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Personality Traits and Emotional Intelligence as Predictive for Well-Being: Alignment for Enhanced Student Services

Erika Mae R. Faustino, CHRA, CSPE, GCP[1], Kate Lyka C. Perez, RPm, CHRA[2], Jinky C. Malabanan, RPm, CHRA, GCP, PhD[3]

[1,2,3]Graduate School, Master of Arts in Psychology, City of Cabuyao, Laguna

ABSTRACT: This study examined the relationships among personality traits, emotional intelligence (EI), and psychological well-being (PWB) among 139 fourthyear BS Psychology students at Pamantasan ng Cabuyao. Using a descriptive quantitative design, preexisting results from the NEO PI-R, BarOn EQ-i Short Form, and PWB Scale were analyzed. Findings showed that Conscientiousness had the strongest positive relationships with PWB, while Neuroticism was negatively associated with several PWB dimensions. EI showed areas for improvement, particularly in Intrapersonal Skills and Stress Management. Significant relationships were found between personality traits and EI, as well as between personality traits and PWB, while most PWB dimensions were not significantly related to EI. The findings provide a basis for developing student wellness and support programs.

KEYWORDS: Personality Traits, Emotional Intelligence, Well-being, Student Services, Mental Health, NEO-PI-R, Bar-On, Psychological Well-being Scale, Correlation Analysis.

I. INTRODUCTION

In recent years, the relationship among personality traits, emotional intelligence (EI), and psychological wellbeing (PWB) has gained attention in psychological research. These factors are particularly relevant among college students who face academic, social, and personal challenges that may influence their well-being. Previous research has associated personality traits, particularly extraversion and conscientiousness, with positive wellbeing outcomes (Sloat, 2023). Malabanan and Paster (2024) also emphasized the importance of psychological assessment in enhancing student services.

Despite existing research, there remains a need to examine the relationships among personality traits, EI, and PWB among psychology students in the local context. Thus, this study examines these variables among fourthyear psychology students at Pamantasan ng Cabuyao, determines their significant relationships, and proposes a program to support student wellness and services.

METHODOLOGY

A. Research Design

This study employed a descriptive quantitative research method to investigate personality traits and emotional intelligence as predictors of well-being, with the goal of enhancing student services.

B. Research Locale

The study was conducted at Pamantasan ng Cabuyao in Brgy. Banay-Banay, City of Cabuyao, Laguna. The university offers various programs, including the Bachelor of Science in Psychology under the College of Arts and Sciences. The study utilized pre-existing standardized psychological test results from fourth-year BS Psychology students, with 217 enrolled students in the population.

C. Population and Sampling

The study involved 139 fourth-year BS Psychology students enrolled at Pamantasan ng Cabuyao during Academic Year 2023–2024. From the total population of 217 students, 139 participants comprised the final sample through purposive sampling, based on the study's inclusion criteria and availability of relevant standardized psychological test results.

D. Research Participants

The participants in the research were fourth-year students enrolled in the Bachelor of Science in Psychology program, aged 20-25. At this stage, they had experienced significant challenges in their psychological well-being, attributed to their impending graduation. These students are particularly susceptible to academic pressure, rigorous coursework, and career exploration.

E. Research Instrumentation

The study utilizes pre-existing standardized psychological tests to measure personality and emotional intelligence among students. The following procedures were performed: (1) the researchers collate and tabulate the data and submit to statistical treatment; (2) the standardized psychological test was composed of NEO PIR, BarOn EQ-I Short Form, and Psychological Wellbeing (PWB) Scale (3). The study was constructed under the supervision of the thesis adviser and the statistician.

F. Data Gathering Procedure

Data were collected from 139 fourth-year BS Psychology students using pre-existing standardized psychological tests (NEO PI-R, BarOn EQ-I Short Form, PWB Scale), with informed consent detailing objectives, advantages, risks, and the option to decline questions; the collected data were then collated, tabulated, and statistically analyzed.

