

# **Psychological Well-Being of Senior High School Students in State University and Colleges (SUCs) in Zamboanga City, Philippines**

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## **Abstract**

The implementation of the kindergarten to Grade 12 (K-12) Basic Education Curriculum in the country introduced additional years of high school education, necessitating an examination of students' experiences during this transition. Understanding these experiences is crucial for informing policy development and planning activities that may enhance learners' academic outcomes. This study aimed to explore the correlation between psychological well-being and academic performance among senior high school students. Employing a descriptive-quantitative-correlational research design, the study surveyed 285 Grades 11 and 12 students from State Universities and Colleges (SUCs) offering the K-12 program. Psychological well-being was assessed using Ryff's Scales of Psychological Well-Being, while academic performance was measured by the students' Grade Point Average (GPA). The findings indicated that four out of six psychological well-being dimensions— Environmental Mastery, Self-Growth, Positive Relations, and Life Purpose—showed statistically significant correlations with students' GPA. Furthermore, significant differences in psychological well-being were observed across variables such as sex, grade level, perceived socioeconomic status, and other demographic factors. These results suggest the need for the formulation of school policies and the enhancement of guidance programs tailored specifically to senior high school students, aimed at supporting their psychological well-being and, in turn, their academic success.

Keywords: *Psychological Well-Being, Senior High School, Ryff Scales*

## **1. Introduction**

Psychological well-being refers to an individual's overall emotional health and the ability to function effectively in life. It encompasses aspects like self-acceptance, positive relationships, personal growth, purpose in life, and autonomy [1]. High levels of psychological well-being are crucial as they are associated with better physical health, improved resilience, and greater life satisfaction [2]. Enhancing psychological well-being can lead to more meaningful and fulfilling lives [3]. Psychological well-being during senior high school is crucial as it directly influences students' academic performance, social relationships, and overall life satisfaction [4]. Adolescents with higher psychological well-being are more likely to navigate the challenges of this developmental stage successfully, leading to better long-term outcomes in both education and personal development [5]. Studying psychological well-being among senior high school students in the Philippines

presents a research gap due to the limited localized studies that address the unique cultural and socio-economic challenges faced by Filipino adolescents [6]. Given the critical role of psychological well-being in educational outcomes and life satisfaction, understanding these factors within the Philippine context is essential for developing effective interventions and support systems [7]. Furthermore, studying psychological well-being among senior high school students in state universities and colleges (SUCs) in the Philippines is imperative because most existing studies focus on private institutions or higher education settings, overlooking the unique experiences and challenges faced by senior high school students in SUCs [6]. The socio-economic backgrounds of students in SUCs often differ significantly from those in private schools, which may influence their psychological well-being [8]. Addressing this gap is crucial for developing targeted mental health programs that cater to the specific needs of SUC students, who represent a significant portion of the Filipino student population [9]. With these, examining the psychological well-being of senior high school students in state universities and colleges in Zamboanga City is a vital research endeavor because it helps to understand the unique challenges these students face in their specific cultural and socio-economic context. This research can provide insights into how their environment influences mental health outcomes, which is essential for developing focused interventions and support systems [10]. Additionally, the findings can contribute to the broader literature on adolescent mental health, addressing a significant gap in regional research that could inform policy and practice across the Philippines [11].

### ***Statement of the Problem***

This research attempted to determine the psychological well-being of senior high school students in State Universities and Colleges (SUCs) in Zamboanga City, Philippines. Explicitly, it sought answers to:

1. What is the psychological wellbeing of respondents using the Ryff Scales in terms of:
  - a. Self-acceptance;
  - b. Positive relations with others;
  - c. Autonomy;
  - d. Environmental mastery;
  - e. Purpose in life; and
  - f. Personal growth?
2. Is there a significant relationship between the psychological well-being and GPA of the respondents?
3. Is there a significant difference in the psychological wellbeing of the respondents when the variables are categorized according to:
  - a. Grade level;
  - b. Sex;
  - c. Perceived socioeconomic status; and
  - d. Cultural classification?

