

Covid-19 and Well-Being of Tertiary Students in One State University: Basis for Social Counseling Program

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ABSTRACT

Researchers explores the manifestation of students in covid-19 impact to their well-being and its significant relationship. The results served as the foundation for the Social Counseling Program. This study utilized descriptive research design and used validated survey type questionnaire. The non-random sample approach of respondents which was composed of 882 students of one State University having various campuses. The results showed that the covid-19 impact in terms of health risk, health protocols, and online learning management is strongly manifested in the lives of the students. Meanwhile, the well-being in terms of positive emotions, engagement, relationship, meaning and achievement (PERMA) is also manifested. Consequently, the study found a substantial association between the covid-19 influence and the Seligman Theory of well-being. Meanwhile, health procedures have a strong association with tertiary students' well-being, albeit with a limited degree of correlation. With this, it is recommended to evaluate the university's guidance and counseling services and interventions for students in the new normal contexts. Create appropriate interventions that will address learners' difficulties and worries about academic obstacles and overall life demands, particularly at a time of pandemic.

Keywords:

Well-Being; Covid-19; Social Counseling Program.

ABSTRAK

Para peneliti mengeksplorasi dampak yang ditimbulkan oleh pelajar akibat Covid-19 terhadap kesejahteraan mereka dan hubungan signifikannya. Hasilnya menjadi landasan bagi Program Konseling Sosial. Penelitian ini menggunakan desain penelitian deskriptif dan menggunakan kuesioner jenis

survei tervalidasi. Pendekatan sampel non-acak responden yang terdiri dari 882 mahasiswa dari satu Universitas Negeri yang memiliki berbagai kampus. Hasil penelitian menunjukkan bahwa dampak Covid-19 baik dari segi risiko kesehatan, protokol kesehatan, dan pengelolaan pembelajaran daring sangat nyata dalam kehidupan siswa. Sementara itu, kesejahteraan dalam hal emosi positif, keterlibatan, hubungan, makna, dan pencapaian (PERMA) juga terwujud. Oleh karena itu, penelitian ini menemukan hubungan substansial antara pengaruh Covid-19 dan Teori Kesejahteraan Seligman. Sementara itu, prosedur kesehatan mempunyai hubungan yang kuat dengan kesejahteraan mahasiswa, meskipun tingkat korelasinya terbatas. Dengan demikian, disarankan untuk mengevaluasi layanan dan intervensi bimbingan dan konseling universitas terhadap mahasiswa dalam konteks normal baru. Menciptakan intervensi yang tepat yang akan mengatasi kesulitan dan kekhawatiran peserta didik mengenai hambatan akademik dan tuntutan hidup secara keseluruhan, terutama pada saat pandemi.

Kata kunci:

Kesejahteraan; COVID-19; Program Konseling Sosial.

1. Introduction

Covid 19, one of the deadliest diseases that made the world turned upside down. Millions of people across the globe suffered and died in this pandemic. Businesses, schools, transportations, employment have come to full stop, and people must be in their homes for quarantine in order to save lives (Daniel 2020). Indeed, this pandemic killed thousands of people across the nations (Worldmeter 2020) including Philippines, not to mentioned there are many doctors, nurses, health workers and other frontlines, men and women, old, young and babies have been contracted by this virus, there are enormous number of death cases. School operations has been paralyzed and students are left hanging in their completion of academic requirements. They are willing to accomplish their task but due to enhance community quarantine and limited resources such as unavailability of laptops, computer and internet access they are struggling to comply.

In this scenario, covid-19 does not only affect us physically but more so in our well-being (Tarabia, & Abu Alhaija 2021). Many are suffering from depressions and anxiety attacks (Örgev et al. 2020) due to the fear of job loss, downfall of businesses and failure in the academic grades. This is now the pandemic that is spreading among students, the fear of failure (Cao et al. 2020). Psychological impact does not only mean affecting mental state, rather it is affecting us emotionally, socially, economically, morally and spiritually. It is an impact with our whole being.