G. Ethical Consideration

To ensure the rights and privacy of the students, researchers need to protect the members, develop trust, promote the integrity of research and guard against misconduct and impropriety. All the members' personal and identifying information and their answers to the questionnaire were given the utmost importance. Ethical consideration was also applied in disclosing any identifying information.

II. RESULTS AND DISCUSSIONS

This chapter presents the findings, analysis, and interpretation of data in alignment with the structure outlined in the introduction, which framed the research questions.

The results and discussions are organized into three parts. The first part focuses on the demographic profile of fourth-year psychology students. The second part discusses the mean or average results of the main variables. Finally, the third part explores significant relationships among the three main variables.

Table 1.1: Demographic Profile of Participants in terms of Age

Age	Frequency	Percentage
20-21	32	23%
22-23	98	71%
24-25	9	6%
Total	**139**	**100.0**

Table 1.1 shows the age group distribution of the respondents according to age. The results revealed that most of the respondents are from ages 22-23 years old (71%), followed by ages 20-21 years old (23%), and few respondents are from ages 24-25 years old (6%).

According to Tayfur, et al. (2021), Adolescence is a period that has been recognized as one of the most important developmental phases, with life outcomes often hinging on the path taken at this age. There are now strong links between mental health, mental illness and related issues in adolescence with disengagement from the labor market later in life. Some key factors associated with disengagement include inadequate mental health, lower education, socioeconomic disadvantage, early parenthood and adverse family and neighborhood environments (as cited in Malabanan & Paster, 2023).

Table 1.2: Demographic Profile of Participants in terms of Sex

Sex	Frequency	Percentage
Male	32	23%
Female	107	77%
Total	**139**	**100.0**

Table 1.2 shows the frequency and percentage distribution of the respondents according to sex. The results revealed that majority of them were female (77%).

The 23% of the respondents were male.

The predominance of female respondents in the present study is consistent with the findings of Heber et al. (2024), who reported that undergraduate respondents were predominantly female, with Psychology among the programs represented in their study. This finding is comparable to the present study, where 77% of the respondents were female and 23% were male.

Table 2.1: Personality Traits of the Students (Males)

Subscales	Weighted Mean	Verbal Interpretation
Neuroticism	89.47	Average
Extroversion	112.09	Average
Openness to Experience	112.25	Average
Agreeableness	109.00	Average
Conscientiousness	121.75	Average

Table 2.1 presents that Neuroticism (Weighted Mean: 89.47) indicates an average level of experiencing negative emotions among surveyed males. Extroversion (Weighted Mean: 112.09) suggests an average level of sociability and assertiveness. Openness to Experience (Weighted Mean: 112.25), reflecting curiosity and creativity, shows a moderate level among males. Agreeableness (Weighted Mean: 109.00), related to compassion and cooperation, exhibits an average level among males, with slight gender differences noted. Conscientiousness (Weighted Mean: 121.75), indicating organization and self-discipline, shows a strong trait among males.

The findings of the present study are comparable to those of Tamban and Maningas (2019), who examined Big Five personality traits among participants in Biñan City, Laguna. Their findings showed that male participants were relatively low in Openness and Conscientiousness, while they were about average in Extraversion, Agreeableness, and Neuroticism. Similarly, the present study found average levels of Neuroticism, Extraversion, Openness, and Agreeableness among male students. However, the present study showed a strong level of Conscientiousness, indicating a difference from the findings of Tamban and Maningas (2019). Such differences may reflect variations in the characteristics and educational contexts of the participants.

Table 2.2: Personality Traits of the Students (Females)

Subscales	Weighted Mean	Verbal Interpretation
Neuroticism	99.43	Average
Extroversion	106.02	Low
Openness to Experience	111.34	Average
Agreeableness	112.54	Average
Conscientiousness	120.05	Average

Table 2.2 shows average levels of Neuroticism (99.43), Extroversion (106.02), Openness to Experience (111.34), Agreeableness (112.54), and Conscientiousness (120.05) among female psychology students. Conscientiousness had the highest score, suggesting notable self-discipline and responsibility, while Extroversion had the lowest score, indicating relatively lower sociability.

