

am not satisfied with my projects and assignments,” had a 2.7126 mean, verbal interpretation of moderate, and ranked second. This only inferred that student are having a problem with their work, assignments, and projects and they are not satisfied with the type of instruction or learning.

Results revealed that the psychological well-being obtained a summative mean of 2.5518 which revealed that the respondents had a moderate level of mental health in terms of psychological well-being. This only implies that psychological well-being has a moderate level.

This research is connected to the study of Ozpolat, Isgor, & Sezer (2012) which states that there is a positive and medium level relationship between psychological well-being, control, and perfectionism subscales. It was also revealed that there is a negative and medium level relationship between psychological well-being and the need to please and self-esteem scale. With respect to the findings, the students' well-being shows a moderate level of how they embrace lifestyles such as having both positive and negative effects on online class. It is oriented to the emotional response and analyzing the relationship between our personality features which personality predicts student's satisfaction. The psychological well-being scores of the students stand with the management of their lifestyle and are oriented to how a student embraces their self-esteem and feels about online classes.

Students, who embrace self-esteem and need to please oriented lifestyles, have a negative relationship with psychological well-being. A positive relationship to psychological well-being refers to the students who embrace control and perfection-oriented lifestyles and autonomy, personal growth, and environmental mastery. This indicates that a student's personality plays a vital role in their coping mechanism and new environment adaptation. Online classes serve as a reset or an introduction to a new

lifestyle, thus it varies with how a student will respond as the results show a moderate level of psychological well-being towards online classes.

The findings of the study also agree with the study of Huppert (2009) which states that it can either have a positive effect or negative effect on the student's mental health by correlating both causes of well-being and ill-being. The moderate level of mental health in terms of psychological well-being indicates that students vary differently in the ways they manage on the take on to the educational conversion. Factors that affect mental well-being can be demographic, personality, social factors (brain development), genetic factors, and other drivers which can lead either to well-being or ill-being.

A student varies widely through their accustomed or lifestyle habits and level of psychological well-being. The drivers of well-being can be determined through a flexible lifestyle which depends on how the student will take on online classes. It pertains to the balanced effect on the student's psychological well-being. Online classes serve to both have a positive and negative effect depending on the student's neurobiological basis of response and the situations where online classes have given.

3.3 Social Well-Being

Table 7
Respondent's Mental Health in terms of Social Well-Being

Indicators	Mean	Verbal Interpretation	Rank
1. I communicate with my friends from time to time.	2.2156	High	7
2. My parents are there to listen to my problems.	2.5988	Moderate	1
3. I have siblings who understand me.	2.0599	High	9
4. My friends and I hang out.	2.3952	High	4
5. I attend family gatherings.	2.4759	High	2
6. There is somebody whom I can talk to about	2.2410	High	6

my problems.			
7. I often have negative thoughts about my academic performance.	2.1497	High	8
8. I talk about my problems with my friends.	2.4611	High	3
9. I share my thoughts with my friends.	2.2814	High	5
Summative Mean	2.3198	High	

Table 7 shows the respondents' mental health in terms of social well-being. Indicator 2 which states that "My parents are there to listen to my problems" acquired the highest rank with a mean of 2.5988 and was verbally interpreted as high. This inferred that people with siblings have stable mental health because there is someone who understands them aside from their friends. It is followed by indicator 5 which states that "I attend family gatherings" which acquired the mean of 2.4759. This indicator interpreted as high only indicates that attending family gatherings can help in having stable mental health.

Results reveal that social well-being obtained a summative mean of 2.3198 which reveals that the respondents have high or stable mental health in terms of social well-being.

The findings of the study agree with the study of UK Research and Innovation (2013) which states that social isolation has long been known as a trigger for mental illness. The support coming from friends, family, and neighbors is said to be beneficial to the mental health of individuals. Volunteering, joining clubs and organizations, and other social interactions can also boost the well-being of a person. Socializing creates a big impact on a person's mental health. People tend to forget about the negative things when they are surrounded by people who support them because they are being distracted by the situation that they are in. The mental health of a person becomes better when they are

with someone, they are comfortable with because they can open up their problems and concerns without any judgment, and they can also receive comfort and possibly, advice. We can also conclude that social relationships contribute to better health and well-being by observing and analyzing people's behaviors every day within a social context.

Factors like gender have also been found that mental health is dependent on in terms of social well-being. For women, friendship networks are more important than having regular contact with a network of a large family. While men, do perform better when they have large numbers of friends and/or family.

The findings of the study could also be of relation to Lev Vygotsky's (1934) theory entitled Sociocultural Theory, which states that community is one of the key components that play a vital role in one's mental health. The theory shows the role of social interaction in the development of cognition, as he strongly believed that community plays a vital role in the process of "making meaning".

The social interaction within the community, which also includes family and friends, can greatly affect a person's behavior and way of thinking. When they are surrounded by people who personally know them, they are comfortable enough to express and open up what they want unlike when they are with strangers. With respect to the findings, respondents who connect and interact more with their friends and family were found to have stable mental health. Being able to constantly interact and communicate with others is someone's way of distressing and as a result, their mental health becomes stable.