The covid-19 received its first concession in China, namely in the provinces of Wuhan and Hubei. Thousands of Chinese are contracted and died, not to mention there are several countries, triggering an infectious respiratory pneumonia epidemic (Bao et al. 2020). As per National Health Commission of China's official website, there have been 49,824 recorded incidents (containing 9915

extreme situations) and 3434 risk in case of COVID-19 in China as of February 23, 2020 (Lin & Li 2020). The huge, contagious national crisis put great strain on China's government, physicians and medical assistance, and the general populace (Pan et al. 2020; Wang et al., 2020). Thirty-one Chinese areas launched a labeled accordingly public health response (Li et al. 2020). Chinese people and the rest of the world faced not just chance of dying from bacterial illness, but also terrible mental stress as a result of the pandemic. The ongoing ebola outbreak, tight quarantine measures, and disruptions in the opening of schools, universities, and institutions throughout the country are likely to have an impact on university students' mental wellbeing. There were studies on the epidemic's psychological impact on the general population, victims, health workers, children, and the elderly (Xie, & Chen 2020; Zhao, et al. 2020; Huang et al. 2020). Nevertheless, none comprehensive investigation of said mental wellbeing of university students affected by the pandemic has been done so far.

There is news from the television and legit websites that once enhance community quarantine has been lifted, there will be a double number of infected cases because the people are now gradually going out from their homes, businesses are slowly opening but the virus is still there. Hence, there are no cure and antibodies being invented and if there is, it not yet given to humans. The “new normal” lifestyle is now being introduce across the continent wherein social distancing is strictly observe and this crisis has been a dilemma in the academic realm (Tria 2020). From a face-to-face interaction of teacher and students, now it will be a virtual setting. Submission of academic requirements that is being done with a face-to-face system, now the students have to comply using e-mails, messenger, google classrooms, zoom etc.

In the case of public schools here in the Philippines, majority of the students are not capable of such technology due to limited resources such as lack of computers and internet access (Aquino et al. 2024). There are universities in the Philippines who gave a “passed” remark to their students. It may seem a very huge decision but their objective of doing this boil into one reason “health and safety of both students and faculty”. But there are some universities still requires their students to comply their academic requirements in a flexible manner. But majority of the students does not have to means to comply immediately or even in the given deadline due to limited technological resources, such as internet access. That is why most of the students are experiencing anxieties or fearing that they will fail and might not move into a higher level.

In exercising intellectual freedom, law schools must plan and build their own work health & safety guidelines inside of their organizations to safeguard the educational institution from of the expansion of the COVID-19 pandemic, in accordance with principles outlined below, which are a reiteration of Legal Education Board (LEB) Memorandum Circular (LEBMC) No. 56. (2020).

In this article, the Satisfaction With Life Scale (SWLS) was designed and validated to assess overall life satisfaction. The SWLS is appropriate for use with a wide range of age groups, and additional alternative uses are being researched (Diener et al. 1985). The easiest way to understand wellbeing is to think of it as a multidimensional phenomenon that can be measured using a variety of subjective and objective criteria. The necessity to mix objective and subjective indicators, as well as

the usage of a dashboard approach to measuring, are among the recommendations. This method conveys the complex character of happiness and will assist policymakers and citizens in determining which aspects of happiness should be prioritized in public policy (Forgeard et al. 2011). In contrast, Goodman et al. (2017) discussed that the Seligman's PERMA well-being model was compared to Diener's SWB (subjectively well-being) paradigm to determine if the current PERMA showed a different type of well-being than the earlier SWB.

Based on several legit postings from World Health Organization, Yahoo and Google websites, that the second wave of this pandemic is even scarier. Because this virus will not affect humans physically but more so in our whole being. Due to the crisis brought by this pandemic, failure in academic compliance, job losses and downfall of businesses, individuals tend to overthink of what might happen with them in the future.

Martin Seligman, a pioneer in the area of positive psychology, proposed the PERMA model of well-being. According to Seligman, PERMA comprises five essential components of well-being and happiness (Butler & Kern 2016): Positive emotions - a positive sensation, Engagement - being entirely involved in activities, Relationships - feeling truly connected to others, Meaning - a meaningful existence, Achievement - a sense of personal accomplishment and victory.