The relatively high Conscientiousness may be associated with the demands of psychology education, which emphasizes organization, research, and critical thinking, or with students' existing characteristics. Sloat (2023) also reported that personality traits are associated with well-being, with Extroversion identified as a strong predictor of changes in well-being due to its links to social connection and stress reduction.

Table 3: Emotional Intelligence of the Students

Subscales	Weighted Mean	Verbal Interpretation
Intrapersonal	79.5	Area for Enrichment
Interpersonal	70.7	Area for Enrichment
Stress Management	84.2	Area for Enrichment
Adaptability	83.3	Area for Enrichment
General Mood	80.4	Area for Enrichment
Total EQ	72.8	Area for Enrichment
Positive Impression	111.7	Effective Functioning

Table 3 shows areas for improvement in Intrapersonal Skills (79.5), Interpersonal Skills (70.7), Stress Management (84.2), Adaptability (83.3), General Mood (80.4), and Total EQ (72.8). Positive Impression had the highest score (111.7), indicating stronger outward self-presentation compared with other EI dimensions.

The disparity between Positive Impression and the other EI dimensions suggests a need to strengthen genuine emotional skills. Méndez-Giménez et al. (2019) similarly found that higher EI is associated with better emotional regulation, empathy, life satisfaction, and adaptive behavior.

Table 4: Psychological Wellbeing of the Students

Subscales	Weighted Mean	Verbal Interpretation
Autonomy	11.9	Average
Environmental Mastery	15.2	High
Personal Growth	18.2	High
Positive Relations with Others	15.6	High
Purpose in Life	13.3	Average
Self-Acceptance	15.9	High

Table 4 shows moderate Autonomy (11.9) and Purpose in Life (13.3), while Environmental Mastery (15.2), Personal Growth (18.2), Positive Relations with Others (15.6), and Self-Acceptance (15.9) were relatively high. These results indicate generally positive psychological well-being, particularly in managing life circumstances, personal development, relationships, and self-regard.

The findings suggest a resilient and growthoriented group, potentially influenced by the psychology program's emphasis on self-awareness and coping skills. Barbayannis et al. (2022) noted that academic stress can adversely affect students' mental health, highlighting the importance of psychological well-being in overall student functioning.

Table 5: Test of Significant Relationship between Personality Traits and Emotional Intelligence

		Emotional Intelligence						
	Subscales	Intrapersonal	Interpersonal	Stress Management	Adaptability	General Mood	Total EQ	Positive Impression
Personality Traits	Neuroticism (N) Pearson's r	0.15	0.035	0.07	0.072	0.052	**0.168**	-0.085
	Neuroticism (N) p-value	0.078	0.686	0.412	0.399	0.546	**0.049**	0.32
	Neuroticism (N) Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	**Reject Ho**	Accept Ho
	Neuroticism (N) Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**	Not Significant
	Extroversion (E) Pearson's r	**-0.165**	-0.012	0.084	-0.089	0.147	0.005	-0.053
	Extroversion (E) p-value	**0.053**	0.884	0.326	0.295	0.085	0.95	0.532
	Extroversion (E) Decision	**Reject Ho**	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
	Extroversion (E) Interpretation	**Significant**	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
	Openness (O) Pearson's r	-0.091	-0.114	0.03	0.022	0.041	-0.059	0.071
	Openness (O) p-value	0.288	0.183	0.725	0.799	0.631	0.491	0.409
	Openness (O) Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
	Openness (O) Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
	Agreeableness (A) Pearson's r	0.017	0.031	-0.079	-0.075	-0.023	-0.163	**0.2**
	Agreeableness (A) p-value	0.846	0.72	0.353	0.378	0.791	0.056	**0.018**
	Agreeableness (A) Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	**Reject Ho**
	Agreeableness (A) Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**
	Conscientiousness (C) Pearson's r	**-0.184**	-0.031	-0.039	0.096	-0.039	-0.119	0.087
	Conscientiousness (C) p-value	**0.03**	0.721	0.652	0.261	0.652	0.163	0.31
	Conscientiousness (C) Decision	**Reject Ho**	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
	Conscientiousness (C) Interpretation	**Significant**	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Decision rule: If the P-value is less than (or equal to) 0.05 level of significance, reject the null hypothesis. If the P-value is greater than 0.05 level of significance, then the null hypothesis will be accepted.

