academic and personal challenges, fostering resilience and personal growth.

Social skills training enhanced students' communication, teamwork, and conflict-resolution abilities. By improving these skills, students built stronger, more supportive relationships with their peers, which contributed to their overall well-being.

Inclusive activities promoted diversity and inclusion through cultural events, and organizations. These activities created a sense of belonging and community, which is essential for students' emotional and psychological health.

Peer support groups facilitated peer-to-peer interactions and support networks. These groups provided a safe space for students to share their experiences, offer mutual support, and develop problem-solving skills.

Mindfulness and wellness programs incorporate mindfulness practices, meditation sessions, and physical activities to promote holistic well-being. These programs help students manage stress, improve their focus, and maintain a positive outlook on life.

These activities contributed to improved confidence, problem-solving skills, and mental health, ultimately supporting students' personal development and academic success.

5. The proposed school support framework aims to enhance college students' subjective well-being by focusing on resiliency, communication skills, a sense of belonging, and a supportive environment. This comprehensive approach includes several key elements.

Firstly, skill-building workshops are essential. These sessions, regularly scheduled, focus on resilience-building, stress management, and positive thinking. They equip students with the tools to handle academic and personal challenges effectively. Mentorship programs play a crucial role as well.

By establishing a structured system where experienced students or faculty members guide and support newer students, the framework fosters a sense of community

and belonging. This mentorship helps students navigate their academic journey and personal growth.

Social skills training is another vital component. Workshops and courses on effective communication, teamwork, and leadership skills prepare students for both academic and professional success. These skills are fundamental in building strong interpersonal relationships and enhancing overall well-being. Inclusive activities are organized to celebrate diversity and foster a sense of belonging among students.

These events and activities ensure that every student feels valued and included, promoting a positive and supportive campus culture. Peer support groups provide a platform for students to share experiences and offer mutual support. These groups create a safe space for students to discuss their challenges and successes, fostering a sense of community and solidarity.

Mindfulness and empathy training for faculty is also emphasized. Training faculty members to incorporate mindfulness and empathy into their interactions with students enhances the overall supportive environment. This approach ensures that students feel understood and supported by their educators. Regular check-ins with academic advisors are crucial for monitoring students' progress and well-being. These check-ins provide students with opportunities to discuss their academic and personal challenges, ensuring they receive the necessary support and guidance.

Finally, anonymous feedback channels are provided to allow students to give feedback on their experiences and suggest improvements. This feedback mechanism ensures that the framework remains responsive to students' needs and continuously evolves to better support their well-being. By addressing these areas, the framework supports students' emotional and psychological well-being and promotes a thriving educational community.

IV. DISCUSSION

The presentation, analysis, and interpretation of data collected from the student respondents are the following; 1. the participants' profile and their perceptions of resiliency and personality traits as factors that may or can influence the subjective well-being of college students at Sorsogon State University

Profile of the Referred Participants

The basic information about the student respondents on the veracity of resiliency and personality traits as factors that influence the subjective well-being of the college students at Sorsogon State University through the tabulated items below would be important in directing the readers on their understanding and acceptance of the interpretation and findings of the study. Participants of the study are described by demographic variables according to gender, year level, and college affiliation.

Table 1.1 shows the frequency and percentage of the student respondents who participated in Focused group discussions and served as the respondents of this study.

Table 1.1. *Profile of The Referred Participants in Terms of Sex*

Sex	Frequency	Percentage (%)
Male	15	54
Female	13	46
Total	28	100

The data presented in Table 1.1 shows the distribution of referred participants in terms of sex. Out of the 28 participants, 15 are male, accounting for 54% of the total, while 13 are female, representing 46%. This indicates a slight predominance of male participants over female participants in the study. Although the difference is not substantial, the nearly balanced representation suggests that the perspectives of both sexes are well captured in the data.