Positive emotions were one of the elements that create pleasure and well-being, and they are the most inter - sectorial of enjoyment (Kashdan 2017, Wren-Lewis 2014 & Layard 2006). This sense of flow or entire involvement is natural, individual are engaging in things they enjoy and are excellent at, such as dance, sports, or creative pursuits and hobbies. Close, meaningful, and personal relationships are closely tied to happiness and psychological wellness. Positive feelings and support can come from both short-term social ties with strangers and long-term ones involving colleagues, kids, parents, close relatives, and acquaintances. According to studies, one crucial feature of social connections is their ability to spread joy, pleasure, and laughing like wildfire. According to psychologist Rollo May, true happiness derives through producing and possessing significance in one's life, instead of pursuing pleasure and financial gain. Loving someone and being loved is a profound phenomenon. Achievement boosts self-esteem and gives a sense of achievement (McQuaid & Kern 2018). It also boosts self-esteem.

The conceptual framework of the study shows the effect of covid-19 impact indicators (independent variable) to the students' well-being (dependent variable). The aforementioned paradigm will serve as a foundation for assessing the influence of covid-19 (health risk, health procedures, and online education system) on student well-being (in terms of positive emotions, engagement, relationship, meaning, and achievement). The results of this study will be a basis for Social Counseling Program of the University. It was attested that positive psychological (Seligman 2011), interventions can be used as a supplement to other mental health promotion and treatment strategies (Bolier et al. 2013).

This study would be beneficial to the top management, middle management, and OSAS of the university in designing appropriate Social Counseling Program for students in helping them cope with

the challenges of this pandemic and still maintain the energy and motivation in terms of their academic goals.

1.1 Objectives of the Study

This research article wants to achieve the following:

- To determine the extent of manifestation of students in terms of the following:
Covid-19 Impact: Health risk, Health Protocols, and Online Education System.
Well-being in terms of: Positive Emotions, Engagement, Relationship, and Meaning Achievement
- To determine the significant relationship existing between Covid-19 impact and Well-being indicators.
- To design an appropriate Social Counseling Program in the context of Covid-19 impact and Well-being in One State University.

2. Methods

2.1. Research Design

The major goal with this descriptive research design is to examine the influence of Covid-19 on the well-being of tertiary students. Descriptive research includes studies that support the present acts concerning nature and status of anything. Furthermore, this approach is fundamentally basic since it lends significance to the quality and status of current information. To assess the magnitude of manifestations in terms of Covid-19 impact and learner well-being.

2.2 Respondents

Non-random sampling technique of respondents used to get the necessary data to support the results and findings of the study. This research was conducted in state university students in different campuses with a total of 882 students. Male consists of 443 and 439 females respond on the questionnaire.

Table 1. Respondents' Profile

Campuses	Respondents	Gender	
		Male	Female
Campus 1	161	66	95
Campus 2	151	88	63
Campus 3	151	61	90
Campus 4	416	226	190
Other Campus	3	2	1
Total	882	443	439

2.3 Instrument

In terms questionnaire, the survey was the major data-gathering tool in this study, it was pilot-tested and validated by professionals, and a reliability test using Cronbach's Alpha was also performed to ensure the tool's dependability. The item of information obtained through the questionnaire augmented by additional information gathered through reading of literature and studies relevant to this research.

2.4 Data Gathering and Analysis

The questionnaire was disseminated to the respondents through google forms with the approval concerned university officials from different campuses. Assessment also provided in each item and the respondent just checked the number which corresponds to their perceived level of each statement. The means computed from the 5-point scale were then be classified and interpreted.

Legend:		
5	Strongly Manifested (SM)	4.21-5.00
4	Manifested (M)	3.41-4.20
3	Moderately Manifested (MM)	2.61-3.40
2	Less Manifested (LM)	1.81-2.60
1	Poorly Manifested (PM)	1.00-1.80

Based on the responses from the questionnaire, the tables that follow give the picture of the distribution of the demographic profile in terms of their campus and gender revealed in frequency distribution of the results based on the indicators given.

The collected data from the survey was treated based on the following methods:

Means. This is the most often used average of central tendency measurement.

Standard Deviation. It displays how equally the data is dispersed. The difference across each observable value and the mean.

Spearman RHO. This was utilized to see if there was a meaningful association between the study's variable.

3. Results and Discussion

This part of research article covers the presentation, analysis, and interpretation of data collected to address a subproblem related to the study's core issue. This section covers the study's findings in relation to the research objectives.