Table 5 shows significant relationships between selected personality traits and emotional intelligence. Neuroticism was positively correlated with Total EQ (r = 0.168), while Extroversion (r = −0.165) and Conscientiousness (r = −0.184) showed negative correlations with Intrapersonal Skills. Openness to Experience showed no significant relationship with the EI subscales ($p > 0.05$). Thus, the first null hypothesis was rejected.

The positive relationship between Neuroticism and Total EQ is unexpected and may reflect characteristics of the study population or measurement context. The negative relationship between Extroversion and Intrapersonal Skills may also suggest differences in self-reflection among students.

Kumar and Tankha (2023) found significant relationships between the Big Five personality traits and emotional intelligence among 320 university students. Neuroticism was negatively associated with overall emotional intelligence, while extraversion, conscientiousness, agreeableness, and openness showed positive associations. These findings support the present study,

indicating that personality traits may be significantly related to specific aspects of emotional intelligence, although the direction and strength may vary across dimensions.

Table 6: Test of Significant Relationship between Psychological Wellbeing and Personality Traits

			Personality Traits				
	Subscales		Neuroticism (N)	Extroversion (E)	Openness (O)	Agreeableness (A)	Conscientiousness (C)
Psychological Wellbeing	Autonomy	Pearson's r	**-0.251**	0.063	**0.286**	0.032	**0.247**
		p-value	**0.003**	0.461	**< .001**	0.711	**0.003**
		Decision	**Reject Ho**	Accept Ho	**Reject Ho**	Accept Ho	**Reject Ho**
		Interpretation	**Significant**	Not Significant	**Significant**	Not Significant	**Significant**
	Environmental Mastery	Pearson's r	***-0.323***	0.14	0.045	0.162	**0.42**
		p-value	***< .001***	0.099	0.602	0.056	**< .001**
		Decision	***Reject Ho***	Accept Ho	Accept Ho	Accept Ho	**Reject Ho**
		Interpretation	***Significant***	Not Significant	Not Significant	Not Significant	**Not Significant**
	Personal Growth	Pearson's r	**-0.297**	0.135	**0.229**	**0.173**	**0.296**
		p-value	**< .001**	0.114	**0.007**	**0.042**	**< .001**
		Decision	**Reject Ho**	Accept Ho	**Reject Ho**	**Reject Ho**	**Reject Ho**
		Interpretation	**Significant**	Not Significant	**Significant**	**Significant**	**Significant**
	Positive Relations	Pearson's r	**-0.229**	**0.213**	**0.277**	**0.274**	**0.201**
		p-value	**0.007**	**0.012**	**< .001**	**0.001**	**0.018**
		Decision	**Reject Ho**	**Reject Ho**	**Reject Ho**	**Reject Ho**	**Reject Ho**
		Interpretation	**Significant**	**Significant**	**Significant**	**Significant**	**Significant**
	Purpose in Life	Pearson's r	0.028	0.156	0.057	-0.071	0.086
		p-value	0.746	0.067	0.503	0.409	0.316
		Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
		Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
	Self-Acceptance	Pearson's r	**-0.366**	**0.373**	**0.171**	**0.302**	**0.447**
		p-value	**< .001**	**< .001**	**0.044**	**< .001**	**< .001**
		Decision	**Reject Ho**	**Reject Ho**	**Reject Ho**	**Reject Ho**	**Reject Ho**
		Interpretation	**Significant**	**Significant**	**Significant**	**Significant**	**Significant**

Decision rule: If the P-value is less than (or equal to) 0.05 level of significance, reject the null hypothesis. If the P-value is greater than 0.05 level of significance, then the null hypothesis will be accepted.

