

A COMPARATIVE STUDY OF AWARENESS, MINDFULNESS, AND WELL-BEING AMONG GRADUATING STUDENTS OF BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study compares awareness, mindfulness, and well-being among graduating students from five departments at Bestlink College of the Philippines. It examines how varying educational experiences influence students' mental health and preparedness for post-graduate life. Mindfulness—recognized for its role in reducing stress and enhancing emotional regulation—was found to vary across academic disciplines. Technical programs tend to emphasize analytical skills, whereas humanities courses often foster greater self-reflection. This study aims to investigate how departmental differences affect students' stress levels, resilience, and preparedness for future careers. Utilizing a comparative quantitative research design, the study surveyed 500 graduating students selected through purposive sampling. The survey gathered demographic data, along with measures of mindfulness, awareness, and well-being. The instrument was validated by experts to ensure reliability and accuracy. The study found that the majority of respondents were aged 20–25 (85%) and predominantly female (56.2%), with balanced representation across departments. Students reported notable improvements in awareness, mindfulness, and well-being—particularly in recognizing personal strengths, managing emotions, and experiencing greater fulfillment in their academic journey. However, the Kruskal-Wallis H test revealed no statistically significant differences across departments, with p-values exceeding 0.05. These results suggest that departmental affiliation does not significantly impact these factors, although department-specific elements such as workload and support systems may still influence student well-being and resilience. The study recommends the development of department-specific programs and the integration of mindfulness education into academic curricula to further support student well-being. Encouraging interdepartmental collaboration may also foster a more supportive environment that better prepares students for life after graduation. The findings highlight the potential benefits of implementing mental health-focused policies in higher education to promote the well-being of graduating students. These recommendations aim to inform future initiatives targeting student mental health and post-graduation readiness. Overall, the research emphasizes the need for a holistic approach to student well-being—one that addresses both academic and emotional dimensions.

RECOMMENDED CITATION

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