Table 2. Covid-19 Impact in terms of Health Risk

Statement	Mean	SD	Verbal Interpretation
I wear face mask.	4.81	0.50	Strongly Manifested

I wear face shield.	3.44	1.32	Manifested
I supplement my diet with vitamins.	3.67	1.21	Manifested
When I'm sick, I go to the doctor right away.	3.50	1.23	Manifested
I am fully vaccinated.	4.77	0.69	Strongly Manifested
Composite Mean: SD	4.04	0.99	

The influence of covid-19 on student health risk was demonstrated based on the results of the responses which shown in table 2 and acquired of 4.04 composite mean and 0.99 standard deviation. Among the statements, wearing facemasks and vaccination were strongly manifested to students. The IATF protocols required all individuals to wear facemasks and encourage everyone to take their vaccination for their safety particularly if they are outside their houses. Meanwhile, students taking care their body by drinking vitamins and diet, they go to the doctor if they are sick, and wearing face shields if necessary. These particulars are also manifested to the students which pegged the mean of 3.67, 3.50, and 3.44 respectively.

Table 3. Covid-19 Impact in terms of Health Protocols

Statement	Mean	SD	Verbal Interpretation
When I'm in public, I keep one meter.	4.33	0.81	Strongly Manifested
I avoid handshake, hugs, and other physical gestures to greet someone.	4.18	0.89	Manifested
I wash and sanitize my hands from time to time	4.52	0.74	Strongly Manifested
I am not a frequent user of public transit.	4.09	1.00	Manifested
I avoid communal gatherings.	4.01	0.93	Manifested
Composite Mean: SD	4.27	0.87	

Table 3 shows the effect of covid-19 on health protocols was strongly manifested in the students. This got the composite mean of 4.27 and standard deviation of 0.87. Students agreed that they wash and sanitize their hands from time to time and keep social distancing when they are in public places. In addition, the covid-19 affects the culture of the Filipino people by avoiding handshake, hugs, and other physical gestures that might result of transmittance of covid-19 to other people. It is also manifested that students avoid frequent use of public transportation and avoid communal gatherings for their safety.

Table 4. Covid-19 Impact in terms of Online Learning Management

Statement	Mean	SD	Verbal Interpretation
I can use a variety of online platforms.	4.35	0.77	Strongly Manifested
I have a strong internet connection.	3.76	0.97	Manifested
I have gadgets to use in online class.	4.24	0.85	Strongly Manifested
I attend online classes.	4.61	0.70	Strongly Manifested
My actions and deliverables are always completed on time.	4.31	0.78	Strongly Manifested
Composite Mean: SD	4.25	0.81	

In table 4, it shows that the pandemic covid-19 has had an impact in online learning management is strongly manifested where it acquired 4.25 as composite mean and 0.81 as standard deviation. Most of the statements in table 3 were strongly manifested as the tertiary students perceived. Students always attend online classes which is one of the teaching modalities applied by the university. They are capable to utilize different online platforms like google meet and zoom as the avenue of learning in the time of pandemic. In addition, they provide gadgets to use in online classes. Meanwhile, only one statement was manifested which acquire the mean of 3.76 and 0.97 SD. This was about the strong connection of internet in their places. Not all students, have internet connections that is why not all of them have a strong connection. However, even they don't have strong connection, students always find ways to deliver and submit their requirement on time which was strongly manifested with the mean of 4.31 and 0.78 standard deviation.

Table 5. Well-being in terms of Positive Emotion

Statement	Mean	SD	Verbal Interpretation
I enjoy my time in studying.	4.13	0.77	Manifested
I am inspired to learn about new software applications in my class.	4.21	0.75	Strongly Manifested
Whenever I have an online class, I am looking forward to it.	4.22	0.80	Strongly Manifested
I feel satisfaction in each task I make for school.	4.20	0.78	Manifested
I am content with the educational method I'm using currently.	4.03	0.91	Manifested
Composite Mean: SD	4.16	0.80	

The results of positive emotion in well-being shown in table 5. Students agreed that it manifested to them the positive emotions with 4.16 composite mean and 0.80 SD. Students' online classes serve as motivation to look forward to it. They are really inspired to attend classes for them to learn new software and applications use by the teachers in their class. On the other hand, the three statements were also manifested; they feel satisfy in accomplishing all the activities given by the teachers in their school, they enjoy studying, and contented in the teaching strategies. It received a mean of 4.20, 4.13, and 4.03 respectively.