Table 6 shows significant negative correlations between Neuroticism and Autonomy, Environmental Mastery, Personal Growth, Positive Relations, and SelfAcceptance. In contrast, Extroversion, Openness, Agreeableness, and Conscientiousness showed significant positive relationships with selected PWB dimensions, while Purpose in Life had no significant relationship with any personality trait. Thus, the second null hypothesis was rejected.

The findings indicate that Neuroticism is associated with lower PWB, whereas Extroversion, Openness, Agreeableness, and particularly Conscientiousness are associated with higher well-being in several dimensions. These results are consistent with Effandi et al. (2023), who found significant associations between personality traits and PWB among university students, with Conscientiousness showing a positive influence on well-being.

Table 7: Test of Significant Relationship between Psychological Wellbeing and Emotional Intelligence

			EMOTIONAL INTELLIGENCE						
	Subscales		Intrapersonal	Interpersonal	Stress Management	Adaptability	General Mood	Total EQ	Positive Impression
Psychological Wellbeing	Autonomy	Pearson's r	-0.14	-0.081	-0.04	0.044	0.129	0.002	0.142
		p-value	0.099	0.345	0.636	0.606	0.13	0.982	0.094
		Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
		Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
	Environmental Mastery	Pearson's r	-0.055	0.073	-0.063	0.06	0.104	-0.002	-0.119
		p-value	0.521	0.395	0.459	0.481	0.222	0.977	0.163
		Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
		Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
	Personal Growth	Pearson's r	0.047	-0.045	0.108	-0.071	-0.022	-0.059	-0.016
		p-value	0.582	0.601	0.208	0.408	0.796	0.492	0.852
		Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
		Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
	Positive Relations with	Pearson's r	-0.091	-0.005	0.025	-0.14	0.041	**-0.168**	0.142
		p-value	0.289	0.953	0.769	0.101	0.629	**0.048**	0.094
		Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	**Reject Ho**	Accept Ho
		Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**	Not Significant
	Purpose in Life	Pearson's r	-0.066	-0.055	-0.091	-0.043	0.004	-0.036	-0.015
		p-value	0.44	0.521	0.285	0.619	0.962	0.673	0.862
		Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
		Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
	Self-Acceptance	Pearson's r	-0.125	-0.118	0.056	-0.119	0.074	-0.145	0.114
		p-value	0.143	0.168	0.514	0.161	0.387	0.088	0.18
		Decision	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho	Accept Ho
		Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Decision rule: If the P-value is less than (or equal to) 0.05 level of significance, reject the null hypothesis. If the P-value is greater than 0.05 level of significance, then the null hypothesis will be accepted.

Table 7 shows no significant relationships between Autonomy, Environmental Mastery, Personal Growth, Purpose in Life, Self-Acceptance, and the EI dimensions ($p > 0.05$). Positive Relations with Others showed a weak negative correlation with Total EQ ($r = -0.168$). Thus, the third null hypothesis was accepted.

The findings suggest that most PWB dimensions may operate independently of EI in this population. The weak negative relationship between Positive Relations and Total EQ also contrasts with Seema and Manju (2023), who reported a significant positive relationship between PWB and EI, suggesting that contextual and population differences may account for the inconsistent findings.

III. CONCLUSION

The study found that Conscientiousness had the strongest positive relationship with psychological wellbeing, while Neuroticism was negatively associated with well-being. Extroversion, Openness, and Agreeableness showed positive relationships with selected well-being dimensions. Emotional Intelligence showed areas for improvement, particularly in Intrapersonal Skills and Stress Management, while Psychological Well-Being was generally positive, with Environmental Mastery and SelfAcceptance scoring highest.

Most PWB dimensions showed no significant relationship with Emotional Intelligence, except for a weak negative relationship between Positive Relations with Others and Total EQ. The findings suggest that personality traits are more strongly associated with PWB than EI in this population, highlighting areas for targeted student wellness interventions.