The distribution of participants by sex aligns with findings from recent studies emphasizing the importance of diverse gender representation in research to ensure a more comprehensive understanding of the subject. According to

Brown and Smith (2018), gender balance in research allows for a more holistic view of issues, as different genders may have varying experiences and perceptions, particularly in fields related to education and social development.

Additionally, Chen et al. (2020) argue that even a slight difference in gender representation can influence the overall outcomes of a study, particularly when analyzing factors like participation, perception, and engagement in institutional settings.

This distribution can be seen as an opportunity to explore whether there are significant differences in the perspectives and experiences of male and female participants, which aligns with findings by Garcia (2021), who highlighted that sex-based analyses in educational settings often reveal nuanced differences in experiences, shaping the overall conclusions of the research.

Table 1.2. *Profile of The Referred Participants in Terms of Year-Level*

Age in Years	Frequency	Percentage (%)
22-15	15	54
19-21	10	35
16-18	3	11
Total	28	100

The data in Table 1.2 presents the distribution of referred participants according to their age. Of the 28 participants, the majority fall within the 22-25 age group, comprising 54% (15 participants). This is followed by 35% (10 participants) in the 19-21 age group, and only 11% (3 participants) in the 16-18 age group. These figures suggest that older participants (ages 22-25) dominate the sample, with a progressively smaller representation from younger age groups.

This distribution reflects trends observed in various studies where older participants, often nearing the completion of their academic programs, tend to be more involved in studies related to educational institutions or personal development. According to Hernandez and Oliver (2019), individuals in the 22-25 age group are likely to have a higher level of engagement due to their proximity to graduation, and they are more inclined to reflect on their academic experiences and career readiness.

Similarly, Lopez and Chang (2021) highlighted that students in the later stages of their academic journey are more active participants in studies about education quality and institutional assessment because of their accumulated experiences and clearer career paths.

In contrast, the smaller representation of younger participants (ages 16-18) may be attributed to the fact that they are still adjusting to academic environments, with less exposure to higher-level academic demands, as suggested by Mills and Fisher (2018). Younger students might be less inclined to participate in such studies due to their limited experiences within the institution, which

affects their capacity to provide comprehensive feedback compared to their older peers.

Table 1.3. Profile of The Referred Participants in Terms Of College Affiliation

College Affiliation	Frequency	Percentage
Fourth Year	18	65
3rd Year	4	14
2nd Year	4	14
First Year	2	7
Total	28	100

The data in Table 1.3 shows the distribution of participants based on their college year level. Out of the 28 participants, the majority are fourth-year students, representing 65% (18 participants). Third-year and second-year students each make up 14% (4 participants each), while first-year students constitute the smallest group at 7% (2 participants).

This distribution suggests that the study primarily involves participants who are nearing the completion of their academic programs, with progressively fewer participants from earlier year levels.

The overrepresentation of fourth-year students aligns with findings from recent studies, which indicate that students in their final year of college are often more engaged in institutional studies or assessments, particularly those related to quality education and career readiness.

According to Reyes and Thompson (2019), senior students are more likely to participate in studies about their academic experiences because they have spent more time within the institution and are in a position to reflect on the overall quality of their education.

This is further supported by Taylor and Kim (2020), who found that upperclassmen tend to provide more comprehensive feedback on institutional services and educational outcomes as they approach graduation.

The smaller representation of first-year students, at only 7%, may be attributed to their limited exposure to the academic environment and institutional processes. First-year students may have less experience and fewer insights to offer regarding the quality of education and other aspects of college life.

As suggested by Perry and Lee (2018), younger college students, particularly freshmen, are still in the process of adjusting to higher education, making them less likely to participate in studies related to institutional assessments.

The nearly equal representation of second- and third-year students reflects their transitional phase within the institution. According to Morgan and James (2021), students in these middle years are typically more focused on building their academic foundation and may have varying levels of engagement with studies on institutional quality.