Table 6. Well-being in terms of Engagement

Statement	Mean	SD	Verbal Interpretation
I actively participate to my online classes.	4.23	0.77	Strongly Manifested
I participate in school-related activities and programs.	3.97	0.91	Manifested
I became a member of a social media group.	3.66	1.10	Manifested
I get along well with those who share my interests and pastimes.	4.05	0.88	Manifested
I join in groups with the good goal of assisting with the current pandemic.	3.92	0.99	Manifested
Composite Mean: SD	3.97	0.93	

In terms of engagement, table 6 illustrated that the students well-being pegged at the composite mean of 3.97 and standard deviation of 0.93 which means that it was manifested in the tertiary

students. One statement stood out which was the engagement of the students in participating online classes during pandemic with mean of 4.23. Meanwhile, the other statements were manifested based on the responses of the tertiary students. Students get along with similar interests and past times. With this, they participated in school-related activities and programs and they also participate in various groups with good goal of assisting the current situations.

Table 7. Well-being in terms of Relationship

Statement	Mean	SD	Verbal Interpretation
I spend quality time with my family.	4.40	0.80	Strongly Manifested
I have harmonious relationship with my siblings.	4.15	0.96	Manifested
I had opportunities to form bonds with my friends.	4.27	0.81	Strongly Manifested
I can make new pal/friends.	4.20	0.89	Manifested
I build social friendship.	4.19	0.88	Manifested
Composite Mean: SD	4.24	0.87	

Table 7 revealed that the students well-being in terms of relationship was strongly manifested with a composite mean of 4.24 and SD of 0.87 based on the responses of students. In the time of pandemic, it is strongly manifested that most of the students spend their quality time with their family which got a mean of 4.40. In addition, even it is pandemic, they still can have opportunities to form bonds with their friends through social media. Covid-19 is not the reason for them to make new friends and this is manifested to the students. They build social friendship and harmonious relationship with their siblings in this time of pandemic where everyone can't go outside their houses.

Table 8. Well-being in terms of Meaning

Statement	Mean	SD	Verbal Interpretation
Every day, I wake up with a strong desire to engage in meaningful things.	4.15	0.87	Manifested
Doing things gives me a sense of purpose.	4.31	0.77	Strongly Manifested
In my life, I have time to meditate on various topics.	4.08	0.84	Manifested
I am brave when it comes to doing things that make me happy.	4.34	0.78	Strongly Manifested
I feel at peace at the end of the day.	4.15	0.88	Manifested
Composite Mean: SD	4.21	0.83	

Well-being in terms of meaning is the focused of table 8 which is strongly manifested to the students that acquired the composite mean of 4.21. Students showed the strong manifestation that they are brave enough to do things that made them happy and doing those things for the purpose. Meanwhile, two statements received same mean which is 4.15. Students wake up with strong desire to engage in meaningful things and feel at peace every day. It also manifested that in life, they need to meditate on various topics especially in the time of pandemic that everyone experiencing mental anxiety and stress.

Table 9. Well-being in terms of Achievement

Statement	Mean	SD	Verbal Interpretation
I express my thoughts and opinions on a specific subject.	4.09	0.81	Manifested

I share things on social media that make me feel good about myself	3.90	1.03	Manifested
I can finish my task for a day.	3.96	0.88	Manifested
I gain learnings through experiences.	4.36	0.73	Strongly Manifested
I am proud of specific fields, sports, hobbies, and other aspects of my personality.	4.29	0.82	Strongly Manifested
Composite Mean: SD	4.12	0.85	

Table 9 shows the results of well-being in terms of achievement of the students during pandemic. It was manifested that the achievement of the students got a composite mean of 4.12 and standard deviation of 0.85. This revealed that the students gain their learning from their lived experiences which has a mean of 4.36. They also proud of their skills on specific fields, sports, hobbies and other aspects related for the development of their selves. It is also manifested in the lives of students that they express their perspectives on a specific subject. Moreover, they can finish their task every day and share things on social media which make them feel good. This sense of achievement helps students to keep motivated even there is covid-19.