## ***Review of Literature***

Carol Ryff's concept of psychological well-being is a multidimensional model that emphasizes the positive aspects of mental health. Ryff developed a scale that assesses six key dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Self-acceptance involves a positive attitude towards oneself and acknowledgment of one's life experiences, while positive relations focus on the importance of warm, trusting interpersonal connections. Autonomy refers to the ability to be self-determined and independent, making choices that align with personal values. Environmental mastery is the capacity to effectively manage life's demands, while purpose in life emphasizes having goals and a sense of direction. Finally, personal growth is about continuous development and realizing one's potential [7]. This comprehensive approach to psychological well-being moves beyond mere happiness or life satisfaction, incorporating aspects of existential fulfillment and personal resilience. The Ryff Scales of Psychological Well-Being have been widely used in research to understand how individuals thrive and adapt to life challenges, providing a nuanced view of mental health that is particularly relevant in diverse contexts [12].

For senior high school students, this is particularly crucial as it directly influences their academic performance, social interactions, and overall development during a formative period of their lives [13]. High levels of psychological well-being can lead to better coping mechanisms, resilience, and a positive outlook on challenges, which are essential as they prepare for adulthood and higher education [14]. Conversely, poor psychological well-being may lead to issues like anxiety, depression, and low self-esteem, which can hinder academic achievement and personal growth [15]. Therefore, fostering psychological well-being in this age group is not only beneficial for their current quality of life but also for their future success and overall life satisfaction.

Studying the significant difference in psychological well-being based on variables such as grade level, sex, perceived socioeconomic status, cultural classification, and the marital status of parents is also crucial for understanding the diverse factors that influence the mental health of individuals, particularly in a school setting. *Grade level* is important because students face different developmental challenges and stressors as they progress through their education, which can impact their psychological well-being differently [16]. For instance, senior high school students may experience heightened stress related to career decisions, which could affect their well-being more than younger students. *Sex* is another critical variable, as research has shown that males and females often experience and cope with psychological stress differently, which can lead to variations in well-being. For example, females may report higher levels of anxiety and depression, while males may exhibit more externalizing behaviors [17]. Understanding these differences can help in tailoring interventions that are gender-sensitive and more effective. *Perceived socioeconomic status* is also a key determinant of psychological well-being, as it influences access to resources, social support, and opportunities. Students from lower socioeconomic backgrounds may experience more stress due to financial constraints, leading to lower psychological well-being compared to their more affluent peers [18]. This can perpetuate a cycle of disadvantage if not addressed. Lastly, *cultural classification* can shape one's values, beliefs, and coping mechanisms, which in turn affects psychological well-being.

Cultural differences in the expression of emotions, the importance of community versus individuality, and approaches to problem-solving can result in different levels of well-being among students from various cultural backgrounds [19]. Therefore, understanding these differences is vital for creating inclusive and culturally responsive mental health programs. Investigating the abovementioned variables allows for a more comprehensive understanding of the factors that contribute to psychological well-being and can inform the development of targeted interventions to support students' mental health. Tailored strategies that consider these differences can lead to more effective support systems, ultimately fostering a healthier and more resilient student population.

Having said all these, studying the psychological well-being of senior high school students in state universities and colleges is crucial due to the significant impact that mental health has on academic performance, social relationships, and overall life satisfaction [20]. Research indicates that adolescence is a critical period for mental health development, with factors such as stress, academic pressure, and social dynamics influencing students' psychological states [21]. By exploring the relationships and significant differences among various psychological and demographic variables, educators and policymakers can identify key factors that contribute to or detract from students' well-being [22]. This understanding can inform targeted interventions and support systems that address specific needs and improve student outcomes [23]. Furthermore, examining these variables helps to highlight disparities and tailor resources to enhance mental health support in educational settings [24]. Consequently, prioritizing psychological well-being is essential for fostering a healthy, productive, and supportive learning environment.