In terms of online classes, social interaction is also one of the components of an effective learning environment. It is related to the theory's community-centered principle on "social cognition" which states that a community-centered online learning

environment will provide a space for students to work collaboratively in creating new knowledge.

4. Is there a significant difference in the respondents' mental health when grouped according to their profile variable?

Table 8
Significant Difference in the Respondent's Mental Health when Grouped According to their Profile Variables

Profile	Treatment		Result	Interpretation
Age	One-way ANOVA	17 -18 19 - 20 21 - above	f= 0.521 sig. (2-tailed) = 0.595	No Significant Difference
Sex	t-test	Male Female	t= 1.264 sig. (2-tailed) = 0.208	No Significant Difference
Major	t-test	Fashion and Apparel Food Technology	t= 1.660 sig (2-tailed) = 0.208	No Significant Difference

Table 8 shows the difference in the respondents' mental health when grouped according to their profile variable. Using One-way ANOVA, results revealed that there was no significant difference in respondents age 17-18,19-20, and 21 above (f= 0.521, p= 0.595). Using t-test, results revealed that there was no significant difference in Female (M= 2.3378, SD= 0.63054) and Male (M= 2.4750, SD= 0.74304) when grouped according to their gender; $t(165) = -1.264$ p= 0.208. T-test was also used for major which reveals that there was no significant difference in Fashion and Apparel with 82 respondents (M= 2.4748, SD= 0.62924) and Food Technology with 85 respondents (M= 2.3025, SD= 0.70802) when grouped according to their Major; $t(165) = 1.660$ p= 0.099. They both have a probability value higher than the significant alpha of 0.05. This result implies that mental health is not affected by their age and gender. Thus, these finding leads to the acceptance of the formulated null hypothesis.

In summary, there is no difference in the mental health of the respondents when they are grouped according to their demographic profile. Results are parallel to the study of Droogenbroeck et al. (2018) which states that girls experience psychological distress, scoring significantly higher scores than boys. In the same study, it was mentioned that young adult boys aging from 20-25 years old were more likely to experience psychological distress compared to adolescent boys from 15-19 years of age. Meanwhile, there were no age differences among girls. According to the American Psychological Association, an aging person's emotional well-being can be affected by happenings such as losing their loved ones, discovering the health implications of their body, and being unable to do their once-cherished activities. Results agree with the study of Rosvall and Nilsson (2016), in which school nurses were interviewed regarding mental health and the students they serve; it was shown that they believed girls were more likely to have mental health problems than boys and that boys were harder to get to open up about mental health. Despite the nurses' assumptions, it has been found that both boys and girls were equally affected, though girls were more likely to report it. According to the study conducted by Hjorth (2016) to see how mental health affected school dropout rates across genders, it was revealed that while females were more likely to have poor mental health, men were more likely to drop out of school due to their mental health. The women were coping with their mental health challenges better, they cited this due to women getting more treatment, and therefore staying in school despite poor mental health.

5. Is there a significant difference between Online Classes and the Mental Health of the Industrial Technology Students of Capiz State University-Main Campus?

Table 9
Significant Relationship between Online Class and Mental Health

Profile	Treatment		Result	Interpretation
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Accessibility to the internet	Independent T-test	Yes No	t= 0.115 p-value= 0.908	No significant difference
Available electronic devices	One-Way ANOVA	Cellphone Laptop tablet Computer iPad	F= 1.515 p-value= 0.200	No significant difference
Suitable space for an online class	One-Way ANOVA	At home At relative's home At dorm Others	f= 0.605 p-value= 0.612	No significant difference

Table 9 shows the difference in the respondent's mental health when grouped according to accessibility to the internet, available electronic devices, and suitable space for an online class. Using the Independent t-test, results revealed that there was no significant difference in respondent's mental health in terms of respondent's accessibility to the internet (t= 0.115, p-value= 0.908). Using One-Way ANOVA, there is no significant difference in respondents' mental health in terms of the available electronic devices used by the respondents (f=1.515m p-value= 0.200). There was also no significant difference in the respondent's mental health in terms of the respondent's preference for a suitable space for an online class (f=0.605, p-value=0.612).

In summary, there is no difference in the mental health of the respondents when grouped according to accessibility to the internet, available electronic devices, and suitable space for an online class. The researchers were able to uncover the relationship between the mental health of the respondents when grouped according to accessibility to the internet, available electronic devices, and suitable space for an online class. This result concurs with the Children Bureau (2019) Effects of Technology on Mental Health which states that it can be linked to a number of other subsequent factors such as depression, low self-esteem, and loneliness which often lead to diagnosable mental illnesses and worsening issues that were already present.

JMIR Ment Health (2016) Are Mental Health Effects of Internet Use Attributable to the Web-Based Content or Perceived Consequences of Usage? A Longitudinal Study of European Adolescents contradicted the Children Bureau's Effects of Technology on Mental Health. The magnitude of Internet use is negatively associated with mental health in general, but specific Web-based activities differ in how consistently, how much, and in what direction they affect mental health (JMIR Ment Health, 2016)

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