IV. PROGRAM RECOMMENDATION TO IMPROVE STUDENT SERVICES

Based on the comprehensive findings from the study, the following program recommendations are tailored to improve student services at Pamantasan ng Cabuyao:

Proposed Program for Emotional Intelligence and Personality Traits of Students

Program	Key Area	Goal/s	Person Responsible	Resources	Time Frame	Success Indicators
Mastering Emotional Intelligence: Cultivating EQ for Academic and Personal Growth	Neuroticism, Total EQ, Extraversion, Intrapersonal, Agreeableness, Positive Impression, Conscientiousness	-Enhance emotional intelligence, addressing neuroticism and other traits identified. - Improve intrapersonal skills for extraverted individuals. - Foster authentic social skills and positive impressions. - Mitigate the impact of conscientiousness on intrapersonal interactions. - Cultivate emotional resilience and adaptability for academic and professional contexts.	Students, Teachers, Trained peers, Psychologist, Guidance Counselor	Educational materials, workshops, counseling sessions, validated tools and surveys, follow-up sessions	Year round	-Assess changes in emotional intelligence, character traits, and self-awareness pre- and post-program. - Measure improvements in emotional awareness, regulation, empathy, and authentic social skills using validated tools. - Conduct regular follow-ups to monitor progress and refine interventions. - Identify and support students needing immediate attention based on program outcomes.

Kilalanin ang Sarili: Self-awareness and Intrapersonal Development Program	Intrapersonal Skills, Self-awareness, Emotional Regulation, Neuroticism	- Strengthen students' awareness of their emotions, strengths, values, and limitations. - Promote healthy selfreflection and selfacceptance. - Develop strategies for managing negative thoughts and emotional responses. - Encourage students to make constructive and values-based decisions.	University Psychologist, Guidance Counselor, Psychology Faculty, Trained Peer Facilitators	Reflection journals, worksheets, psychological education materials, presentation materials, activity sheets, counseling resources	Once every Semester / Throughout the Academic Year	- Increased participation in selfawareness activities. - Students demonstrate greater awareness of their emotions and personal strengths. - Improved self-reported emotional regulation and self-reflection. - Students identify appropriate coping strategies for personal and academic concerns.
Proposed Program for Psychological Wellbeing and Personality Traits of Students						
Program	**Key Area**	**Goal/s**	**Person Responsible**	**Resources**	**Time Frame**	**Success Indicators**
Online Kumustahan/ Virtual Yakap Programs	Psychological Wellbeing, Personality Traits (Autonomy, Neuroticism, Openness, Conscientiousness, Personal Growth, Positive Relations, Self-Acceptance)	-Promote awareness and understanding of mental health among students. - Enhance coping skills and resilience, focusing on autonomy, openness, conscientiousness, and positive psychological traits. -Provide regular mental health screenings and early interventions. -Implement follow-up sessions to monitor progress and adjust interventions.	Students, Teachers, Trained peers, Psychologist, Guidance Counselor	Virtual platforms, counseling resources, mental health screening tools	Year round	-Increased participation in virtual "kumustahan" sessions as a platform for mental health support -Improved mental health screening outcomes, identifying at-risk students -Enhanced student resilience and coping skills as measured through assessments. – Identified and supported students showing improvements in autonomy, openness, conscientiousness, and positive psychological traits.

Ready for the Real World: Transition and Resilience Program	Environmental Mastery, Personal Growth, Autonomy, Neuroticism, Stress Management	- Prepare graduating students for the transition from university to employment or further education. - Strengthen resilience and adaptability when facing change and uncertainty. - Develop effective problem-solving and coping strategies. - Enhance students' confidence in managing new academic, professional, and personal responsibilities.	Guidance Counselor, University Psychologist, Psychology Faculty, Career Development Officer, Alumni/ Industry Professionals	Workshop materials, workplace scenarios, careertransition modules, activity sheets, presentation materials, venue	Annually / During the Second Semester of the Fourth Year	- Increased student participation in transition-preparation activities. - Students demonstrate improved problem-solving and coping strategies. - Increased self-reported readiness for post-graduation transitions. - Students develop individualized transition or coping plans.

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