## **2. Materials and Methods**

This research was limited to the study of Psychological Well-Being of Senior High School respondents in two SUCs (State University and Colleges) in Zamboanga City, Philippines offering complete senior high school levels. The main goal of this academic paper was to identify the status of its learners' psychological well-being so that concerned schools can provide appropriate programs and services which promote good mental health. Technical and Ethical Clearances were secured before conducting the study. For the research instrument, Carol Ryff's Psychological Well-Being (PWB) Scale was used and is a highly appropriate tool for studying the psychological well-being of senior high school students in state universities and colleges due to its comprehensive assessment of multiple dimensions of well-being, including autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The scale has been validated across diverse populations and is particularly effective in capturing the subjective well-being of adolescents, providing insights into their developmental and psychological needs [25]. Additionally, its applicability in educational settings allows for targeted interventions to enhance student well-being [26]. A descriptive-quantitative-correlational research design is most appropriate for this study because it allows for a comprehensive examination of the six psychological well-being factors and their relationship to academic performance. This design facilitates the collection of numerical data on students' well-being and the statistical analysis of correlations between psychological factors, GPA and other demographic variables [27]. By using a correlational approach, the research was able to identify

significant relationships and patterns that may inform targeted interventions. Additionally, the descriptive aspect provides a detailed profile of students' mental health status, enhancing the understanding of their overall psychological landscape [28]. There were only two out of three State University and Colleges in Zamboanga City offered both grades 11 and 12 senior high school programs. Stratified random sampling was employed since respondents have different strata/track. Stratified random sampling is most appropriate for this study because it ensures that all key subgroups of senior high school students in state universities and colleges in Zamboanga City are proportionally represented, which enhances the accuracy and generalizability of the findings [29-30]. This study underwent rigorous review by both technical and ethics evaluation committees and received approval prior to the commencement of data collection.

**Table 1**

*Population Sample of Senior High School Respondents*

<b>Research Locale</b>	<b>Total</b>	<b>Percentage</b>	<b>Sample Population</b>
School A			
Grade 11	212	19%	54
Grade 12	154	14%	40
School A Total	366	33%	94
School B			
Grade 11	232	21%	60
Grade 12	505	46%	131
School B Total	737	67%	191
Grand Total	1,103	100%	285

The table 1 above shows the total population and sample taken from each school and each grade level. Proportionate stratified sampling was used to determine the number of respondents [31]. A total of two hundred eighty-five respondents participated in the study.

### 3. Results and Discussion

To answer research problem 1, refer to table 2 as shown below.

**Table 2.**

*Psychological Well-Being of Senior High School Respondents*

Ryff's Scales of Psychological Well-Being	Mean Score per Scale M	Standard Deviation SD	Interpretation
Autonomy	3.74	.690	Slightly High
Environmental Mastery	3.74	.606	Slightly High
Personal Growth	4.14	.706	Slightly High
Positive Relations with Others	4.00	.778	Slightly High
Purpose in Life	4.12	.730	Slightly High
Self-Acceptance	3.94	.732	Slightly High

*Scaling: 5.5- 6.0 (Very High); 4.5-5.49 (High); 3.5-4.49 (Slightly High); 2.5-3.49 (Slightly Low); 1.5-2.49 (Low); and 1.0-1.49 (Very Low)*

The table reveals that the psychological well-being of senior high school students across the six factors—autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance—is slightly high. This slightly elevated level may be attributed to the developmental stage of adolescence, where students are increasingly developing a sense of identity and independence, contributing positively to their well-being [32]. However, the pressures of academic performance, social expectations, and future uncertainties could moderate these levels, preventing them from reaching higher thresholds [17]. The balance between emerging autonomy and external stressors might explain why the well-being indicators are not exceptionally high.

To answer research problem 2, refer to table 3 as shown below.