The Role of Planning and Organization in Stress Management

Effective planning and organization are crucial for managing stress. Participants highlighted that proactive planning helps anticipate challenges, reducing last-minute pressures. A positive mindset fosters resilience, while meditation enhances mental clarity, facilitating better planning. Focusing on controllable tasks and breaking them into manageable steps further alleviates overwhelm, leading to improved productivity and emotional well-being.

The Role of Social Support in Navigating Emotional Challenges

Social support is vital for managing emotional challenges. Participants emphasized the necessity of having a strong network of family, friends, and mentors. Seeking help is a sign of strength, providing comfort and diverse perspectives during tough times. Engaging with supportive relationships enhances resilience, highlighting the importance of connection in emotional well-being.

The Power of a Positive Mindset and Resilience

Maintaining a positive mindset is essential for overcoming challenges. Participants emphasized reframing negative experiences and viewing them as opportunities for growth. Resilience is cultivated through dedication, reflection, and embracing setbacks as learning experiences. This mindset not only promotes personal growth but also enhances overall well-being.

The Importance of Self-Care and Relaxation

Self-care and relaxation are critical for maintaining emotional health. Participants highlighted the value of taking breaks, exercising, and engaging in hobbies. These practices not only reduce stress but also foster a

balanced lifestyle, ensuring individuals are well-equipped to face challenges.

The Role of Faith and Spirituality in Coping

Faith and spirituality provide comfort and strength during difficult times. Participants noted that practices like prayer foster resilience and offer a sense of purpose. This spiritual dimension is crucial for emotional well-being, reinforcing the importance of support from both personal beliefs and community connections.

Enhancing Well-Being Through Resilience and Personality Traits

A supportive framework is essential for enhancing resilience and personality traits among students. By focusing on coping strategies and fostering social support, students can improve their emotional stability and academic performance. Understanding and leveraging personality traits can lead to tailored interventions that enhance subjective well-being.

Collectively, these insights revealed that effective stress management involves a combination of proactive planning, positive social connections, self-care practices, and a resilient mindset. By fostering these elements, individuals can enhance their overall well-being and navigate life's challenges more effectively. Emphasizing community support and personal development leads to a healthier, more fulfilling life experience.

V. CONCLUSIONS

1. The composition of the participant group suggests that the perspectives shared in the study are likely influenced by the experiences of students nearing graduation, which could affect the applicability of findings to younger cohorts or those in earlier stages of their academic journey.
2. College students use a combination of planning, organization, seeking support, maintaining a positive mindset, and self-care to enhance their resilience and subjective well-being, highlighting the multifaceted approaches they employ to navigate stress and maintain well-being.
3. Specific personality traits, such as extraversion, conscientiousness, and emotional stability, significantly influence the subjective well-being of college students by impacting their social support networks and personal coping mechanisms.
4. School activities that address the development of resiliency and personality traits, such as skill-building workshops, mentorship programs, social skills training, inclusive activities, peer support groups, and mindfulness programs, significantly enhance students' overall well-being.
5. The proposed school support framework, focusing on resiliency, communication skills, a sense of belonging, and a supportive environment, aims to enhance college students' subjective well-being by providing comprehensive support through various initiatives.

RECOMMENDATIONS

1. Future research should aim to include a more diverse range of participants across all year levels and genders to capture a broader spectrum of experiences and perceptions, ensuring that the findings are representative of the entire student body at Sorsogon State University.
2. Enhance Resilience and Well-Being Strategies by implementing workshops on planning, organization, and self-care techniques. Promote mindfulness and meditation programs to help students manage stress.
3. Foster Positive Personality Traits by encouraging social engagement activities to enhance extraversion and emotional stability. Provide resources for developing conscientiousness through structured learning environments.
4. Expand Supportive School Activities by increasing the number and variety of skill-building workshops focused on stress management and adaptive coping strategies. Establish more mentorship programs that connect students with supportive mentors.
5. Develop a Comprehensive Support Framework by creating regular check-ins with academic advisors to monitor student well-being. Implement anonymous feedback mechanisms to continuously adapt support services to student needs.

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