Table 10. The Significant Relationship Existing Between Covid-19 Impact and Well-being Indicators

Covid-19 Impact	Well-being	Correlation Coefficient	Degree of Correlation	p value	significance at 0.05
Health Risk	Positive Emotions	0.418	weak positive correlation	0.0017	significant
	Engagement	0.472	weak positive correlation	0.0045	significant
	Relationship	0.381	weak positive correlation	0.0069	significant
	Meaning	0.383	weak positive correlation	0.0035	significant
	Achievement	0.440	weak positive correlation	0.0054	significant
Health Protocols	Positive Emotions	0.459	weak positive correlation	0.0040	significant
	Engagement	-0.371	weak negative correlation	0.0033	significant
	Relationship	0.379	weak positive correlation	0.0017	significant
	Meaning	0.401	weak positive correlation	0.0021	significant
	Achievement	0.443	weak positive correlation	0.0014	significant
Online Learning Management	Positive Emotions	0.569	moderate positive correlation	0.0088	significant
	Engagement	0.491	weak positive correlation	0.0014	significant
	Relationship	0.430	weak positive correlation	0.0050	significant
	Meaning	0.473	weak positive correlation	0.0030	significant
	Achievement	0.551	moderate positive correlation	0.0040	significant

The study revealed that the covid-19 impact in health risk, health protocols, and online learning management has significant relationship in the Seligman Theory of well-being, PERMA. The results showed that positive emotions ($r=0.459$, $p=0.0040$), engagement ($r=-0.371$, $p=0.0033$), relationship ($r=0.379$, $p=0.0017$), meaning ($r=0.401$, $p=0.0021$), and achievement ($r=0.440$, $p=0.0054$), well-being in terms of health risk have significant relationship. It also having a weak degree of correlation.

Meanwhile, health protocols have significant relationship in well-being of tertiary students which revealed that positive emotions ($r=0.418$, $p=0.0017$), engagement ($r=0.472$, $p=0.0045$), relationship ($r=0.381$, $p=0.0069$), meaning ($r=0.383$, $p=0.0035$), and achievement ($r=0.443$, $p=0.0014$) are shown with a weak degree of correlation.

Further, online learning management has significant relationship with the theory of Seligman. Two in PERMA well-being were moderate positive correlation; the positive emotions ($r=0.569$, $p=0.0088$) and achievement ($r=0.551$, $p=0.0040$). On the other, engagement ($r=0.491$, $p=0.0014$), relationship ($r=0.430$, $p=0.0050$), and meaning ($r=0.473$, $p=0.0030$) have a weak degree of correlation.

3.1 Program of Counseling, Psychology, and Social Work

In all stakeholder's paradigm, the elements covered counseling, emotional, and sociological service. Educational counseling services, social workers, and psychologists are critical to students' emotional, behavioral, and mental health, as well as their school performance. Students are taught social - emotional development like emotion management, empathy practice, conflict resolution, and collaboration are more optimistic and less worried than students who are not enrolled in such activities. The program aims to establish a system to assist in meeting all students' counseling demands, promote individual strengths and needs, as well as social and cultural diversity, assist students in understanding themselves and developing good connections with everyone else, assist students in setting and achieving academic goals, as well as exploring individual career choices, consulting and coordinating services are available to teachers, families, administrations, and anyone who deal with students, guarantee that all students have access to advice and counseling, and provide developmental, preventive, and reactionary services.

Counseling, Psychological, and Social Programs improve student' mental, behavioral, and social-emotional health and encourage achievement in the education process, particularly during this epidemic. Operations are including mental, psychoeducational, and psychological and social assessments; directly and indirectly intervention strategies like person or group counseling and dialogue to resolve mental, educational, and social obstacles to education; as well as consultations to community education support services as needed. Furthermore, education mental health experts support to the psychological and cognitive health of students and the health of the school environment through system-level evaluation, preventive, rehabilitation, and project planning. These may be accomplished through resources discovery and assessing, cooperation between schools, communities, and families, and continued engagement in campus security and emergency preparedness activities.