**Table 3.**

*Correlation between Psychological Well-being and Academic Performance*

Variable	1	2	3	4	5	6
Autonomy	.370					
Environmental Mastery		.016*				
Personal Growth			.001*			
Positive Relations with Others				.017*		
Purpose in Life					.001*	
Self- Acceptance						.209

\*p<.05

A Pearson correlation analysis was conducted to determine the relationship between psychological well-being and Grade Point Average (GPA) among students. The psychological well-being dimensions analyzed were Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. The results indicate that certain dimensions of psychological well-being exhibit a significant relationship with GPA, while others do not. The correlation between autonomy and GPA was found to be not significant ( $r = .053, p = .370$ ), suggesting that students' ability to be self-directed and independent is not strongly associated with their academic performance. Similarly, self-acceptance did not show a significant correlation with GPA ( $r = .075, p = .209$ ), indicating that students' overall self-evaluation and acceptance do not appear to influence their academic success. However, environmental mastery demonstrated a significant positive correlation with GPA ( $r = .142, p = .016$ ), suggesting that students who feel a greater sense of control over their surroundings and responsibilities tend to perform better academically. Likewise, personal growth showed a moderate significant relationship with GPA ( $r = .201, p = .001$ ), indicating that students who actively seek self-improvement and learning opportunities are more likely to achieve higher academic performance. Additionally, positive relations with others was significantly correlated with GPA ( $r = .142, p = .017$ ), implying that students who maintain meaningful interpersonal relationships may experience academic benefits. Similarly, purpose in life exhibited a significant positive correlation with GPA ( $r = .199, p = .001$ ), suggesting that students with a strong sense of direction and meaning in life tend to excel in their studies.

The lack of a significant relationship between psychological well-being, specifically in terms of autonomy and self-acceptance, and GPA suggests that these aspects of well-being might not directly influence academic performance. Autonomy reflects an individual's capacity for independent thought and action, which may not always align with the structured demands of academic settings [33]. Similarly, self-acceptance, which involves a positive attitude toward oneself, may foster resilience and mental health, but this does not necessarily translate to higher academic achievement [34]. The emphasis on grades might overlook the broader, non-academic aspects of well-being that autonomy and self-acceptance capture, indicating that academic performance and well-being operate in relatively distinct domains. On the contrary, the significant relationship between psychological well-being and GPA in terms of environmental mastery, personal growth, positive relations with others, and purpose in life indicates that these dimensions of well-being are closely linked to academic success. Environmental mastery, which involves the ability to manage one's surroundings effectively, can directly impact a student's ability to navigate academic challenges and resources, thereby enhancing their academic performance [35]. Personal growth reflects a student's openness to new experiences and a continuous desire for self-improvement, which can drive academic motivation and engagement, leading to higher GPA [36]. Positive relations with others contribute to a supportive social environment, which is crucial for academic success as it fosters

collaboration, emotional support, and a sense of belonging, all of which are known to enhance academic outcomes [37], [3]. Lastly, having a clear purpose in life provides students with direction and motivation, helping them to persevere through academic challenges and stay focused on their goals, which can translate into better academic performance [34], [38]. These dimensions of psychological well-being not only contribute to a student's overall happiness but also create a foundation for sustained academic achievement. Overall, the findings suggest that certain aspects of psychological well-being, such as environmental mastery, personal growth, positive relations with others, and purpose in life, are significantly associated with academic performance. This implies that students who feel a greater sense of control, seek self-improvement, build strong relationships, and have a clear purpose may be more likely to succeed academically. On the other hand, autonomy and self-acceptance do not appear to have a significant relationship with GPA, indicating that these aspects of well-being may not directly influence academic outcomes. These results highlight the potential role of psychological well-being in academic success and suggest that interventions promoting self-growth, social support, and a sense of purpose may positively impact students' educational achievements.

To answer research problem 3, refer to discussion below.

### ***Grade Level***

An independent samples t-test was conducted to determine whether there were significant differences in psychological well-being between Grade 11 and Grade 12 senior high school students in state universities and colleges in Zamboanga City. Psychological well-being was examined across six dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. The results indicate no statistically significant differences between the two grade levels across all six dimensions. Specifically, for autonomy, Grade 11 students ( $M = 3.77$ ,  $N = 113$ ) and Grade 12 students ( $M = 3.72$ ,  $N = 172$ ) did not differ significantly,  $t(283) = 0.655$ ,  $p = .513$ . Similarly, there was no significant difference in environmental mastery between Grade 11 ( $M = 3.73$ ) and Grade 12 ( $M = 3.75$ ),  $t(283) = -0.211$ ,  $p = .833$ . For personal growth, the mean scores of Grade 11 ( $M = 4.13$ ) and Grade 12 ( $M = 4.14$ ) were nearly identical, with no statistically significant difference,  $t(283) = -0.079$ ,  $p = .937$ . Likewise, the dimension of positive relations with others showed no significant difference between Grade 11 ( $M = 3.89$ ) and Grade 12 ( $M = 4.07$ ),  $t(283) = -1.875$ ,  $p = .062$ . Furthermore, no significant differences were found in purpose in life, with Grade 11 ( $M = 4.10$ ) and Grade 12 ( $M = 4.13$ ) demonstrating similar scores,  $t(283) = -0.345$ ,  $p = .730$ . Lastly, self-acceptance scores for Grade 11 ( $M = 3.91$ ) and Grade 12 ( $M = 3.96$ ) also did not differ significantly,  $t(283) = -0.539$ ,  $p = .590$ .

The absence of a significant difference in psychological well-being across different grade levels in senior high school suggests that students, regardless of their academic year, may experience similar levels of well-being. This could be due to shared academic pressures, developmental challenges, and social dynamics that are consistent across grade levels [39], [40], [14]. Additionally, the uniformity of the school environment and the similar nature of the tasks and expectations placed on students in both lower and upper grades might contribute to this consistency in well-being [39]. This indicates that psychological well-being is more influenced by the overall high school experience rather than specific grade levels. Overall, the findings suggest that psychological well-being remains stable across grade levels, indicating that students in both Grade 11 and Grade 12 experience similar levels of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance.

### **Sex**

An independent samples t-test was conducted to examine whether there were significant differences in psychological well-being between male and female senior high school students in state universities and colleges. The analysis assessed six dimensions of psychological well-being: Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. The results indicated no statistically significant differences in most dimensions of psychological well-being between male and female students. Specifically, autonomy scores for male ( $M = 3.76$ ,  $N = 112$ ) and female ( $M = 3.72$ ,  $N = 173$ ) students did not differ significantly,  $t(283) = 0.434$ ,  $p = .665$ . Similarly, no significant difference was found in environmental mastery, with male students ( $M = 3.73$ ) and female students ( $M = 3.75$ ),  $t(283) = -0.262$ ,  $p = .793$ . For personal growth, female students ( $M = 4.20$ ) reported slightly higher scores than males ( $M = 4.04$ ), but the difference was not statistically significant,  $t(283) = -1.816$ ,  $p = .070$ . Likewise, no significant difference was found in purpose in life, where male ( $M = 4.03$ ) and female ( $M = 4.17$ ) students had comparable scores,  $t(283) = -1.662$ ,  $p = .098$ . Similarly, self-acceptance scores were also not significantly different between males ( $M = 3.99$ ) and females ( $M = 3.91$ ),  $t(283) = 0.972$ ,  $p = .332$ . However, a statistically significant difference was observed in positive relations with others, where female students ( $M = 4.08$ ) had significantly higher scores than male students ( $M = 3.88$ ),  $t(283) = -2.037$ ,  $p = .043$ .