Students are involved in organized experiences designed to satisfy the guided curriculum goals. Aside from academic demands, there is a major emphasis on individual, interpersonal, academic, and vocational needs. The guidance curriculum should be current and effective, providing students with relevant information and life skills through suitable teaching and evaluation methodologies. Guidance counsellors assist with both organizational and execution aspects of the guidance program. However, its successful execution requires the assistance and cooperation of all school personnel. Guidance counselors collaborate with classroom instructors and school officials to integrate the guidance curriculum into the Programs on state university. Guidance counsellors can support instructors in a

variety of ways, ranging from counseling to team teaching. Advice counsellors may also independently teach some guidance-related subjects; however, delivering timetabled classes is normally rarely counted as part of the guidance counsellor's work. If a guidance counsellor conducts regularly scheduled lessons, he or she is doing so as an instructor, not even as a guidance counsellor. The guidance curriculum is typically implemented via two primary modes: planned lessons given by classroom teachers and guidance counsellor-specific programs, which normally occur outside of the classroom setting and are directed by experienced guidance counsellors.

3.2 Discussion

During the Covid-19, the health risks and repercussions are likely to increase. Initiatives to boost equality in medical, societal, and economic systems during and after Covid-19 could help to limit the unequal hazards as well as other times medical stress that can bring (Connor, et. al. 2020; Bordalo, et. al. 2020). Health risks was experienced not only by the students but also all individuals in the world. Everyone must think their own actions for the possible consequences for them. Likewise, Policies to combat the COVID-19 must strike a balance between reducing health risks and the costs of economic disruptions (Viscusi 2020) which was attested those environmental dangers that can be modified must be avoided or reduced by public health and policy actions (Kamalakaran, et.al. 2021) and adopt to the given restrictive measures (Duan, et. al. 2020). Students must always follow to the given healthy protocols by the government for their safety purposes. These protocols help to mitigate the transfer of covid- 19 for everyone.

In addition, the Covid-19 epidemic, which struck the globe in mid-January 2020, has drastically altered people's life and Philippines is not excluded. Face-to-face learning is being squeezed out of the educational system in favor of online learning to ensure that education continues (Giatman et al. 2020; Junus, et. al. 2021). Philippine education system finds ways to continue the delivery of instructions for the students and affects the effectiveness of teaching (Aquino & Chavez 2022). Likewise, students are also willing to follow the policy given by the government and institution to adopt to the drastic change because of the pandemic and the university make their ways to adapt the change and be flexible and delivering instructions.

On the other hand, the researchers investigate the influence of positive social relationships and environmental circumstances on the regulation of pleasant sentiments and emotions, with a focus on lifetime development perspectives (Alexander, et.al 2021). Similarly, task treatments frequently presume that interventions help to ease stress would result in increased wellbeing, but they rarely assess gains in positive emotions (Huppert, 2014). With this, the students boost their happiness attending online classes and learn something new amidst Covid-19. Moreover, Positive psychology aims not only preventing but also how people can use their full ability to cope with life's stresses especially in the time of pandemic (Afzal, 2016). Its purpose was to make people's lives better by strengthening their good traits, abilities, and awareness of what it means to live a healthy life and have positive emotions even they are learning through online classes. Positive Education seeks to promote optimum growth and flourishing in the school by integrating Positive Psychology concepts with best practices in education paradigms. It is becoming more popular as more individuals acknowledge the essential role that institutions play in fostering health and the relationship between wellness and academic achievement (Norrish, 2013).

Moreover, engagement affects the results of relationship in working environment like in classroom setting (Robledo, et. al. 2019). This is attested that engagement and workplace wellness are vital notions because work is such an integral component of an individual's life (Dulagil 2012). These engagements help students to have better outcomes in their lives. Participating organizations or groups feel them that they are important. Meanwhile, the goal of the study of De-la-Calle-Durán, et. al (2021) is to determine the primary factors of the engagement of all employees that really can contribute to wellness and it results the 5Cs Model which serves as a blueprint for increasing employee engagement. This model helps every individual to develop their selves in terms of engagement in the community.

Hence, the exploration stage revealed the huge distance-learning revolution, which was implemented by more than 90% of educational systems but has also produced tremendous emotional and relationship issues (Crescenza 2021). Throughout this stressful moment and ambiguity in the time of pandemic, it is critical for families to protect and cultivate their ties and beliefs that are shared in order to ensure protection and silver lining for their children (Prime, et. al. 2020). Meanwhile, the influence of COVID-19 on family life was found to result in a decrease household income, more frequent family arguments, budgeting issues, and a double load on the family, particularly the parents (Afifa 2021). The findings are the consequence of efforts taken when COVID-19 was discovered, such as home quarantine and the establishment of health protocols. However, it was tested in the current study that the relationship of the students in their families and friends are not hinder by the covid-19, in fact, it provides enough time for them to bond their ties better which was agreed by the researchers that have seen a strong positive association between family bonds and the rate of contagion everywhere over the world (Di Gialleonardo, et. al. 2020).

Consequently, seeing the issue as a chance for personal progress, finding personal significance, maintaining a positive and brave mentality, and interacting more effectively with oneself and others during the current scenario or the Covid-19 were all positively related to emotional intelligence characteristic (Sanchez-Ruiz, et. al. 2021). On the other hand, there is a disagreement between both the trauma caused by COVID-19 and folk's way to recognize of life purpose, resulting in such an implication and negate effect that encourages people to make significance efforts in terms of improving their sense of meaning and purpose, start changing the primary objective as well as other perception states, and eventually achieve mental adjustment (Chen, et. al. 2020). This pandemic attests the well-being particularly the meaning of life of all people around the world and the students shown that they value mental and physical health as they doing their activities in everyday living.

Additionally, in the time of pandemic teachers must increase digital exercises, as well as stimulation of student-to-student contacts, should be addressed to boost enthusiasm for learning pursuing lesser courses (Tang et al. 2021). It seems that students can do things on their own that made them satisfy, however, the mean tells that it is not strongly manifested. With this, institutions particularly the teachers should provide interesting activities and interactive discussion that will motivates the students to participate and achieve their goals. Students love various activities.

4. Conclusion

Based on the findings of the students' responses, the influence of covid-19 in terms of health risk was demonstrated. Students were aggressively encouraged to wear facemasks and receive vaccinations. Meanwhile, students are taking care of their bodies by taking vitamins and eating a healthy diet, visiting the doctor if they become ill, and using face shields if necessary. It was also discovered that students were highly affected by covid-19 in health protocols. Furthermore, the covid-19 has an impact on Filipino culture by preventing handshakes, hugs, and other physical actions that could spread the virus to other people. For their own safety, students avoid taking public transportation and attending social events. In the event of a pandemic, they will be able to use various online platforms such as Google Meet and Zoom to learn. They also provide devices for use in online classes. Meanwhile, only one statement was made, and it was regarding the great internet connection in their locations. Because not all students have access to the internet, not all of them have a robust connection. Even if they don't have a strong connection, students always find a way to deliver and complete their requirements on time, as seen by their high performance. Moreover, in PERMA Well-being Students agreed that it elicited favorable sentiments in them. Students' excitement for online education motivates them to attend. They are really motivated to attend classes in order to learn new software and programs that their professors utilize in class. On the other side, students expressed satisfaction in completing all of the activities assigned by their teachers at school, enjoying learning, and being satisfied with the teaching tactics. The students demonstrated it in terms of engagement. One thing that stuck out was the students' participation in online classes during the pandemic. Students that share similar hobbies and pastimes get along well. It was discovered that the students' well-being in terms of relationships was significantly manifested. During pandemics, it is clear that the majority of students spend their precious time with their families. Furthermore, even if the disease is widespread, they can still use social media to create bonds with their pals.

In terms of meaning, tertiary students demonstrated that they are courageous enough to undertake things that make them joyful and to do them for a purpose. Every day, students wake up with a strong desire to engage in meaningful activities and to feel at ease. It also showed that they needed to focus on many things in life, particularly during a pandemic when everyone was experiencing mental anguish and stress. This indicated that the students learn from their real-life experiences. They are also pleased of their abilities in specialized fields, sports, hobbies, and other facets of personal development. It also shows up in the lives of students when they voice their opinions on a certain topic. Furthermore, people can do their tasks on a daily basis and post items on social media that make them happy. Even when there is covid-19, this sense of accomplishment helps students stay focused.

5. References

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