This finding suggests that female students reported stronger social relationships and interpersonal connections compared to their male counterparts. The significant difference in psychological well-being between male and female senior high school students in the factor of Positive Relations with Others likely reflects gender-related differences in socialization and relationship-building. Females tend to place greater emphasis on interpersonal relationships and emotional connections, which may enhance their well-being in this area compared to males [41]. This focus on nurturing positive social bonds

could lead to higher levels of well-being among female students, as they often engage more deeply in empathetic communication and maintaining supportive relationships [42]. As a result, female students might report stronger positive relations with others, contributing to this observed difference. Overall, while most dimensions of psychological well-being did not show significant gender differences, the results suggest that female students experience significantly more positive relationships with others compared to male students. This finding may have implications for gender-based interventions aimed at enhancing social connectedness and well-being among students.

### ***Socioeconomic status***

A one-way analysis of variance (ANOVA) was conducted to determine whether there were significant differences in psychological well-being among students with different perceived socioeconomic statuses (Very Good, Good, Fair, Bad, and Very Bad). The six dimensions of psychological well-being examined included Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. The results indicated that there were no statistically significant differences in any of the psychological well-being dimensions based on perceived socioeconomic status. Specifically, for autonomy, students who perceived their socioeconomic status as Very Good ( $M = 3.93$ ,  $N = 61$ ) reported the highest mean score, while those in the Bad ( $M = 3.50$ ,  $N = 4$ ) and Very Bad ( $M = 3.50$ ,  $N = 2$ ) categories reported the lowest. However, the difference was not statistically significant,  $F(4, 280) = 2.341$ ,  $p = .055$ . Similarly, no significant differences were observed in environmental mastery,  $F(4, 280) = 1.988$ ,  $p = .184$ , with students in the Very Good category ( $M = 3.89$ ) reporting slightly higher scores than those in the Very Bad category ( $M = 3.50$ ). Personal growth scores were also comparable across all socioeconomic status groups,  $F(4, 280) = .424$ ,  $p = .791$ , with students in the Bad category ( $M = 4.50$ ) reporting the highest scores. For positive relations with others, the highest mean score was observed in the Very Good group ( $M = 4.20$ ), while the lowest was in the Bad group ( $M = 3.50$ ), but the difference was not statistically significant,  $F(4, 280) = 1.870$ ,  $p = .116$ . Likewise, purpose in life scores were relatively stable across groups,  $F(4, 280) = .085$ ,  $p = .987$ , with students in the Bad category ( $M = 4.25$ ) reporting slightly higher scores than others. Lastly, self-acceptance scores also did not show a significant difference among groups,  $F(4, 280) = 1.441$ ,  $p = .221$ , although students in the Very Bad category ( $M = 4.50$ ) reported the highest self-acceptance scores.

The lack of a significant difference in psychological well-being across perceived socioeconomic status among senior high school students suggests that well-being may be influenced more by factors such as personal resilience, school environment, and social support, rather than economic conditions alone [43]. Adolescents from varying socioeconomic backgrounds might experience similar levels of well-being due to the universal challenges and opportunities provided within the school setting, which can help

mitigate the impact of socioeconomic disparities [45]. Additionally, the perception of socioeconomic status may not directly affect daily school life, allowing students from different economic backgrounds to experience comparable well-being. Overall, the findings suggest that perceived socioeconomic status does not have a significant impact on psychological well-being among senior high school students in this study. While there were variations in mean scores across socioeconomic groups, these differences were not statistically significant, indicating that factors other than socioeconomic status may play a more crucial role in shaping students' psychological well-being.

### ***Cultural Classification***

A one-way analysis of variance (ANOVA) was conducted to examine whether psychological well-being significantly differed among students of different cultural classifications (*i.e.*, *Chavacano, Yakan, Bisaya, Samal, Tausug, and Others*). The six dimensions of psychological well-being assessed were Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. The results indicate that no significant differences were found across cultural groups in any of the psychological well-being dimensions ( $p > .05$ ). For autonomy, students belonging to the Samal group reported the highest mean score ( $M = 3.90, N = 10$ ), while the Yakan group had the lowest ( $M = 3.00, N = 1$ ). However, the differences were not statistically significant,  $F(5, 279) = .847, p = .517$ . Similarly, for environmental mastery, the Yakan group reported the highest mean score ( $M = 4.00, N = 1$ ), while the Bisaya group had a slightly lower score ( $M = 3.63, N = 59$ ), but these differences were also not significant,  $F(5, 279) = .853, p = .513$ . For personal growth, the Samal group reported the highest mean score ( $M = 4.30, N = 10$ ), while the Yakan group had the lowest ( $M = 3.00, N = 1$ ). Despite these variations, the statistical analysis revealed no significant differences,  $F(5, 279) = 1.325, p = .254$ . Regarding positive relations with others, the Others group had the highest mean score ( $M = 4.24, N = 29$ ), while the Bisaya group had the lowest ( $M = 3.83, N = 59$ ), but the differences remained non-significant,  $F(5, 279) = 1.186, p = .316$ . For purpose in life, students from the Samal group reported the highest mean score ( $M = 4.50, N = 10$ ), while the Bisaya group had the lowest ( $M = 3.93, N = 59$ ). However, statistical results showed no significant differences across cultural groups,  $F(5, 279) = 1.690, p = .137$ . Finally, in terms of self-acceptance, the Chavacano group had the highest mean score ( $M = 4.01, N = 108$ ), whereas the Yakan group had the lowest ( $M = 3.00, N = 1$ ), but again, the differences were not statistically significant,  $F(5, 279) = .686, p = .634$ .

The absence of a significant difference in psychological well-being across cultural classifications among senior high school students may indicate that shared experiences within the school environment, such as academic challenges and peer relationships, play a more prominent role in influencing well-being than cultural background [20], [45]. The standardized nature of school experiences, coupled with efforts to promote inclusivity and

cultural sensitivity, could help level the psychological well-being of students from diverse cultural backgrounds [46]. This suggests that in a supportive and inclusive school setting, cultural differences may not substantially impact students' overall psychological well-being. Overall, the findings suggest that cultural classification does not have a significant impact on psychological well-being among students in this study. While there were some variations in mean scores across groups, these differences were not statistically significant. This implies that students from different cultural backgrounds experience similar levels of psychological well-being, suggesting that other factors beyond cultural classification may play a more influential role in shaping their psychological health.

#### **4. Conclusion**

The findings indicate that the psychological well-being of senior high school students in state universities and colleges in Zamboanga City, Philippines, is generally slightly high, reflecting a moderate level of overall well-being. The significant relationships between psychological well-being and GPA—particularly in Environmental Mastery, Personal Growth, Positive Relations with Others, and Purpose in Life—emphasize the crucial role of these dimensions in fostering academic success. While no significant differences in psychological well-being were observed across grade levels, sex, perceived socioeconomic status, and cultural classification, the identified sex-based variation in Positive Relations with Others suggests the need for gender-responsive interventions to enhance students' social well-being. These findings highlight the intricate connection between psychological well-being and academic performance, reinforcing the need for holistic educational strategies that nurture both students' mental health and academic growth.

#### **5. Recommendations**

1. For School Administrators – Develop and implement targeted programs that enhance Environmental Mastery, Personal Growth, and Purpose in Life, as these dimensions significantly correlate with academic performance. Embedding well-being initiatives within the curriculum can cultivate a more supportive and enriching educational environment that promotes both psychological resilience and academic success.
2. For Guidance Counselors – Provide specialized counseling interventions that strengthen Positive Relations with Others, particularly considering its variation based on sex and its essential role in overall well-being. Facilitate structured workshops, peer support programs, and relationship-building activities to nurture students' social competencies and emotional well-being.
3. For Other Stakeholders – Strengthen collaboration between educators, mental health professionals, and community organizations to comprehensively address psychological well-being factors. Establish sustainable support systems that foster

personal growth and environmental mastery, ensuring that students receive the holistic support necessary for both their academic and personal development.

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